

# Beaumont Road Public School

## 2019 Annual Report



3956

## Introduction

The Annual Report for 2019 is provided to the community of Beaumont Road 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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### Message from the principal

Situated adjacent to the tranquil Lane Cove National Park, Beaumont Road Public School is a physically expansive, engaging learning space with high education standards, quality facilities and positive community involvement. The school has an outstanding reputation for providing a quality education in a caring and supportive environment. Staff members understand the importance of a holistic, inclusive and engaging schooling experience from Kindergarten through to Year 6. Key learning areas and extracurricular programs are planned, funded, delivered and evaluated collaboratively and cyclically in accordance with the School Excellence Implementation Guidelines for School Planning. Significant investment in technological hardware – notably in upgrading SMART boards and laptops – has led to enhanced teaching and learning opportunities. Teachers' involvement in professional learning, both individually and through curriculum based committees, has led to improved capacities to teach across a range of areas. Additional special programs in 2019 included Coding, Visual Arts, and Performing Arts. Students with special needs were supported with programs including Mini-lit, Multi-lit and other specific needs based initiatives. Results in the NAPLAN indicated the majority of students performing in the top Bands. Results for students participating in the University of NSW competitions were also excellent. There was also higher level achievement in the school's regular assessments. A strong and efficient P & C Association Executive, canteen uniform shop and band sub-committees provided support in effective extra-curricula, decision making, fund raising and social activities. Parents generously supported teachers with class programs, day and overnight excursions and special school events such as Performance Night and Grandfriends' Day.

Malcolm McDonald – Principal

## School background

### School vision statement

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

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

### School context

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

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

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

## Self-assessment and school achievement

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                                    | Excelling              |
| 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                          | Sustaining and Growing |
| TEACHING: Professional standards                       | Excelling              |
| 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            | Excelling              |

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework.

Families in our community bring well-supported students to our school. Staff acknowledge student backgrounds and ensure the provision of **effective wellbeing initiatives** to further support the students. Students were given opportunities to develop positive relationships and become confident and well-rounded young people. One initiative in particular is the peer support and peer support leadership mentoring program.

In accordance with the appropriate professional standards, staff were effective in providing **a curriculum that engages students**, and aligns with individual needs. Staff continued to collaboratively share ideas and implement policies, programs and processes utilising the excellent school facilities.

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

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

levels are provided with programs to appropriately access the curriculum and to achieve their potential.

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

With an increase in professional learning involving technology, both in formal and informal settings, there was an increased use of **data skills** in general. Teachers prepared programs and teaching/learning activities that took into account the data collated relating to student progress. There was also more data based discussion at Stage and Whole-school staff meetings.

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

Learning and development is formally led by teachers through the **professional learning team**, and through **professional learning committees**. Weekly sessions provide opportunities for staff to develop in their teaching practices. Informally there is a generous culture of teachers sharing ideas and less experienced staff observing practice from other teachers. This occurs in a range of ways, particularly with pairings of new-scheme teachers with more experienced teachers as grade partners, and also with teachers moving to new stages and grades for the first time. The Killara School Partnership also continues to be an important factor for teachers' learning and development.

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

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

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

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

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

Our **self-assessment** process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

## Strategic Direction 1

To develop highly achieving and successful 21st Century learners.

### Purpose

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

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

### Improvement Measures

Continued improvement in NAPLAN Literacy and Numeracy data with a particular focus on the growth of individual students from Year 3 to Year 5.

A high percentage of students achieving above average results in school based and external assessments.

Ensuring class teachers and specialist teachers have the required expertise to implement programs aligned to students' needs.

Ensure all students have access to the wide variety of programs and competitions.

Increased percentage of students reporting a sense of belonging, expectations for success and advocacy at school.

### Overall summary of progress

Again in 2019, but now with an online component to the NAPLAN testing, there continued to be high level performances in the Years 3 and 5 NAPLAN assessments. The vast majority of students were placed in the top two bands and were well above the national average.

