

Beverly Hills North Public School

Annual Report



2018



EVER READY

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Introduction

The Annual Report for 2018 is provided to the community of Beverly Hills North 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.

Robert Borg

Principal

School contact details

Beverly Hills North Public School

Shorter Ave & King Georges Rd

Beverly Hills, 2209

www.beverlyhn-p.schools.nsw.edu.au

beverlyhn-p.school@det.nsw.edu.au

9759 3849

School background

School vision statement

As a school community we will inspire students to become successful learners and support them to become confident and creative individuals who act with integrity and contribute positively to society.

School context

Beverly Hills North Public School is a large school which is part of the Beverly Hills Network of Schools. It provides quality education programs for approximately 580 students, 81% of whom are from language backgrounds other than English.

Beverly Hills North Public School is a vibrant community-focused school with a commitment to quality teaching and learning practices informed by proven educational research to meet students' needs. There is extensive provision for extracurricular activities to foster the whole-child's talents and interests. The school has a dedicated staff of highly skilled teachers who are committed to offering a wide range of learning opportunities for the students. They reflect on their teaching practices and look for strategies to improve student outcomes.

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.

In the Learning Domain, Beverly Hills North Public School demonstrates a high level of commitment to student learning, wellbeing and engagement. The school is committed to strengthening our learning culture, with teachers working collaboratively, using knowledge of their students and evidence based practices, to plan, deliver and monitor student learning. The school community values our rich learning culture, which is holistic, developing students academically, socially and emotionally. Teachers work actively with parents in a range of partnerships, further building upon the school's strong learning culture.

In the Teaching Domain, Beverly Hills North Public School teachers are committed to improve their practice to improve student learning. Learning opportunities for students are engaging and teaching strategies are evidence based. Teachers continually evaluate the impact of their teaching practice, to plan for ongoing learning for their students. Targeted teacher professional learning drives continuous improvement across the school and further develops our collaborative learning culture.

In the Leadership Domain, Beverly Hills North Public School leaders drive continuous improvement and have a strong commitment to lead a learning culture based on high expectations. Our practical and proactive use of school planning and reporting processes drive our continual whole-school improvement. School leaders are focused on building positive and stronger relationships with our community to positively impact on our students.

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

Collaborative & Informed Teachers

Purpose

To build a collaborative and committed learning culture where teachers use evidence based practice and knowledge of their students to reflect on their impact.

Overall summary of progress

The implementation of an inquiry model of Professional Learning (PL) has resulted in promising changes in teacher practice and student learning growth, with evidence of enhanced teacher efficacy beliefs. PL has been targeted at increasing student growth in writing, with effect sizes (0.53) indicating more than a years worth of growth.

Teachers have reported feeling supported and challenged through PL, Instructional Leadership, Early Career Teacher (ECT) mentoring and leadership mentoring programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased critical reflection by staff on their practice and its impact on students.	<ul style="list-style-type: none">• Instructional Leader – QTSS funds• Professional Learning Funds	<ul style="list-style-type: none">• Staff actively engaged in a collaborative, inquiry model of professional learning to enhance student outcomes.• All staff used a variety of data sources to investigate student engagement and learning growth, collaboratively design an action to enhance student performance and evaluated this action.• Support by an Instructional Leader working alongside teachers in the classroom. As a result, there is an increase of authentic teacher reflection, using evidence of student learning.
Increased growth in literacy and numeracy across the school against internal and external measures.	<ul style="list-style-type: none">• NAPLAN analysis team– Professional Learning Funds	NAPLAN analysis indicated: <ul style="list-style-type: none">• Year 3–5 writing growth (57.8) above State average growth (47.5)• Year 3–5 numeracy growth (111.2) above State average growth (93.0)• Internal school measures K–6 growth in writing.
Increased staff wellbeing, collaboration and sense of ownership to improve teaching practice.		<ul style="list-style-type: none">• Increased teacher efficacy, collaboration and opportunities for teacher voice through the inquiry model of PL and teacher mentoring programs.• A teacher wellbeing team has been established.
Greater number of staff participating in leadership opportunities compared to 2018.	<ul style="list-style-type: none">• Leadership Mentoring – Professional Learning Funds	<ul style="list-style-type: none">• Through identifying informal leadership opportunities there is an increased number of staff leading school wide projects and initiatives.• Leadership and aspiring leadership mentoring has resulted in an increase of staff PDP goals aligning to leadership practices.

