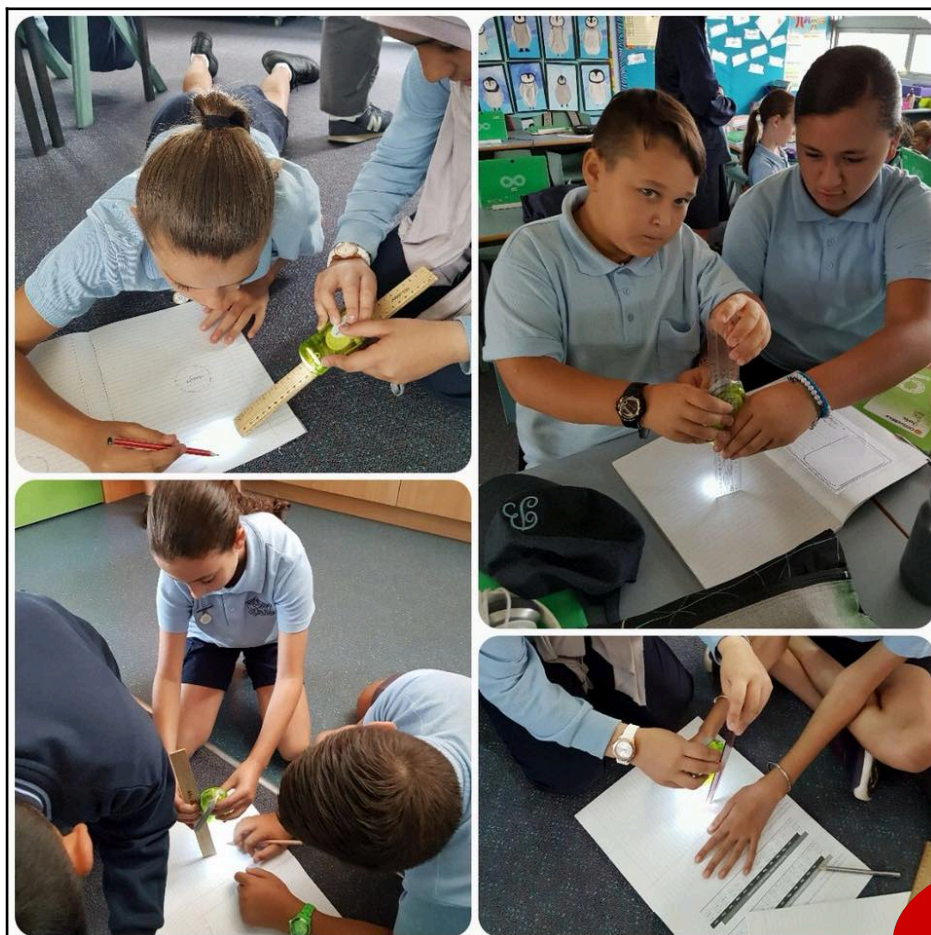


Beresford Road Public School

Annual Report



2018



4405

Introduction

The year 2018 has been one of growth and achievement for Beresford Road Public School. The student population has continued to grow steadily and assessment information shows the learning programs are successful. Students have achieved well in public speaking, debating, choir, dance and sport while still demonstrating excellent growth in NAPLAN results. Recent studies have shown that the quality of the teacher is a major factor in student performance and the success of a school. Beresford Road PS is fortunate to have excellent executive staff and hardworking, dedicated teachers who support our students on a daily basis. The school has a strong partnership with local schools to provide the best and most current pedagogical development for their staff ensuring the quality of classroom practice is high.

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

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

David Leydon

Principal

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School background

School vision statement

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

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

School context

Beresford Road Public School was constructed in 1969 and is situated in a growing residential area which proudly serves the Greystanes and Pemulwuy local communities. The school has spacious grounds and amenities which are able to cater for the 685 students which are currently enrolled in the school. Fifty-one percent of students that attend the school are from non-English speaking backgrounds.

