

Beacon Hill Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Beacon Hill 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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School background

School vision statement

Beacon Hill Public School is committed to providing inclusive, evidence-based, quality education so that all students are inspired to connect, succeed, thrive and learn in an ever-changing, global society. Our staff is innovative and dynamic, working together as a whole school community where all learners aspire to reach/ exceed their potential through commitment to personal growth.

School context

Beacon Hill Public School is a unique NSW public school that maintains high quality teaching and learning programs and high academic outcomes through utilising innovative and emerging technologies which support classroom teaching and learning and a whole school focus on literacy and numeracy. The staff at Beacon Hill Public School are committed to creating a respectful, happy and friendly school environment for children. The school offers a wide range of integrated and challenging learning opportunities to inspire each child to reach their full potential. The school has excellent traditions and aims for excellence academically, in performing arts and sport. 'Be Proud to Achieve' is the school's motto and we are known as 'the friendly school'. Our school's core values of respect, responsibility and excellence underpin behaviour expectations to improve learning outcomes, supporting and strengthening the wellbeing of all students. Beacon Hill Public School is committed to providing inclusive, evidence-based, quality education so that all students are inspired to connect, succeed, thrive and learn in an ever-changing, global society. Our staff is innovative and dynamic, working together as a whole school community where all learners aspire to reach their potential through commitment to personal growth. Beacon Hill Public School has an active school community who value teamwork, collaboration and high expectations. The school actively promotes and fosters positive partnerships within and beyond our school community. This includes establishing connections with local organisations such as Bushlink and our membership with the Northern Beaches Learning Alliance (NBLA). The NBLA community of schools fosters positive school connections and consists of local primary schools and campuses of the Northern Beaches Secondary College. Shared professional learning opportunities enhance teaching and learning practices and improve student wellbeing.

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	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	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Empowered Learners

Purpose

To provide quality education for every student supporting empowered life-long learners who can successfully connect, succeed and thrive as responsible citizens of our community and society.

Improvement Measures

Increase the proportion of students demonstrating active engagement and driving their own learning using learning intentions, success criteria and feedback.

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

Increase the percentage of students exceeding expected growth in Literacy and Numeracy (NAPLAN reading, writing and numeracy and school based data).

Progress towards achieving improvement measures

Process 1: *Strengthening Learner Wellbeing and Connectedness*

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Positive Behaviour for Learning (PBL) continues to be embedded across the school to increase learner engagement in the classroom. Our core values of Respect, Responsibility and Excellence are consistently reinforced in all settings across the school and reflected in our awards system. Further supporting our Visible Learning project, Learner Disposition characters have continued to increase learner engagement across the school. The learner dispositions of Creativity, Engagement, Risk taking, Collaboration, Optimism, and Never Giving Up are used to model and guide positive learner mindsets. Specific awards are dedicated to recognising students who are displaying these attributes and are presented fortnightly.</p> <p>The PBL team in conjunction with the Learning and Support Team (LAST) are consistently guided by the Wellbeing Framework to ensure all students connect, succeed and thrive as life-long learners. During 2019 a review of the Beacon Hill Wellbeing and Anti-Bullying policy and procedures were completed aligned to the Wellbeing Framework. This draft will undergo feedback from staff from Term 1 2020 before being finalised and published.</p> <p>We remain committed to supporting the social and emotional development of our students. Friendology – a social-emotional learning program continues to support students in navigating relationships, providing a language and structure to resolve conflicts and build resilience. During 2019 students were surveyed pre and post implementation of Friendology to measure the impact of its success. The following data demonstrates the positive impact of this social/ emotional program. When I have a fight with my friend, or get my feelings hurt, I know how to get the friendship healthy again. (87% of students are Confident/Very confident, up from 78%). When someone is mean to me I know what to do. 89% of students are Confident/Very confident (up from 80%) I feel 'in control' of my friendships and social life. 86% of students are Confident/Very confident (up from 81%) 94% of our students "know who they are and feel good about themselves". Student feedback shows that: Our students have learned the four Friendship Facts – that comes through strongly, they thought they had a good handle on friendships from the outset, they better understand the term bullying and they are more comfortable standing up for themselves than they were previously.</p>	Sentral Wellbeing Data Export

Progress towards achieving improvement measures

During 2019 all staff also participated in professional learning in "Be You" and the "Student Wellbeing Hub" to support the mental health and social/emotional wellbeing of our students. All staff participated in professional learning with NSW Health in readiness for the implementation of 'Got It!' for 2020. 'Got It!' is a school based early intervention program supporting children aged 5–8 years in their social and emotional development. The program is delivered by a specialist mental health team in partnership with the Department of Education.

Process 2: *Assessment Capable Learners*

*Implement effective assessment practice and strengthen tracking strategies using the learning progressions/ PLAN 2 and common assessment tasks to inform teaching and learning programs K–6, drive differentiation and quality teaching and develop assessment-capable learners.