Next Steps

- Continued implementation, evaluation and enhancement of professional learning, Early career teacher mentoring, Instructional Leadership and leadership mentoring.
- The teacher wellbeing committee will collaboratively develop and evaluate a teacher wellbeing framework underpinned by the principles of positive psychology.
- Further distributed leadership opportunities will be created to build a strong pipeline of aspiring leaders.
- Stronger connections between staff self-reflections and the Teacher Standards through PDP processes.

Strategic Direction 2

Engaged and Supported Learners

Purpose

To ensure a rich learning culture where students feel engaged and supported socially, emotionally and academically.

Overall summary of progress

Learning and support processes, including student referral processes were strengthened in 2018. There was increased staff clarity around the role and purpose of the Learning and Support Team.

The Future Focused Learning Team upskilled staff around the implementation of the new Science and Technology Syllabus with an emphasis on embedding digital technologies. In consultation with staff the team also designed scope and sequence documents reflecting new syllabus outcomes. The school invested in resourcing a K–6 robotics program with students engaged in coding where they collaboratively participated in project based learning that enhanced students' critical and creative problem solving skills.

Social and Emotional Learning gained momentum through the introduction of K–6 Peer Support. Module one of the Peer Support Australia program was implemented to build student friendship networks, provide student social connections across K–6, provide opportunities for student leadership, and to promote positive mental health in students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Greater number of students identified and supported through learning and support processes.	• Professional Learning Funds	• Learning and Support referral processes streamlined • Learning and Support policy development • Individual Educational Plan (IEP) template revised
Increased number of students report higher engagement in their learning, with improved understanding by teachers of innovative and engaging learning pedagogies.	• Robotics resourcing – Socio-economic background funding.	• Teacher PL around the implementation of new Science and Technology Syllabus • Robotics and Digital Technologies units of work piloted, evaluated and shared across the school. • Teacher PL around utilising Literacy and Numeracy Progressions • Science, History and Geography scope and sequence developed
Increased understanding by teachers of social and emotional learning and increased positive behaviour incidents in Sentral.	• Peer support – Professional Learning funds	• School wide peer support program that explicitly teaches students social and emotional competencies was implemented and evaluated • 25% decrease in negative behaviour incidents from 2017–2018.

Next Steps

- Continued monitoring and evaluation of new Learning and Support processes to ensure that every student's learning and support needs are identified, supported and monitored. Develop school wide processes for academic, social/emotional, communication and behavioural profiling of new enrolments to screen and identify learning and support needs.
- Future Focused Learning Team to provide professional learning around enhancing student engagement through the authentic integration of digital technologies across the curriculum.
- Establish processes to ensure stage-based collaborative planning authentically utilises numeracy progression to differentiate and enhance student outcomes in Mathematics.
- Refine and enhance student welfare policy. Explore a school-wide social and emotional program and pilot implementation. Design, implement and evaluate a model of intervention to support social skill development.

Strategic Direction 3

Quality Partnerships

Purpose

To engage parents in strong partnerships, working together to positively impact on student outcomes. To collaborate with other schools to share, embed and enhance good practice.

Overall summary of progress

Teacher engagement in professional learning continues to be a focus area. Much work has occurred centred on collective teacher efficacy, with staff working to understand and implement best practice in stage teams and in classrooms.

Successful community involvement and engagement has occurred across our school and we have worked as a staff to investigate different ways to increase this. Parents have been given opportunities to provide feedback on school practices and the effectiveness of the communication between school and home.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased teacher engagement in professional learning networks and enhanced understanding by teachers of effective practices.	• Professional Learning Funds	• Executive team shared our journey of Collective teacher efficacy and investigative model Spirals of Inquiry at cross-Principal network meeting.
Increased community involvement and engagement across the school and greater awareness of the importance of strong partnerships.	• Socio-economic funding	• School Culture survey sought feedback from parents on the importance of strong partnerships.