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

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.

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.

In the domain of **Learning** we are performing at the **sustaining and growing** level.

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk.

Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. 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. Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

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. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

In assessment, 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. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data. Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen

student outcomes. Reporting to parents has been enhanced in response to feedback received.

The school uses internal as well as external assessments, such as NAPLAN, to assess student progress and achievement against syllabus outcomes.

In the domain of **Teaching** we are performing at the **sustaining and growing** level.

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. 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. Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content. The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. 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.

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

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. 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. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. 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.

In the domain of **Educational Leadership** we are performing at the **sustaining and growing** level.

The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.

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. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. Technology is effectively used to enhance learning and service delivery. Use of school facilities by the local community delivers benefits to students. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

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. Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction. The leadership team analyses responses to school community satisfaction measures.

For more information about the School Excellence Framework:

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

Strategic Direction 1

PLAY

Purpose

To encourage creativity and innovation.

Create students that can solve problems and work through them collaboratively.

Overall summary of progress

Students have been given more opportunities in the playground and the classroom to develop their creativity and imagination through open-ended play equipment and lessons. All teachers have attended professional learning in critical, creative and design thinking and their programs contain STEAM. Demonstration lessons in Visual Arts were presented to a variety of classes and this led to artwork being showcased at the Art in the Dark night being more complex and individual.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students are more creative and innovative and this is showing through all KLA's	\$1000 casual \$330 PD	Teachers have participated in STEAM professional development and STEAM is integrated into classroom programs.
Students are taking more risks in their learning	Nil	Students have a growth mindset and teachers encourage and reward risk taking.
Students are playing imaginatively in the new playground	\$2000	Imaginative play areas in the school are well utilised. We purchased a babel drum for the school playground to encourage creative play in the playground.
Maker space is a well-used space for creative and innovative activities including STEM and STEAM.	Nil	Maker space construction delayed.
Improvement across the school in the creative arts, especially art	\$4010	Art is valued at school and by the wider community. We held a whole school evening art exhibition that showcased artwork from every student in the school. Students artwork was appreciated and valued by the whole community that attended this event.
Students are showing confidence when being creative, they are taking more risks and innovating new things (photos, observations, filming, question response	Nil	Teachers are encouraging creativity through more open-ended tasks and students completed work tasks show more resourcefulness and use of ICT.
Students are playing in the new outdoor playground, it's popular among the students and they are engaging in imaginative play.	Nil	Increased outdoor play is resulting in imaginative students and students learning through play.

Next Steps

In 2019, Beresford Road Public School will work towards establishing the following in the area of Play in the schools strategic directions:

- A maker space will be created and will be well-utilised by all classes when doing STEAM and design. The majority of classes in Stage 1–3 will use the 6 thinking caps as a scaffold in the design process. Also, new resources for this space will be purchased.
- Continuing to provide Professional Development for teachers in STEAM and STEM
- Purchasing Jimu robots for all staff to use with their class and providing Teacher Professional Development for teachers to use them.
- Utilise the Safe play area for the students in the Multi-categorical classes and purchasing new play equipment to improve and develop the students gross motor skills.

Strategic Direction 2

LEARN

Purpose

To get students to take responsibility for their own learning. We want students to be able to evaluate their own learning against success criteria and learning goals, articulate their learning and understand what they need to do to improve. Assessment and programming need to be *for* learning and inform new teaching.

