

# Beresford Road Public School

## Annual Report



2017



4405

## Introduction

The Annual Report for **2017** is provided to the community of **Beresford Road Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

David Leydon

Principal

## School contact details

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## Message from the Principal

The year 2017 has been one of growth and achievement for Beresford Road Public School. The student population has continued to grow steadily and assessment information shows the learning programs are successful. Students have achieved well in public speaking, debating, choir, dance and sport while still demonstrating excellent growth in NAPLAN results.

Recent studies have shown that the quality of the teacher is a major factor in student performance and the success of a school. Beresford Road PS is fortunate to have excellent executive staff and hardworking, dedicated teachers who support our students on a daily basis. The school has a strong partnership with local schools to provide the best and most current pedagogical development for their staff ensuring the quality of classroom practice is high.

I would like to thank our parent community for their continued support of the school. We are fortunate to enjoy parent support in a number of areas which assist us in providing quality learning experiences for the students. My particular thanks to our P & C Association for the hard work they do in assisting the school with funds and organising student and community events. The P&C, in partnership with the school, have had an impact on student learning over many years.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

## School background

### School vision statement

We are a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse learning environment that fosters meaningful integration of technology. We aim to develop in students the skills of communication, collaboration, critical thinking and creativity.

Every student has the opportunity to achieve their personal best through engaged active learning in a safe, fun, respectful and supportive school.

### School context

Beresford Road Public School was constructed in 1969 and is situated in a growing residential area which proudly serves the Greystanes and Pemulwuy local communities. The school has spacious grounds and amenities which are able to cater for the 658 students which are currently enrolled in the school. Fifty-two percent of students that attend the school are from non-English speaking backgrounds.

The school has a special education unit with three Multi-categorical classes. All learning spaces have interactive white boards and air conditioning. We are part of the Pemulwuy Learning Community. The school's educational plan has a strong focus on improving the educational outcomes for all of our students in the areas of student learning and well-being.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

### LEARNING

There is a demonstrated commitment within the Beresford Road Public School community to strengthen and deliver on school learning priorities. Beresford Road Public School staff members are open to change and adopt new practices and syllabuses with enthusiasm. Positive, respectful relationships are evident among students and staff, promoting student well-being and ensuring good conditions for student learning.

There are high levels of student, staff and community engagement. We address the needs of identified student groups. We have enrichment classes for our gifted and talented students. We have individualised learning programs for our Aboriginal students and the help of school learning support officers and learning support teachers for students with disabilities or for whom English is an additional language. Although we have an involved community, in 2017 we further strengthened community engagement in student learning by running sessions on how parents can support their children's learning at home in grammar and reading.

The school implements a whole school approach to well-being that has clearly defined behavioural expectations and creates a positive teaching and learning environment. We have moved from being a PBL school and are now teaching the 'Bounce Back' program. We have a rule of the week based on our values of 'Be Safe', 'Respect', 'Participate' and 'Strive for Excellence' and teachers discuss what the rule looks like in different areas of the school. This is often followed up in the school newsletter. Students earn caught you cards for displaying positive behaviours. Teachers have been implementing Bounce Back lessons in their classrooms resulting in fewer detentions. In 2017, we continue to use the Buddy Bench system to aid students who find it difficult to find friends in the playground.

Curriculum provision is enhanced by learning alliances with the Pemulwuy Learning Community (PLC). Our teachers shared their best practices with teachers from other schools in the PLC and learned new ideas from the other teachers, which they have then implemented into their classroom practice. We are currently part of a project to improve student articulation of their learning. In 2017, we consolidated Learning Intentions and Success Criteria in the classroom and focused on questioning and feedback. This involved a leadership program where leaders from each stage were trained and implemented quality questioning and feedback in their classroom and taught others.

A high level of integration of technology is evident in every classroom where teaching is innovative and engaging for the students. All classes have access to either a laptop per child, an XO, a chrome book or an Infinity. We also have a computer room with 32 computers and another 32 computers and 32 iPads in the library. Students make movies, use green screens to manipulate photographs, create websites and create graphic organisers using technology. Students use Google Docs and Google Classroom to share documents they produce with their peers and their teachers for feedback. Some of the Stage 2 and Stage 3 classes have used Tinkercad to successfully design items. These designs were then printed using our 3D printer. Many teachers taught coding in their classrooms. Teachers also designed and printed customised mathematics manipulatives for use in mathematics lessons. In 2018 we will introduce robotics.

Extra-curricular learning opportunities are significant to support student development and are strongly aligned with the school's vision, values and priorities. We have PSSA teams in netball, Newcomb ball, softball, soccer, tee ball, AFL and touch football. Our school girls' AFL team also plays on Sundays. We have an active SRC, a gardening club, a code club, three dance groups, a drama club and a choir which performs at venues such as the Sydney Opera House. Students have the opportunity to learn keyboard or guitar. In 2017, we started an MC dance group and a junior choir. In 2018, we will start a chess club, a robotics club and a craft club.

The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. School reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Teachers regularly plot student achievement on PLAN and in 2017 we ensured parents have an understanding of what their children are learning and receive regular information to support progression to the next level. The school achieves excellent results for students in Year 5 and most students are at or above national minimum standards on external performance measures. In 2018, we aim to ensure the performance for equity groups within the school is comparable to the performance of all students within the school.

Teachers differentiate and make adjustments to cater for the diverse learning needs of their students. Some students require intervention in the form of a program such as Reading Recovery. We have decided that much of SLSO and support teacher time is most effectively used in structured interventions. In 2016, we used Reading Recovery, Rip it up Reading and Multilit for literacy and CAMS and STAMS for mathematics interventions. All of these programs have shown excellent improvements which are evidenced both through assessments and teacher observations. In 2017, we worked with Murdoch Children's Institute on a research project comparing MiniLit to other interventions. A teacher and SLSO were trained and implemented MiniLit with eight Year 1 students. One teacher was trained and implemented L2 with Year 2 students. With the department no longer implementing Reading Recovery, we will be implementing our own version of the program in 2018. We will also continue with MiniLit.

