Beverly Hills North Public School

2019 Annual Report

3944

Introduction

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

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

School contact details

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School background

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

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

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

Self-assessment and school achievement

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	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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

Collaborative & Informed Teachers

Purpose

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

Improvement Measures

Increased critical reflection by staff on their practice and its impact on students.

Increased growth in literacy and numeracy across the school against internal and external measures.

Increased staff wellbeing, collaboration and sense of ownership to improve teaching practice.

Greater number of staff participating in leadership opportunities compared to 2018.

Progress towards achieving improvement measures

Process 1: **Professional learning** drives continuous improvement. Strategies include:
- Collaborative approach to professional learning
- Teachers authentically engage with the Standards
- Early Career Teachers are mentored and supported
- Instructional Leadership.

Evaluation	Funds Expended (Resources)
• Staff actively engaged in a collaborative, inquiry model of professional learning to enhance student outcomes. • All staff used a variety of data sources to investigate student engagement and learning growth, through collaborative Stage team data days • Instructional Leader worked shoulder to shoulder with classroom teachers which supported authentic teacher reflection and using evidence of student learning • Early career teachers mentored and regularly meeting in structured ECT program.	Professional Learning Funds Instructional Leader QTSS

Process 2: **Individual and collective staff wellbeing** is a priority. All staff are valued as partners in decision making processes. Strategies include:
- Collaboratively develop, implement and evaluate a teacher wellbeing policy
- Ongoing monitoring of staff wellbeing.

Evaluation	Funds Expended (Resources)
• Teacher Wellbeing committee researched PERMA model and delivered workshops for teachers • Using a Theory of Action approach, all staff developed a BHN story that reflects our moral purpose • Teams build 'good news practice' to share something positive at meetings.	Professional Learning funds

Process 3: A culture of **distributed leadership is developed**. Strategies include:
- Develop, implement and evaluate a framework to support distributed leadership across the school
- Leadership mentoring.

Evaluation	Funds Expended (Resources)
• Staff Roles and Responsibilities identified leadership opportunities which staff have taken on leading school wide projects and initiatives. • Leadership and aspiring leadership mentoring and staff in formal and informal leadership roles across the school.	Professional Learning Funds

Next Steps

- Build a professional learning model which incorporates Instructional Leadership and data analysis with a focus on Literacy Progressions and creating texts
- Teacher wellbeing activities and practices to be regularly scheduled to become embedded in staff culture
- Distributed leadership opportunities including coaching and mentoring of executive and aspiring leaders.

Strategic Direction 2

Engaged and Supported Learners

Purpose

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

Improvement Measures

Greater number of students identified and supported through learning and support processes.
Increased number of students report higher engagement in their learning, with improved understanding by teachers of innovative and engaging learning pedagogies.
Increased understanding by teachers of social and emotional learning and increased positive behaviour incidents in Sentral.

Progress towards achieving improvement measures

Process 1:   Learning Support

Review and refine current learning support processes to ensure that every students learning and wellbeing needs are identified, monitored and reviewed in order to meet their needs. Strategies include: evaluate and refine current learning and support processes.

Evaluation	Funds Expended (Resources)
• Strengthened Learning and Support team processes and structures • IEPs created in collaboration with parents for personal goal setting.	Low Level Adjustment funds

Process 2:   Innovative Learning

Develop and implement a whole school approach to contemporary and innovative teaching practices to engage students. Strategies include:
 • Explore innovative pedagogies and ICT opportunities
 • Syllabus and progressions professional learning.

Evaluation	Funds Expended (Resources)
• Literacy Progression and PLAN2 PL through DoE LANSAs and school PL • PDHPE K–6 scope and sequence developed and implemented.	Professional Learning funds

Process 3:   Social and Emotional Learning

Comprehensive whole school approach to evidence based social and emotional learning. Strategies include:
 • K–6 social and emotional learning program
 • Peer support and student leadership initiatives.

Evaluation	Funds Expended (Resources)
• Social emotional programs and Positive Behaviour for Learning explored • Peer Support taught explicit social and emotional content for all students.	Professional Learning funds

Next Steps

- Embed IEPs into teaching and learning cycle to better track, review and revise student progress
- Literacy Progression as a professional learning focus alongside PLAN2, building internal data and analysis
- 'You Can Do It' explored by staff and decided to run as K–6 social emotional program in 2020.

Strategic Direction 3

Quality Partnerships

Purpose

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

Improvement Measures

Increased teacher engagement in professional learning networks and enhanced understanding by teachers of effective practices.

Increased community involvement and engagement across the school and greater awareness of the importance of strong partnerships.

