

Beecroft Public School Annual Report



2018

Introduction

The Annual Report for **2018** is provided to the community of Beecroft 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.

Tanya Rose

Principal

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Message from the Principal

Beecroft Public School is a proud public school with strong links to the local community. The school has a strong culture of excellence where every child is challenged and guided to strive for and achieve their own personal best. Beecroft Public School, in conjunction with our supportive school community, provides many opportunities for students to develop and maximise their learning, leadership and civic responsibilities.

Beecroft Public School has a collective focus on delivering evidence–based teaching and learning programs that enhance student engagement and achievement. Students, staff and the community work in synergy supporting this goal. The Positive Behaviour Engaging Learners (PBEL) values of respect, responsibility, excellence and participation underpin the positive learning culture.

The dedicated staff at Beecroft Public School work together to nurture and encourage each student to achieve their own personal best. Teachers lead each other as learners and engage in quality professional learning that ensures learning is visible to students and that assessment is used to guide and inform teaching for every student.

Our students are passionate and conscientious learners who embrace the many in–school and extra–curricula opportunities afforded to them. Students care about each other and the world in which they live. The students and school are supported by the community. In particular, the P&C provides an array of services and activities that enriches their overall educational experience. In 2018, two major playground upgrades occurred, that aim to enhance student engagement and provide a safe and secure environment for all students. This was achieved through the support of the P&C. The support and dedication of parents and the broader community is felt each and every day.

It is evident that the staff, students and the community of Beecroft Public School are a passionate and invested team who partner to enable learning for all students. This partnership allows everyone to flourish and, most significantly, our children to thrive, succeed and connect effectively with the world around them. I thank students, staff, parents and the community for their positive partnership with Beecroft Public School.

Mrs Tanya Rose

Message from the school community

This year, 2018, has been busy for the BPS P&C, the highlight of course being our very successful, bi-annual Multicultural Fair. It has also been an exciting year for the students, the school, and the greater Beecroft community, one filled with positive learning and social events. We are pleased to have a very positive, cooperative relationship with our school principal, Tanya Rose, a super school executive, dedicated and professional teachers, and wonderful office staff at BPS, where together, this year, we have undertaken many things to make the school community both stronger and better.

Our P&C at Beecroft Primary School works to promote and support the interests of the school by bringing parents, students, and teaching staff into close co-operation; through assisting with the provision of facilities and equipment to the school, promoting recreation and welfare of students, and encouraging parent participation in the curriculum.

This year the P&C has supported BPS via funding for a number of facilities and initiatives across the school. In 2017, the BPS P&C worked with school principal, Tanya Rose, to develop a school master plan, which resulted in the completion of upgrades to the Heritage Room, a project finalised by Assets Management Unit [AMU] in early 2018. Further, BOOSH continues to work with Tanya Rose, with AMU now progressing toward an endorsed solution to the proposed upgrade of the BOOSH cottage building.

The P&C have been able to continue to support BPS through the ongoing involvement of P&C representatives on all Merit Selection Panels. Indeed, this year the P&C were delighted to support Tanya Rose in the appointment of Karan McDonnell as Deputy Principal.

The BPS P&C oversees many subcommittees within the school, including Arts and Crafts, Band and Strings, BOOSH, Canteen, Events and Fundraising, Greening, Traffic, and Uniform Shop. All these activities run smoothly and provide a great service to both the school children and their parents. They also contribute to the overall fundraising of the P&C. In 2017, the P&C was able to support the Band and Strings Subcommittee in a review of the Band Conductor Contracts, which has paid dividends in 2018, with Band and Strings ensembles of all levels achieving wonderful results at Eisteddfods throughout the year.

A very big thank you to the all the subcommittee conveners: Maret Fraser (Arts and Crafts), Janine Kissick (Band and Strings); Chris Parrish (BOOSH), Belinda Varndell (Canteen), Sherri Cooper and Helena Coulson (Uniform Shop).

This year the P&C spent funds on the following projects/initiatives at Beecroft Public School:

Replacement air conditioning – \$30,000.00;

Creative Play Space – \$30,000.00;

Accidental Counsellor Program \$1,000.00;

Roofing and Maintenance of Outdoor Classroom – \$10,000.00;

Contribution toward Leah D'O representing NSW at the National Soccer Carnival – \$250.00.

All of these approved projects, totalling \$71,250.00, have had a significant impact on the learning experience and environment of our children. Without P&C funding these items would not have been provided for our school by the Department of Education. P&C funding plays a huge role in providing our children with both current technology and a comfortable learning environment. The P&C anticipates, with the pending completion of an information technology road map by the school executive, that the excellent fundraising initiatives of P&C will find further positive opportunities to spend funds in 2019 and beyond.