Beresford Road Public School has a number of practices to aid transition. Teachers plot their students on PLAN. This gives valuable information for the teacher the following year. Anxious students spend time in the classroom of the teacher for the following year, establishing a great relationship between the teacher and the student. We ask for information from preschools about students starting school. We spend time with the Year 7 coordinator from the high school to ensure all students have a smooth transition. With the support of our school counsellor, who shares our school and the local high school, students with special needs or anxiety spend extra time at the high school to ensure a smooth transition. In 2017, we joined a Fair Education Project with local schools and one rural school, Moree East Public School. As a result of this we have implemented new practices which will continue in 2018. We had an extra orientation for kindergarten students who have not been to preschool. We invited Year 6 students from neighbouring schools, who were not going to the same school as their peers, to join in our high school transition program. This meant that students, not attending Greystanes High School, knew someone when they started at a different high school.

We utilise Sentral attendance reports to show students with either less than 85% attendance, regular non-attendance on particular days or changing attendance patterns. Parents are contacted to discuss issues and if we still have concerns, students are referred to the Home School Liaison Officer. Students who are late without reason more than three times in a term are counselled by the Deputy Principal.

We have a very low detention rate at Beresford Road Public School. Casual teachers comment on how friendly and respectful our students and staff are. Staff at excursion venues and camps regularly comment on the excellent behaviour of our students.

We demonstrate our value of staff and student well-being by devoting one third of our school plan to it. We allocated our School Development Days to learn more about Growth Mindset, with workshops for both teachers and parents. We have adopted Mindfulness as a practice in some classrooms. All students also have access to Mindfulness sessions at lunch times.

We changed the way we reported to parents to give more relevant information that is easier to comprehend. We asked the parents what they wanted to know about their children. We removed the 'Effort' tick and spoke more about student engagement in the comment. We now have one large comment covering all KLAs as sometimes more needs to be said in a particular KLA than another. We discuss strengths and areas for development. Parents have given very positive feedback on the new format of the reports. Along with two reports per year, we have parent teacher interviews at the beginning of Term 2 and parents are invited to discuss the report if they wish to.

## TEACHING

Teachers at Beresford Road Public School regularly review and revise teaching and learning programs and classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school goals.

Teachers all write a teaching program that is responsive to students' needs. Teachers collaborate across the stage to create programs and share ideas but teachers adapt the programs to their own class and make notes about changes. At Beresford Road Public School, there are few behaviour problems and a walk around the school would find all students engaged in learning.

At Beresford Road Public School, we analyse NAPLAN results and look for trends, growth, areas of strength and areas in need of further development. Each strand, such as spelling, is analysed in fine detail and presented to the staff. These results are discussed in weekly staff meetings and we look at suggestions for improving teaching practice. In response to data, including NAPLAN, the executive makes decisions about targeted support to individual students and directions in the school plan. NAPLAN results are presented in detail to the P and C at a monthly meeting.

Beresford Road Public School is part of a Pemulwuy Learning Community (PLC) project to improve student articulation of learning. In 2017 we consolidated ensuring that Learning Intentions and Success Criteria (LISC) were clear in every classroom across the PLC. We added feedback and questioning as classroom practices. One executive from each school partook in professional learning on questioning and feedback. Each of these leaders then led professional development in their own schools. This developed leadership expertise in the teachers. These teachers then perfected the use of questioning and feedback in their own class before teaching their own stage. The stage leaders gave demonstration lessons and then watched lessons in their peers' rooms, giving and receiving feedback. The Principal and Deputy Principal conducted lesson observations and gave feedback to every teacher in the school. By the end of 2017, all teachers were using LISC, questioning and feedback in their lessons. Students were better able to articulate their learning. In 2018, we will focus on the use of peer feedback and self-assessment using the same model. Stage planning days at the end of each term and stage meetings once a fortnight for cooperative programming, give plenty of opportunity to ensure consistency of curriculum delivery. Teachers share programs and lesson ideas using Google Drive. The staffroom is another forum at Beresford Road Public School is a place where teachers share lesson ideas and successes.

All teachers and executives meet with their supervisors to work on their Professional Development Plans. Teachers are given access to opportunities to gain the understanding and experience to meet their learning goals. Sometimes this is undertaking external training. For example, a teacher wanted to learn how to code. She attended a course and then started a code club at school, training other teachers and students how to code. Sometimes teachers teach themselves, for example, a teacher wanting to learn how to use computer assisted design to create products to 3D print, learned online. She then taught other teachers who then taught the students in their class. Sometimes the teachers observe lessons and learn from their peers or executives at Beresford Road Public School or another school. For example, some of our teachers interested in leadership opportunities, became leaders in our LISC project, leading not only the teachers in their stage, but teachers across the PLC. In response to under-performing students, a number of teachers were trained in Rip it Up Reading and MultiLit to improve literacy and CAMS and STAMS for remedial mathematics. A teacher led staff in professional development in Seven Steps to Writing Success after attending a course. This has made a measurable difference to our students' writing across the school.