Overall summary of progress

Teachers have been provided with professional development in the new syllabuses – PDHPE and Science & Technology and the scope and sequences have been developed. Executives collect programs and conduct lesson observations with a focus on LISC, feedback and evaluation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students are able to articulate their learning in all classrooms; including what they are learning and what they have to do to be successful.	Nil	Visible learning is evident in all classrooms and students can articulate their learning by the use of visible learning intentions and success criteria
Written and verbal feedback given to students is based on success criteria.	Cost of casuals to replace teachers while they receive professional development	Teachers received professional development in the area of feedback through the PLC and is evident in lesson observations.
Students are giving feedback to their peers based on success criteria in at least one lesson per day in each classroom.	Nil	Students are regularly encouraged in classrooms to give feedback to their peers based on LISC and this is evident in lesson observations
New syllabus content is evident in all teacher programs and students are learning it, evidenced by work samples or photographs.	Science course fee \$1518 Casual days \$3000	All teachers have had professional development on new Science/Tech and PDHPE syllabus and program reviews show evidence of teaching programs.
Assessment data shows improvement in student learning.	Nil	Teachers regularly collected internal and external data over time to show improvement and adjust learning goals.
Teachers are able to use sections of the national progressions to assess, plot, teach and review students progress.	Nil	This was delayed until 2019.

Next Steps

Beresford Road Public School will work towards the following goals in 2019:

- The focus area for Pemulwuy Learning Community professional development is Assessment for Learning in partnership with UNSW School of Education.
- All teachers will be trained by targeted Assessment Leaders that have been chosen within the school to run professional development on the principals of Assessment for Learning, with a particular focus on *Teachers as Assessors*.
- Visible learning and peer and student feedback will be implemented in all classrooms.
- Teachers attend professional development on the National Progressions in Mathematics and Literacy. They plot

students against one sub element using a pretest written by the staff in PD sessions.

Strategic Direction 3

GROW

Purpose

Schools ensure that students develop as well rounded learners, with more than strong literacy and numeracy skills.

We expect students to grow physically and emotionally during their primary years, developing resilience, well-being, self esteem and self worth in a community context.

We expect teachers to continue to grow as professionals through continued training and development.

Overall summary of progress

Beginning teachers were taken through vigorous Induction programs every week for Semester 1. Class gardens were created and maintained by each class across K–6. The wellbeing team have met and organised parent workshops and alignment of BRPS expectations to Bounce Back program. Over 10 beginning teachers received accreditation at proficient and all staff were trained in the new accreditation policy and procedures for all teachers. We promoted Aboriginal perspectives into programs through the 8 ways of learning. The Aboriginal committee organised a whole school celebration 'Darug Dreaming' with community involvement. For the 10th anniversary of the Aboriginal garden, the Aboriginal students along with a teacher and parent remodelled and updated the garden and included a sign, walkway and bush tucker information.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Classes constructed individualised garden areas outside their classrooms.	\$100, 000	The school physical environment is now greener and more attractive. The class garden project united classes, students and the wider community.
Staff and students involved in learning about and celebrating Aboriginal culture.	Nil	Aboriginal Students Survey results show increased sense of belonging and feeling of community. Programs show Aboriginal Perspectives. Aboriginal Committee review and where to next!
Students wellbeing is supported through programs and interventions.	Casual days \$3000	Sentral data shows less behaviour incidents. Surveys show favourable improvement in student resilience and self-regulation. Stage social skills program successful.
Students transition programs support emotional wellbeing and run smoothly	Fair education funding	Transition programs for students in Year 6 from the wider community were successful.
Staff are introduced to new accreditation procedures and are supported in their accreditation at different levels.	Nil	Teachers are actively logging and evaluating registered and non registered professional development.
Beginning teachers are supported through mentoring, professional development and rigorous induction program.	\$17,950	Beginning teachers evaluation of process and how this worked for them. New teachers found the pack to be useful to their induction and understanding of the procedures at BRPS. 5C's Induction Assessment Tool to assess Induction program and provide goals for 2019.
New staff are welcomed and informed about BRPS processes and practices through induction program.	Nil	All new staff undertook induction program and supported in best practice at BRPS.