In October, the P&C applied for a Stronger Communities Programme Grant, through the office of Julian Leeser, Federal Member for Berowra, to assist with the completion of a Creative Play Space between Block B and Block F within the school, anticipated to be completed in early 2019.

Our focus this year and next will be to bring new faces onto the various committees. The Social Committee is a great example of many new parents, alongside those who feel confident, contributing to many new events and bringing amazing new energy to existing events throughout the school. Bringing new energy into the P&C will allow us to grow and continue to function in our support of the school. Many hands make light work, and small efforts by many parents not only brings the school community together but enriches the learning experience for all our children.

We at Beecroft Primary School are very fortunate to have such a wonderful school where our children can grow and learn. Thank you to all the parents who have made this school even better place through their willingness to help by readily giving their time and energy in supporting all the P&C activities, whether in the Canteen, as Class Parents, in the Uniform Shop, at working bees, or any other social events run this year. Without your help these events would not have

been so successful.

Next year, 2019, will bring further opportunities for us all to work together, with the school executive, to build our school facilities and community, ably supported by funds raised at the 2018 Multicultural Fair. To those of you who are leaving our wonderful school, thank you for your support and we wish you and your children all the best in their next stage of learning.

President – Melissa White

School background

School vision statement

To strive for continual improvement and excellence for every student in an environment which values inclusion and connectedness within the whole school community. Students will celebrate and value high levels of personal success by being authentically engaged, challenged and self-regulated learners. Dynamic and high quality teachers and leaders work in collaboration to provide innovative, future-focused and supportive learning environments for every student.

School context

Beecroft Public School is located in the Metropolitan North Operational Directorate with a student population of 878, including 57% who have English as an additional language or dialect. The school has a proud record of high academic achievement across all Key Learning Areas. The school has two opportunity classes for gifted students.

High quality curriculum provision, differentiation in literacy and numeracy underpinned by formative assessment practices are key drivers of school growth. The school continues to deliver a balanced education with opportunities in performing and creative arts, debating, chess and sport, including PSSA.

Parents and the community are actively involved in our students' education, support school programs and are proud of the school's achievements. The P&C operates a wide variety of additional services to the students and community, including the Arts and Crafts, Band and Strings' programs, the canteen, school banking, uniform shop and the greening group.

The broad base of educational opportunities offered at Beecroft Public School contributes to our whole of department mission 'to prepare young people to lead rewarding and productive lives in a complex and dynamic world.'

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: Learning Culture

In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

The school's on-balance judgement for this element is: **Excelling**

The descriptors chosen are:

Theme: High expectations – Excelling

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Theme: Transitions and continuity of learning – Excelling

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

Theme: Attendance – Excelling

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Learning: Wellbeing

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Caring for students – Sustaining and Growing

Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.

Theme: A planned approach to wellbeing – Sustaining and Growing

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Theme: Individual learning needs – Sustaining and Growing

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

Theme: Behaviour – Excelling

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Learning: Curriculum

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Curriculum provision – Sustaining and Growing

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.

The school monitors and reviews its curriculum provision to meet changing requirements of the students.

Theme: Teaching and learning programs – Sustaining and Growing

Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.

Theme: Differentiation – Delivering

Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made.

Learning: Assessment

In schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Formative assessment – Sustaining and Growing

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

Theme: Summative assessment – Sustaining and Growing

Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.

Theme: Student engagement – Delivering

Students know when and why assessment is undertaken.

Theme: Whole school monitoring of student learning – Sustaining and Growing

The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.

Learning: Reporting

In schools that excel, reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum.

The school's on-balance judgement for this element is: Delivering

The descriptors chosen are:

Theme: Whole school reporting – Delivering

The school analyses internal and external assessment data to monitor and report on student and school performance.

Theme: Student reports – Sustaining and Growing

Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.

Theme: Parent engagement – Delivering

Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress.

Learning: Student Performance Measures

In schools that excel, students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.

The school's on-balance judgement for this element is: Excelling

The descriptors chosen are:

Theme: Value-add – Excelling

The school achieves excellent value-added results, significantly above the value added by the average school.

Theme: NAPLAN – Excelling

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.

Theme: Student growth – Sustaining and Growing

Students are aware of – and most are showing – expected growth on internal school progress and achievement data.

Theme: Internal and external measures against syllabus standards – Excelling

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

Teaching: Effective Classroom Practice

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Lesson planning – Sustaining and Growing

Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

Theme: Explicit teaching – Sustaining and Growing

Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.