## LEADING

Staff have purposeful leadership roles based on professional expertise. For example, a teacher with excellent integration of technology into her teaching, is team teaching with teachers of other classes for two lessons per week. As part of the Pemulwuy Learning Community, we have been developing our leaders through our Visible Learning Project. The school has productive relationships with universities and hosts many pre-service teachers each year and in 2018 worked with Murdoch Children's Institute to test the effectiveness of MiniLit. Parents and community members have the opportunity to engage in a wide range of school activities. Most classes utilise parents or EdConnect volunteers in their classrooms to assist student learning. Parents are welcome to participate in school assemblies and more than 50% of parents attended our 'Meet the Teacher' evening. Events such as The Easter Hat Parade, Lights, Camera, Action! and Swimming and Athletics Carnivals are well supported by parents. We had our first Grandparents Day in 2017 which was very popular and a great success.

We have an active P and C organisation, with parents who are willing to help in any way they can. The school uses innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes. We created a new playground with the help of parents and the local tree service company who donated and delivered logs to climb on and build our sandpit. The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. Staff are committed to, and can articulate, the purpose of each strategic direction in the school plan and have embraced the changes.

The Multi-Categorical (MC) Unit in our school is in its third year and the strategic direction of Organisation and Communication in our school plan reflected the changes in organisation required for the smooth integration of the MC unit into our school. This has been very successful. Our new MC Dance group has enjoyed performing at a number of venues and will expand in 2018. Most of the students have been integrated into the playground, two went on the Stage 3 camp and some students represented the school in PSSA sport, swimming and athletics. Regular teaching staff are rostered into the SPA (safe play area) at lunchtime for MC students not yet able to integrate into the school playground.

Workforce planning supports curriculum provision and the recruitment of high quality staff. We have employed a general assistant who is skilled in technology and is able to find creative solutions to our IT issues. This has allowed us to free teachers who have excellent technology skills to concentrate on developing staff in the effective use of technology to improve pedagogy, rather than fixing hardware issues. We have employed executive staff that have the skill set suited to the needs of our school, its students and our learning culture. Physical learning spaces are used flexibly. We have a homework club after school where teachers stay back and help children with their homework, allowing them to access computers where necessary. In 2018, we will take an AP off class to work with teachers in K-2 to further improve teacher practice and so the Deputy Principal can spend more time working in primary classes.

The classrooms are used for Greek school and keyboard and guitar lessons. The hall is utilised for karate, tae kwon do and dance. We offer before and after school care for up to 80 students onsite. The local preschool comes to our school for story time and borrow books from our library.

Practices and processes are responsive to school community feedback. Parents, teachers and students are surveyed regularly and the results analysed. For example, the 'Tell them from Me' survey data was analysed to determine areas we could improve in as a school. The need for higher expectations of students, more independent learning habits and a reason for learning were high on students list to improve. In 2017, by ensuring teachers are explicitly communicating learning intentions and success criteria and use project based learning, we have created learning environments that foster independence and high expectations.

Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement. We have a website, newsletter (which is available on paper or electronically), a Facebook page and a P and C Facebook information page. We are using an online payment system for parents to make payments for excursions. Parents have teachers' email addresses and many regularly correspond about their child's progress. Many of the teachers use Class Dojo to communicate with parents and showcase what they are doing in the classroom. 2017 saw the full implementation into our school of LMBR and the introduction of POP (Parent Online Payments). This is a major part of our Organisation and Communication strategic direction. While clear communication may not directly impact student outcomes, if the process was not successful, it could have negatively impacted the running of the school. In 2018, we will add The Skoolbag App to ensure prompt communication of changed circumstances.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Student and Staff Well-Being

#### Purpose

To develop resilient students who are not only happy to attend school but are equipped to function as well rounded citizens. We will focus on strengthening the school's capacity to engage more effectively with students, parents and community service partners through the use of Kids Matter.

The importance of student well-being to learning has proven been as crucial. It is to this end that we are obliged to ensure all students and staff members are attending to their well-being.

#### Overall summary of progress

Bounce Back is taught in all classrooms across the school. We have created a playground space with logs to climb on, a dry creek bed, a babel drum and a sandpit. Children are playing more creatively in the playground. We formed a MC dace group, drama group and K-2 choir. We created a new transition program with children from local schools who are not going to Greystanes High School, so they could feel more comfortable, knowing that they already had friends.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Evidence of improvement in teaching practices and student learning.</li><li>• Aboriginal students achieve their goals from their IEPs.</li><li>• All staff have been given and respond to feedback given by executives.</li><li>• Bounce back program surveys reflect parent satisfaction.</li><li>• Improved attendance rates for both teachers and students.</li><li>• Improved student performance as measured through PLAN data and NAPLAN results.</li></ul>	<ul style="list-style-type: none"><li>• Professional Learning – \$30 000, including L3 literacy training, Formative Assessment &amp; Writing.</li><li>• \$1000 – Teacher release to write IEPs.</li></ul>	<ul style="list-style-type: none"><li>• Classroom practice has shown demonstrated improvement, through observation and student results, due to quality teaching strategies.</li><li>• All staff provided with written feedback from lesson observations by school executive.</li><li>• Strong Year 3 to Year 5 growth in NAPLAN</li><li>• All Aboriginal students supported to meet goals in IEPs.</li></ul>

#### Next Steps

We have decided to continue with Bounce Back. We have allocated each class a space to create a garden. We will start a few more special interest groups such as an AV club, craft club and chess club. For teachers we will have a boot camp after school and buy a cutting machine for teachers to encourage creativity.



## Strategic Direction 2

### Student Learning

#### Purpose

To be innovative and teach students for the 21st century. We promote effective and innovative use of digital communication. We foster critical thinking, creativity and problem solving to develop collaborative students who can communicate and are literate and numerate.

Students will develop efficient numeracy strategies.

We will ensure struggling readers learn basic reading skills. We will provide professional learning that inspires teaching for a purpose.