Next Steps

With many new staff in 2019 the Induction program will continue with a few improvements. Class gardens will be maintained. TTFM and Kids Matter surveys will guide the Kids Matter team's focus areas for professional development and parent information sessions. Teachers will be supported in logging accreditation hours with NESA.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12,307	This funding was used to employ a Student Learning and Support Officer to assist in meeting the literacy and numeracy goals for Aboriginal students and ensure all PLPs were set and followed.
English language proficiency	\$156, 335	The majority of this funding was used to employ teachers to support students with individualised intensive English support. Teachers were supported by a specialist EALD teacher (\$160 000) to improve learning in the classroom, achieve goals set in Individual Learning Plans and the implementation of Intensive English programs for New Arrival students.
Low level adjustment for disability	\$190, 936	This funding enabled the employment of a full time support teacher who works with small groups and individual students in a withdrawal support setting. The teacher employed for this program is highly trained in early reading and numeracy intervention programs and was able to flexibly use their skills for individual students on a needs basis. A Student and Learning Support Officer was also employed to run programs such as Mini and MultiLit and Cams and Stams.
Quality Teaching, Successful Students (QTSS)	\$118, 689	This money was used to support an expert teacher mentoring program in ICT. A teacher with a high understanding of authentic integration of ICT was given time off class to support teachers and students to use ICT, in forms of coding, animation and 3D printing in the classroom. This money was also used to fund an off class Assistant Principal whose role was to support teachers K–2 through demonstration lessons, observations and feedback to support quality teaching and learning.
Socio–economic background	\$105,695	Funds were used to support families in need and offer financial support so students could attend excursions and school camps. When necessary uniforms and food were provided for students. In addition, Student Learning Support Officers were employed to support students learning needs and ensure all goals set in out of home care IEPs were met.
Support for beginning teachers	\$17, 950	Teachers received funding to support their development as beginning teachers. The funds were used to provide: <ul style="list-style-type: none"> • time for teachers to complete mandatory requirements. • professional learning experiences. • time to complete accreditation • time off class with a supervisor or mentor to discuss pedagogy.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	285	307	326	354
Girls	255	283	317	323

Beresford Road Public School was constructed in 1969 and is situated in a growing residential area which proudly serves the Greystanes and Pemulwuy local communities. The school has spacious grounds and amenities which are able to cater for the 685 students which are currently enrolled in the school. 60 per cent of students that attend the school are from non-English speaking backgrounds. We have 19 Indigenous students.

21 of our students are enrolled in our Multicultural unit.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.7	94.4	93.8	94.6
1	93.4	95.8	94.1	94.1
2	94.9	94.2	94.8	94.5
3	93.7	94.1	93.1	95.1
4	93.9	93.7	93.6	93.8
5	94	93.9	93.1	94.8
6	94.1	94.3	92.4	92.8
All Years	94.1	94.4	93.6	94.3
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

Annual attendance rates for Beresford Road Public

School continue to be good. The school's attendance rate is above the state average for all primary schools. A number of students had extended overseas leave which has an impact on overall attendance figures. Rolls are marked electronically at Beresford Road PS. Teaching staff follow up unexplained absences within three days and the school computer system generates notes for families with unexplained absences within two weeks. The rolls and any unexplained absences are monitored by the Home / School Liaison Officer at least once a term.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	27.71
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher ESL	1.2
School Administration and Support Staff	7.26

*Full Time Equivalent

In 2018 a number of new teaching positions were established due to growth in the school population. The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Beresford Road Public School has one staff member that identifies as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Beresford Road Public School has seven beginning teachers who are working towards gaining their proficient accreditation. There are two teachers who are

working towards accreditation at the Lead Teacher level. In 2018, teachers established Professional Development Plans to manage their learning. The goals were drawn from school need, teacher need and personal interest. These learning plans led to more individualised and meaningful professional learning opportunities for teachers. The school continues to have a focus on visible learning and student voice as the professional learning focus for teachers. Teacher pedagogy now includes learning intentions and communicated success criteria, questioning, teacher feedback, peer feedback and self-assessment.

