

Beaumont Road Public School Annual Report



2018



3956

Introduction

Beaumont Road Public School is located in a quiet suburb on the lower north shore of Sydney. Buildings are on expansive grounds with excellent facilities. The school has an outstanding reputation for providing a quality education in a caring and supportive environment.

There are dedicated and professional staff members who implement the key learning areas and additional programs aligned to the needs of very motivated students. Additional programs in 2018 included Coding, Spanish, Visual Arts and Performing Arts. Students with special needs were supported with programs including Mini-lit, Multi-lit and specific needs.

Results in the NAPLAN indicated the majority of students performing in the top Bands. Results for students participating in the University of NSW competitions were also excellent. There was also higher level achievement in the school's regular assessments.

A strong and efficient P & C Association Executive, canteen uniform shop and band sub-committees provided support in effective extra-curricula, decision making, fund raising and social activities. Parents generously supported teachers with class programs, day and overnight excursions.

Malcolm McDonald

Principal

School contact details

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School background

School vision statement

Beaumont Road Public School has an excellent reputation for providing programs aligned to the needs of its students. The learning community is fortunate to consist of well educated, dedicated and committed parents.

Teachers meet the needs of students through evaluation, planning and the implementation of interesting and challenging programs to ensure all participants become successful 21st Century learners. There is a very close link between parents and teachers at the school.

School context

Beaumont Road Public School is a medium sized school located on the lower north shore of Sydney. It is located on an excellent site and students participate in a learning environment with quality facilities. The dedicated staff members work closely to implement quality educational programs that ensure appropriate student outcomes.

Student welfare practices ensure students participate in a safe and caring environment that acknowledges achievement and responsibility.

Parents have high expectations for their children's education and participate actively with teaching staff. The school is an active member of the Killara High School Partnership.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

In 2018, 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.

The school's **Learning Culture** continued to support the students to improve and positively engage in an excellent school environment. Supporting this culture are parents who have high expectations and a desire to ensure all children value education.

Students come from supportive backgrounds and staff utilise this with effective **wellbeing** initiatives. Students were given opportunities to develop positive relationships and become confident and well–rounded students.

Staff were effective in providing a **curriculum** that engages students and aligned to individual needs. Staff continued to collaboratively share ideas and implement policies, programs and processes utilising the excellent school facilities.

Assessment and Reporting continued to be used in the learning continuum with staff. The data was effective in the preparation of teaching/learning activities. The structure of reporting was successful using parent/teacher meetings, teacher/parent interviews, formal school reporting and student led reporting.

There is a range of **student performance measures** for staff to implement programs aligned to students' needs. The majority of students at the school consistently achieve high level results in external and internal assessments. NAPLAN data regularly shows students achieving in the top two Bands. Staff strive to ensure students achieving in the lower levels are provided with programs to appropriately access the curriculum and to achieve their potential.

In the domain of **Teaching** an area is **effective classroom practice** which is evidenced through teachers implementing appropriate programs aligned to the needs of all students. There is a focus on evidence–based teaching strategies that ensures students are given every opportunity to be engaged and challenged and receive timely and appropriate feedback.

There was an increased use of **data skills and use** as teachers prepared programs and teaching/learning activities. There was also more data based discussion at Stage and Whole–school staff meetings.

The school continues to function effectively through the important use of **collaborative practice**. Staff value this school ethic as they contribute to both the teaching/learning activities and other programs and processes.

Learning and development is formally led by teachers through the professional learning team . Sessions provide opportunities for staff to develop in their teaching practices. Informally there is a generous culture of teachers sharing ideas and less experienced staff observing practice from other teachers. The Killara School Partnership continues to be an important factor for teachers' learning and development.

Professional standards are met by dedicated staff, who professionally and generously meet DEC standards. They demonstrate high levels of contemporary content knowledge and teaching practices to meet the needs of 21st Century student learners.

The third School Excellence Framework domain is **Leading. Leadership** at the school is effective in ensuring all participants are engaged in quality programs with high expectations. Feedback from all contributors is welcome to ensure best practice in the future. There is regular encouragement of staff and parents to participate in leadership roles when they become available.

School planning, implementation and reporting are key components to fulfil the school's vision and strategic directions. Staff and parents continue to participate in consultation and involvement in the evaluation and implementation cycle.

