

Beaumont Hills Public School

Annual Report



2017



4630

Introduction

The Annual Report for 2017 is provided to the community of Beaumont Hills 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.

Rita Trovato

Principal

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Message from the Principal

Beaumont Hills Public School is committed to providing rich programs to develop skills in technology, critical thinking, problem solving, communication and collaboration to enable students to reach their full potential educationally, socially and emotionally. Our school is developing a culture of evidence based, data informed decision-making and aims to build the capacity of all teachers to lead, improve learning and innovate.

A significant number of new initiatives and programs were implemented during 2017 that continued to focus on student development and learning, student voice and wellbeing. The KidsMatter initiative introduced in 2016, aimed at improving the mental health and wellbeing of our students, had further implementation in 2017. KidsMatter was launched during our Education Week Open Day. This program allows the school to nurture happy, balanced students through mental health promotion, prevention and early intervention activity and planning.

Beaumont Hills Public School is an inclusive school and our Learning and Support Team continually enhances the learning opportunities for all students. We continue to build on our achievements in supporting every student as they strive to reach their full potential and successfully prepare for their future, embracing the challenges of this era with confidence.

Here at Beaumont Hills Public School we value technology and the role it plays in students' creative and critical thinking. Our school provides students with a wide range of technological devices to support and enhance learning experiences. Teachers integrate these devices into all areas of the curriculum, encouraging students to be confident, innovative, creative and critical thinkers. Beaumont Hills Public School is very proud of all we offer students in the area of technology. We appreciate the support and contribution that families make in order to provide technological resources that can help create future focused learners.

The school enjoys strong community support and has an active and very supportive Parents and Citizens' Association (P&C). We work closely in partnership with the school community, and together we strive to inspire and nurture students as flexible, self-reflective, responsible learners, resilient individuals and active global citizens for current and future learning landscapes.

The P&C provides our school with valuable support, and are dedicated to the enhancement of the cultural and academic life of the school. Active groups of parent representatives give up a great deal of their personal time to support our school. The P&C Environmental Committee has shown dedication and vision in maintaining our school grounds and working towards an environmentally friendly and sustainable school environment. The P&C committee worked tirelessly throughout 2017 to raise funds through many events for numerous targeted programs for the school including a new whole school PA system and technology for our students.

The strength of Beaumont Hills is its staff, a highly dedicated and hard-working group of teachers who provide an

inclusive environment and continually strive to ensure that students' individualised learning needs are addressed through quality teaching and learning where all students are encouraged to achieve their personal best. Our students have many opportunities to excel academically, at sport, creatively through the arts and technology as well as the many extra-curricular activities on offer here at Beaumont Hills Public School.

I would like to thank the students, staff and parents for their commitment to our wonderful school. It has been a great privilege to lead Beaumont Hills Public School and I look forward to an exciting future. Once again and on behalf of the staff and students of our school, I would like to extend my deepest gratitude and appreciation to all of our parent helpers that have contributed to the wonderful year that has been 2017.

This report highlights some of the many achievements of our school and community in 2017. I encourage you to read the report and celebrate with the school its many and varied achievements.

Rita Trovato

Principal

School background

School vision statement

The staff and community of Beaumont Hills Public School are committed to meeting the needs of all students, to enable them to function effectively in a changing society and to embrace the challenges of life-long learning within a dynamic, well resourced, safe and nurturing environment. The school community is committed to promoting three ideals integral to our purpose:

- **Respect:** for self, others, belongings and the environment, through promoting positive self-esteem and social conscience.
- **Responsibility:** for oneself and one's learning through being an effective, contributing member of society.
- **Resourcefulness:** being able to respond, adapt and apply oneself in a challenging environment.

By developing these ideals of respect, responsibility and resourcefulness, our students will be empowered to become confident, creative individuals who value equity and excellence as active, informed global citizens.

School context

Beaumont Hills Public School's enrolment at the conclusion of 2017 was 630 students. Students attending Beaumont Hills Public School originate from many different nationalities. 42% of our total student population is from a Non English Speaking Background (NESB).