In the University of NSW competitions there was a high level of achievement. The parents valued their children participating and gaining awards in a formalised testing setting. There were a small number of children selected for a Year 5 OC class and Selective High School. In English and Mathematics there were pleasing achievements in all Years, and students were presenting more work that demonstrated quality technology integration in numeracy and literacy.

The Assistant Principals liaised closely with Learning Support Team members to plan programs to meet the individual needs of identified students. There was a continued focus on supporting the literacy needs of students in their early years through the Mini-Lit and Multi-Lit programs.

A key feature of the progress for Professional Learning Committees, under the management of the Professional Learning Team, was the staff-led development of significantly updated Scope and Sequence documents. There was an increasing number of programs and opportunities for staff growth in a range of areas. The school successfully engaged an increased number of specialist staff for its programs.

New school facilities such as SMART boards, laptops, and the 'Atlantis' shade structure gave students and community members wonderful new opportunities in learning and in the enjoyment of school community events. The multimedia and performing arts evening under the Atlantis structure was an example of a new event that combined technology integration, performing arts and community togetherness. The new shade structure over the games court has increased safety and comfort in a highly populated playing area. Discussions are ongoing in regard to a multi-purpose surface on the netball court.

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

There was an increase in the number and capacity of school and after school programs, including an expansion of a specialised digital technologies program for coding and electronics, and a specialised visual arts program within school hours. After school programs such as Spanish, Mandarin and cooking were successful in 2019. Students valued the opportunity to participate in special programs. Student workshops as part of the Killara Schools Partnership also provided excellent opportunities for students to learn in highly enriching, unique learning environments. Staff worked hard to cater for the individual needs of students in these programs to ensure students felt valued, acknowledged and

happy. Peer Support and Buddy programs were additional programs within school hours that, again, contributed significantly to student morale and wellbeing, and to students' development of good social skills.

## Progress towards achieving improvement measures

### Process 1: Implement effective Literacy and Numeracy programs

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| <p>Literacy and Numeracy have been given significant emphasis, as teachers collaboratively plan, teach, assess and self-evaluate. Teachers, Executive Staff and the Principal have become invested in the Performance and Development Framework. Using the 'Plan, Implement, Review' process, in conjunction with the Professional Standards, teaching and learning of literacy and numeracy has improved steadily during the 2018–2020 period. The increase in capability of technology integration in literacy and numeracy has added to the improvements in student outcomes, as a result of professional learning and investment in resources. There was also a continued focus on supporting the literacy needs of students in their early years through the Mini-Lit and Multi-Lit programs, leading to students accessing the curriculum with a better capacity for success.</p> | \$15 000                   |

### Process 2: Implement specialist programs – Mathematics Problem Solving, Spanish, Visual Arts, Coding, Robotics, Band, Dance, Public Speaking

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| <p>Following the School Excellence Implementation Guidelines, the school has aligned community interests with research-based theory when developing, evaluating and improving specialist programs that cater to the needs of students. A diverse range of programs has been enhanced, expanded and refined, with quality educators involved who provide students with enriching learning in extra curricular and special programs areas. These specialist educators have been heavily involved in the professional development of their fellow teaching staff.</p> | \$40 000                   |

### Process 3: Implement personalised learning goals

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| <p>Students have been taught to value their learning pathways, and to set their own high expectations for success. In collaboration with parents and teachers, goal-setting has become an essential component of the students' educational journey as 21st century learners.</p> | \$1 000                    |

### Process 4: Implement transition programs for Kindergarten students..

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| <p>The Homelink and Buddy programs continue to provide Kindergarten students with comfort and security in the early days and weeks of their first school year. Parents appreciated being part of the Homelink process and even meeting Year 6 buddies at the introduction session.</p> | \$2 000                    |