Staff continue to utilise excellent **school resources** to provide engaging programs. The excellent facilities, technology and open grass playground and buildings continue to enhance students' learning and enjoyment at the school.

The school is fortunate to have families that remain in the community long term. This results in **management practices and processes** that effectively support staff to implement quality teaching/learning programs. The management practices and procedures also ensure all school community members are informed and valuable participants in students' learning.

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

To develop highly achieving and successful 21st Century learners.

Purpose

To provide an outstanding education to students who generally enter school with strong literacy foundations and a positive attitude to learning and school routines. Teachers aim to build on this background and implement 21st Century teaching and learning programs utilising technology and high level facilities.

Effective student welfare policies and procedures ensure students participate in a safe and caring learning environment.

Overall summary of progress

There continued to be a focus on students developing Literacy and Numeracy skills aligned to their needs. Gifted and talented students were provided with an increased use of technology to support the implementation of these programs. Specialist staff and SLSOs also provided effective programs to meet the needs of students with learning difficulties, including parents' literacy support program, Mini-Lit and Multi-Lit.

In other key learning areas there was also effective use of teachers' expertise and technology to support the engagement of students. The school focussed on utilising internal and external staff to provide an increase in additional programs including dance, physical education, sport, choir, Spanish, public speaking, band, visual arts and Science. There was an increase in the before and after school workshops including music tutorials, chess, robotics, visual arts and soccer.

Teachers increased their use of PCs, iPads and laptops to enhance students' learning to ensure they continued to be committed and confident learners. Extensive use of outside providers was also utilised including excursions, incursions and the Killara School Partnership workshops. The highly valued band program was again very popular and supported by parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Continued improvement in NAPLAN Literacy and Numeracy data with a particular focus on the growth of individual students from Year 3 to Year 5.</p> <p>A high percentage of students achieving above average results in school based and external assessments.</p> <p>Ensuring class teachers and specialist teachers have the required expertise to implement programs aligned to students' needs.</p> <p>Ensure all students have access to the wide variety of programs and competitions.</p> <p>Increased percentage of students reporting a sense of belonging, expectations for success and advocacy at school.</p>	\$15 000	<p>There continued to be high level performances in the Years 3 and 5 NAPLAN literacy and numeracy assessments. The majority of students were placed in the top bands and were well above the national average.</p> <p>In the University of NSW competitions there was a high level of participation. Again the parents valued their children participating and gaining awards. There were a small number of children selected for a Year 5 OC class and Selective High School. In English and Mathematics there were pleasing achievements in all Years.</p> <p>The Professional Learning Team led staff development at the school and externally. There was an increasing number of programs and opportunities for staff growth. The school successfully engaged an increased number of specialist staff for its programs.</p> <p>There was an increase in the number and capacity of school and after school programs. Students valued the opportunity to participate.</p> <p>Staff worked hard to cater for the individual needs of students to ensure students felt valued,</p>

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Next Steps

The school expanded its before and after school care program to better utilise school facilities and provide additional learning opportunities. This was highly valued by community members and this year will include cooking, Spanish and Mandarin programs. Student workshops through the Killara Schools Partnership will also be increased. Parents again valued the opportunity to visit Killara High School with their children.

The Assistant Principals will more closely liaise with the Learning Support Team to plan programs to meet the individual needs of identified students. There will continue to be a focus on supporting the literacy needs of students in their early years through the Mini-Lit and Multi-Lit programs.

The very successful shade structure above the K – 2 playground has been utilised for many purposes. Discussions with the P & C to provide additional shade over the games court and front playground equipment will continue. There will also be discussions to provide a multi-purpose surface on the netball court.

Student Welfare will continue to have a strong focus at the school. There will be an emphasis on liaising with parents to modify aspects of the school uniform, increased leadership opportunities and catering for the needs of selected students.

Students in Years 3 – 6 will participate in the University of NSW Maths, English and Computer Education assessments. Data will be another useful tool to assist teachers' planning.

Strategic Direction 2

To develop with staff a culture of collaboration which encourages effective teams, professional learning, reflection, innovation and leadership.

Purpose

To support and inspire all staff to professionally develop and implement programs aligned to the individual needs of all students. There will be a culture of staff collaboration resulting in sharing staff expertise, reflection and responsive practices to maximise learning outcomes. Leadership opportunities and the achievement of professional learning goals will be encouraged and supported.