Our challenging and vibrant learning opportunities cater to the individual needs and talents of all of our students. We welcome parents as valued partners in their child's educational journey. Our school develops leadership and builds individual character by promoting social responsibility. Every child has the opportunity to participate in school decision making while fostering lasting friendships across year groups, including our buddy system, Student Representative Council and peer support programs. Our dedicated teachers and quality programs provide challenging learning experiences that promote high achievement. Our inspiring enrichment programs in performing arts, sport, gifted and talented education and leadership offer a balanced experience in all Key Learning Areas. Through a variety of extra-curricular activities including debating, Maths Olympiad, chess and drama, your child will reach their full potential in all that they pursue. Our teaching and learning links between local pre-schools and high schools provide additional learning and social experiences for our students. We provide excellent transition programs into Kindergarten and programs that link Year 6 and the high school. Our school prides itself on being a part of the wider Hills Community of

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 (SEF), 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.

Growth and achievements were recognised in many of the elements of the Learning, Teaching and Leading domains. Staff unpacked the 14 elements and identified next steps in terms of programs and initiatives to be implemented in 2018.

In the Learning domain the school continues to demonstrate a commitment to strengthen and deliver on school learning priorities. Adjustments through differentiation have been made to support curriculum and student learning. Our achievement within the Learning Culture element was the result of the school's focus on visible learning within the school plan. Staff engaged in professional learning about learning intentions and success criteria (LISC) to ensure students were able to take responsibility for their learning. This was assisted by collaborative planning rounds which saw teachers design lessons that demonstrated differentiation and LISC elements and evaluate success through working in teams. This allowed the school to experience growth in the Curriculum element. School wide assessment and reporting initiatives have been implemented and improved the communication of student learning to parents which allowed the school to excel in some of the descriptors outlined in the SEF.

The successes identified in the Teaching domain identified by staff showed that the school had made growth and achievements in many of the elements outlined in the SEF. This was a result of the school processes implemented to

facilitate mentoring and coaching. An experienced staff member worked with staff K–6 to improve teaching practices through effective dialogue and goal setting. Mentor teachers worked within a team teaching framework to continue to embed the Seven Steps to Writing Success framework in teaching and learning practices. In the element of Learning and Development the school achieved Sustaining and Growing as professional development was aligned to our school plan and Professional Development Plans (PDPs). Provisions were made to support beginning and early career teachers through the development of goals and identified needs. Teachers had opportunities to observe demonstration lessons by other staff members and develop effective teaching practices and systems within their classroom with a mentor.

In the Leading domain the school is excelling in two out of the four elements based on on–balance judgement. Staff expressed an interest in developing leadership skills and were provided opportunities to lead whole school programs and initiatives. Through the collaborative approach to our school plan resources are allocated equitably throughout the school to meet the ever changing needs of students and staff. The strategic use of resources ensured ongoing progress toward the cycle of the school plan.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Teaching and Learning

Purpose

Develop innovative, dynamic and high quality teaching and learning programs for 21st century learning

To challenge students, build academic confidence, support problem solving and higher order thinking skills in order to improve student learning and meet the goals of new curriculum. This will be achieved through differentiated programs, collaborative learning environments and the creative use of technology.

Overall summary of progress

Throughout 2017, the Teaching and Learning team presented multiple teacher professional learning sessions for Beaumont Hills Public School staff to introduce and share practical ideas for the implementation of Learning Intentions, Success Criteria (LISC) and Feedback. The 'Seven steps to Writing Success' program continued to be implemented across K–6 with teachers refining writing programs to integrate and reflect the skills this program covers.