Next Steps

- Forming a Community of schools around future focused learning, as part of the Department of Education Digital Technology Project.
- Sharing best practice in Collective Teacher Efficacy in Beverly Hills Principal Network and Quality teaching Rounds through Newcastle University.
- P&C committee restructured to include fundraising coordinator role. Encourage parent and community volunteers into classrooms and to support school events
- Planned school and community events to share our good stories and develop positive relationships
- Executive team to work with an external leadership consultant to explore current research around community engagement
- Communication with parents and community strengthened by Schoolzine App, Social Media and Assemblies.
- Tell Them From Me survey to parents.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3452	<ul style="list-style-type: none"> • All Aboriginal students have a Personalised Learning Plan (PLP) • Celebrated significant Aboriginal events with our students • Student and parent financial assistance.
English language proficiency	\$32932	<ul style="list-style-type: none"> • Speech and language groups implemented to work with small groups of targeted K–6 students who need additional support with speech difficulties and language processing.
Low level adjustment for disability	\$79177	<ul style="list-style-type: none"> • Student learning support officers (SLSO) engaged to support identified students requiring adjustments and accommodations in classrooms. • Rip It Up reading program assists 60 students who have working–memory related reading difficulties.
Quality Teaching, Successful Students (QTSS)	Staffing entitlement	<ul style="list-style-type: none"> • Instructional Leader working in classrooms and observations • Developed high quality literacy and numeracy learning experiences to engage all students • Plotting, analysing and reporting literacy (specifically writing) data as an effective assessment and teaching tool • Students demonstrated increased performance in writing
Socio–economic background	\$54313	<ul style="list-style-type: none"> • Additional Student Learning Support Officer (SLSO) time for students requiring additional support • Occupational therapy program to assist teachers in identifying and supporting students who have fine and gross motor skill difficulties and visual perception and sensory processing/integration issues. • Student and parent financial support to access all areas of the curriculum • Professional learning for teachers to develop their expertise through the use of evidence based practices in the area of writing • Teachers were supported to examine the impact of their students through data days and spirals of inquiry
Support for beginning teachers	need to find this	<ul style="list-style-type: none"> • Additional release face–to–face time, teacher mentor and additional funds towards professional learning. Early Career Teacher problem of Practice / mentor program
Targeted student support for refugees and new arrivals	need to find this	<ul style="list-style-type: none"> • Additional English as an alternate Language or Dialect (EaLD) time for students through the employment of an additional teacher. Targeted small group support for new arrivals and refugee students.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	324	329	340	300
Girls	327	316	304	258

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.8	95	95.5	93.3
1	95.3	95.5	96.4	95.1
2	96.8	95	95.6	96.3
3	95	96.2	94.9	93.9
4	96	94.3	95.1	92.9
5	94.9	96	95.2	94.2
6	94.8	94.3	94.9	92.1
All Years	95.5	95.2	95.4	94
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

Attendance is managed electronically and monitored daily. Follow-up phone calls are made to parents and explanation letters are sent home to parents. We develop strong home-school connections to ensure that students are arriving on time and for the maximum number of school days per year.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.12
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	1.8
School Administration and Support Staff	4.06

*Full Time Equivalent

At this time, Beverly Hills North Public School has no indigenous staff members working in the school.

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	32

Professional learning and teacher accreditation

Professional learning centred upon the targeting of writing across K–6. An instructional leader provided professional learning in evidence based teaching practice to build teacher capacity in the area of writing, collaborative planning and to support teachers to examine the impact of their teaching on students through data analysis and spirals of inquiry. All teachers are accredited with The New South Wales Education Standards Authority. Teachers are supported to complete and maintain their accreditation and professional growth is reinforced as part of the school's learning culture and commitment to life long learning. The development of an early career teacher mentoring program saw experienced staff members trained as mentors and beginning teachers supported in their professional growth, through the provision of release time to plan and implement targeted professional learning.

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	113,785
Revenue	5,309,918
Appropriation	4,928,134
Sale of Goods and Services	41,548
Grants and Contributions	336,514
Gain and Loss	0
Other Revenue	375
Investment Income	3,347
Expenses	-5,325,152
Recurrent Expenses	-5,325,152
Employee Related	-4,730,059
Operating Expenses	-595,093
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-15,234
Balance Carried Forward	98,551

The school's finance committee oversees all financial management processes and ensures the school meets its financial policy requirements in accordance with Department's expectations and requirements.

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	3,959,767
Base Per Capita	124,530
Base Location	0
Other Base	3,835,237
Equity Total	503,037
Equity Aboriginal	3,452
Equity Socio economic	54,313
Equity Language	220,336
Equity Disability	224,936
Targeted Total	136,392
Other Total	114,543
Grand Total	4,713,739

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

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

School performance

NAPLAN

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

The school has invested in improving writing practices K-6 and NAPLAN results are beginning to show an increase in the number of students performing at proficiency in comparison to State. Year 3 writing results are on par with State and Year 5 results indicate the majority of students are performing in the middle and top bands with average scales results above State average. Growth data also indicates promising improvement in writing practice. 63.6% of students are meeting or exceeding expected growth from Years 3-5 and again this result is exceeding State averages.

