

## Beresfield Public School

### 2019 Annual Report



## Introduction

The Annual Report for 2019 is provided to the community of Beresfield 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.

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### Message from the principal

This year I'd like to concentrate on a topic close to my heart – Aboriginal Education. The acknowledgement of country that Aleasha gave at the beginning of our assembly has now become a standard practice across Australia when people meet. It is a sign of respect – an acknowledgement that we assemble here today on land that the Wonnarua people cared for and lived on for many thousands of years.

Beresfield Public School is situated in the corner of Wonnarua land, where it meets with Worimi land to the North, and Awabakal land to the East and South. I can imagine that the Beresfield area would have once been a place where the Wonnarua people would have traded and mixed with their neighbours, enjoyed the bounty of food that the Hunter River and surrounding wetlands had to offer, and complained about the relentless mosquitoes.

We are fortunate to have a significant proportion of our school community who identify as Aboriginal. At present 51 of our 310 students are from Aboriginal backgrounds, that's 16% of all students. Of course, our Aboriginal families aren't all from Wonnarua heritage. Like the rest of us, they come from where the four winds blow. And also like the rest of us, through fate and good fortune, have found themselves part of the rich tapestry which is the Beresfield community.

This year, for the first time in our long history, we have a family with Torres Strait Islands heritage. Nevaeh in Kinder, with mum Rhia and sister Manaia, shared their family story with us during NAIDOC Week, and helped us to proudly launch the daily flying of the Torres Strait Island flag, alongside the Aboriginal and national flags.

Here at Beresfield we are proud to be a community so rich with diversity and acceptance. We continue to ensure that Aboriginal students are proud of their heritage, celebrate their culture, and have every opportunity to succeed. We have been on the lookout and hope to secure outside sources that can come into the school to provide cultural experiences for our students. We implement Aboriginal perspectives into all areas of the curriculum, ensuring that all students gain a wide knowledge of Aboriginal culture and history.

Through our newsletters you may have heard of the Galuwa scholarship. It recognises Aboriginal students who have the potential to become leaders of the future. Students who achieve in the top two bands in Literacy and Numeracy in Year 5 are invited to submit an application. Around 30 students from schools in the greater Hunter region vie for about 10 places each year. The scholarship incorporates 20 hours of tutoring, visits to TAFE and university, and a tidy sum of money for educational expenses over Years 6, 7 and 8. Aleasha Edmiston is completing her first year of the scholarship, and to watch her grow throughout the year has been pleasing. Today it is my pleasure to announce that we have a fourth recipient in 5 years, making Beresfield one of the most consistent hot houses for Aboriginal talent in the Hunter. Congratulations to Zayne West.

It has been another great year at Beresfield Public School. The teachers have been teaching, the students have been setting and meeting goals, and learning lots in the process. And as always, we are building upon our relationships, forging a strong sense of belonging, and enjoying the fact that Beresfield Public School is a great place to be.

We have been working amongst painters and builders for most of this term as they make the place look better. Now if only we could get some rain to make our yellow grass and dirt look green again.

We thank those in our community who have contributed to our school in some way this year, whether it be through time and energy or through your wallet.

We have been ably led this year by a terrific group of Year 6 students. They celebrate their farewell next Monday. We wish them well in their future endeavours in high school and beyond.

Thank you to our P&C who have worked hard to make things better for the students and supported us in so many other ways. In particular I'd like to acknowledge Deb Budden who is stepping down after 6 years as treasurer. Thanks also to Aimee Rolph for co-ordinating the canteen this year.

Next year we hope to start with a new public address system that will allow us to use songs instead of bells. This will create a more engaging way for students to remember our routines. It also gives the teachers more opportunity to inflict our favourite songs of last century onto the next generation.

So join with me as we enjoy the achievements of 2019. And thank you for your continued support and participation in our school.

Jonathan Ridgway

## School background

### School vision statement

Beresfield Public School engages students, parents and the community in a shared learning experience. We enable our students to become successful learners, confident and creative individuals, and active and informed citizens through equity and excellence in education. This vision is underpinned by our core values of respect, responsibility and achievement.