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">Teachers demonstrate improved differentiation in classroom practices as evidenced by programs and class groupings	\$13,000	Through reflecting on the implementation of the 'Seven Steps to Writing Success' program in 2016, teachers modified current teaching and learning writing programs to further enhance the impact of this program. Teachers also ensured that these modifications incorporated the 3 levels of differentiation. As a result student writing samples demonstrated an improvement in the quality of writing which was supported by consistent teacher judgment sessions.
<ul style="list-style-type: none">Build teacher capacity and professional learning through TPL sessions		All teachers attended a series of Teacher Professional Learning sessions for Visible Learning. Staff were surveyed to determine their knowledge and understanding when implementing LISC. After analysis of this survey it was determined that LISC were able to be effectively incorporated into all teaching and learning programs. The process of developing LISC proved to be highly beneficial for teachers as it encouraged them to think critically and ensure their teaching is transparent and engaging.

Next Steps

Student self-reflection

- Provide professional learning to develop teacher understanding of student self-reflection
- Encourage students to engage in student self-reflection and evaluate their own achievements

Use data analysis to inform teaching and learning programs

- Implement clear and concise assessment maps reflecting assessment for, as and of learning
- Use data to inform and guide whole school programs through tracking student progress across years

Strategic Direction 2

Community

Purpose

Promote a culture of success and leadership to reinforce global citizenship in an informed school community

To develop responsible and productive global citizens who reflect on life experiences and engage in local and worldwide networks to become technologically competent individuals who succeed in an ever changing world.

Overall summary of progress

During 2017, staff, students and the wider community continued to focus on improving the overall image of the school, providing students with a stronger voice in leadership and the development and implementation of the Beaumont Hill Public School Facebook site.

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">• More opportunities for increased participation for students in leadership opportunities.	\$1000	<p>Students have become increasingly accountable for their leadership roles within the school and leadership capacity and skills were developed through:</p> <ul style="list-style-type: none">• SRC positions have been increased to allow for 6 leaders across the year.• Coordinators have been allocated to mentor and motivate the school leaders.• School leaders attended the 'Dural, Hills, Hornsby Primary SRC 2017 Leadership Camp'
<ul style="list-style-type: none">• Updated and informative website and communication processes.		<ul style="list-style-type: none">• Feedback from our community through P&C meetings and the Tell Them From Me survey has been favourable towards our revised practices in communication to our parents and caregivers.• The BHPS Facebook Site was developed, trialled, modified and improved across 2017. It is now a fully functioning daily feed of photos and notifications. A very important and successful milestone.
<ul style="list-style-type: none">• Raise the overall image of the school	\$5000	<ul style="list-style-type: none">• The school rules were addressed at assemblies, raising the expectations of students to proudly represent the school, abiding by the three school rules; Be Safe, Show Respect and Value Learning.• A school publicity film is in the development phases with Filmpond.• Staff decided the best method to increase pride in the school was to develop a common interest which would excite and motivate all students, staff and the community. A school mascot has been purchased to be used at community events.
<ul style="list-style-type: none">• Increase partnerships with the broader community	\$10,000	<ul style="list-style-type: none">• The Community Partnerships Skills Audit was developed and launched to provide a platform for increased future partnership projects.• School Community members have played an integral role in carrying out a variety of tasks in and around the school environment that support wellbeing and community initiatives.• Local businesses supported school projects through the donation of time and resources. The

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increase partnerships with the broader community		school groups and student engagement has increased relationships.

Next Steps

- Increase roles and responsibilities for School, SRC and House Leaders
- Skills Audit of Staff at BHPS
- Film the BHPS Promo Videos for Film Pond "Learning To Dream, Dreaming To Learn"

Strategic Direction 3

Wellbeing

Purpose

Embed a system of values to reinforce social conscience and promote collaboration, resilience and personal responsibility

To maintain social and emotional wellbeing within a positive school community. The development of the whole child, focusing on student voice, resilience, tolerance, flexibility, confidence and leadership, is paramount.

Overall summary of progress

Throughout 2017, staff on the Wellbeing Team embedded systems and structures to reinforce social conscience and promote collaboration, resilience and responsibility. Activities completed by the Wellbeing Team have included the writing and implementation of 17 Wellbeing policies to reflect the requirements of the Wellbeing Framework, the streamlining of the processes and practices of the Learning and Support Team and the comprehensive introduction of Social and Emotional Learning processes including Mindfulness lessons and the use of the Reflection Room.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Welfare and Discipline Policy complies with all relevant DoE policies and guidelines and is fully implemented.		All aspects of the Wellbeing Framework, as well as KidsMatter components, have been addressed through local policies, drafted and approved by staff. This includes the updated Behaviour and Discipline Policy as an overview for other policies.
Collaborative and transparent Learning Support Team that demonstrates efficient practices.		The Learning and Support Team now functions efficiently and transparently with a core group of members that work collaboratively to ensure effective support is provided for identified students.