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.

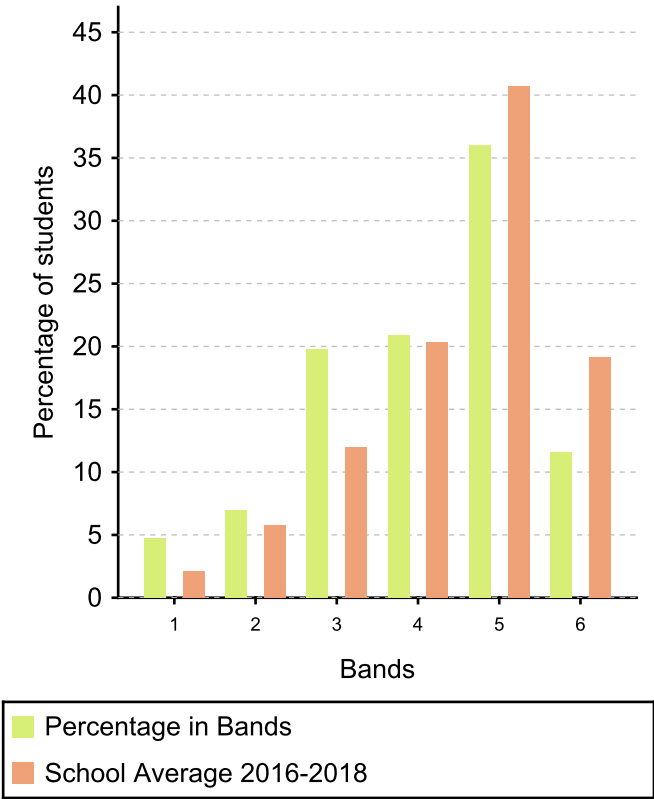
Year 3 NAPLAN Literacy results indicated

- 97.9% of students performed above the National Minimal Standard in writing
- 82.5% of students performed above the National Minimal Standard in reading
- 72.9% of students performed above the National Minimal Standard in numeracy

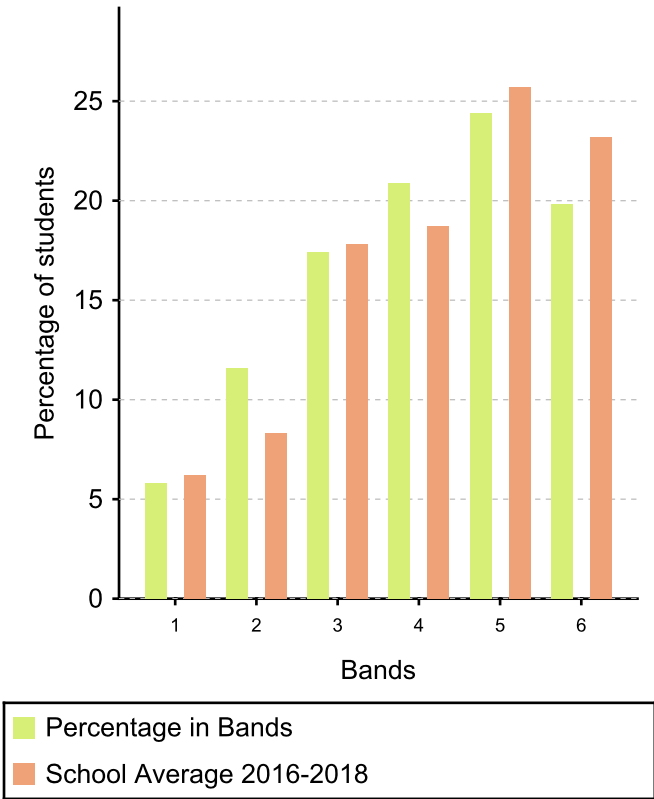
Year 5 NAPLAN Literacy results indicated

- 88% of students performed above the National Minimal Standard in writing with 63.6% of students showing at or above expected growth from Years 3–5
- 83.4% of students performed above the National Minimal Standard in reading with 58.2% of students showing at or above expected growth from Years 3–5
- 86.3% of students performed above the National Minimal Standard in numeracy with 82% of students showing at or above expected growth from Years 3–5