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	788,472
Revenue	6,199,571
Appropriation	5,882,682
Sale of Goods and Services	20,117
Grants and Contributions	290,980
Gain and Loss	0
Other Revenue	0
Investment Income	5,792
Expenses	-5,755,274
Recurrent Expenses	-5,755,274
Employee Related	-5,076,898
Operating Expenses	-678,376
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	444,297
Balance Carried Forward	1,232,769

In 2018 Beresford Road PS employed a Business Manager to oversee school finances. The Finance committee at Beresford Road PS consists of the Business Manager, School Administration Manager, the School Principal, a teacher representative and the P & C President. Budgets are set in term one and reviewed a minimum of once a term (Week Five)

The large balance to be carried into 2019 is due to an increase in funding throughout 2018 and the Maker Space building and resourcing funding was carried

forward due to departmental procedures and is delayed until 2019.

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	4,375,502
Base Per Capita	127,829
Base Location	0
Other Base	4,247,674
Equity Total	465,966
Equity Aboriginal	12,307
Equity Socio economic	105,695
Equity Language	156,335
Equity Disability	191,629
Targeted Total	555,410
Other Total	187,802
Grand Total	5,584,680

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. In 2018 Beresford Road was one of the schools that was chosen to trial NAPLAN Online and this was a great success.

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.

Our NAPLAN data shows excellent growth in all areas from Year 3 to Year 5, well above state averages.

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

Year 3 School Literacy Summary – 63% of students were proficient in writing, 41 % were proficient in reading, 53 % were proficient in spelling and 50% of students were proficient in grammar and punctuation.

Year 5 School Literacy Summary –49% of students were proficient in writing, 23% were proficient in reading, 61% were proficient in spelling and 65% were proficient in grammar and punctuation.

Literacy Growth – Year 5

Students exceeded the growth expectations in all literacy areas and outperformed NSW state schools. Students whose growth is at or greater than expected in Grammar and Punctuation 72%, Reading 68%, Spelling 73% and writing 68%.

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

Year 3 School Mathematics Summary – 44% of students were proficient in numeracy.

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

Numeracy Growth – Year 5

Students exceeded the growth expectations in numeracy and outperformed NSW state schools. Students whose growth is at or greater than expected in Numeracy is 77%.

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.

Aboriginal Students

4 Aboriginal students at BRPS completed NAPLAN. 1 of these students achieved results in the top 2 bands, which is a Premier's priority. 50% of Aboriginal students in Year 5 are at or expected growth in numeracy,

reading, spelling, writing, grammar and punctuation.

Parent/caregiver, student, teacher satisfaction

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

Data from the Tell Them From Me student survey (2018) shows that 91% of BRPS students participate in school sports and clubs. This demonstrates that there is a high percentage of students, above the stage average, who are actively involved in school life. The students who reported they have been victims of bullying is much lower than the NSW Government norm. Students at BRPS overwhelmingly agree that school staff emphasise academic skills and hold high expectations for all students to succeed.

There were 30 respondents to the Kids Matter Parent Survey 2018, with over half with a child in Kindergarten to Year 2. This survey demonstrated that in 2019 the school will need to apply some strategies to get more parents participation so the results represent a greater percentage of the school population. The areas that parents wanted to know more about were: Cyberbullying, dealing with bullying, child development and learning and children's wellbeing and mental health.

In the Kids Matter Teacher Survey 2018 100% of participants agreed or strongly agreed that students' social and emotional skills support their academic learning. Also, 100% agreed or strongly agreed that children's mental health and wellbeing is better supported when home and school work together. An area for improvement is, 'our school provides opportunities for all members of the school community to share their views and contribute to school decisions'. This supports the findings in the parent survey and will be a priority for the Kids Matter Team in 2019.