Progress towards achieving improvement measures

Process 1: Professional Learning Connections

High quality professional connections enable staff to demonstrate, share and build on their expertise beyond the school. Strategies include:
 • Exploring connections with other schools implementing Spirals of Inquiry
 • Engaging with other schools around innovative practices.

Evaluation	Funds Expended (Resources)
• Begin Quality Teaching Rounds professional learning through Newcastle University for Stage 2 teachers • Future Focused Learning Team community of schools project developed and investigated ways forward to further collaborative planning and programming	Teacher Professional Learning RAM Equity

Process 2: School Community Engagement

A comprehensive school community engagement plan will be designed to develop more productive relationships with the school community. Strategies include:
 • Undertaking a cultural audit to better understand the community's needs and aspirations
 • Explore current research around parent engagement and involvement and its impact on student learning and wellbeing.

Evaluation	Funds Expended (Resources)
• Planned, regular opportunities for parents to engage with school have been highly successful • Changes to P&C structures to enhance parent engagement and support • Staff analysis and professional learning around building community and Community Communication Norms developed.	Equity RAM funding

Next Steps

- Quality teaching Rounds control group and professional learning moving into quality teaching rounds
- Community of Schools Future Focused Learning Team to build on current foundation to explore practices for designing teaching and learning across schools
- Continue to seek regular parent feedback and P&C consultation to enhance opportunities for community to come together and celebrate positively
- Community Communication Norms as a communication tool for all staff to be utilised and evaluated and shared with the P&C.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$2715 (flexible)	• All Aboriginal students have a Personalised Learning Plan (PLP) • Whole school celebrations of significant Aboriginal events • Student and parent financial assistance.
English language proficiency	$50668 (flexible)	• Additional EALD staff employed to work in classrooms and with small groups of targeted K–6 students who need additional support with speaking and listening, reading and writing skill acquisition.
Low level adjustment for disability	$79177 (flexible)	• Student learning support officers (SLSO) engaged to support identified students requiring adjustments and accommodations in classrooms. • Rip It Up reading program assists 60 students who have working–memory related reading difficulties. • Speech and language groups implemented to work with small groups of targeted K–6 students who need additional support with speech difficulties and language processing.
Quality Teaching, Successful Students (QTSS)	Staffing entitlement	• Instructional Leader working in classrooms and peer observations. • Developed high quality literacy and numeracy learning experiences to engage all students • Plotting and analysing literacy (specifically writing) data as an effective assessment and teaching tool • Students demonstrated increased performance in writing.
Socio–economic background	$55972 (flexible)	• Additional Student Learning Support Officer (SLSO) time for students requiring additional support • Student and parent financial support to access all areas of the curriculum • Professional learning for teachers to develop their expertise through the use of evidence–based practices in the area of writing • Teachers were supported to examine the impact of their students through data days and spirals of inquiry.
Support for beginning teachers	$28260	• Additional release face–to–face time, teacher mentor and additional funds towards professional learning. • Early Career Teacher problem of Practice / mentor
Targeted student support for refugees and new arrivals	$19610	• Additional English as an alternate Language or Dialect (EaLD) time for students through the employment of an additional teacher. Targeted small group support for new arrivals and refugee students.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	329	340	300	286
Girls	316	304	258	248

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	95	95.5	93.3	93.8
1	95.5	96.4	95.1	89.6
2	95	95.6	96.3	93.1
3	96.2	94.9	93.9	95.4
4	94.3	95.1	92.9	92.5
5	96	95.2	94.2	93.2
6	94.3	94.9	92.1	93.5
All Years	95.2	95.4	94	93.1
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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.74
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	1
School Administration and Support Staff	3.96

*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.