### School context

Beresfield Public School is located in between Maitland and Newcastle. A medium-sized school, with an enrolment of approximately 300 students, it offers a full and varied curriculum which includes the core key learning areas, sport, performing arts, technology and values education. In addition to 13 mainstream classes the school has 3 support classes for students with multi-categorical disabilities from the wider local area. There is active involvement by many parents/caregivers, especially through the school's P&C. The school buildings, built over time since the establishment of the original school in 1883, are situated on land enclosed by four roads. Before and after school care is offered on the school site. A significant number of our students come from families with a low socio economic background and approximately 14% of our students identify as Aboriginal or Torres Strait Islanders. Beresfield Public School prides itself on being an inclusive and supportive learning environment. Our students experience quality literacy and numeracy programs from Kindergarten to Year 6. Beresfield Public School is proud of its outstanding staff who work closely with parents and the wider community to offer the best education to our students. Beresfield Public School has had a major focus on pedagogy and building a productive learning environment during the last few years. Over the next three years, the school intends to extend the model of systematic and explicit delivery of literacy and numeracy underpinned by quality teaching. The school is investing in upgrading its technology throughout the school so that interactive learning can be utilised thoroughly across the curriculum.

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

## Strategic Direction 1

To create a culture of high expectations

### Purpose

When students have high expectations, receive specific and timely feedback, and see effort as a positive behaviour, they seek more challenging SMART learning goals, which results in higher academic outcomes.

### Improvement Measures

In the TTFM survey, students at Beresfield equal or better the state norm in aspects of Expectations for Success (–0.3), Positive learning climate (–0.8), Rigour (–0.4), and Effort (–2%). (2017 difference in scores in brackets)

### Progress towards achieving improvement measures

#### Process 1: Challenging SMART Learning Goals

Research, develop and implement a school-wide system to set monitor and evaluate challenging SMART learning goals for students.

Evaluation	Funds Expended (Resources)
This year the focus was on the process of providing quality feedback by both teacher and student. The future focus is to channel the learning from this process and apply the knowledge to the context of goal setting.	No cost.

#### Process 2: Quality Feedback

Staff undertake professional learning on staff/student feedback that is specific, timely and praises effort.

Evaluation	Funds Expended (Resources)
<p>The Teaching Sprint model has been used in professional development sessions to upskill staff in providing effective feedback. Throughout the year three teaching sprints were conducted and evaluated. The three sprints were; Term 2– Quality teacher feedback using the medium of children's writing, Term 3– Student self–assessment using rubrics in writing books and Term 4– The use of exemplar walls to promote self–assessment. A professional learning session was provided to staff prior to each sprint. Teachers in each stage made age appropriate adjustments to the process. Throughout the sprint teachers met in stages to continually discuss progress and modify practices. At the end of the sprint the whole staff met again to review. Practices to be embedded were determined.</p> <p>Next year the future focus is to do a fourth and final sprint in Term 3. This sprint will focus on students giving peer feedback. Following the final sprint, staff will be surveyed to determine the growth in teacher knowledge and the success of embedded practice.</p>	TPL x 5 days @ \$500 = \$2500

## Strategic Direction 2

To improve Literacy and Numeracy

### Purpose

We are continuing to utilise professional learning to focus on collaboration and evidence-driven pedagogy to further improve student results which are equivalent or better compared to the state mean.

### Improvement Measures

To increase the percentage of students who display greater than average growth between Years 3 and 5 in Literacy and Numeracy in NAPLAN. (2015– 2017 average growth 62% Literacy and 71% Numeracy)

In Literacy 80% of Kinder, Year 1 and Year 2 students will achieve L3 monitoring levels for reading. (Kinder– 9+, Year 1– 18+, Year 2– 22+)

Year 3 and 5 cohort results in NAPLAN to be equivalent or better compared to the state mean in all aspects of literacy and numeracy.