### Process 5: Implement Learning Support and EALD programs

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| <p>Students identified as in need of learning support and EALD support have benefited from the Learning Support Team's consistent literacy and numeracy support, both in and outside the classroom.</p> | \$15 000                   |

## Progress towards achieving improvement measures

**Process 6:** Develop efficient school based systems for the analysis, development and implementation of key learning areas.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| PDPs, classroom observation, collaborative program with Stages and grade mentoring, along with professional learning in literacy, numeracy and technology integration has all led to enhanced and improved, deep learning opportunities. | \$2 000                    |

**Process 7:** Build proactive learning alliances with other teachers within the school and neighbouring schools.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| For both students and staff alike, a climate of collaboration, equity and trust exists within the social interaction throughout teaching and learning. Technological advancements with hardware, software and with a full transition to a local Cloud based server (Google Drive File Stream), staff have experienced a new level of efficiency in working collaboratively. Students have benefitted through both the modelled nature of this positive social interaction between teachers, and with their own collaborative work through technology. | \$2 000                    |

**Process 8:** Implement Student Leadership programs

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| Students have experienced a wide range of opportunities for leadership experience such as the reciprocal reading program, the Student Leadership Team, the Mungo City–Country Alliance / Leadership Camp, the Stewart House leadership camp, the Peer Support program, the Year 6 additional leadership roles, the Buddy Program, and Sports Leadership. | \$12 000                   |

**Process 9:**

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
| ***        | ***                        |

**Process 10:**

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
| ***        | ***                        |

## Next Steps

Students will continue to be immersed in learning that is fun, challenging, individualised and relevant.

With the new investment in technological improvements at the school, along with teacher professional development in technology and systemic improvements with software and cloud platforms, 2020 will involve further advancements in teaching and learning with high quality technology integration. Students will experience more opportunities to work collaboratively and creatively with technology across the key learning areas and in STEAM projects.

Special programs will continue to be expanded and improved in areas such as music and visual arts, and staff will continue to develop professionally through the delivery of these programs in team-teaching setups.

Transition programs for both ends of the school – Kindergarten and graduates – will continue to be an important focus of



resources and initiatives, with an increased emphasis on both academics and welfare through programs involving reading, social skills and the performing arts.

## Strategic Direction 2

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

### Purpose

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

### Improvement Measures

Teachers participating in weekly professional learning programs led by the Professional Learning Team.

Teachers in Stage meetings participating in sharing programs, students' work samples and expertise leading to improved teaching practices.

Teachers participating in additional PL initiatives including tertiary studies, KSP model, QTR and classroom observation program to develop skills and knowledge.

Teachers created individualised and group goals for professional growth and leadership.

### Overall summary of progress

Teachers continued to work collaboratively to participate in effective professional learning programs. The weekly structured programs were led by the Professional Learning Team and there was a high level of involvement. Committees in the areas of English, Mathematics, Technology and Student Welfare presented to staff each term. This further contributed to the enhancement of teachers' knowledge and skills. The classroom observation program continued to provide opportunities for teachers to enhance their teaching skills in alignment with the Australian Professional Standards. In addition, the school continued to participate in professional learning opportunities through the Killara Schools Partnership.

### Progress towards achieving improvement measures

**Process 1:** Teachers share best practice and models through QTR, classroom observation and specialist teacher observation programs.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| The classroom observation program, in conjunction with staff PDP goals under the Performance & Development Framework, was again a very successful initiative. Teachers aligned their goals, which took into account the relevant professional standards descriptors, with colleagues who could offer quality demonstrations. The quality teaching framework was also a point of reference throughout the program. | Nil                        |

**Process 2:** Teachers analyse students' data to assess the success of Literacy and Numeracy programs.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| In 2019, as is done annually, the school executive and teachers analysed NAPLAN data in depth, within a professional development session which was designed to pinpoint individual student strengths and weaknesses, cohort trends, and most importantly, facets of literacy and numeracy for which the school must revise and develop targets. | \$1 000                    |

**Process 3:** Teachers develop capacity to implement differentiated curriculum, project based learning, 21st Century learning and the Australian Curriculum.