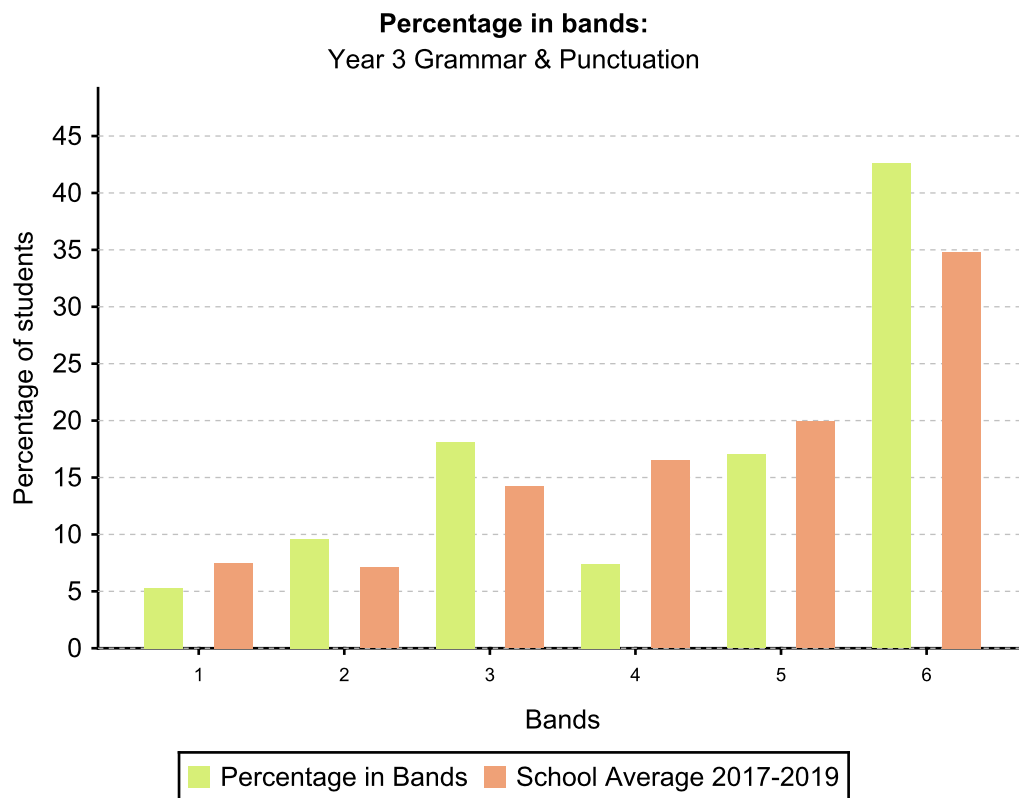|	2019 **Actual** ($)
Opening Balance	98,551
Revenue	5,276,483
Appropriation	4,950,802
Sale of Goods and Services	42,202
Grants and contributions	281,803
Investment income	1,475
Other revenue	200
Expenses	-5,492,605
Employee related	-4,796,177
Operating expenses	-696,427
Surplus / deficit for the year	-216,122

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	222,354
Equity Total	444,652
Equity - Aboriginal	2,715
Equity - Socio-economic	55,972
Equity - Language	157,384
Equity - Disability	228,580
Base Total	3,724,975
Base - Per Capita	130,928
Base - Location	0
Base - Other	3,594,047
Other Total	269,631
Grand Total	4,661,612

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.

Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation

Legend: Percentage in Bands ■ School Average 2017-2019

Band	1	2	3	4	5	6
Percentage of students	5.3	9.6	18.1	7.4	17.0	42.6
School avg 2017-2019	7.5	7.1	14.2	16.5	19.9	34.8

Percentage in bands:
Year 3 Reading
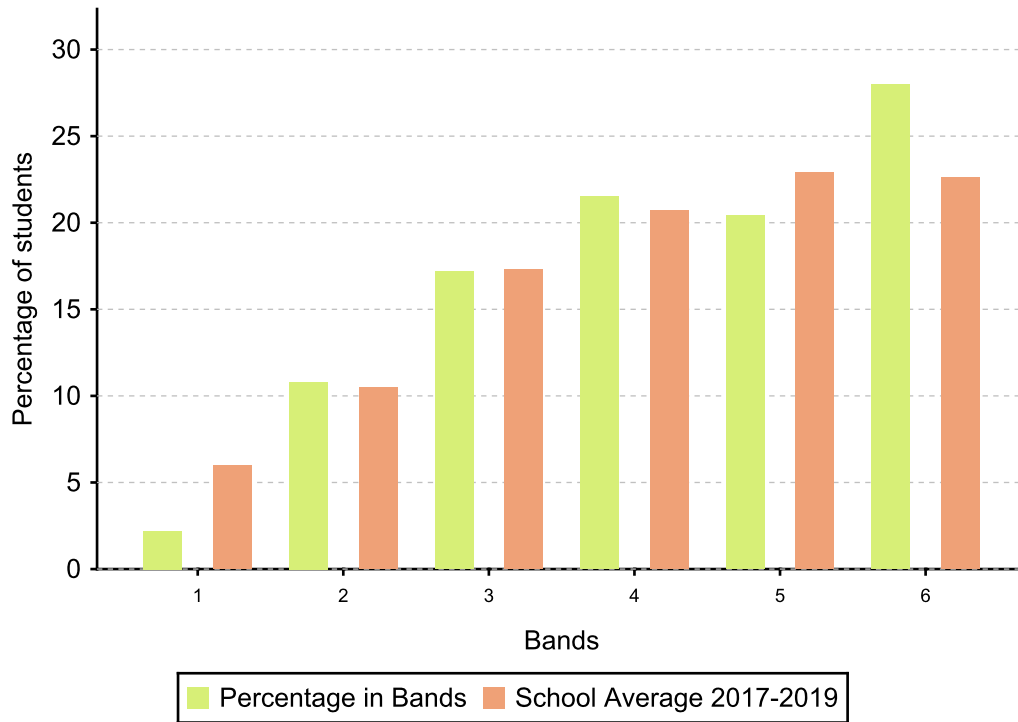
Band	1	2	3	4	5	6
Percentage of students	2.2	10.8	17.2	21.5	20.4	28.0
School avg 2017-2019	6	10.5	17.3	20.7	22.9	22.6