#### Overall summary of progress

This year, working with other schools in the Pemulwuy Learning Community, we consolidated our Learning Intentions and Success Criteria and focused on teacher feedback and questioning. We introduced the Seven Steps to Writing Success Program into the primary classroom. We introduced gymnastics for RFF for all students for one semester. We started music enrichment groups for talented students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>100% of teachers feel confident using the new Science Syllabus to program meaningful learning experiences in Science</p> <p>100% of teachers show evidence of integrating ICT into regular lessons</p> <p>80% of students increase in growth of at least one cluster in PLAN.</p> <p>Identified lower performing students will be able to identify blends and decode words using phonics based on Rip it up Reading assessments.</p>	<ul style="list-style-type: none"><li>• \$47 333 of the QTSS money was used to take an expert teacher off class.</li><li>• \$27 637 was spent on Chromebooks and infinity devices.</li><li>• \$60 000 remedial programs.</li></ul>	<ul style="list-style-type: none"><li>• All teachers have had the opportunity to team teach with an expert teacher in effectively using ICT, including the 3Dprinter, within their classroom.</li><li>• All students use XOs, Chromebooks, iPads across all KLA's in the classroom.</li><li>• Remediation programs have been used in literacy and numeracy to improve student learning. 2017 Year 5 NAPLAN results showed that 3.2% of students were in Band 3. This is an improvement when compared with 6% in Band 3 in 2016.</li></ul>

#### Next Steps

We will continue to work with the Pemulwuy Learning Community and will consolidate LISC, teacher feedback and questioning and focus on peer feedback and self-assessment.

A strong focus on providing extension opportunities will take place for Students in Stage 1, a Year 2 extension writing group will be ran by an AP (Jade Leverett) and also a peer tutoring system for maths will run in the school. We will take an AP off class using QTSS money to work with teachers to improve teacher quality. A music enrichment program will be in place for all of our students between grades 1 to 6 that will be run by our off class AP (Renee Mangin). This program will improve and extend student learning and understanding in music. These students will perform as a band for our school at special events.

We will be holding a whole school community event Art in the Dark. Students across the whole school will be provided with the opportunity to showcase their artwork for the whole community. The focus of this event will be on STEAM activities and displaying how students have created art through the integration of Science, Technology, Engineering and Mathematics (STEM).



## Strategic Direction 3

### Effective Organisation and Communication

#### Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, innovation, empowered leadership and organisational practice.

We will set up new systems that cater for a multi-categorical unit and increased student and staff numbers and that reflect local and systematic priorities.

#### Overall summary of progress

2018 saw our first full year of LMBR. We started BRPS TV, an initiative introduced to update the community on what is happening at BRPS. The students are involved in the process and enjoying communicating weekly events to the community. Telephones were installed in every classroom and important announcements can also be made through the system. Classcover (the app) is used to book casuals in advance and keep a record of staffing absences. Casual teachers are given a sheet which has changed to have a staff list, a map and daily information they require. Each term a duty roster, RFF timetable and calendar is given to staff to improve the daily running of the school. Emails, Google Docs and Sentral is used amongst staff to communicate and organise events. Each week there is a weekly communication meeting for staff to discuss things happening around the school. A board in the staffroom has the weekly events on it and informs staff of any staff absences. The school Facebook page and Schoolbo (introduced in 2018) both allow us to communicate effectively with parents. A fortnightly newsletter goes home to provide reminders on upcoming events and any updates. Notes are also still used as a form of communication and these go through the front office first to ensure smooth communication. Some teachers use apps such as Class Dojo to communicate directly with the parents in their class.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Increased viewing of Class pages on school website</li><li>• Staff have a record of minutes of Stage meetings including their responsibilities.</li><li>• Admin staff have a record of who is in what teams or dance groups.</li><li>• Support Unit students and staff are integrated into the life and culture of the school.</li></ul>	Nil	<ul style="list-style-type: none"><li>• Schoolbo is being used to communicate important information to parents.</li><li>• School Facebook page has increased views and more members.</li><li>• Office are using the phones to communicate efficiently with staff.</li></ul>

#### Next Steps

We have introduced the Skoolbag App so we can send messages to parents. We are working towards using this effectively and encouraging parents to view it frequently. We brought this in so we can leave Facebook for celebrating achievements. BRPS TV will continue to report on events and improvements will be made to get a larger following on Facebook so the wider community can engage in what we are doing. The telephones will continue to be used as a means of communication and for announcements, trialling different ways of using them with little interruption. Teachers will be encouraged to check Sentral and the board in the staffroom daily to be aware of any changes, with a growing school these things are necessary for the school to run smoothly. Casuals are booked through Classcover due to the increase in staff and for record keeping and this process will be monitored to ensure it runs smoothly for everyone. Communication will constantly be reviewed as the school grows and changes to ensure the daily running of BRPS is smooth and effective.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$6766	This funding was used to employ a Student Learning and Support Officer to assist in meeting the literacy and numeracy goals for Aboriginal students and ensure all PLPs were set and followed.
<b>English language proficiency</b>	\$135 979	The majority of this funding was used to employ teachers to support students with individualised intensive English support. Teachers were supported by a specialist EALD teacher (\$160 000) to improve learning in the classroom, achieve goals set in Individual Learning Plans and the implementation of Intensive English programs for New Arrival students.
<b>Low level adjustment for disability</b>	\$152 201	<p>The majority of this money was spent on the employment of a Learning Support Teacher (\$101 000).</p> <p>The rest of the money was used to employ teachers and SLSO to run remedial programs such as CAMS and STAMS, Rip it up Reading and MiniLit.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$47 333	This money was used to support an expert teacher mentoring program in ICT. A teacher with a high understanding of authentic integration of ICT was given time off class to support teachers and students to use ICT, in forms of coding, animation and 3D printing in the classroom. This led to a greater understanding and use of ICT and 21st Century skills in the classroom.
<b>Socio-economic background</b>	\$97 373	Funds were used to support families in need and offer financial support so students could attend excursions and school camps. When necessary uniforms and food were provided for students. In addition, Student Learning Support Officers were employed to support students learning needs and ensure all goals set in out of home care IEPs were met.
<b>Support for beginning teachers</b>	\$34 000	<p>Teachers received funding to support their development as beginning teachers. The funds were used to:</p> <ul style="list-style-type: none"> <li>• Provide time for teachers to complete mandatory requirements.</li> <li>• Professional learning experiences.</li> <li>• Time to complete accreditation</li> <li>• Time off class with a supervisor or mentor to discuss pedagogy.</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	238	285	307	326
Girls	230	255	283	317