## Progress towards achieving improvement measures

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| Teachers participated in weekly stage meetings and professional development meetings in which a school-wide focus was placed on technology integration. This was simultaneous with the development of a new ICT Scope and Sequence – edited and approved by all staff – and investment in significant numbers of devices and SMART boards. Scope IT was again sourced as a company to deliver coding and electronics in accordance with the Australian Curriculum and class teachers developed professionally during these sessions. There was an increase in STEAM projects through the grades. | \$70 000                   |

**Process 4:** Implement an effective school-based professional learning program.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| The Professional Learning Team designed an annual, and subsequently a term-by-term course of professional learning, including mandatory courses. These weekly sessions were compulsory and involved an appropriate balance in terms of the curriculum, professional standards, and quality teaching development. Committees and individuals were all responsible for input and were given sufficient leadership opportunities. | \$15 000                   |

**Process 5:** Teachers work collaboratively to develop the capacity and professional practice aligned to the Professional Teaching Standards.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| Teachers once again closely aligned their 'PDP Goals' (and subsequent evaluations) with the Australian Professional Standards. | Nil                        |

## Next Steps

The Professional Learning Team will continue to plan in teachers' best interests in order to maximise professional development. Schoolwide initiatives such as the observation program and individualised goal setting through PDPs will continue, with an emphasis on the Australian Professional Standards. Staff will be given opportunities to pursue external professional learning opportunities both through the local community of schools and through a wide range of external providers.

The transition to a new ICT Scope and Sequence and a new cloud server will provide teachers with a whole new range of possibilities for programming and collaborating.

Teachers will continue to train with one another to gain a better capacity for working with data, as it relates to evaluating student performance, teaching and other needs.

### Strategic Direction 3

To enhance the participation of a dedicated, supportive and involved learning community.

#### Purpose

To provide a culture where parents and community members are actively involved in the education of students at the school. Contributors are encouraged and supported to engage in specific programs and support the needs of students and staff. . This expertise and participation is seen as a valuable asset to the school.

#### Improvement Measures

An increased number of parents and community members supporting teachers in class programs including Literacy, Numeracy, Creative Arts, Computer Education and excursions.

All positions on the P & C and its sub-committees are filled with positive and dedicated parents.

There is a number of parents volunteering to assist in day and overnight excursions, creative arts events and special events.

There is a large number of parents positively contributing to the school's decision making processes, school surveys and social and fundraising events.

#### Overall summary of progress

Parents continued to participate in school learning programs, excursions, social events and decision making processes. A very successful school culture where parents are active participants at the school was continued. The P and C association continued to deliver an excellent canteen, uniform shop and band service which was greatly appreciated and valued by students and parents. Community members were also active in their local school and provided strong support for the scripture, ethics and sponsorship initiatives. Teachers highly valued the involvement of parents in supporting various curriculum based programs and school excursions.

#### Progress towards achieving improvement measures

**Process 1:** Parents involved in class programs with a focus on Literacy and Numeracy..

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| Parents continued to be key participants in the development of students' literacy and numeracy skills, both at school and at home as essential support for their children. Teachers emphasised the importance of the reciprocal reading process. Buddy and peer-to-peer versions of this program, once a week, were excellent models of the process. Parents were continually encouraged to be involved in reading, comprehension, and numeracy support in particular. | Nil                        |

**Process 2:** Parents' support special programs including dance, music, excursions and social functions.

|  |  |
|--|--|
|  |  |
|--|--|

## Progress towards achieving improvement measures

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| <p>Parents continued to support a wide range of initiatives and events. The school introduced Hip Hop groups which were managed and instructed as a partnership between parents and school staff. Performances of all dance groups were of a high level. Parents supported the school's music program which again was expanded with an improved individual tuition program within school hours, to add to the band program itself.</p> <p>Excursions and school functions saw a continued level of enthusiasm in terms of parent involvement and support.</p> | \$2 000                    |