Percentage in bands:
Year 3 Spelling
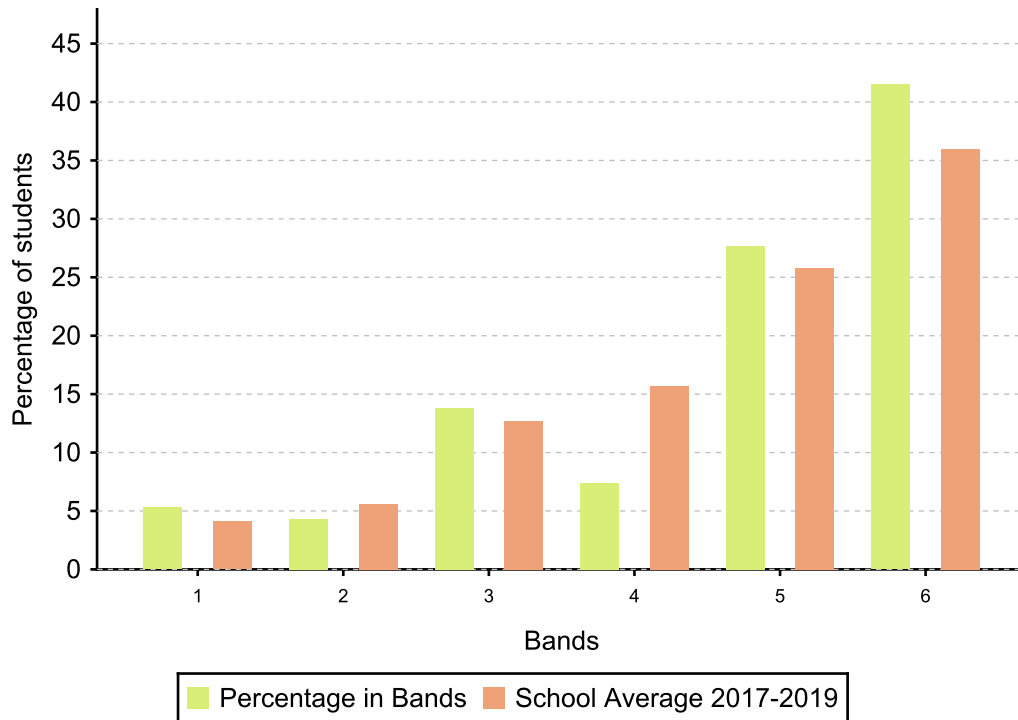
Band	1	2	3	4	5	6
Percentage of students	5.3	4.3	13.8	7.4	27.7	41.5
School avg 2017-2019	4.1	5.6	12.7	15.7	25.8	36

