Beecroft Public School

2019 Annual Report

Beecroft PUBLIC SCHOOL
Creating the future

1166

Introduction

The Annual Report for 2019 is provided to the community of Beecroft Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School background

School vision statement

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

School context

Beecroft Public School is located in the Metropolitan North Operational Directorate with a student population of 898, including 63% who have English as an additional language or dialect. The school has a proud record of high academic achievement across all Key Learning Areas. The school has two opportunity classes for gifted students.

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

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

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

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in Learning

Purpose

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

Improvement Measures

All Year 5 students to meet or surpass their expected growth in NAPLAN writing.

To increase the number of students performing in the proficiency bands in writing by 5% each year (2017: Year 3 – 78%, Year 5 – 49%).

80% of students achieve at or above their literacy learning progression expectations in the area of writing.

95% of students achieve at or above their numeracy (EAS 2017 data) learning progression expectations.

100% of teaching and learning programs and practices reflect current syllabus and NESA requirements.

Overall summary of progress

Sustained Focus: Differentiation

In 2019, our team refined the processes across our school plan to allow for a single sustained professional learning focus that aimed to directly impact student learning in writing. The key drivers of this focus, within Strategic Direction 1, were the following processes:

Process 1: High Quality Curriculum Delivery – Deep syllabus knowledge – English K–6

Process 2: Differentiation – Use of syllabus and progressions to differentiate teaching for targeted students.

Process 3: Learner Focused Design – Use of technology and space to facilitate differentiation.

Impact – Teacher

Our teachers worked collaboratively with their teams and were mentored by a literacy expert in developing conceptual programs in English. Teachers developed deep syllabus knowledge which is reflected in each classroom teacher's programs. Our evaluative data collected through tuning protocols, the celebration of learning google doc and an end of year survey showed high levels of teacher learning and satisfaction. A focus on the differentiated teaching of writing, the use of formative assessment, including the joint construction of success criteria for all writing tasks enabled teachers to provide clear feedback to each student. Extensive professional learning allowed teachers to develop consistent teacher judgement in writing.

Impact – Student

2019 NAPLAN writing results clearly correlate with the embedded and sustained professional learning focus on English syllabus and in particular the assessment and teaching of writing.

78 % Year 3 Top two bands in writing, with a 14% increase of students performing in the top band (Band 6).

59.3% Year 5 students performing in the top two bands in writing, with a 13% increase of students performing in the highest bands (Bands 8–10).

(Source: NAPLAN 2019)

Progress towards achieving improvement measures

Progress towards achieving improvement measures

Process 1: **High Quality Curriculum Delivery**

Teachers and leaders are committed to high quality curriculum delivery with a focus on formative assessment, explicit teaching and evidence–based pedagogy.

Evaluation	Funds Expended (Resources)
• NAPLAN Writing data – Year 3 and 5 • Anecdotal data from Tuning Protocol Reflection – Impact of collaborative planning of English conceptual units of work and mentoring from literacy expert.	Literacy Consultancy – $9,500 Executive Mentoring – $4,200 Course related fees – $30,855 (Including Lyn Sharratt conference for aspiring leaders and executive $3150) Casual Relief Days – 4 x 1/2 day per staff member – As per QTSS funding table. Professional Learning Funds Total – $46,555

Process 2: **Differentiation**

All individual students are challenged through differentiated curriculum that leads to high engagement and improved learning outcomes.

| Evaluation	Funds Expended (Resources)
• Pod Evaluation – Teachers reflections captured on a Google doc. • Key Questions: How has your practice changed? What is your evidence? What is your where to next?	TEN Casual Relief Days – 2 per staff member – As per QTSS funding table. $11,811 (Literacy/Numeracy) – Multilit/Minilit and TEN resources $85,373 (Literacy Intervention) – Multilit and Minilit intervention

Process 3: **Learner focused design**

Students are confident and creative individuals who are engaged and connected with their learning through innovative use of resources and teaching practices.