Theme: Feedback – Delivering

Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.

Theme: Classroom management – Excelling

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.

Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Teaching: Data Skills and Use

In schools that excel, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Data literacy – Delivering

Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.

Theme: Data analysis – Delivering

The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.

Theme: Data use in teaching – Sustaining and Growing

Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

Theme: Data use in planning – Sustaining and Growing

There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

Teaching: Professional Standards

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement.

The school's on–balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Improvement of practice – Sustaining and Growing

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

Theme: Accreditation – Sustaining and Growing

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation.

All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

Theme: Literacy and numeracy focus – Sustaining and Growing

Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

Teaching: Learning and Development

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

The school's on–balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Collaborative practice and feedback – Sustaining and Growing

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Theme: Coaching and mentoring – Sustaining and Growing

Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.

Theme: Professional learning – Excelling

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

Teachers collaborate with staff in other schools to share and embed good practice.

Theme: Expertise and innovation – Sustaining and Growing

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future–focused practices.

Leading: Educational Leadership

In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

The school's on–balance judgement for this element is: Excelling

The descriptors chosen are:

Theme: Instructional leadership – Sustaining and Growing

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

Theme: High expectations culture – Excelling

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Theme: Performance management and development – Sustaining and Growing

Teaching and non–teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.

Theme: Community engagement – Excelling

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Leading: School Planning, Implementation and Reporting

In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well–conceived, effectively implemented and effects improvement.

The school's on–balance judgement for this element is: Excelling

The descriptors chosen are:

Theme: Continuous improvement – Excelling

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools.

Theme: School plan – Excelling

The school uses research, evidence–based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.

Theme: Annual report – Excelling

The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success.

The annual report contains data that measures the impact of the plan in terms of student learning progress.

Leading: School Resources

In schools that excel, resources are strategically used to achieve improved student outcomes and high quality service delivery.

The school's on–balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Staff deployment Sustaining and Growing

The leadership team allocates non–educational administrative tasks to appropriate non–teaching staff. All staff use technology available to streamline the administrative practices of the school.

Theme: Facilities – Excelling

The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning,

within the constraints of the school design and setting.

Theme: Technology – Sustaining and Growing

Technology is effectively used to enhance learning and service delivery.

Theme: Community use of facilities – Excelling

The school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community.

Theme: Financial management – Excelling

Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

Leading: Management Practices and Processes

In schools that excel, administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

The school's on-balance judgement for this element is: Excelling

The descriptors chosen are:

Theme: Administrative systems and processes – Sustaining and Growing

The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.

Theme: Service delivery – Excelling

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.

Theme: Community satisfaction – Excelling

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

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

Excellence in Learning

Purpose

To maximise all student learning through high quality teaching, curriculum planning and assessment that promotes learning excellence and responds to student need. An innovative learning environment will enhance student engagement.

Overall summary of progress

High Quality Curriculum Delivery:

All teachers purposefully engaged in reflective teacher practices to deliver high quality teaching and learning programs, catering for all students. Ongoing collaborative professional learning underpinned improvement in each teacher's ability to use explicit teaching and formative assessment practices. A particular focus on the teaching of writing resulted in increased student engagement in writing with all teachers reporting a significant improvement in the quality of student writing.

The Science and Technology syllabus was successfully trialled in 2018 with teachers familiarising themselves with the new strand Digital Technologies. Teachers also engaged in professional learning on the inquiry based approach to learning which underpins the Science and Technology Syllabus K–10.

Differentiation:

At Beecroft Public School, differentiated teaching and learning is key to driving continued improvement and best practice. In 2018, we facilitated further professional learning for new staff members in Targeting Early Numeracy (TEN). Teachers outlined the benefits of the learning and the positive impact it had, in meeting the specific learning needs of their students. The effective program built upon our strong learning culture where, staff set high expectations, are collegial and continually reflect on improving their practice.

To continue to build upon teachers capabilities in differentiation all teachers undertook professional learning in the literacy and numeracy progressions.

Learner-Focused Design:

In 2018, two outdoor learning areas, with a focus on flexible learning spaces were completed. Both learning spaces are flexible by nature, aesthetically pleasing and inviting for students, staff and the parent community.