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Percentage in bands:
Year 3 Writing
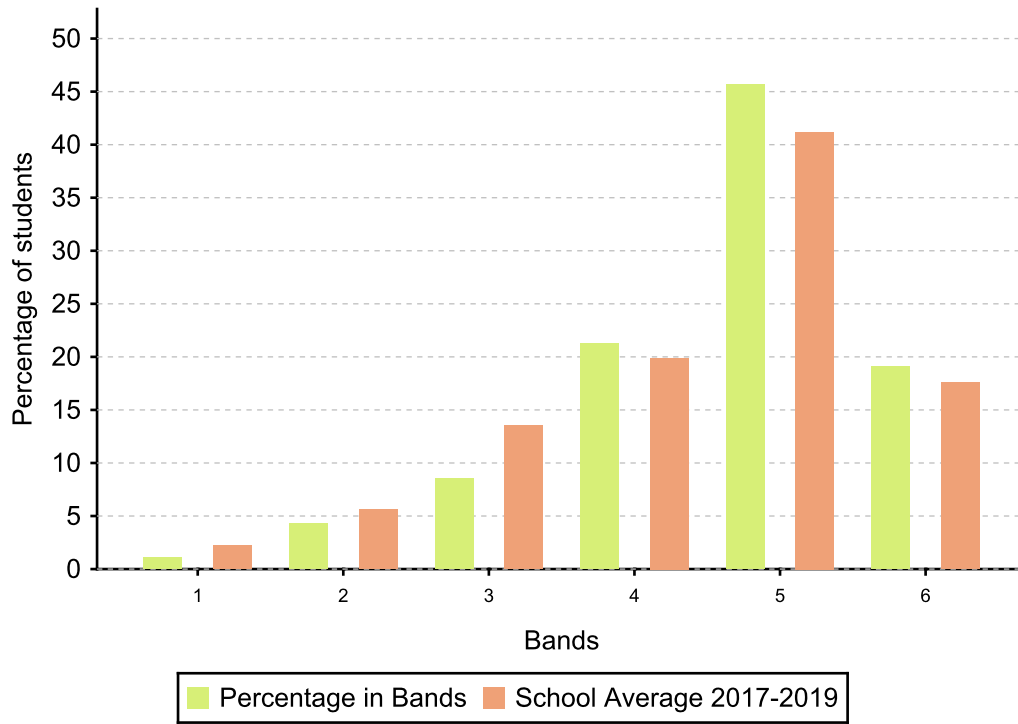
Band	1	2	3	4	5	6
Percentage of students	1.1	4.3	8.5	21.3	45.7	19.1
School avg 2017-2019	2.2	5.6	13.5	19.9	41.2	17.6

Percentage in bands:
Year 5 Grammar & Punctuation
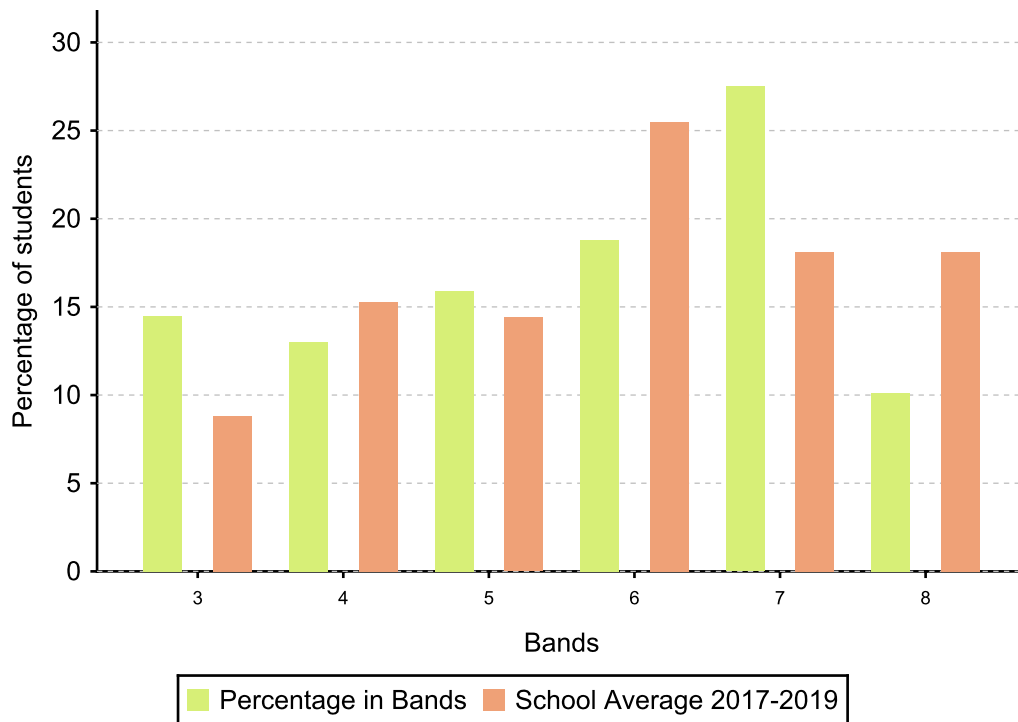
Band	3	4	5	6	7	8
Percentage of students	14.5	13.0	15.9	18.8	27.5	10.1
School avg 2017-2019	8.8	15.3	14.4	25.5	18.1	18.1