Overall summary of progress

Staff development programs focussed on supporting the needs of experienced staff and beginning teachers. The professional learning team and committee leaders worked together to develop whole-school approaches to contemporary teaching and learning.

Staff successfully participated in weekly Stage meetings to share ideas. The collaborative culture in each Stage was evident and supported staff improvement.

The four Professional Learning committees, English, Mathematics, Student Welfare and Technology provided quality weekly professional learning workshops. There was effective leadership and opportunities for all staff to contribute..

The staff continued to participate in the many Killara Schools Partnership initiatives including combined presentations from keynote speakers, the Stage 3/4 program and the quality teaching rounds.

Included in the professional learning program was a strong focus on technology and the its incorporation into class use. Staff welcomed opportunities to present workshops and share their ideas.

During the year there were many opportunities for teachers to participate in leadership roles. These included committee leaders, relieving Assistant Principal positions and project based leadership.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers participating in weekly professional learning programs led by the Professional Learning Team.	\$12 500	There was an increased involvement in staff presenting at workshops and high level satisfaction of the benefits for staff.
Teachers in Stage meetings participating in sharing programs, students' work samples and expertise leading to improved teaching practices.	\$500	The Assistant Principals organised effective weekly meetings and a collaborative approach.
Teachers participating in additional PL initiatives including tertiary studies, KSP model, QTR and classroom observation program to develop skills and knowledge.	\$25 000	There continued to be a strong Killara Schools Partnership which provided staff professional learning. All staff participated in the classroom observation program.
Teachers created individualised and group goals for professional growth and leadership.	nil	All staff were given professional learning time to complete their PDPs and took the opportunity to share their goals and outcomes.

Next Steps

There will be a continuation of the current professional learning structure at the school and connection with the Killara Schools Partnership.

Beginning teachers will be particularly supported with aligned professional development and the school's policies and procedures. All teachers will be encouraged to include changed teaching practice, methods of using technology and approaches to contributing to overall school programs.

There will continue to be opportunities for staff to participate in Assistant Principal positions, committee and school project based roles as available.

The school continues to benefit from the involvement of parents and community members. Teachers will be encouraged to further include parents in school curriculum. The school leaders will maintain the high level of support through positive professional relationships and encouragement.

The many special events including the school's bivouac, Mums and Dads' Nights Out, Student Led Reporting, Grandfriends Day will be closely analysed and changed to meet community expectations.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10 000	Students participated in programs to enhance their knowledge and understanding of the Aboriginal culture. These were achieved through incursions, HSIE and Visual Arts perspectives and the participation of the school leaders excursion to Mungo National Park.
English language proficiency	\$41 000	There were a small number of students requiring English language proficiency support. They were again supported with programs, resources, teachers and SLSOs to support their learning.
Low level adjustment for disability	\$62 419	The Learning Support teacher and School Learning Support Officers were utilised to support teachers to provide programs in small groups or individual programs. Students' needs included learning difficulties, ADHD and GATS.
Quality Teaching, Successful Students (QTSS)	\$30 000	Funds were utilised to enable teachers to participate in the school's class observation program, quality teaching rounds and RFF to enable teachers to observe other classroom teaching practices.
Socio-economic background	\$1000	Funds were used to support students to access the curriculum as required.
Support for beginning teachers	\$12 000	Beginning teachers were provided with opportunities to discuss teaching practices and procedures, participate in the quality teaching rounds, classroom observation programs and special programs.
Targeted student support for refugees and new arrivals	nil	nil

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	217	211	215	203
Girls	213	208	200	197

The total number of students at the school is similar to the previous four years. Enrolments are accepted from the local catchment area as per DEC policy.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.1	96.8	96.7	96.4
1	95.9	97.1	95.9	94.3
2	95.2	97.6	96.4	95.4
3	96.9	96.9	97.2	95.7
4	97	97.7	95.9	96.7
5	96.3	97	97.5	96.7
6	95.8	96.8	95.9	96.7
All Years	96.2	97.1	96.5	95.9
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

Parents highly value their children attending school. They indicate when the children are going to be absent and currently there is no family with unjustified attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.07
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	3.12

*Full Time Equivalent

The staff at school came from a diverse cultural background and there were no Aboriginal teachers.