Our commitment to highly engaged, creative learners continued to strengthen with a strong partnership formed with Learner Design Advisors within the department's Futures Unit. As professionals, we continued high levels of engagement with the new Science and Technology syllabus. Staff engaged in high quality professional learning of the new Digital Technology and Design Thinking strand of the syllabus, with a focus on developing staff capacity to embed the pedagogy in future focused learning and develop skills of inquiry for all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All Year 5 students to meet or surpass their expected growth in NAPLAN writing.	Conceptual programming consultant – \$5,900	Staff participated in continuous professional learning regarding conceptual programming in English with a focus on writing throughout the year.
To increase the number of students performing in the proficiency bands in writing by 5% each year (2017: Year 3 – 78%, Year 5 – 49%).	Conceptual programming resources – \$ 7,041 QTSS – 1.44 FTE	Staff undertook professional learning in the learning progressions. Staff are trialling entering data onto PLAN2.
80% of students achieve at or above their literacy learning progression expectations in the	PL teacher release days – \$26,250 Course fees – \$16,000	During stage planning days and stage meetings staff analysed their teaching and learning programs in alignment to syllabus and NESA requirements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>area of writing.</p> <p>95% of students achieve at or above their numeracy (EAS 2017 data) learning progression expectations.</p> <p>100% of teaching and learning programs and practices reflect current syllabus and NESA requirements.</p>	<p>Learning Progression professional learning – \$1,500</p> <p>Updating numeracy resources –\$11,400</p> <p>52 laptops purchased – \$67,016</p> <p>Stage planning days – \$40,000</p> <p>12 Interactive whiteboards – \$18,138</p> <p>Play ground upgrade – \$40,000</p> <p>STEM resources – \$2,147</p>	<p>Staff participated in continuous professional learning regarding conceptual programming in English with a focus on writing throughout the year.</p> <p>Staff undertook professional learning in the learning progressions. Staff are trialling entering data onto PLAN2.</p> <p>During stage planning days and stage meetings staff analysed their teaching and learning programs in alignment to syllabus and NESA requirements.</p>

Next Steps

High Quality Curriculum Delivery:

Teachers expertise in the explicit teaching of English will be consolidated and further embedded across the school. Teachers will refine their use of differentiated teaching and feedback to improve the outcomes for all students. Stage-based professional learning modules will continue to support the development of concept-based English units K-6. Differentiation and personalised learning will be a focus as teachers work with the Learning Progressions and formative assessment strategies to plan for the next steps in each student's learning.

Teachers will be introduced to the new PDHPE K-10 syllabus throughout 2019 in preparation for implementation in 2020.

Inquiry-based learning and the effective implementation of Digital Technologies will underpin the continued implementation of the Science and Technology syllabus.

Differentiation

In 2019, the Differentiation project will become the main driver of whole school improvement. All staff will participate in small group professional learning pods where they will engage in evidence-informed practices that will focus on differentiating the learning for targeted students, with an emphasis on enhancing visible learning practices, in particular the co-creation of success criteria and the effective provision of feedback to students. The professional learning pods will directly link to teacher's daily practice and allow teachers to reflect and refine their teaching and learning practices in a supportive and collaborative environment. This project will give teachers the opportunity to engage in the work of Dylan William, Lyn Sharratt and other educational research as they build their knowledge, skills and capabilities in catering for individual student needs.

Learner-Focused Design

In 2019, the Learner-Focused Design team will continue to increase the number of laptops in Stage 3 to support students learning and Information Communication Technology capabilities.

Teachers will engage in professional learning regarding the Digital Technologies strand and its application to teaching and learning. To further support this professional learning members of the Learner-Focused Design team will collaboratively design science and technology units of work that focus on embedding digital technologies across the curriculum. STEM share kits will also be utilised for Stage 2 and Stage 3 to support teaching and learning programs.

To continue to build teachers understanding of the Science and Technology syllabus, differentiated professional learning will be held in Term 3, Staff Development day. Teachers will investigate and design inquiry learning frameworks, engage in ICT integration and formative assessment practices and understand how Google Suites can be utilised to enhance student learning. 10 laptops per 3-6 class will be purchased and distributed to maximise student engagement with

technology.

Furniture and classroom design will be investigated to determine how it can support differentiation. Furniture will then be purchased and trialled to determine impact.



Strategic Direction 2

Excellence in Teaching

Purpose

To enhance teacher practice through collaboration and self-reflection. Deep knowledge and understanding of visible learning pedagogy will be embedded in teaching and learning. The capacity of staff to lead and mentor, share and develop expertise at all career stages will enhance professional growth.

Overall summary of progress

Visible Learning

In 2018, the Visible Learning team continued to enhance the school's engagement in research-based practices.

In observing teachers' practice and teacher reflection, differentiated professional learning was designed around learning intentions, success criteria, feedback, questioning and all-student response systems.

From the professional learning and research, teachers continued to trial and implement formative assessment and visible learning strategies and embedded these through the Explicit Teaching of English, Strategic Direction 1: High Quality Curriculum delivery.