Next Steps

The policies, procedures, processes and practices that have resulted from this Strategic Direction have been successfully integrated into the school culture and will now be "business as usual," being a part of the fabric of the school society. All policies and procedures will be reviewed in a timely fashion according to each policy or procedure and processes and practices will be monitored to ensure they are the most efficient and effective way of encouraging the development of a collective social conscience, addressing learning difficulties and promoting resilience and responsibility amongst students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,579	Aboriginal students were supported by the shared implementation and monitoring of Personalised Learning Pathways (PLPs) developed in consultation with parents, the LaST coordinator and classroom teachers. Plans reflected academic, social and emotional goals and reflected student personal interest. Resources were purchased and used to allow students to develop their cultural identity.
English language proficiency	\$21,823	English as an Additional Language or Dialect (EAL/D) students were mapped against the EAL/D Learning Progression and targeted programs were developed and implemented to allow student outcomes to be met and students to move through the EAL/D phases. EAL/D teachers were sent to professional learning courses to allow them to develop evidence based teaching strategies. Students experienced growth in the areas of literacy and numeracy which is supported by their growth against the continua.
Low level adjustment for disability	\$40,658	Student achievement, engagement and participation in learning increased with the employment of additional School Learning Support Officers. The provision of School Learning Support Officers (SLSO) in the classroom allowed programs and interventions designed by class teachers and LaST teachers to be successfully implemented. Student engagement and confidence improved. Academic progress occurred as mapped against Literacy and Numeracy Continuums.
Quality Teaching, Successful Students (QTSS)	.441 staffing allocation in Semester 1 1.036 staffing allocation in Semester 2	<p>School executive were provided with release to implement mentoring and coaching initiatives with their stages. They utilised this time to design and implement proactive initiatives to address the goals of the 2015–2017 School Plan. Student engagement and learning improved and collegial support increased.</p> <p>2 staff members were released from their face to face teaching responsibilities to build teacher capacity in the areas of literacy and the Seven Steps to Writing Success. Programs gained consistency across the school and students' writing and responses to text improved.</p> <p>Teachers were provided with time to complete Performance and Development Framework processes. Collegial observations occurred and feedback was provided amongst staff in a timely and effective manner.</p>
Socio-economic background	\$16,690	Teachers and executive staff attended TPL sessions on Cultivating Cultures to reflect on programs and whole school practices around teaching and learning. Targeted staff and students attended further TPL sessions to

<p>Socio-economic background</p>	<p>\$16,690</p>	<p>develop HSIE units to be taught across Stage 2.</p> <p>Language, Learning and Literacy (L3) initiative was implemented in Kindergarten with all Kindergarten staff attending TPL sessions and workshops to develop a deeper understanding of L3 and have the skills and strategies to effectively and successfully implement this in their own classrooms.</p>
<p>Support for beginning teachers</p>	<p>\$39,089</p>	<p>Collegiality was developed among the Beginning Teachers as they worked together with an experienced mentor to develop their understanding of quality teaching practices and processes. Staff also attended professional learning on areas identified in their Performance and Development Plan (PDP). A team of teachers attended professional learning on accreditation processes where they developed a working relationship to continue with their completion of accreditation requirements.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>\$682</p> <p>.2 in was awarded in staffing allocation to support new arrivals.</p>	<p>Refugee students were monitored and tracked for growth. New arrival students were provided with intensive lessons to develop their English Language skills. These lessons improved the students' ability to access the classroom curriculum and gave them confidence to interact with their peers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	345	320	303	318
Girls	263	276	289	304