Year 3 and 5 percentages in NAPLAN to increase in the top two bands (Year 3 – Bands 5&6; Year 5 – Bands 7&8)

2015–2017 average:

- Reading: Yr3 33% and Yr5 19.5%
- Writing: Yr3 38% and Yr5 8.5%
- Spelling: Yr3 43% and Yr5 27%
- Gram & Punct: Yr3 46% and Yr5 34%
- Numeracy: Yr3 26% and Yr5 21%

### Progress towards achieving improvement measures

#### Process 1: Tracking Student Progress and Growth

Establish systems to track and assess the progression of students in literacy and numeracy based on EAFS methodology throughout the school K–6.

Evaluation	Funds Expended (Resources)
Evaluation of the K–6 Literacy Numeracy Assessment schedule at this point reflects there is consistent evaluation and reporting of student performance data in both K–2 and 3–6. However, there needs to be further evaluation of the accuracy, purpose and use of some data collected. Evaluation has highlighted improvement is needed in ensuring the evaluation and design of the Literacy Numeracy schedules needs to be a more consultative and collaborative process with all staff.	Data collection and analysis is built into the weekly staffing timetable.

#### Process 2: Best Practice in Literacy and Numeracy K–6

A strong collaborative approach is used to further develop capabilities of teachers through mentoring and research-based professional learning.

Evaluation	Funds Expended (Resources)
<p>Evaluate the complete mentoring program and determine whether teachers capabilities have been developed through a strong collaborative approach and research-based professional learning.</p> <p>Mentoring occurs regularly and effectively across the school, except for a couple of part-time RFF teachers. Peer to peer observations have not been implemented consistently across K–6. Moving forward, a focus is to determine purpose and clarity of need for peer to peer mentoring. As well as ensuring a fluid and flexible approach to planning, timetabling and implementation processes.</p>	The school has established and paid for an Interventionist K–2, and has paid for a replacement teacher to enable the Assistant Principal 3–6 to be off-class to deliver Instructional Leadership.

### Strategic Direction 3

To enhance wellbeing, learning and engagement

#### Purpose

We recognise that student wellbeing is dynamic and integral to learning. Promoting the development of positive relationships, self-regulation and meeting the needs of individuals will contribute to a high quality, inclusive and nurturing environment so that students may learn to the best of their ability. Students will become self-disciplined, tolerant, resilient and contributing members of the school and community.

#### Improvement Measures

An increase in the maintenance of positive relationships as measured by the decrease in annual Reflection Room visits to 80 and suspensions to 20. The average student numbers attending the Reflection Room in the 3 years previous to 2018 was 98. The average number of suspensions in the 3 years previous to 2018 was 39.

In the TTFM survey, students at Beresfield equal or better the state norm in aspects of Advocacy at school (−0.2), Positive teacher–student relations (−0.3), Student positive sense of belonging (−10%), Students with positive relationships (−4%). (2017 difference in scores in brackets)

Our school attendance rate equals or exceeds the state average.

Learning Support Team procedures and protocols will better meet the needs of staff and community. This will be measured through the LST rubric.

#### Progress towards achieving improvement measures

##### Process 1: Wellbeing Across the School

A strategic and planned approach to wellbeing incorporating curriculum, partnerships and systems to support students to connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
<p>A review of whole school behaviour management practices established a consistent approach from all teachers and support staff in handling challenging behaviors. Visuals in all learning spaces are consistent and a universal language is being used. As part of our 3 year plan we are looking to consolidate positive behaviour incentives.</p> <p>Staff have engaged in trauma informed practice professional learning with Dr Stephen Spencer and the Department of Education's Pilot Program by Deborah Costa. This professional learning has increased staff knowledge and understanding of the impact of trauma on students' learning and behaviors. Parents were also given the opportunity to attend a parent information session with Dr Spencer.</p> <p>Restorative Practice circles have been demonstrated as a focus during staff development days and professional learning meetings. 2020 will see morning circles implemented across the school as daily practice. Daily circles will enable staff and students to continue to build strong relationships.</p> <p>Children's University participation increased from 24 to 51 students in 2019. This program has improved the connection between learning at school and home. Parents are actively involved in learning with their child outside of the classroom.</p>	<p>The school has paid for a replacement teacher to enable the Assistant Principal Wellbeing to be off-class to lead wellbeing and learning support.</p> <p>\$500 for community-based events.</p>