Reflective Practice

An Early Career needs based Teacher Network was established to support Early Career teachers'. Early career teachers participated in self-identified professional learning to support and develop their identified goals. Each early career teacher was allocated a mentor, through the Great Teachers Inspired Learning funding. Leaders developed their mentoring and coaching skills to assist teachers to set goals, gather evidence and reflect on their current practice.

Instructional Rounds continued to be part of the reflective practice project and continued to provide a platform for collaboration, encouraging the sharing of successful, innovative teaching practices. In 2019, the Problem of Practice was aligned to Strategic Direction One : The Learner – 'How are we using formative assessment and explicit teaching of English to move student learning forward? The data collected from the Instructional Rounds indicated that teachers had a deep understanding and knowledge of the English syllabus and used explicit teaching and formative assessment strategies to drive learning forward. Data also highlighted that the use of visible learning strategies, including learning intentions and success criteria, all student response systems and effective questioning were embedded in the explicit teaching of English. The Instructional Rounds team delivered 'post rounds' professional learning where data, findings, feedback and recommendations were shared with all staff. A post Instructional Rounds survey indicated that 90% staff felt the Instructional Rounds process had positively impacted their teaching.

Continued development of teacher goals through the Performance and Development Plan (PDP) timeline and process evidenced that teachers are committed to their ongoing professional development. Teachers have an increased knowledge of the Australian Teaching Standards allowing them to reflect on performance and provide feedback to support colleagues.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Instructional and mini rounds data will show evidence of formative assessment strategies in all classrooms.	Planning and presenting Instructional Rounds professional learning – \$11,000	Beecroft Public School worked with its Community of Schools in the continuation of Instructional Rounds.
Increased use of formative assessment strategies.	Instructional Rounds resources – \$284.06	Two teachers gained a place in the Leadership Development Initiative at the Lead level.
Increased number of teachers achieving higher levels of accreditation.	Dylan Wiliam conference – \$4,110	All executive were mentored by consultant throughout the year to build capacity and reflective practice.
Embedded systems of self	Course fees – \$5,000	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
reflection (Performance and Development Plans PDPs, Collaborative Program Policy and Instructional Rounds) are evident.	PL teacher release days – \$5,000 Visible Learning resources – \$1,526.97 Executive mentoring consultant – \$2,800	Beecroft Public School worked with its Community of Schools in the continuation of Instructional Rounds. Two teachers gained a place in the Leadership Development Initiative at the Lead level. All executive were mentored by consultant throughout the year to build capacity and reflective practice.

Next Steps

Visible Learning

Visible learning will continue to be a focus of teacher professional learning and will underpin the work within the Conceptual Programming in English and Differentiation projects. Teachers will continue to engage, apply and reflect on teaching and learning practices in alignment with educational research such as Dylan Wiliam and Lyn Sharratt. New staff will be inducted into the key components of the strategic plan, visible learning and formative assessment pedagogy.

Reflective Practice

Reflective practices have been embedded into the work of each project team ensuring feedback is sought and changes are made throughout the year. The Instructional Rounds process, now in its fourth year, involving our community of schools, is a key evaluative practice informing and shaping the strategic directions each year. Instructional rounds will provide feedback and data to inform the next steps for the Differentiation project.

Reflective practices will be embedded in the Differentiation learning pods as teachers trial and reflect on their use of co-created success criteria and feedback that moves learning forward.

The induction and early career program will be enhanced through regular tailored sessions catering to the needs of the teachers and through weekly guidance and mentoring.

Strategic Direction 3

Wellbeing and Community Connections

Purpose

To ensure every student is known, valued and cared for in our school community. A strategic and planned approach will develop whole school wellbeing processes to support all students so they can connect, succeed, thrive and learn.

Overall summary of progress

Wellbeing and Community Connections

Effective leadership, collaboration and strong community connections have ensured a planned and strategic approach developed student wellbeing processes across the school. Teachers, students and parents had a voice in reviewing the school's Anti-Bullying policy based on evidence-based best practice. The explicit teaching of social and emotional learning capabilities through the implementation of Friendly Schools Plus K-6 improved students' abilities to demonstrate positive social behaviours, including empathy, self-regulation, respect and acceptance of diversity.

Individual learning needs of students were supported through the responsive nature of the Learning and Support Team. Students with English as an Additional Language or Dialect (EALD) needs participated in innovative and engaging learning programs, excursions and incursions. Students identifying as Aboriginal successfully engaged in their Personalised Learning Plans (PLP's) and celebrated their culture with the whole school community through NAIDOC week celebrations and the integration of Aboriginal Perspectives across the curriculum.