Percentage in bands:
Year 5 Reading
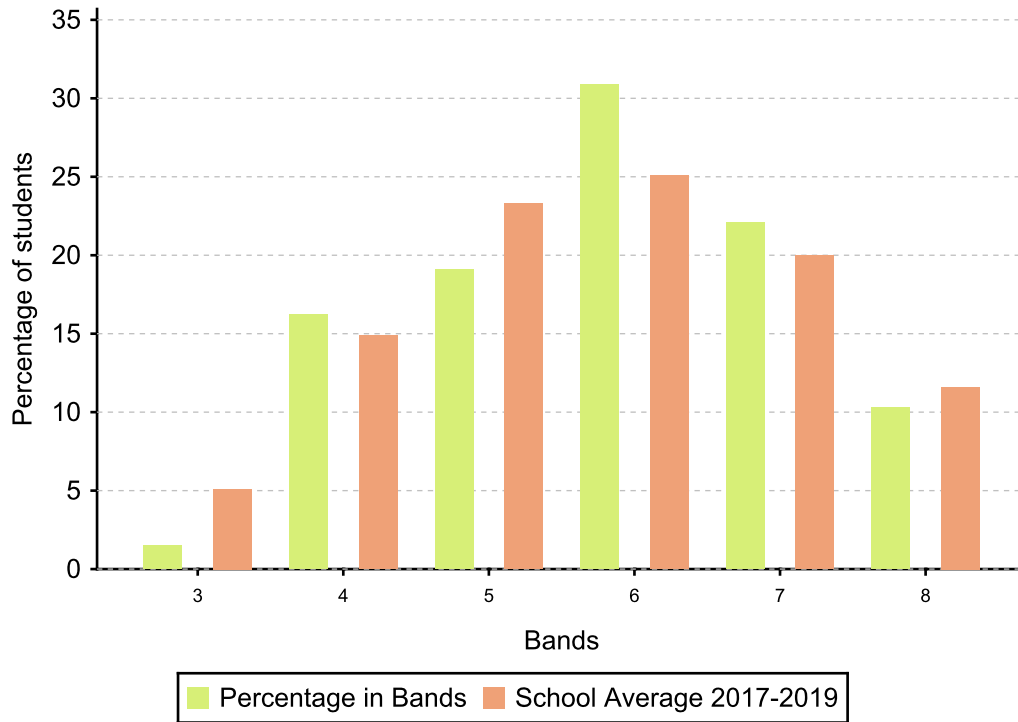
Band	3	4	5	6	7	8
Percentage of students	1.5	16.2	19.1	30.9	22.1	10.3
School avg 2017-2019	5.1	14.9	23.3	25.1	20	11.6

Percentage in bands:
Year 5 Spelling
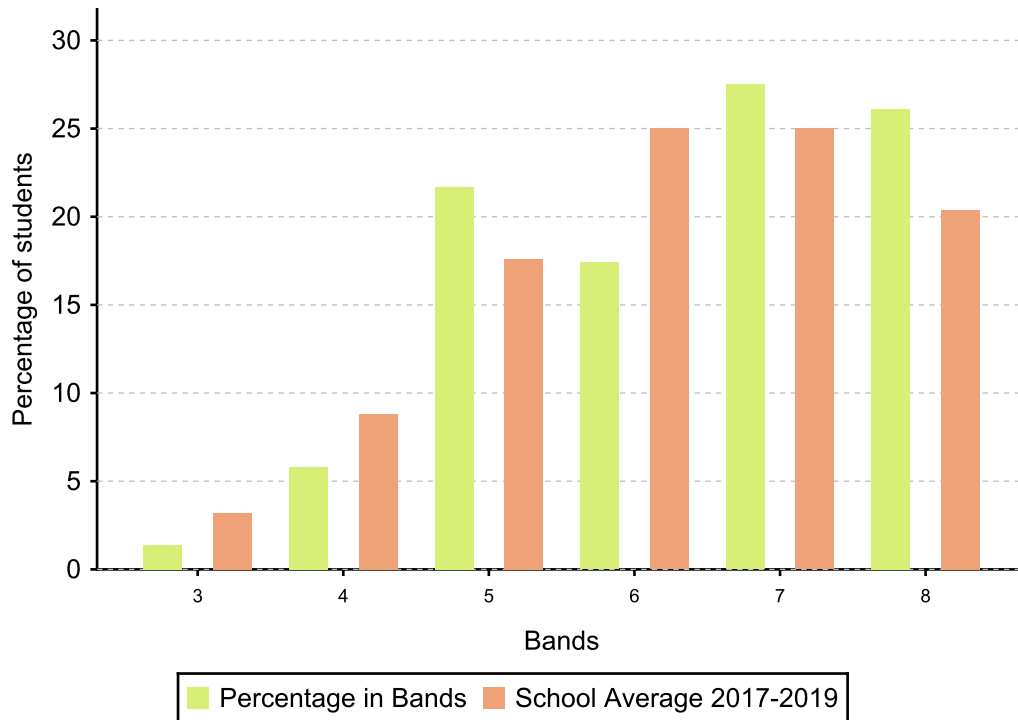
Band	3	4	5	6	7	8
Percentage of students	1.4	5.8	21.7	17.4	27.5	26.1
School avg 2017-2019	3.2	8.8	17.6	25	25	20.4