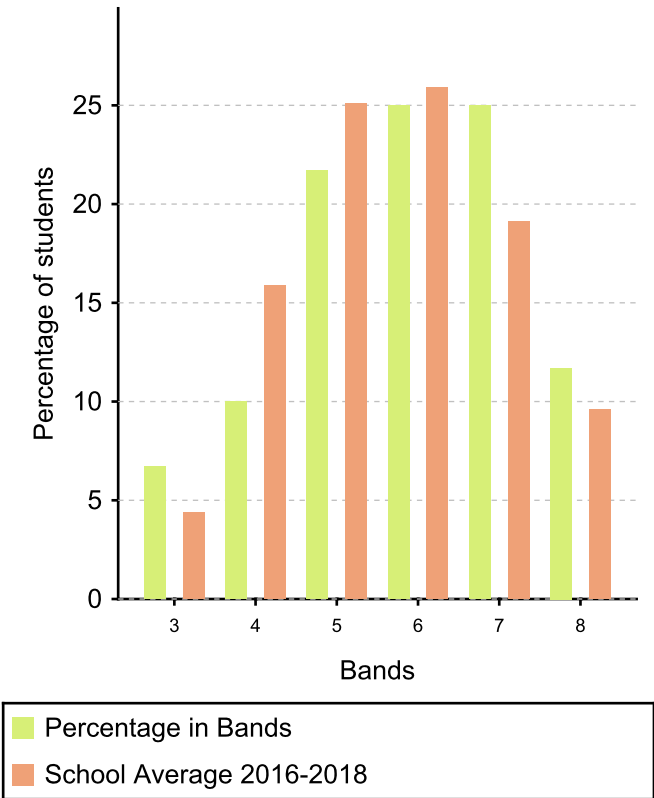
Percentage in bands:
Year 3 Writing



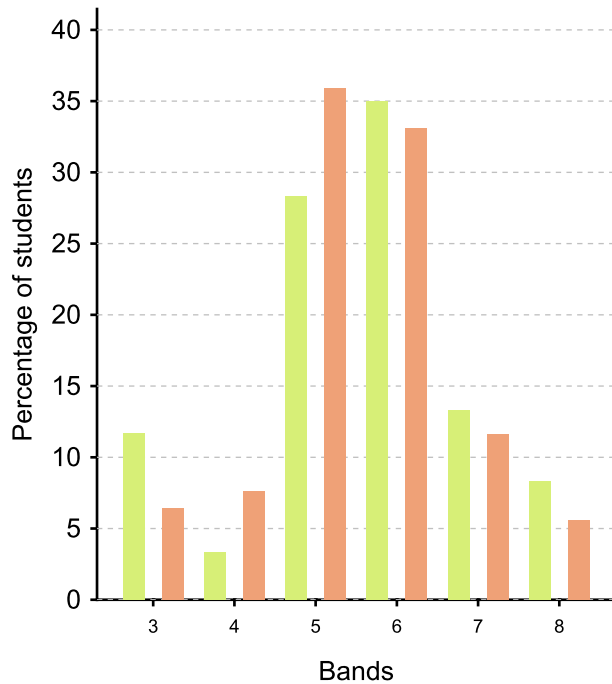
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

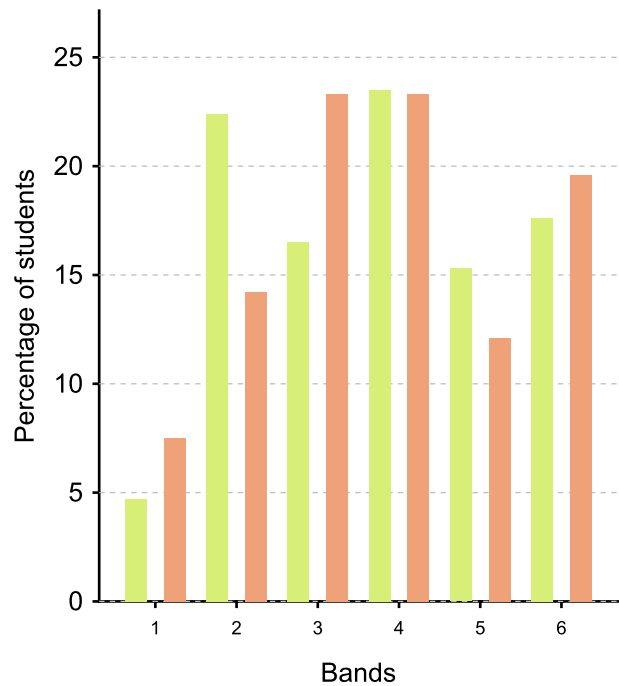
Year 3 NAPLAN Numeracy results indicated