Evaluation	Funds Expended (Resources)
• Impact of STEM Share and ICT use on teaching and learning – evaluation survey. • Evaluation of the implementation of laptops being placed in Stage 3 and 2 classrooms.	ICT Maintenance $31,432 180 x HP Laptops – $135,062 Microsoft Laptops – $3,542 ICT Teacher – 1 day per week $21,500 Flexible furniture – tables $8,929 Makey Makey Stem resources – $3,093

Next Steps

- Further embed and develop the sustained professional learning pod model with a focus on the assessment and teaching of reading.
- Enhance teacher understanding of the inquiry–driven professional learning processes by exploring research into the 'Spiral of Inquiry' model.
- Develop a whole–school approach and framework for the assessment of reading.
- Expand professional learning to allow for cross–stage opportunities that fosters a greater understanding of the continuum of learning across the school.
- Use the CESE target data to identify target students in reading and numeracy.
- Apply the ICT General Capabilities to create a scope and sequence for managing and operating ICT to enhance student learning.
- Create an ICT continuum that provides a clear framework for embedding ICT into the curriculum and promotes differentiated practice.
- Upgrade aging equipment, including Interactive panels, wireless access points and network switches to improve the ICT accessibility across the school.
- Expand the trialling, use and evaluation of the Stemshare technologies across the curriculum.
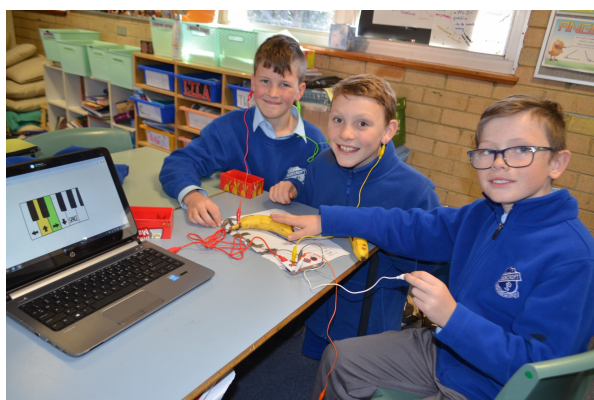
Excellence in Teaching

Purpose

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

Improvement Measures

Instructional and mini rounds data will show evidence of formative assessment strategies in all classrooms.

Increased use of formative assessment strategies.

Increased number of teachers achieving higher levels of accreditation.

Embedded systems of self reflection (Performance and Development Plans PDPs, Collaborative Program Policy and Instructional Rounds) are evident.

Overall summary of progress

In 2019, our team refined the processes across our school plan to allow for a single sustained professional learning focus that aimed to directly impact student learning in writing. The key drivers of this focus, within Strategic Direction 2, were the following processes:

Process 1: Reflective Practice

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

Process 2: Visible Learning

Visible learning continues to be a focus of teacher professional learning and has underpinned the work within the Conceptual Programming in English and Differentiation projects. Teachers continue to engage, apply and reflect on teaching and learning practices in alignment with educational research such as Dylan Wiliam and Lyn Sharratt. In 2019 all new staff were inducted into the key components of the strategic plan, visible learning and formative assessment pedagogy. This induction is an integral component of the school focus and will continue in 2020.

Impact – Teacher

The 2019 Instructional Rounds data provided clear short term, mid term and long term goals in relation to the problem of practice: *'How are we challenging and supporting the range of learners in our school through differentiated practices?'*

Short term

Learning intentions and success criteria have been well implemented and were evident in all classrooms throughout the school. Continue to build on specific feedback by relating back to the success criteria and differentiate further through more strategic use of learning goals.

Medium term

Identifying successful processes across the school to enable teams to work collaboratively to 'scale up' effective practice. This could include a lesson study, lesson observations and CTJ across stages and a celebration of learning.

Long term

Teachers develop and embed pedagogy that enables self–regulatory learning behaviour for students that promotes self–efficacy to drive learning forward.

Research, trial and evaluate evidence informed strategies that challenge high achieving students.