Percentage in bands:
Year 5 Writing
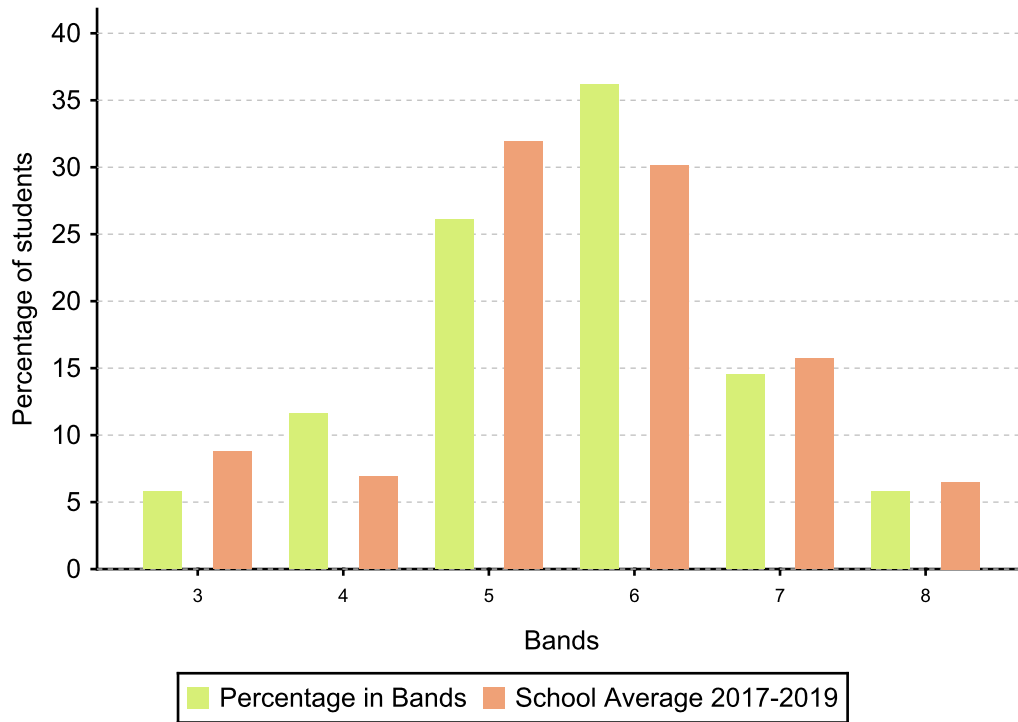
Band	3	4	5	6	7	8
Percentage of students	5.8	11.6	26.1	36.2	14.5	5.8
School avg 2017-2019	8.8	6.9	31.9	30.1	15.7	6.5