**Process 3:** All P & C Executive and sub-committee positions are filled. The class parent network has two representatives from each class and are contributing with class communication and school social and fundraising events.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| <p>A new P &amp; C President began her role and represented the parent community with sound support and liaison in regard to all school initiatives and plans. The class parent network were again enthusiastic with communication and participation to ensure fundraising and special events were successful.</p> | Nil                        |

**Process 4:** Parents and community members implement the Parents' Literacy Support program, Minilit and Multilit programs.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| <p>Mini-lit and Multi-lit programs were in place and staff were initiated into the program with ample training. Parent communication and support was vital.</p> | \$5 000                    |

**Process 5:** Parents and community members implement the Scripture and Ethics programs.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| <p>Parents and community members were again steadfast in their efforts to deliver a successful ethics and religious education program.</p> | \$2 000                    |

**Process 6:** Parents participate in teacher/parent meetings, formal interviews and Student Led Reporting sessions.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| <p>Parent-teacher interviews, semester-based written reports and student led reporting sessions again provided the transparency and feedback parents sought in regard to their children's progress.</p> | Nil                        |

**Process 7:** Open door policy where parents and community members are integral to the school.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| <p>In addition to the formal reporting avenues listed above, parents were informed at the beginning-of-year information sessions that teacher correspondence would be professional, open and flexible, and these concepts were fulfilled by staff, with parents playing their part to ensure efficiency and satisfaction.</p> | Nil                        |

**Process 8:**

| Evaluation | Funds Expended |
|------------|----------------|
|            |                |

## Progress towards achieving improvement measures

| Evaluation | (Resources) |
|------------|-------------|
| ***        | ***         |

### Process 9:

| Evaluation | Funds Expended<br>(Resources) |
|------------|-------------------------------|
| ***        | ***                           |

## Next Steps

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

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

| Key Initiatives   | Resources (annual) | Impact achieved this year  |
|---|--------------------|--|
| <b>Aboriginal background loading</b>                          | \$8000             | With the cross-curricular priorities embedded in teaching and learning programs throughout 2019, students' knowledge and understanding of Aboriginal and Torres Strait Islander culture was enhanced. This was highlighted particularly in Visual Arts projects, History and English. Excursions, incursions and the City-Country Alliance Student Leadership Camp to Mungo National Park were other events involving learning in the area of Aboriginal and Torres Strait Islander culture. |
| <b>English language proficiency</b>                           | \$67 000           | There were a small number of students requiring English language proficiency support. They were again supported with programs, resources, teachers and SLSOs to support their learning.  |
| <b>Low level adjustment for disability</b>                    | \$75 000           | With liaison and coordination through the Assistant Principals, the Learning Support teacher and School Learning Support Officers were utilised to support teachers to provide programs in small groups or individual programs. Students' needs included learning difficulties, ADHD and GATS.   |
| <b>Quality Teaching, Successful Students (QTSS)</b>           | \$70 000           | Funds were utilised to enable teachers to participate in the school's class observation program, quality teaching rounds and RFF to enable teachers to observe other classroom teaching practices.   |
| <b>Socio-economic background</b>                              | \$1 000            | Funds were used to support students to access the curriculum as required.  |
| <b>Support for beginning teachers</b>                         | \$10 000           | Beginning teachers were provided with opportunities to discuss teaching practices and procedures, participate in the quality teaching rounds, classroom observation programs and special programs.   |
| <b>Targeted student support for refugees and new arrivals</b> | Nil                | There were no new arrival students in 2019.  |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2016       | 2017 | 2018 | 2019 |
| Boys     | 211        | 215  | 203  | 209  |
| Girls    | 208        | 200  | 197  | 199  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2016 | 2017 | 2018 | 2019 |
| K         | 96.8 | 96.7 | 96.4 | 95.4 |
| 1         | 97.1 | 95.9 | 94.3 | 96.3 |
| 2         | 97.6 | 96.4 | 95.4 | 96   |
| 3         | 96.9 | 97.2 | 95.7 | 97.3 |
| 4         | 97.7 | 95.9 | 96.7 | 96.1 |
| 5         | 97   | 97.5 | 96.7 | 96.4 |
| 6         | 96.8 | 95.9 | 96.7 | 97.1 |
| All Years | 97.1 | 96.5 | 95.9 | 96.4 |
| 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 |