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Process 1:   Reflective Practice

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Evaluation	Funds Expended (Resources)
• 2019 Instructional Rounds evaluative process – data gathered in relation to the problem of practice: *'How are we challenging and supporting the range of learners in our school through differentiated practices?'* • Differentiation learning pod reflections. Teachers trialled and reflected on their use of co–created success criteria and feedback in order to move learning forward. • Induction and early career program – tailored sessions catering to the needs of the teachers and through weekly guidance and mentoring.	24 Casual Relief Days – As per QTSS funding table. Beginning Teacher Funding (See Key initiatives section)

Process 2:   Visible Learning:

A whole–school approach ensures the most effective evidence–based teaching methods, including individual goal setting, formative assessment and feedback, are used to improve learning for all students.

Evaluation	Funds Expended (Resources)
• 2019 Instructional Rounds evaluative process – data gathered in relation to the problem of practice: *'How are we challenging and supporting the range of learners in our school through differentiated practices?'* • Visible Learning – taster day survey	Dylan Wiliam texts for all new staff – $600 Visible Learning Taster Day Professional Learning – $4,500 (QTSS)

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Short term

- Continue to build on specific feedback by relating back to the success criteria and differentiate further through more strategic use of learning goals.
- Enhance teachers' understanding and use of the inquiry process through incorporating the evidence–based practice, 'the spiral of inquiry' professional learning model.

Medium term

- Identifying successful processes across the school to enable teams to work collaboratively to 'scale up' effective practice. This could include a lesson study, lesson observations and CTJ across stages and a celebration of learning.

Long term

- Develop and embed pedagogy that enables self–regulatory learning behaviour for students that promotes self–efficacy to drive learning forward.
- Research, trial and evaluate evidence informed strategies that challenge high achieving students.

Strategic Direction 3

Wellbeing and Community Connections

Purpose

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

Improvement Measures

• 90% of students report positive engagement in school welfare based programs in Tell Them From Me (TTFM).
• 100% of teachers are delivering explicit lessons on social and emotional learning capabilities each year.
• Regular, high quality and needs–based parent/carer information sessions are held on topics related to student wellbeing, success, progress and achievement in learning.
• Students, teachers and parents have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing.

Overall summary of progress

In 2019, our team refined the processes across our school plan to allow for a single sustained professional learning focus that aimed to directly impact student learning in writing. The key driver of this focus, within Strategic Direction 3, were the following processes:

Process 1: Wellbeing

Differentiation for EALD students and students with additional needs in learning

Process 2: Community Connections

Education Week Open Day Focus – How is feedback used to drive learning forward?

Strong community connections featured predominantly in 2019. Informal and formal feedback, including a parent focus group provided invaluable input for the school in regards to the areas parents are seeking workshops, including Stage 3 social and emotional learning and the streamlining of whole–school communication processes between home and school.

Impact – Student and Parents/ Carers

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

Over two hundred parents attended an information workshop linking the PDHPE syllabus learning with parent concerns regarding growing up in the current world. Parents and carers rated this event highly. In addition, over two–thirds of our parents and carers participated in our Education Week events. Parent and carer feedback demonstrated a high degree of understanding and support for our whole of school focus on feedback.

Progress towards achieving improvement measures

Process 1:   Wellbeing

A whole school integrated approach to student wellbeing will enhance the students' ability to connect, succeed and thrive at each stage of learning.

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
Parent/carer engagement and feedback in the following processes: • Learning and Support Team Personalised Learning Plan processes. • English as an Additional Language or Dialect (EALD) meetings and workshops. • Personalised Learning Pathways (PLP's) for Aboriginal students.	PLP planning days – 20 casual days (See Key Initiatives section)

Process 2: **Community Connections**

Trusting and respectful relationships with parents and the wider school community will continue to grow and enhance community confidence in public education. Beecroft Public School will continue to nurture, guide, inspire and challenge every student.

Evaluation	**Funds Expended (Resources)**
Parent/carer feedback on Education Week: Improving Student Writing through Feedback. Parent/carer phone/email feedback.	Visible Learning and Feedback parent information posters.