Policy requirements

Aboriginal education

2018 was a huge year for Aboriginal Education at BRPS. It was the 10 year anniversary of our Aboriginal Garden and to commemorate the Aboriginal students and a parent worked weekly with Mrs Leverett to renew the garden by planting bush tucker and maintaining the garden. We had a 'Darug Dreaming' celebration day where every student learnt about Aboriginal culture through a variety of hands on activities such as a smoking ceremony, dancing, singing, boomerang throwing and creating a community artwork to be displayed in the playground. The teachers received professional development in the Aboriginal '8 ways of teaching' and this perspective was integrated into history programs throughout the school.

Multicultural and anti-racism education

In line with the School Plan, the school has reviewed its teaching and learning programs to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within democratic, multicultural society. Teachers participated in professional learning and included strategies for embedding multicultural and anti-racism education into their teaching and learning programs with a special focus on Aboriginal Perspectives. Two Aboriginal Education Officers presented on the Term 2 Staff Development Day to support multicultural and Aboriginal Perspectives in the school teaching and learning programs. Harmony Day was celebrated and all students participated in activities that highlighted our cultural diversity. In the spirit of celebration students came to school dressed in a cultural costume, national dress or clothing in the colour orange. The Anti-Racism Contact Officer (ARCO) worked with students and student groups when issues arose.

Other school programs

Performing Arts

Beresford Road Public School excel in performing arts. We offer the opportunity for students to participate in dance, choir and drama. We have a Senior, Intermediate, MC and Junior Dance Group. We have a Junior and Senior choir, and a school drama group. Our groups all rehearse weekly and are selected through an audition process.

In 2018, the Senior Dance Group successfully auditioned for Synergy (Penrith Panthers) and performed in a matinee and evening performance. Junior, Intermediate and Senior Dance Group all competed in the Sydney Eisteddfod, giving students the opportunity to perform at the Sydney Opera House in front of a large audience. Senior and Intermediate Dance successfully auditioned for *Celebrating the Arts* and performed at the Riverside Theatre along with the Senior choir who joined a mass choir for the evening. Senior Choir also performed at the Opera House as a part of Pulse. Our MC Dance Group participated in The School Spectacular combined dance section. This event provided an opportunity for students to unite with other students across New South Wales, learn from experienced choreographers and conductors and perform for large audiences at Qudos Bank Arena, Sydney Olympic Park. The dancers also appeared on television as The School Spectacular was broadcasted nationally on the Seven Network. Our groups performed at a variety of school and community events throughout the year such as Art in the Dark, Grandparents Day, Assemblies, Kindergarten Orientation and An Evening of Performing Arts.

Student Representative Council (SRC)

Beresford Road SRC is a student-based organisation designed to promote school spirit and leadership

among students. Student Council members demonstrate safe, respectful and responsible qualities. They actively participate in SRC meetings and in a range of approved activities to enhance the environment of our school. In 2018, two students from each class were elected by their peers to be members of our Student Representative Council. The SRC had a successful year raising funds for our school. The school initiative this year included a Sausage Sizzle, Jellybean Competition and a Cake Stall. In total, SRC raised around \$2000. The SRC donated to Westmead Children's Hospital, Stewart House and also donated some sports equipment for the school.

Craft Club

Craft club meets every Monday and Tuesday at lunch. The children involved in this program have learnt to sew their own bags. They have also created beautiful handmade Mother's Day cards for a craft supply fundraiser. This is a unique lunch time club for the students at our school to develop their hands on creative skill.

Homework Club

A homework club is offered for all of the students at our school every Tuesday at 3:30. The staff volunteer to stay back to assist students to complete their homework.

Sport

2018 was a successful year for sport at Beresford Road Public School. The sporting year started with the swimming carnival, held at Wentworthville Pools and attended by all students in Years 3–6 along with the 8 year old Year 2 students. We had the Athletics Carnival at Greystanes Oval, It was a wonderful day for all students that are 8 years or older. The cross country was held on our school grounds and every student participated K–6, including the students in our multi-categorical classes. Our School continued to participate in PSSA, competing with schools in our area. The teams offered were Newcombe Ball, League Tag, Netball, Soccer, Cricket, AFL, Softball and T-Ball.