Percentage in bands:
Year 3 Numeracy
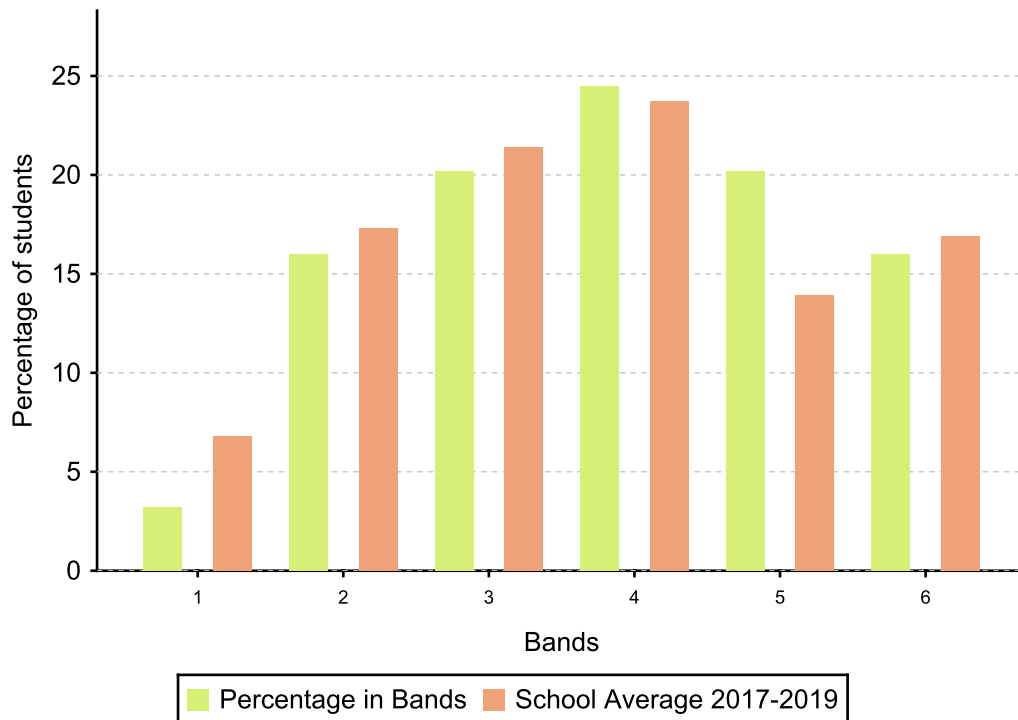
Band	1	2	3	4	5	6
Percentage of students	3.2	16.0	20.2	24.5	20.2	16.0
School avg 2017-2019	6.8	17.3	21.4	23.7	13.9	16.9

Percentage in bands:
Year 5 Numeracy
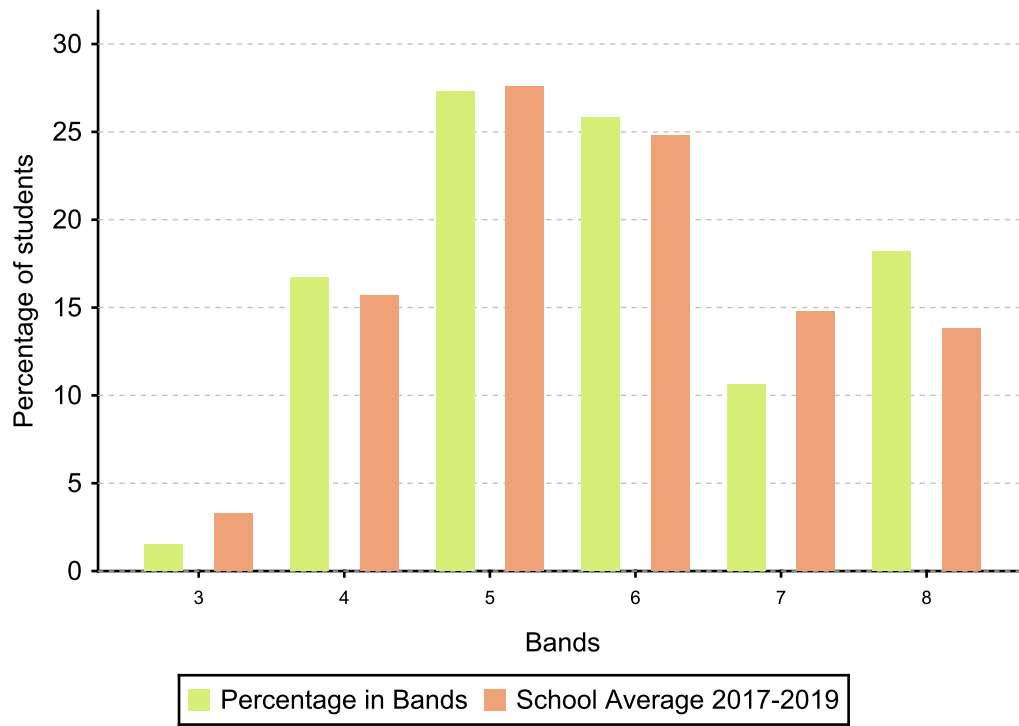
Band	3	4	5	6	7	8
Percentage of students	1.5	16.7	27.3	25.8	10.6	18.2
School avg 2017-2019	3.3	15.7	27.6	24.8	14.8	13.8

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Parent/caregiver, student, teacher satisfaction

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

In 2019 we surveyed our students, parents and staff about learning. Their responses are presented below:

The majority of students agreed that they try to do things in their classroom that are new and different, and over 90% agreed that the school expects me to do my best.

Over 90% of parents agreed that our classrooms are an interesting place to learn and that my child's teachers provide a balance of independent and group work activities.

All teachers responded positively agreeing that they provide learning opportunities within a stimulating and secure environment. An area for our school to explore further is students' reflecting on their learning and engaging in self–assessment.

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.