##### Process 2: Meeting the Needs of Individual Students

The school implements professional learning as well as a comprehensive and integrated system to support the cognitive, emotional, social, physical, and spiritual wellbeing of students.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>A review of LST procedures and protocols has led to the development of a comprehensive LST policy and procedure document. Staff and student support from the Learning Support Team has increased through regular LST meetings being held – whole school, case management and individual meetings.</p> <p>Increased attendance was achieved through a systematic process that for the first time was wholly led by the Learning Support Team. Collecting data on a regular basis and sharing this with staff built their capacity to hold conversations with their class or individual students. Whole school attendance data has been displayed as a graph for students and parents to see each week. Attendance is now discussed with students in class, with colleagues at stage meetings and at our whole school LST meetings.</p>	<p>TPL Berry Street – \$1000</p> <p>\$500 social skills program resources.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Teacher Anthony Cain provided cultural activities and academic support in literacy and numeracy while he was employed at Beresfield. Lesley Farley, our Aboriginal SLSO assists teachers with reviewing and updating students' PLPs. Funds were used to cater for our PLP Afternoon, and our NAIDOC visiting performance and activities.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$15 271.00)</li> </ul>	<p>Unfortunately, despite our best efforts to find and set up Anthony Cain as a great resource to support Aboriginal students academically and culturally, his tenure at the school was only short. The school still struggles to find a person who is willing to come to the school regularly to fulfil such a role.</p> <p>An Aboriginal excursion did not occur this year due to a number of logistical factors.</p>
<b>English language proficiency</b>	<p>Employ teachers to assist in literacy support.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$5 707.00)</li> </ul>	<p>The school has not had funding in this area previously. Having the opportunity to utilise funds to assist students with EAL/D is a great opportunity, but is not likely to be sustainable.</p>
<b>Low level adjustment for disability</b>	<p>Di Lewin, Karlene Frappell, Liesa Cotton, Samantha Oddy and Jessica Cairnduff employed to support students with learning and social/emotional disabilities.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$32 583.00)</li> </ul>	<p>This funding has allowed the school to employ SLSOs to support students who don't have individual integration funding, but require additional support to access learning. The school is continually reviewing the greatest priorities throughout the school and adjusting our resources appropriately.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Utilise 0.557 FTE staffing allocation to supplement the school's commitment to additional RFF.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$59 441.00)</li> </ul>	<p>Evaluations show that the investment in giving all teaching staff additional RFF is effective in allowing collaborative time to plan, program and implement quality teaching and learning programs.</p>
<b>Socio-economic background</b>	<p>Employment of an Interventionist = \$106715.68 Non-teaching AP = \$106715.68 Additional Class = \$106715.68</p> <p>RFF – Sam Ladmore 0.5FTE = \$53357.84 TOTAL = \$373504.88</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$368 124.00)</li> </ul>	<p>All funds were expended in the calendar year they were received. The staffing acquired with the funds were effective in supporting students in their learning and wellbeing across the year.</p>
<b>Support for beginning teachers</b>	<p>Drew Inman = \$14130</p> <p>Morgan Cox = \$14130</p>	<p>Having three teachers receiving Beginning Teachers Support funds concurrently was a challenge for the school. The teachers and their supervisors were acutely aware that</p>

<b>Support for beginning teachers</b>	<p>Kim Newton = 2 days per week for 16 weeks = \$2206 (Kim then went on leave. School is holding \$11924 for when she returns to duty)</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$30 466.00)</li> </ul>	<p>while the funding allowed additional time off class for mentoring, coaching, and preparation, it also meant too much time away from students led to other issues. Finding the balance was important.</p>
<b>Targeted student support for refugees and new arrivals</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$0.00)</li> </ul>	<p>Not applicable.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	154	148	152	163
Girls	136	130	137	145