– 72.9% of students performed above the National Minimal Standard in numeracy

Year 5 NAPLAN Numeracy results indicated

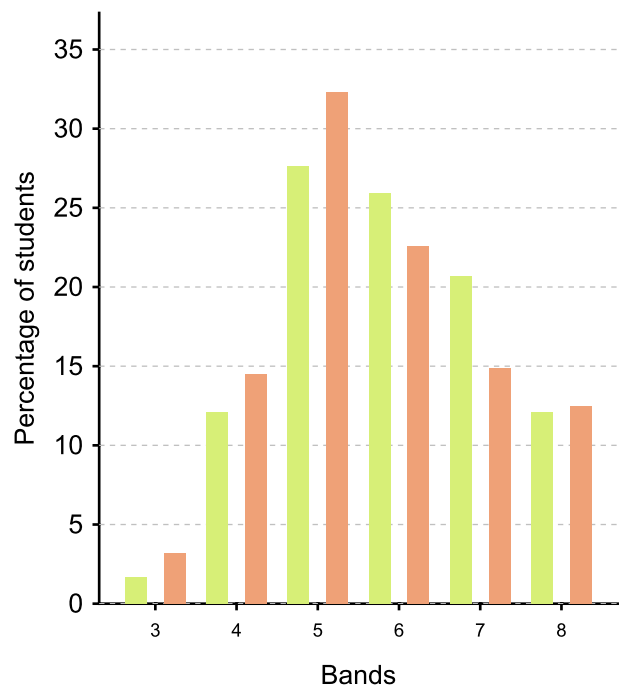
– 86.3% of students performed above the National Minimal Standard in numeracy with 82% of students showing at or above expected growth from Years 3–5

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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.

In accordance with the Premier's Priorities: Improving education results and State Priorities all NSW schools

are working towards increasing the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019. Creating high expectations for schools and students is important to ensure that all students achieve their potential. A focus on the top two NAPLAN bands in reading and numeracy is an indicator that schools are successfully helping more students to reach their potential.

Reading

– There has been a 0.6 % increase in Year 3 students performing in the top two bands from 2017–2018
(46.3% of Year 3 students performing in top two bands in 2017 and 44.2% in 2018)

– There has been a 9.2% increase in Year 5 students performing in the top two bands from 2017–2018
(27.5% of Year 3 students performing in top two bands in 2017 and 36.7% in 2018)

Numeracy

– There has been a 3.4% increase in Year 3 students performing in the top two bands from 2017–2018
(29.1% of Year 3 students performing in top two bands in 2017 and 32.9% in 2018)

– There has been a 9.6% increase in Year 5 students performing in the top two bands from 2017–2018
(23.2% of Year 3 students performing in top two bands in 2017 and 33.3% in 2018)

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2018 we surveyed our students, parents and staff about our School Culture. Their responses are presented below.

Over 85% of students agreed that Beverly Hills North Public School: praises and rewards students who are successful and, the school appreciates having me as a student.

The majority of parents agree that Beverly Hills North Public School: encourages students to learn and do their best and, caters for the learning needs of all students. Parent indicated areas for growth being: how well the school knows its families and community in which it serves and, how well parents support what is happening in the school.

All teachers responded positively agreeing that Beverly Hills North Public School: encourages everyone to be a continuing learner and, meeting the needs of all students is the school's main concern.

Policy requirements

Aboriginal education

Beverly Hills North Public School is committed to

improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. Students had Personalised Learning Pathways (PLPs) devised, to target learning and wellbeing goals. Teachers were also supported in preparing PLPs. The school raised awareness of Aboriginal culture and history during 2018 NAIDOC and Reconciliation Week Celebrations and in an ongoing way by employing Indigenous perspectives through the curriculum.

Multicultural and anti-racism education

Beverly Hills North Public School is a culturally diverse community providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society by maintaining a focus on Multicultural Education across all curriculum areas. To address the anti-racism component of education, we have a trained member of staff as the Anti-Racism Contact Officer and to build teacher capacity in this area, we will look to train a new staff member in 2019.