Strong community connections featured predominantly in 2018, culminating in the Beecroft Public School's bi-annual Multicultural Fair. The fair showcased students, teachers and community working and having fun together in the celebration of our culturally diverse school. Parent focus groups provided invaluable input for the school's Anti-Bullying Policy and traffic working group. The traffic working group worked closely with Hornsby Council to implement changes to street signage and parking conditions around the school to ensure the student safety.

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">• 90% of students report positive engagement in school welfare based programs in Tell Them From Me (TTFM).• 100% of teachers are delivering explicit lessons on social and emotional learning capabilities each year.• Regular, high quality and needs-based parent/carer information sessions are held on topics related to student wellbeing, success, progress and achievement in learning.• Students, teachers and parents have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing.	Teaching resources – \$3,000	<p>K- 6 Friendly Schools Plus teaching and learning programs developed to build upon students social and emotional learning capabilities.</p> <p>A draft Anti – Bullying Plan was developed in consultation with staff and the community.</p>

Wellbeing and Community Connections

Wellbeing initiatives will be re-invigorated with the launch of *Be You!* A national initiative aimed at promoting and protecting positive mental health in children and young people.

KidsMatter will morph into the framework *Be You!* The vision for the Wellbeing Team is to promote a learning community that is positive, inclusive, resilient, and where every child, staff member and family can achieve their best possible mental health.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1,952	Personalised Learning and Support Plans were developed for each Aboriginal student in consultation with the class teacher, parents and students and where appropriate the Learning and Support team. Plans identified individual goals and in some cases were supported by School Learning and Support Officers (SLSO) time. The personalised Learning Plans were reviewed to maximise their effectiveness.
English language proficiency	\$264,253	Equity funding was used to employ EAL/D specialist teachers. Students were supported to access the curriculum both in classrooms and through withdrawal, where appropriate. As a result, all students progressed on the EAL/D scale. This support involved programs based upon vocabulary, parts of speech, sentence structure, reading, comprehension and writing.
Low level adjustment for disability	\$111,192	Personalised Learning and Support Plans were developed for identified students requiring additional support. Personalised Learning Plans were developed in consultation with the class teacher, parents, students and the Learning and Support team. Plans identified individual goals and were supported by SLSO's. Scheduled reviews of the personalised learning plans ensured students needs were effectively addressed. MultiLit was implemented as part of this strategy and was also supported by school and P&C funds.
Quality Teaching, Successful Students (QTSS)	\$146,903	1.4 FTE Quality Teaching, Successful Students (QTSS) funding was utilised to employ a literacy specialist and to release teams of teachers to work together in creating conceptual programs in English. Teams also worked together in moderating work samples and planning differentiated teaching programs.
Socio-economic background	\$2,898	Socio-economic background funding was combined with equity funding to support the Personalised Learning and Support Plans initiative. This funding was used to employ additional SLSO's to support specific student PLPs.
Support for beginning teachers	First year funding support \$13,768 for 6 teachers. Second year funding support \$4,164 for one teacher. Total: \$86,880	Two permanent beginning teachers received first year funding, one permanent teacher received second year funding and four temporary teachers received one year of beginning teacher funding support. Support strategies were negotiated and included timetable concessions, enabling the beginning teacher to also work with their identified mentors. Beginning teachers participated in significant professional learning, Conceptual Planning and Programming in English and Targeting Early Numeracy. Teachers were supported in relation to student wellbeing, programming, assessment and reporting, including the use

<p>Support for beginning teachers</p>	<p>First year funding support \$13,768 for 6 teachers.</p> <p>Second year funding support \$4,164 for one teacher.</p> <p>Total: \$86,880</p>	<p>of formative assessment strategies to guide and inform their teaching.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>0.2 – 0.4 NAP funding support</p>	<p>An additional EAL/D support teacher was provided for students who qualified for the refugee and new arrivals program. This involved supporting students in developing functional communication and literacy skills.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	372	391	412	416
Girls	430	426	436	447