Student enrolment numbers have increased from 389 students (March 2010) to 633 students (March 2017). Anticipated enrolment numbers for 2018 are 680 students. The continued development of the Pemulwuy housing estate contributes to the majority of increased student enrolments.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.6	94.7	94.4	93.8
1	95.9	93.4	95.8	94.1
2	95	94.9	94.2	94.8
3	94.3	93.7	94.1	93.1
4	95.2	93.9	93.7	93.6
5	96.3	94	93.9	93.1
6	93.9	94.1	94.3	92.4
All Years	95.2	94.1	94.4	93.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Annual attendance rates for Beresford Road Public School continue to be good. The school's attendance rate is above the state average for all primary schools. A number of students had extended overseas leave which has an impact on overall attendance figures. Rolls are marked electronically at Beresford Road PS. Teaching staff follow up unexplained absences within

three days and the school computer system generates notes for families with unexplained absences within two weeks. The rolls and any unexplained absences are monitored by the Home / School Liaison Officer at least once a term.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	24.95
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	0.9
Teacher Librarian	1.2
Teacher of ESL	1.2
School Counsellor	0
School Administration & Support Staff	7.06
Other Positions	0

\*Full Time Equivalent

In 2017 a number of new teaching positions were established due to growth in the school population. The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Beresford Road Public School has one staff member that identifies as Aboriginal or Torres Strait Islander.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	76
Postgraduate degree	24

### Professional learning and teacher accreditation

Beresford Road Public School has twenty-two teachers accredited as Proficient and another four teachers who are working towards gaining their proficient accreditation. Beresford Road PS has one teacher who

is working towards accreditation at the Lead Teacher level. In 2017, teachers established Professional Development Plans to manage their learning. The goals were drawn from school need, teacher need and personal interest. These learning plans led to more individualised and meaningful professional learning opportunities for teachers.

The school continues to have visible learning and student voice as the professional learning focus for teachers. Teacher pedagogy now includes learning intentions and communicated success criteria, questioning and teacher feedback while 2018 will include add peer feedback and self-assessment.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	300,855
<b>Revenue</b>	5,656,520
Appropriation	5,426,325
Sale of Goods and Services	12,782
Grants and Contributions	212,777
Gain and Loss	0
Other Revenue	0
Investment Income	4,635
<b>Expenses</b>	-5,168,903
Recurrent Expenses	-5,168,903
Employee Related	-4,750,096
Operating Expenses	-418,807
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	487,617
<b>Balance Carried Forward</b>	788,472

The Finance committee at Beresford Road PS consists of the School Administration Manager, the School Principal, a teacher representative and the P & C President.

Budgets are set in term one and reviewed a minimum of once a term (Week Five).

The large balance to be carried into 2018 is due to increases in funding throughout 2017 and a number of projects receiving funding from other sources.

In 2018 Beresford Road PS will employ a Business Manager to oversee school finances.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	3,963,178
Base Per Capita	92,928
Base Location	0
Other Base	3,870,250
<b>Equity Total</b>	392,324
Equity Aboriginal	6,766
Equity Socio economic	97,373
Equity Language	135,979
Equity Disability	152,207
<b>Targeted Total</b>	552,599
<b>Other Total</b>	113,766
<b>Grand Total</b>	5,021,868

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Beresford Road Public School conducts NAPLAN in years three and five. The preparation that the school directly applies is to orientate and make familiar account of the learning or achievement that goes on at Beresford Road Public School.

Please note: Proficient is classified as the top 2 bands for that grade.

**Year 3 School Literacy Summary** – 67 % of students were proficient in writing, 53 % were proficient in reading, 62 % were proficient in spelling and 68% of students were proficient in grammar and punctuation,.

**Year 5 School Literacy Summary** –10% of students were proficient in writing, 26% were proficient in reading, 33% were proficient in spelling and 35% were proficient in grammar and punctuation.