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.6	94.9	94.1	94.2
1	93.4	94.1	92.3	92.3
2	90.3	94.3	93.7	93.1
3	91.2	90	93.1	94.3
4	92.1	88.1	87.3	94.7
5	92.4	91.1	88.4	88.8
6	91	91.9	90.7	90.2
All Years	92.3	92.2	91.5	92.6
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
Assistant Principal(s)	4
Classroom Teacher(s)	13.16
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	6.32

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	275,479
<b>Revenue</b>	4,005,602
Appropriation	3,885,807
Sale of Goods and Services	3,791
Grants and contributions	113,743
Investment income	2,262
<b>Expenses</b>	-3,994,064
Employee related	-3,700,051
Operating expenses	-294,012
<b>Surplus / deficit for the year</b>	11,539

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	672,151
<b>Equity Total</b>	563,573
Equity - Aboriginal	39,772
Equity - Socio-economic	400,138
Equity - Language	5,707
Equity - Disability	117,956
<b>Base Total</b>	2,222,091
Base - Per Capita	72,452
Base - Location	0
Base - Other	2,149,640
<b>Other Total</b>	362,682
<b>Grand Total</b>	3,820,498

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](https://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

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2019, the Tell Them From Me surveys were used to appraise students, parents and staff. Their responses are presented below.

### **Parent Survey: Respondents 2019 = 43**

Parents feel welcome at Beresfield PS 7.8 NSW DoE norm 7.4

Parents are informed at Beresfield PS 7.2 NSW DoE norm 6.6

Parents support learning at home 6.9 NSW DoE norm 6.3

Support for learning at Beresfield PS 7.9 NSW DoE norm 7.3

Support for positive behaviour at Beresfield PS 8.3 NSW DoE norm 7.7

Safety at Beresfield PS 7.1 NSW DoE norm 7.4

Inclusion at Beresfield PS 7.6 NSW DoE norm 6.7

### **Staff Survey: 2019 Respondents = 26**

#### **Eight Drivers of Student Learning**

Leadership 8.1 NSW DoE norm 7.1

Collaboration 7.9 NSW DoE norm 7.8

Learning Culture 8.2 NSW DoE norm 8.0

Data Informs Practice 7.7 NSW DoE norm 7.8

Teaching Strategies 8.3 NSW DoE norm 7.9

Technology 4.9 NSW DoE norm 6.7

Inclusive School 8.3 NSW DoE norm 8.2

Parent Involvement 6.8 NSW DoE norm 6.8

#### **Four Dimensions of Classroom and School Practices**

Challenging and Visible Goals 7.6 NSW DoE norm 7.5

Planned Learning Opportunities 7.5 NSW DoE norm 7.6

Quality Feedback 7.2 NSW DoE norm 7.3

Overcoming Obstacles to Learning 7.9 NSW DoE norm 7.7

### **Student Survey: Respondents 2019 = 102 in Years 4–6**

#### **Drivers of Student Outcomes**

Effective Learning Time 8.5 NSW DoE norm 8.2

Relevance 7.8 NSW DoE norm 7.9

Rigour 8.5 NSW DoE norm 8.2

Students who are victims of bullying 34% NSW DoE norm 36%

Advocacy at school 7.9 NSW DoE norm 7.7

Positive Teacher–Student Relations 8.8 NSW DoE norm 8.4

Positive Learning Climate 7.2 NSW DoE norm 7.2

Expectations for Success 8.8 NSW DoE norm 8.7

**Social–Emotional Outcomes**

Student participation in school sports 79% NSW DoE norm 83%

Student participation in extracurricular activities 35% NSW DoE norm 55%

Students with a positive sense of belonging 76% NSW DoE norm 81%

Students with positive relationships 85% NSW DoE norm 85%

Students that value schooling outcomes 94% NSW DoE norm 96%

Students with positive homework behaviours 51% NSW DoE norm 63%

Students with positive behaviour at school 93% NSW DoE norm 83%

Students who are interested and motivated 74% NSW DoE norm 78%

Effort: Students try hard to succeed in their learning 90% NSW DoE norm 88%

Students feel challenged in English and Maths classes and feel confident of their skills 40% NSW DoE norm 53%

# 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.