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	5

Professional learning and teacher accreditation

Staff participated in professional learning programs organised by the school's Professional Learning Team. There were weekly staff meetings utilising the expertise of staff and outside providers. In addition, teachers participated with Killara Schools Partnership schools in professional learning during two of the staff development days. Two teachers participated in the Quality Teacher Rounds and the Stage 3/4 programs. The school also continued its class observations program to provide opportunities for teachers to share teaching practice.

Four teachers are working towards Accreditation at the level of proficiency.

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	56,770
Revenue	3,506,291
Appropriation	2,896,670
Sale of Goods and Services	15,462
Grants and Contributions	590,527
Gain and Loss	0
Other Revenue	100
Investment Income	3,532
Expenses	-3,441,258
Recurrent Expenses	-3,441,258
Employee Related	-2,794,298
Operating Expenses	-646,960
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	65,033
Balance Carried Forward	121,803

	2018 Actual (\$)
Base Total	2,683,182
Base Per Capita	80,248
Base Location	0
Other Base	2,602,934
Equity Total	107,096
Equity Aboriginal	0
Equity Socio economic	1,338
Equity Language	31,937
Equity Disability	73,821
Targeted Total	6,073
Other Total	74,256
Grand Total	2,870,607

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.

The school's financial management processes and governance structures are aligned to DEC policies.

The balance carried forward will be used to continue to provide additional shade protection for students at the school. Two specific areas are the games court and existing playground equipment.

Financial summary equity funding

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

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. In the Year 3 and Year 5 NAPLAN Literacy and Numeracy assessments a high number of students achieved in the top Band. There was a small number of students achieving in the lower Bands.

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.

The English Committee actively utilises the diagnostic information in the NAPLAN Data using SMART to identify areas of strength and weakness in students. The committee then directly targets these areas of weakness in professional development sessions and through school initiatives.

Tables provide the percentage of students achieving in the Bands. In the Year 3 Grammar assessment 87.1% of students were placed in Band 6, in Reading 88.7% of students were placed in Bands 5 and 6, 83.9% were placed in Bands 5 and 6 and 92% of students were placed in Bands 5 and 6.

In Year 5, 46.6% of students were placed in Band 8 and 36.2% in Band 6. In Reading 76.3% of students were placed in Bands 7 and 8, in Spelling there was a spread of students across Bands 6, 7 and 8 and in Writing 10.3% of students were placed in Band 8 and 70.7% in Bands 6 and 7.

Results in the Year 3 and 5 Literacy assessments indicated a very low number of students in the lower Bands.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	1.6	0.0	1.6	9.7	21.0	66.1
School avg 2016-2018	0.5	0	1.1	8.6	18.4	71.4

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	3.2	8.1	25.8	62.9
School avg 2016-2018	0	0	3.8	9.2	23.8	63.2

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	1.6	6.5	8.1	24.2	59.7
School avg 2016-2018	0	0.5	4.3	11.9	27.6	55.7

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	1.6	0.0	6.5	33.9	58.1
School avg 2016-2018	0	0.5	1.6	8.1	36.2	53.5

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	0.0	3.4	5.2	36.2	8.6	46.6
School avg 2016-2018	0	2.9	7	27.3	19.2	43.6

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	6.8	16.9	39.0	37.3
School avg 2016-2018	0	1.2	5.8	16.8	39.9	36.4

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	5.2	34.5	34.5	25.9
School avg 2016-2018	0	1.2	9.3	25.6	32.6	31.4