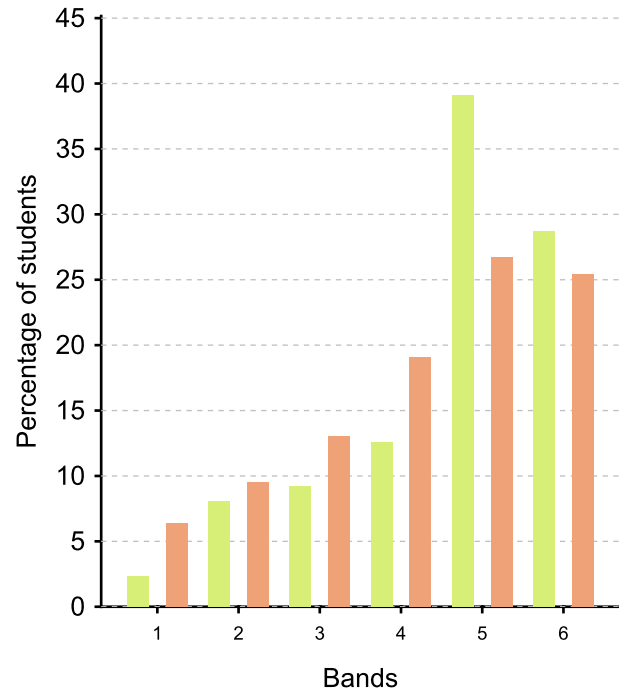
**Year 5 reading –**

27% were in the 75th and above percentile for growth

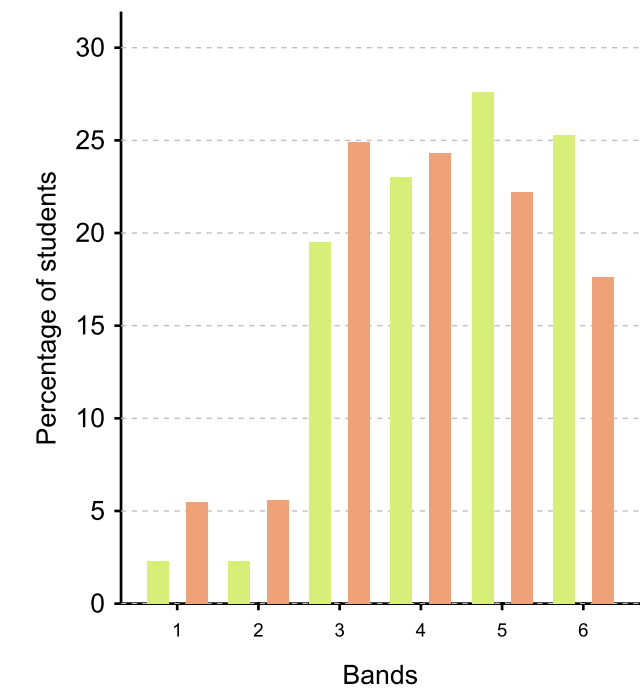
**Year 5 spelling** – 34.4% were in the 75th and above percentile for growth

**Year 5 grammar and punctuation** – 43.3% were in the 75th and above percentile for growth

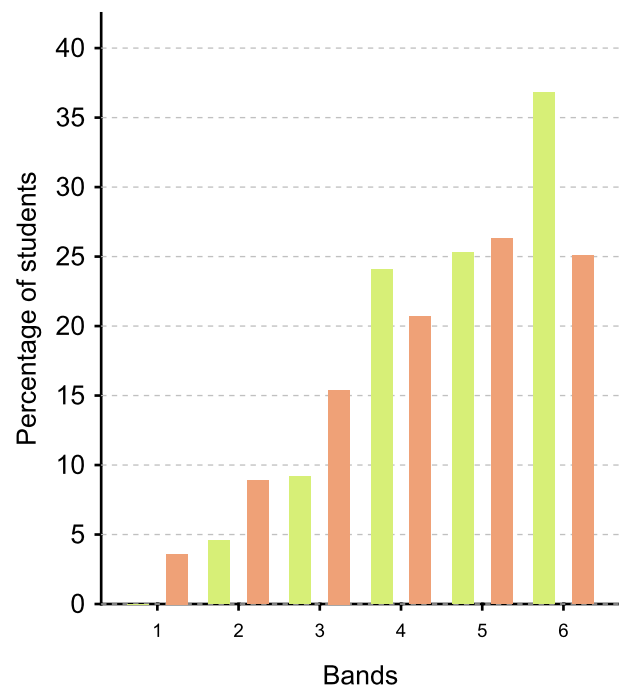
**Percentage in bands:**  
Year 3 Grammar & Punctuation



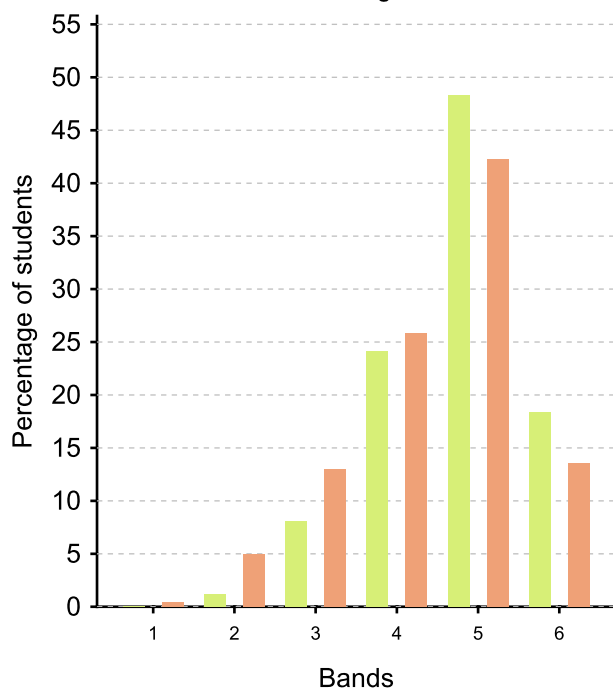
**Percentage in bands:**  
Year 3 Reading