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

### 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)                  | 3     |
| Classroom Teacher(s)                    | 15.04 |
| Teacher of Reading Recovery             | 0.2   |
| Learning and Support Teacher(s)         | 0.5   |
| Teacher Librarian                       | 0.8   |
| School Administration and Support Staff | 3.32  |

\*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.

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

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

provide opportunities for teachers to share and learn from one and other's teaching practice. Three teachers are working towards Accreditation at the level of proficiency.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 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 (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 121,803          |
| <b>Revenue</b>                        | 3,734,490        |
| Appropriation                         | 3,101,798        |
| Sale of Goods and Services            | 88,802           |
| Grants and contributions              | 541,748          |
| Investment income                     | 1,943            |
| Other revenue                         | 200              |
| <b>Expenses</b>                       | -3,765,873       |
| Employee related                      | -2,891,148       |
| Operating expenses                    | -874,726         |
| <b>Surplus / deficit for the year</b> | -31,383          |

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>   | 0                             |
| <b>Equity Total</b>     | 143,774                       |
| Equity - Aboriginal     | 0                             |
| Equity - Socio-economic | 1,116                         |
| Equity - Language       | 67,535                        |
| Equity - Disability     | 75,123                        |
| <b>Base Total</b>       | 2,752,982                     |
| Base - Per Capita       | 93,855                        |
| Base - Location         | 0                             |
| Base - Other            | 2,659,127                     |
| <b>Other Total</b>      | 169,640                       |
| <b>Grand Total</b>      | 3,066,396                     |

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.

### Literacy

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

Tables provide the percentage of students achieving in the Bands. To summarise achievement for Year 3 students, firstly in Reading, 98.3% were placed in the top two bands, Band 5 and Band 6. In Grammar & Punctuation, 94.8% were placed in the top two bands. In Spelling, 84.5% were placed in the top two bands. In Writing, 93.1% were placed in the top two bands.

To summarise achievement for Year 5 students, firstly in Reading, 87.9% were placed in the top two bands, with 6 of the 7 students in the middle band group being in the 'High Middle' category. In Grammar & Punctuation, 89.7% were placed in the top two bands. In Spelling, 81% were placed in the top two bands. In Writing, 70.7% were placed in the top two bands, with three students placing *above* the 'Top Two Bands' band group, in Bands 9 and 10.

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

### Numeracy

In Numeracy, 84.5% of Year 3 students were placed in the 'Top 2 Bands' category. 32.7% of those students were placed *beyond* Bands 5 & 6 in Bands 7, 8 and 9.

In Numeracy, 75.9% of Year 5 students were placed in the 'Top 2 Bands' category. 93% of students in the middle bands were placed in the 'High Middle' category.

## Parent/caregiver, student, teacher satisfaction

Teachers provided feedback at whole–staff, group and individual meetings on the various operations of the school. Discussions were always positive and achieved outcomes aligned to school requirements. Their level of participation in extra–curricular programs, quality of work and desire to be involved were indicators of a high level of teacher satisfaction.

Parents continued to provide widespread praise of teachers in various aspects including teacher skills, communication, involvement and student welfare. Continued positive feedback was received through many positive emails and positive comments.

Students continued to be fortunate to participate at a school with excellent classrooms and facilities and spacious grass playgrounds. Teachers actively communicated with students to ensure there was a high level of happiness.

# 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.