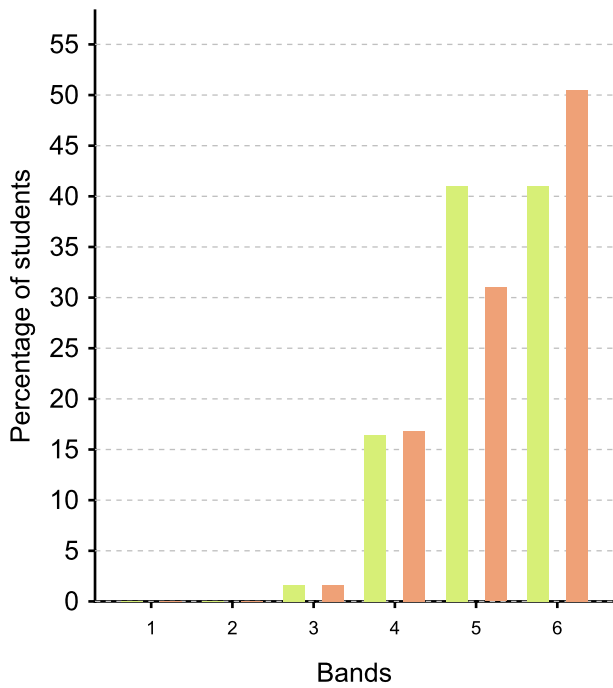
Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	19.0	37.9	32.8	10.3
School avg 2016-2018	1.2	3.5	16.3	34.9	26.7	17.4

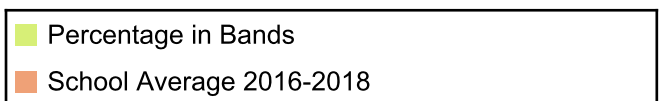
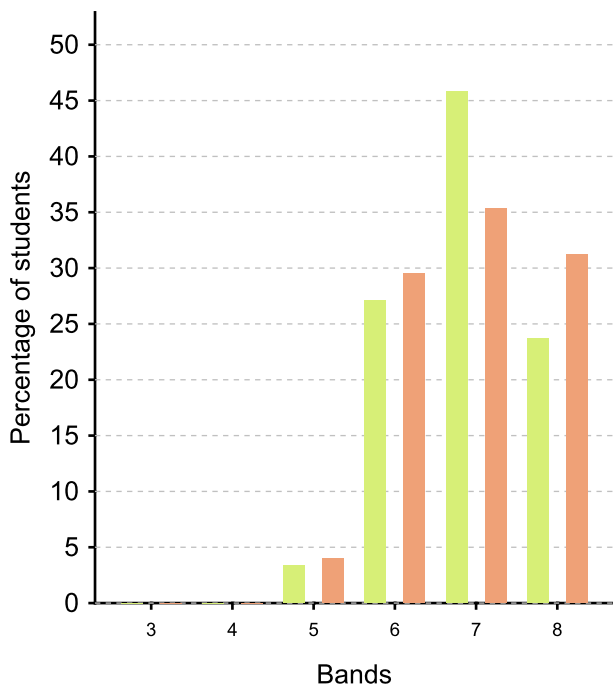
In the Year 3 Numeracy assessments 82% of students were placed in Bands 5 and 6. In the Year 5 Numeracy assessments 69.5% of students were placed in Bands 7 and 8.

**Percentage in bands:
Year 3 Numeracy**



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	1.6	16.4	41.0	41.0
School avg 2016-2018	0	0	1.6	16.8	31	50.5

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	3.4	27.1	45.8	23.7
School avg 2016-2018	0	0	4	29.5	35.3	31.2

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.

Students participating in the Kindergarten Best Start program. Individual results assisted teachers to align programs to students' needs.

Parent/caregiver, student, teacher satisfaction

There is an outstanding level of support from parents in all aspects of the school. They enthusiastically support class reading programs, P & C sub-committees, social and fundraising initiatives and special school programs. Almost all parents attend teacher/parent interviews, meetings and Student Led Reporting.

Students learn in a relaxed environment with excellent facilities and a large open grassed playground. The School leaders and SRC meetings provide students with opportunities to provide feedback. The large number and quality of programs ensures students are happy and engaged.

Teachers are enthusiastic in their contribution to the teaching and learning activities. They generously provide their expertise and time and there is a high level of staff retention.

Policy requirements

Aboriginal education

There is a range of resources and professional learning at the school to ensure the inclusion of Aboriginal perspectives in the content of the key learning areas. Students participate in programs about the history of Aboriginal culture, current Aboriginal Australia and the importance of their history. Eight school leaders again participated in the Mungo Leadership conference in Mungo National Park.

Multicultural and anti-racism education

Teachers continued to implement teaching and learning activities to further develop students' understanding of culture, cultural diversity and anti-racism. There were class and whole school initiatives with involvement from parents to ensure all members participated in a positive and harmonious school that focusses on tolerance and a respect for the cultural and diverse backgrounds of students and their families.