**Percentage in bands:**  
Year 3 Spelling



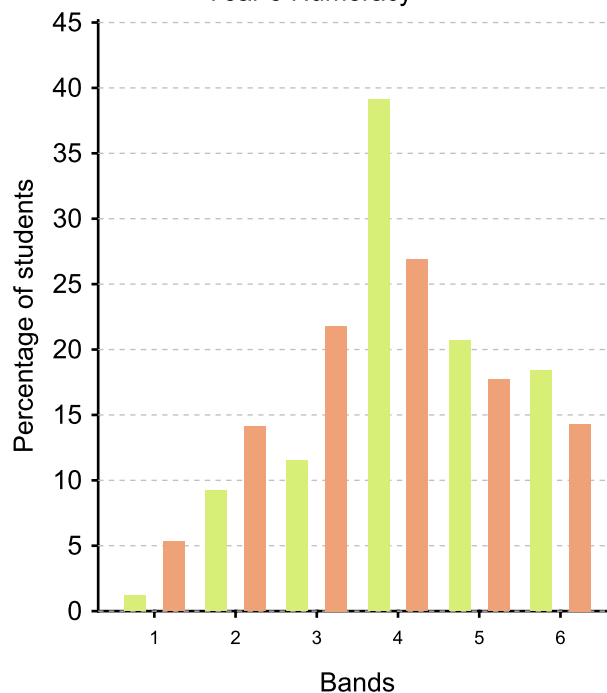
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2015-2017

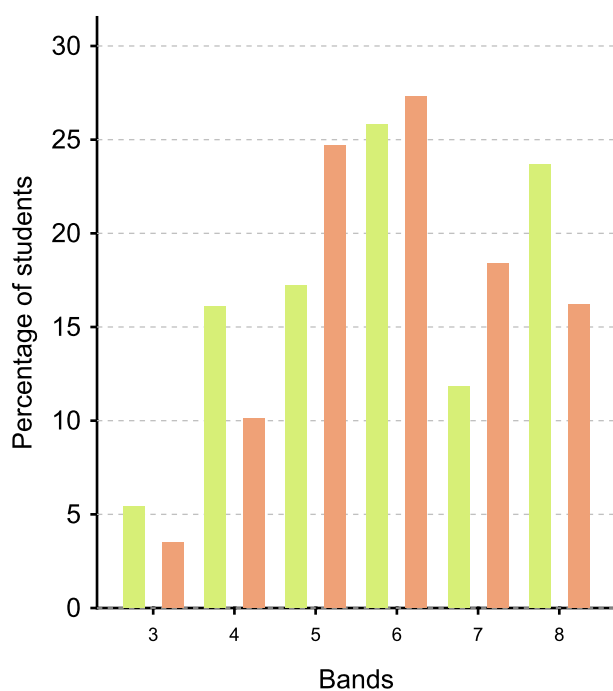
**Year 5 Numeracy** – 30.6% were in the 75th and above percentile for growth

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.beresfordr-p.schools.nsw.edu.au/>

#### Aboriginal students in the top 2 bands

**Year 3 student** – band 5 in writing and band 6 in spelling

**Year 5 student** – band 8 in grammar and punctuation

### Parent/caregiver, student, teacher satisfaction

#### Parent/caregiver, student, teacher satisfaction

The data from the 'Tell them from Me' and 'Kids matter' survey, is used each year to get feedback from our stakeholders about our practices, programs, initiatives and climate. This data is used to compare to the state and previous school results. It also allows us to identify areas of strength and areas to target for improvement.

In the 'Tell them from me' survey students reported a positive sense of belonging to Beresford Road Public School at 80% with a high rate of participation in school sport (86%). Participation in extra curricular activities were (46%), which was 11% less than the state. Ninety percent of students believed they tried hard to succeed with 89% stating they have good behaviour.

*Please note: Proficient is classified as the top 2 bands for that grade.*

**Year 3 School Mathematics Summary** – 39% of students were proficient in numeracy

**Year 5 School Mathematics Summary** – 27% of students were proficient in numeracy



The survey results show 83% of students have friends who they can trust. Encouragingly, the percentage of students who viewed their education as relevant to their everyday lives was maintained at above state average of 98%. When the student data is viewed on a grade basis, the results are less positive towards relevance and belonging in Year 5, causing lower overall results. 'Kids Matter' data was analysed to determine areas we could improve in as a school. The need for higher participation in extracurricular activities, someone students feel they can turn to for advice and building positive relationships were high on students list to improve.

Utilising the Kids Matter Survey Data, 83% of parents have a positive view on their child's social, emotional and behavioural progress. Staff surveyed believe that supporting student mental health and well-being is a central part of their role. Teachers feel that building collaborative relationships with parents and carers is a priority for our school.

Parents indicated that they feel comfortable talking to their child's teacher and 100% agree that their child's teacher cares for their children. Parents at BRPS overwhelmingly state that we provide a safe and caring learning environment. Seventy-nine percent of parents agree or strongly agree that they are satisfied with the way the school communicate with them. Staff responses show a similar result, indicating a need to continue making home/school communication a priority area. Parents stated categorically that they understand how to help their child do well at school. Ninety percent of staff feel that relationships between staff and families are respectful and responsive.

In the KidsMatter Survey parents stated that the things they wanted to learn more about were: dealing with bullying 68%, child development and learning 56%, children's wellbeing and mental health 56%, and cyber safety 56%. This data will help inform the school about the topics for future parent information sessions.

## Policy requirements

### Aboriginal education

Beresford Road Public School has 18 students and one teacher that identifies as Aboriginal and Torres Straight Islander. Personalised Learning Pathways (PLPs) are written for all students. Parents and Caregivers are invited to participate in this process of writing PLPs. Parents, teachers and students focus on goals in relation to literacy, numeracy and an understanding of cultural heritage.

The PLPs are reviewed each semester in consultation with the Learning and Support Teacher. In 2017, \$6766 was spent on the employment of a Student Learning Support Officer to assist Aboriginal and Torres Straight Islander in achieving their personalised goals outlined in their PLPs.

The students participated in cultural events and excursions including a commemorative event to

celebrate the first act of reconciliation between the indigenous population and the Europeans. This event included a smoking ceremony, a re-enactment of the story of the Aboriginal warrior Pemulwuy and a sharing of Aboriginal culture and history.