Next Steps

- Review and adjust wellbeing programs in line with the release of the PDHPE syllabus.
- Review Positive Behaviour for Learning (PBL) implementation to facilitate consistent behavioural expectations across the school.
- Investigate and trial an improved streamlined newsletter where information is more engaging and easily accessible.
- Utilise the SRC and students in communicating messages to the community through multimedia.
- Continue to work collaboratively with the P&C and wider school community in improving playground spaces, including the Court/COLA project and play equipment.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$2,682 (Aboriginal Background Flexible Funding)	Personalised Learning Pathways were developed for each Aboriginal student in consultation with the class teacher, parents and students and where appropriate the Learning and Support Team. Plans identified individual and caregiver goals for each student. The plans were reviewed to maximise their effectiveness.
English language proficiency	2.4 FTE English as an Additional Language or Dialect (EAL/D) Teacher $256,118 0.5 FTE School Learning Support Officer $35,272 Resources to support EAL/D learners (Flexible Funding) $1,000	Equity funding was used to employ EAL/D specialist teachers. Students were supported to access the curriculum both in classrooms and through withdrawal, where appropriate. As a result, all students progressed on the EAL/D scale. This support involved programs based upon vocabulary, parts of speech, sentence structure, reading, comprehension and writing. The EAL/D teachers worked collaboratively with a stage team, as both participants and mentors, within the English professional learning across the year. The Differentiation in Writing pod–based professional learning focused on formative assessment and point of need instruction of targeted students. All students made progress on the EAL/D scale.
Low level adjustment for disability	0.6 FTE Learning & Support Teacher $64,030 0.2 FTE Learning & Support Teacher $21,343 (Low Level Adjustment for Disability) 1 x 1.0 FTE & 4 x 0.5 School Learning and Support Officers $32,279 (Low Level Adjustment for Disability) (Integration Funding 2 students – $39,073) (P&C Funded $15,000) Multilit and Minilit resources – $8,929	Personalised Learning Plans were developed for students requiring additional support. PLPs were created in consultation with students, staff, caregivers and where appropriate, other specialist providers. PLPs were used to guide and target the support delivered by the SLSOs and were monitored and adjusted according to the changing needs of the students. In 2019, twenty students participated in the MiniLit program in Stage 1 and eleven students participated in the MultiLit program in Stages 2 and 3 assisting them to further access the mainstream classroom curriculum. Significant professional learning for teachers and SLSO's in catering for students with Autism Spectrum Disorder, allowed for the successful participation of students with ASD in the mainstream classroom program. The introduction of Playspace and the Zones of Regulation small group intervention program has provided physical spaces and opportunities for students to develop strategies that encourage self–regulation with the support and guidance of specialist staff.
Quality Teaching, Successful Students (QTSS)	0.8 FTE Executive Relief Casual relief x 140 QTSS Total – $151,110	Quality Teaching, Successful Students (QTSS) funding was utilised to employ casual teachers to release teams of teachers to work collaboratively with their teams in both English and mathematics. Staff participated in professional learning that allowed them to develop a deep understanding of syllabus content, in both English and mathematics. Teachers developed conceptual programs in

Quality Teaching, Successful Students (QTSS)	0.8 FTE Executive Relief Casual relief x 140 QTSS Total – $151,110	English and differentiated the learning using formative embedded formative assessment strategies. Early Stage 1 and Stage 1 teams participated in Targeted Early Numeracy (TEN) training and worked together planning differentiated teaching programs. The sustained professional learning model implemented throughout 2019 was evaluated highly by all teachers. This model will be expanded in 2020 with a focus on the teaching of reading.
Socio–economic background	Allocation towards School Learning and Support Officers $2,605 (Equity – Flexible Funding)	As per Low level adjustment for disability funding.
Support for beginning teachers	5 x Beginning Teachers Support Funding – $14,130 2 x Beginning Teachers Support Funding – Second Year $4,269 Beginning Teachers Support Funding Total – $79,188	Five beginning teachers received first year funding and two permanent teachers received second year funding. Support strategies were negotiated and included timetable concessions, enabling the beginning teacher to also work with their identified mentors. Beginning teachers participated in significant professional learning, Conceptual Planning and Programming in English and Targeting Early Numeracy. Teachers were supported in relation to student wellbeing, programming, assessment and reporting, including the use of formative assessment strategies to guide and inform their teaching.
Targeted student support for refugees and new arrivals	New Arrival Program (NAP) Funding – $29,515	An additional EAL/D support teacher was provided for students who qualified for the refugee and new arrivals program. This involved supporting students in developing functional communication and literacy skills.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	391	412	416	421
Girls	426	436	447	469