Enrolments at Beecroft Public School have continued to increase. As a result, the number of classes has increased by one.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.2	96.1	96.9	96.5
1	96.4	97	95.9	96.7
2	96.5	96.9	96.5	95.8
3	96.3	96.1	96.4	96.8
4	96.6	96.6	96	96.3
5	97	96.9	96.5	96.4
6	96.2	96	95.9	94.5
All Years	96.6	96.5	96.3	96.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The overall student attendance rate of 96.10% continues to be above the state average of 93.40%. Our school maintains accurate attendance records and reviewed its School Attendance Plan and Procedures in 2017. The staff are informed of their responsibilities relating to school attendance in the School Attendance Plan and Procedures and the School attendance flowchart. New staff are inducted into the attendance procedures. The school community is provided clear information regarding attendance requirements and the

consequences for unsatisfactory attendance via regular newsletter items and links to the department's Attendance Policy. Students with attendance patterns of concern are supported through the school's Learning and Support Team and where required, the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	32.28
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	5.17

*Full Time Equivalent

Staff at Beecroft PS work in collaboration to support the learning and wellbeing needs of all students. Specialist teachers support learning through our Learning and Support and our EALD programs. Three School Learning and Support Officers were employed to support students with additional needs and to implement the MultiLit program. A four day per week School Administration Officer was employed using the Principal Support funding. No staff member is of Aboriginal or Torres Strait Islander background.

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	15

Professional learning and teacher accreditation

During 2018, professional learning was undertaken by teachers at Beecroft Public School. A wide range of professional learning was embedded within all Strategic Directions. Whole school and targeted professional

learning involved developing teachers' skills and capabilities in numeracy, geography, history, PDHPE and continued to build their understanding of visible learning practices.

During 2018, three teachers achieved their accreditation at the Proficient level through submitting evidence against the Australian Professional Standards. Six teachers are maintaining their accreditation at Proficient and have continued to be supported through the process of registering their teacher identified hours. Two teachers gained a place in the Leadership Development Initiative at the Lead level. This initiative developed leadership knowledge and skills through a structured, instructional leadership development program supported by a mentor from within the school. The program funded attendance at workshops and conferences and provided support to assist in achieving accreditation at Lead. Working with a leader and mentor, the teachers have been supported in identifying and maintaining effective teaching practices.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	473,533
Revenue	7,074,563
Appropriation	6,257,065
Sale of Goods and Services	73,201
Grants and Contributions	734,613
Gain and Loss	0
Other Revenue	100
Investment Income	9,584
Expenses	-6,698,124
Recurrent Expenses	-6,712,854
Employee Related	-5,596,996
Operating Expenses	-1,115,857
Capital Expenses	14,730
Employee Related	0
Operating Expenses	14,730
SURPLUS / DEFICIT FOR THE YEAR	376,439
Balance Carried Forward	849,972

Principal is accountable for the financial management of the school and is responsible for communicating financial accounts to the school and community. The Principal chairs the finance committee which is made up of the Principal, Senior Administrative Manager and the Deputy Principals. This is also supported by the leaders of the strategic direction project teams in accordance with the school plan. The school has a major expenditure project planned for 2019 in the purchasing of technology across the school. Funding from the P&C has financially supported many school improvements including: the ongoing maintenance and upgrades to air-conditioners and interactive whiteboards, the MultiLit Program, the hall PA and lighting system, the K-2 sound system, playground improvements including timber seating, a new grassed area and pergola and an outdoor learning and play space along the walkway.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	5,418,944
Base Per Capita	163,977
Base Location	0
Other Base	5,254,967
Equity Total	380,295
Equity Aboriginal	1,952
Equity Socio economic	2,898
Equity Language	264,253
Equity Disability	111,192
Targeted Total	0
Other Total	254,810
Grand Total	6,054,049

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.

Under the Public Finance and Audit Act 1983 the

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Students at Beecroft Public School consistently achieve outstanding results in literacy NAPLAN.

78.9% of year 3 students and 65.2% of year 5 students achieved the top two bands in **grammar and punctuation** as compared to the state average of 47.7% of year 3 students and 34.1% of year 5 students.

71.4% of year 3 students and 48.6% of year 5 students achieved the top two bands in **reading** as compared to the state average of 52.6% of year 3 students and 36.1% of year 5 students.

64.3% of year 3 students and 54.1% of year 5 students achieved the top two bands in **spelling** as compared to the state average of 45.8% of year 3 students and 30.7% of year 5 students.

81.5% of year 3 students and 21.6% of year 5 students achieved the top two bands in **writing** as compared to the state average of 47.9% of year 3 students and 15.1% of year 5 students.

Students at Beecroft Public School consistently achieve outstanding results in numeracy NAPLAN.

64.3% of year 3 students and 40.5% of year 5 students achieved the top two bands in **numeracy** as compared to the state average of 34.5% of year 3 students and 21.6% of year 5 students.

Value-added results for students from year 3 to year 5 NAPLAN for literacy and numeracy continue to place Beecroft PS in the excelling range on the School Excellence Framework.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band

distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN

74.43% of students in year 3 and year 5 at Beecroft PS achieved the Premier's targets for Reading and Numeracy NAPLAN.