### Other school programs

#### Sport

**Athletics Carnival** The 2017 Athletics Carnival was a successful event with all of the students participating in various events. All students were encouraged to participate in running races, novelty events and tabloid activities throughout the day. Students that performed well at the school carnival students represented Beresford Road Public School at the Zone Carnival.

**Premier's Sporting Challenge** All students participated in the Premier's Sporting Challenge throughout the year. Students in K-2 were encouraged to participate in physical activity outside school to supplement their weekly grade sport program. Participation in the Sport in Schools program conducted at school supported their activities for the challenge. Senior students also organised sporting activities during lunch to support the challenge. Stages 2 and 3 were encouraged to meet specific levels of activity throughout the challenge. These goals were met through a variety of physical and sporting activities such as athletics, swimming, home and PSSA sports, participation in the Sport in Schools program and sports played outside school. All students who participated received a certificate and we will be continuing the Premier's Sporting Challenge in 2018 to encourage and foster a love of sport and physical activity.

**PSSA** This year Beresford Road Public School competed in the 2017 PSSA competition. Students trialled for a variety of sports played in the Summer and Winter competitions. Students were offered the opportunity to try out for the following sporting codes: •T-Ball •Cricket •soccer •Softball •Netball •Newcombe Ball •AFL Students practised skill development in these areas with staff taking on the role of coach. They were coached in the fundamental skills of their game, learnt the rules to gain a better understanding of their game and how to successfully play and develop game strategies and sportsmanship. They played competitive teams and showed resilience in meeting the challenge and understanding of how to work as a team.

#### School Swimming Scheme and Water Safety

**Program** In Term 4, students in Years 2, 3, and 4 were invited to attend an intensive 10 day learn to swim program at Wentworthville Pools in Wentworthville. Instructors led students through activities in and out of the water that developed student's water confidence and provided them with basic skills in water safety and survival. All students received a certificate of their swimming skill level and water safety knowledge.

#### Performing Arts

**Dance Groups** Beresford Road have 4 dance groups. Junior Dance, Intermediate Dance, Senior Dance and



the MC Dance Group for students with special needs. The contribution to our school as a result of various Creative and Performing Arts Program has seen 2017 as another great year. Opportunities to perform for the school and wider community made rehearsals relevant for students who were motivated and engaged to achieve high standards. Parents, families and friends have enjoyed watching the wide range of student talent on display at events by the school's performing arts groups. The groups had many opportunities to perform this year, including Grandparents Day, Kindergarten Orientation, The annual Performing Arts Evening and Presentation Day. The students participated in weekly rehearsals with their supervising teachers during their lunch breaks to prepare for the wonderful performances.

**Choir** Beresford Road Public School has a Junior Choir and a Senior Choir and they combine for different events throughout the year. Our choir students all express a love of music and movement. They have delighted in the opportunity to be engaged in shared music experiences, where they have performed for the entertainment of others and expressed themselves creatively. Students have been committed to making the choir a success. They attended weekly lunch time practice sessions throughout the year. The choir represented our school at school-based functions throughout the year. These included Presentation Day, Lights, Camera Action, Grandparents Day, the annual Performing Arts Evening and Assembly.

**Celebrating the Arts** This year, Beresford Road Public School had four groups audition to participate in Celebrating the Arts at Riverside Theatre. Senior Dance Group and Junior Dance Group were successful and went on to perform with the combined choir. Students ranging from Years 1–6. Our students performed with several other local schools and two high schools.

**Synergy Dance Festival** This year, Senior Dance Group auditioned and performed at the Synergy Dance Festival at Penrith Panthers. This is an exclusive dance festival that is made up of several primary schools and high schools all over Sydney.

**Sydney Eisteddfod** The school dance groups performed at the Sydney Opera House in a dance competition. Junior Dance, Intermediate Dance and Senior Dance all competed against schools all across Sydney and beyond and Senior dance received a Highly Commended.

**Ultimate Dance Spectacular** Junior Dance, Intermediate Dance and Senior Dance all competed in the Ultimate Dance Spectacular at Penrith Anglican College (PAC) in the Lighthouse Theatre. Senior Dance received second place and Junior Dance received 2nd place.

**Pulse** Senior Choir successfully auditioned for Pulse and performed amongst other schools at the Sydney Opera House in a massive choir performance

**Arts – Music** A music enrichment class in Stage 1 was implemented to cater for creative students that had

an interest in music. Guitars, ukuleles and keyboards were purchased and an afternoon group ran weekly to teach students the fundamentals of music and learn an instrument. Music is now a highly valued component of our school's Arts culture. The music group is going to expand Grade 1–6 in 2018 and future performances will take place.

## Events

### Kindergarten Transition and Orientation Again

Beresford Road Public School held another successful transition to school program. As part of our Kindergarten orientation and transition program, future students and parents of Beresford Road Public School had opportunities to visit the school. At each transition day, students engaged in structured play and lessons taught by the kindergarten teachers. During this time, parents were provided the opportunity to learn more about life at Beresford Road Public School. Parents were able to socialise and make connections with other future parents.

**Grandparents' Day 2017** Was our first ever Grandparents Day and it was huge success with over 400 adults attending the highly successful day. A free morning tea was provided after open classrooms and performances from students. There was a very positive atmosphere and the grandparents enjoyed strengthening the bonds with the school community. There was a lot of positive feedback and the students enjoyed showing their grandparents our school.

**Camp Stage 2** students participated in the bi-annual Great Aussie Bush camp. Students, accompanied teachers, spent two nights away from home. Rock climbing, archery, high ropes and other physical challenges were some of the highlights of the camp. Resilience, teamwork and persistence were some of the skills focused on. The students thoroughly enjoyed this camp.