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.9	95.9	96.1	96.7
1	95.6	95.3	95	95.5
2	95.5	94.9	95.3	95.6
3	95.2	95	95.8	95.5
4	95.8	94.6	95.1	95.4
5	95.1	95.2	94.3	95.4
6	95.2	94.3	94	94.2
All Years	95.5	95	95.1	95.5
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	22.53
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.9
Teacher Librarian	1.2
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Beaumont Hills Public School has no Aboriginal teachers on staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	26

Professional learning and teacher accreditation

Professional Learning is embedded in the school's culture. Training and professional learning occurs each week throughout the year at the school level to improve teaching practices and up-skill staff with current Educational reforms and practices. A focus for the Professional Learning of staff was the implementation of the Seven Steps to Writing Success framework. To embed these processes within Teaching and Learning Programs staff participated in Collaborative Planning Rounds where they designed lessons and delivered them while being observed by colleagues. The reflection and insight gained from this process

strengthened the quality of the program delivery. In 2017 all staff completed a the Performance and Development Framework cycle to work towards the achievement of personal goals. This was supported through whole school professional learning and classroom observations with colleagues. Teachers are also provided with opportunities to access other professional learning through Department of Education to continuously improve their teaching effectiveness, with the aim of improving student outcomes.

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 Actual (\$)
Opening Balance	216,823
Revenue	4,929,907
Appropriation	4,441,341
Sale of Goods and Services	123,309
Grants and Contributions	360,736
Gain and Loss	0
Other Revenue	0
Investment Income	4,521
Expenses	-4,749,460
Recurrent Expenses	-4,749,460
Employee Related	-4,185,320
Operating Expenses	-564,140
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	180,447
Balance Carried Forward	397,269

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,924,921
Base Per Capita	90,473
Base Location	0
Other Base	3,834,448
Equity Total	254,425
Equity Aboriginal	2,579
Equity Socio economic	16,690
Equity Language	103,082
Equity Disability	132,074
Targeted Total	16,179
Other Total	150,135
Grand Total	4,345,661

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

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 *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au>

and insert the school name in the *Find a school* and select **GO** to access the school data

Or click on the link below.

<https://myschool.edu.au/school/41783/naplan>

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Some of the data collected from the Tell Them From Me survey, which was offered to parents, staff and students in Years 4–6 the school, are presented below.

- The results from the 2017 Parent Survey saw improved results in 6 of the 7 surveyed perspectives as compared with the original survey in 2015.
- The highest scoring areas centered around our ability to make parents feel welcome and support positive behaviour.
- The results from the Student Survey showed that the school was placed higher or equal to state averages for the majority of Social – Emotional outcomes. This included student participation in extra curricular activities, positive relationships and valuing school outcomes.
- Students results indicate that we have more positive behaviour at Beaumont Hills Public School as compared with the NSW state average.
- Beaumont Hills Public School results in regards to student bullying were below state average.
- The teachers of Beaumont Hills Public School scored the school's leadership and collaboration processes and systems highly.
- Teachers scored the learning culture at Beaumont Hills Public School higher than the stage average.

Policy requirements

Aboriginal education

Beaumont Hills Public School is committed to improving the educational outcomes of Aboriginal and Torres Strait Islander students. Aboriginal perspectives are integrated across many areas of learning to raise student awareness of the Aboriginal culture and heritage and to promote mutual respect and understanding.

Multicultural and anti-racism education

At Beaumont Hills Public School approximately 42% of children are from language backgrounds other than English (LBOTE). Our school celebrates and recognises cultural diversity. EAL/D programs are developed for our students who require additional support in their development of English skills. Students who have newly arrived in the country are taught through intensive English language development lessons. Our own school community is growing in its diversity as we continue to welcome students and families from a range of cultural backgrounds. Support was given to students within their classroom as well as withdrawing students for intensive learning. Classes were given classroom support based on the number of students identified as needing additional support. Students celebrate cultural diversity through Harmony Day and HSIE units of work where students are encouraged to talk about their culture so that all students have a full understanding and appreciation of how different cultures operate within our society.