There are no Aboriginal students in the Year 3 and Year 5 2018 NAPLAN cohort.

Parent/caregiver, student, teacher satisfaction

Each year Beecroft Public School seeks feedback from students, parents and staff to evaluate strategic plans and ensure best practice in teaching and learning for students is optimised. In 2018, feedback was obtained through student, parent and staff focus groups and surveys.

A 3–6 student survey in sport has helped guide the choices of sport offerings across Years 3–6 whilst ensuring curriculum expectations are addressed. Student voice is represented in the school-based visible learning project through short videos of students describing their learning intentions, the success criteria that they judge their work on and the teacher and student feedback strategies employed in their classroom.

Parent feedback and insights have been obtained and actioned through two parent and community forums: a road safety forum and a student wellbeing focus group.

The road safety forum and working party addressed the parking and student safety concerns in Mary Street. This forum was instrumental in the changed signage in Mary Street and the ongoing management and education regarding the new 'Kiss and Drop Zone'.

The student wellbeing focus groups obtained valuable parental insights. Parents believed that teachers respond promptly to wellbeing and mental health issues. They also believed that teachers contacted them quickly if any problems arise and that problems were resolved quickly at the school level. The focus group also stated that the strategies such as the 'Getting to know you' survey sent home at the beginning of every year was very helpful in opening up communication between parents and the school and that the growth mindset activities being implemented within the classroom were effective in helping children

to persist with difficult tasks. To further support student wellbeing, parents believed that students across the school were very aware of what bullying is and that it is not acceptable behaviour and that Beecroft Public School was an inclusive environment that is accepting of different nationalities, disabilities and cultures.

Parents reported their main areas of concern in relation to their children's mental health and wellbeing is that they want their children to have a healthy balance in their lives and that there is parental pressure on students, regarding the Opportunity Class and the Selective High School processes. They also want to support their child at home to develop effective resilience strategies and learn to manage their child's anxiety.

Parents believed the school could support them by providing information regarding early signs of mental health and identifying normal and concerning behaviours through parent information session times. Parents also expressed a need to have greater education on the definition of bullying to avoid over reporting of bullying incidents (not all 'mean' behaviours are bullying). This could also be supported by utilising student voice to deliver messages about student mental health and wellbeing and promoting the Friendly Schools Plus program more.

Parents also suggested to build mindfulness into the curriculum, for example through class news topics or homework, linking it to student wellbeing, friendly behaviours and growth mindset strategies.

To build upon the mental health and wellbeing of students at school it was also suggested that presentation day awards could include a greater recognition of positive social behaviours, growth mindset approach, resilience, and personal best. This would communicate to students and families that the school values these qualities and behaviours.

Throughout 2018 teachers also provided feedback through surveys, evaluations and exit slips of professional learning initiatives. In the People Matter's survey staff reported the following:

* 88.24% agreed that their work group was encouraged to keep improving the work they do.

* 88.9% agreed that their work group worked collaboratively to achieve its objectives.

* 81.25% agreed that our organisation focuses on improving the work we do.

Feedback from students, parents, carers and staff continues to inform and shape the school strategic plan and its implementation with the view to ensuring that at Beecroft Public School, 'Every student, every teacher, every leader and every school improves every year' (Department of Education Strategic Plan 2018–2020.)



Policy requirements

Aboriginal education

Beecroft Public School is committed to promoting the educational achievements of Aboriginal and Torres Strait Islander students and to enhance the knowledge and understanding of all students about Aboriginal Australia. Our school ensures Aboriginal perspectives are woven into all educational programs and practices. All Aboriginal students are fostered and supported through the collaborative process of developing an Aboriginal Education Plan. These plans are developed in consultation with key stake holders and target individual needs and aspirations.

Multicultural and anti-racism education

The Multicultural Education Policy and the Anti–Racism Policy are integral to our school's commitment to acknowledging and respecting cultural diversity and a sense of belonging for all students, staff and families. Days of celebration, including the Mulicultural Fair, Harmony Day and concerts reinforce these messages. The Take 5 for KidsMatter team reinforces these messages through classroom teaching programs and includes the 'Every Face has a Place' initiative.

In 2018, 56% of Beecroft Public School students were from language backgrounds other than English. Our English as a Second Language (ESL) teachers have worked collaboratively with classroom teachers in supporting individual students who require additional support in developing skills in English. An anti–racism contact officer has promoted intercultural understanding, community harmony and promoted a culture of inclusion.