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.1	96.9	96.5	97.2
1	97	95.9	96.7	95.2
2	96.9	96.5	95.8	96.7
3	96.1	96.4	96.8	95.3
4	96.6	96	96.3	96
5	96.9	96.5	96.4	96.4
6	96	95.9	94.5	94.2
All Years	96.5	96.3	96.1	95.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	33.33
Teacher of Reading Recovery	0.8
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher ESL	2.4
School Counsellor	1
School Administration and Support Staff	5.17

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	849,972
Revenue	7,712,576
Appropriation	6,785,563
Sale of Goods and Services	83,945
Grants and contributions	830,816
Investment income	11,951
Other revenue	300
Expenses	-7,423,012
Employee related	-6,201,101
Operating expenses	-1,221,912
Surplus / deficit for the year	289,563

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA ($)
Targeted Total	23,038
Equity Total	414,329
Equity - Aboriginal	2,682
Equity - Socio-economic	2,605
Equity - Language	291,390
Equity - Disability	117,652
Base Total	5,609,724
Base - Per Capita	202,493
Base - Location	0
Base - Other	5,407,232
Other Total	534,522
Grand Total	6,581,614

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.

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Parent/caregiver, student, teacher satisfaction

In 2019, the school continued to seek and respond to informal and formal feedback from parent/carers, students and teachers. The school made a conscious decision not to use the Tell Them From Me (TTFM) surveys in 2019 and to use them in 2020 before creating the shared plan for the 2021–2023 period.

Student Feedback

Students provided feedback on the sports they would most like prioritised at school.

- soccer
- basketball
- netball
- handball
- softball
- tennis
- AFL

Stage 2 and 3 provided feedback on what has helped their learning in 2019. Students rated highly the use of success criteria and feedback as helpful to their learning in writing.

Students also made suggestions for more playground equipment, handball markings and field marking and goals on the grassed areas.

Parent Feedback

Parent feedback regarding school communication is positive with over 1000 subscribers to the newsletter and 560 downloading it each week. Moving forward, parent feedback has suggested that the newsletter needs to be more easily accessible and readable on mobile devices.

Parents/ carers rated the Gen Ready and Cyber Safety evenings for parents/carers and their children as extremely valuable.

- It was fantastic and I suspect a lot of parent's are breathing a sigh of relief that it covered off SO many areas. I also really loved the positive reinforcement of healthy body image and self–esteem. Really hope Haley can do next year as she was hilarious! Thanks for arranging it.
- Both aspects of the night were terrific. I was especially impressed with Gen Ready presenter who was knowledgeable, credible, sensitive to listener needs plus very funny.
- Both sessions were excellent. I would suggest BPS hosting the sessions at different times and adding to the IT side to conclude a social media speaker with the Cyber Safety Police Officer. Dr Kirsty Goodwin is an excellent speaker and super experienced in social media usage in children.
- It was a very informative evening. A lot of content was covered and the presenters were very engaging. I cannot offer any suggestions.
- It was better than I was expecting. Thank you for organising. It was a great initiative.
- Just keep up the good work.
- A little more detail on the cyber safety section re strategies for parents to manage this.
- A little bit more on social media platforms and what settings / safeguards should be in place.
- Thank you so much for organising this evening. I have girls in both Stage 2 and Stage 3 and thought all the information presented was so useful and age appropriate. I wish it had been run every year for the kids and parents. Was great!!! Thank you!

Teacher Feedback

Teacher feedback is obtained regularly throughout the year, through surveys, exit slips and an end of year focus groups. Teacher feedback from the focus groups highlighted the following:

- The sustained focus on the teaching and assessment of writing through the Differentiation Pods was a highly effective professional learning process. Teachers wanted to see this professional learning process continue in 2020.
- Current school wellbeing, social and emotional learning and sport initiatives will be realigned with the new PDHPE syllabus.
- Positive Behaviour for Learning (PBEL) initiative to be refreshed and expectations reviewed in line with current research.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.