*Through mentoring and professional learning around evidence-based practice, strengthen the implementation of differentiated learning to meet the needs of all students including learning and support and gifted and talented students in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Through school based professional learning (Visible Learning) and developing their expertise in formative assessment practices, teachers are strengthening their commitment to increasing the proportion of students demonstrating active engagement in the classroom, ensuring students are working towards driving their own learning through a cycle of goal setting, collaboration and feedback.</p> <p>Specifically, staff are using exemplars and WAGOLL (What A Good One Looks Like) walls to support individual goal setting for students. Learning intentions and success criteria are used in all classrooms across the school.</p> <p>Teachers are consistently recording learning adjustments for students in Sentral and there continues to be an increase in Personalised Learning Plans developed in consultation with parents and students.</p> <p>During 2019 collaborative caseload sessions were further enhanced with five weekly data cycles involving analysis of student work samples enhancing professional dialogue and continuously building teacher capacity by enabling ongoing reflection and support for teachers through sharing ideas for the delivery of quality teaching and learning programs with individual learning goals aligned to student need and the Literacy and Numeracy Progressions.</p> <p>In terms of expected growth from Year 3 to Year 5, there was at or above average expected student growth above state level in reading, grammar & punctuation and numeracy. In comparison to similar school groups, there was at or above expected student growth in reading and grammar & punctuation. Our school was on par with state average in terms of at or above expected growth in spelling and numeracy and below expected growth in writing.</p> <p>In grammar and punctuation, 74.7% of students achieved at or above expected growth which was 11.5% higher than SSSG. In reading, 63.1% of students achieved at or above expected growth which was 2% above SSSG. However, in writing our school had 53.6% of students achieving at or above expected growth which was 11.1% below SSSG. In spelling, 57.8% of students achieved at or above expected growth which was 4.1% below with SSSG. In Numeracy, 55.4% of students achieved at or above expected growth which was 2.2% below with SSSG.</p> <p>Therefore, the SCOUT data for 2019 NAPLAN confirms our focus areas for 2020 in writing and grammar and punctuation.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$5000.00)

Process 3: *Increased Learner Engagement*

Progress towards achieving improvement measures

Process 3: Targeted professional learning and instructional leadership supports planning and delivery of engaging, future focused, inquiry based pedagogy fostering innovation and the development of an entrepreneurial mindset for all students K–6.

Evaluation	Funds Expended (Resources)
<p>During 2019, collaborative models for professional learning continue to be expanded with Instructional Learning Rounds, now in its fourth year at BHPS expanded further across networks with four local primary schools, one local high school as well as numerous other schools beyond our network of schools, including Fairvale PS, Concord PS and Strathfield South PS participating in BHPS Instructional Learning Rounds Day in Term 3. This collaborative model provided opportunities for groups of teachers and leaders to engage with current research and professional readings focused on evidence based practices and then observe learning and the impact of teaching at our own school and within a community of schools. The rounds team worked together observing classroom practice, analysing evidence gathered around the problem of practice "What evidence if there of students using collaboration and feedback to improve their writing?" and a collaborative theory of action, "If students are collaborating and receiving feedback in writing, then learning is purposeful, differentiated and connected, with students engaged, able to self regulate and improve learning". Evidence collected and analysed through this process highlighted the areas of celebration for 2019 including: high student engagement in all classrooms with a positive learning culture evident. Our teachers had clear structures with prompting to allow collaboration. All of our students could clearly articulate what the learning intention of the lesson was and learning was authentic with opportunities and a variety of strategies to give and receive feedback. Our students also value the opportunity to learn from each other. Collaboratively we have identified future directions, including professional learning activities, to enhance quality teaching and learning practice across the school. This has fostered and supported the conditions for a professional growth culture with opportunities to reflect on practice and celebrate, what's working well and consider next steps, I wonders to improve. This has had a significant impact with over 85% of teachers, across all stages of learning, opening their classrooms for feedback resulting in enhanced teachers' self-awareness about their own teaching practice and its impact. Our teachers are committed to implementing evidence-based strategies in their classrooms which has had a positive impact and cultural shift around teaching and learning within and across networks of schools. Most recently, Twitter platforms highlighted the immediate impact of shared practice across a network of schools by those who participated in Instructional Learning Rounds at our school in 2019, celebrating and acknowledging evidence based practices observed at Beacon Hill PS as inspiration for enhanced pedagogy at their own schools with learning intentions, success criteria and WAGOLs now being adopted as best practice in their classrooms.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$5000.00)

Next Steps

In 2020 our next steps will include:

- Participation in Curiosity and Powerful Learning to continue to establish collaborative structures and protocols for observation and reflection on practice.
- Continue professional learning: on scaffolding feedback and co-construction of success criteria, consistency of structures used for peer feedback K–6 (including TAG, 3B4ME etc), tools to improve writing through collaboration (e.g. Google classroom, Popplet, Bookcreator etc) and use of Google Classroom for evidence gathering of samples of work, monitoring of student progress and feedback.
- Continue to integrate formative assessment practices into programs of learning and assessment, whereby every teacher regularly collects and analyses student data to inform and differentiate their teaching and learning. Formative Assessment Practice will continue be an important focus of professional learning, as well as the expansion of data walls to further strengthen consistent teacher judgement and make informed decisions about student progress.
- Continued professional learning for teachers around providing effective feedback to drive student learning forward

fostering a culture in the classroom where feedback is welcomed and student voice is valued. Opportunities for feedback will be embedded into staff and team meetings through discussing student learning progress aligned to the progressions through collegial discussion, analysis of student work samples and expanding data walls K–6 to visibly track student progress and learning goals.

- BHPS Wellbeing procedures and Anti-Bullying policy will be reviewed in term 1 2020 for implementation from Term 2 2020.

Strategic Direction 2

Collective Teacher Efficacy

Purpose

To strengthen our committed whole school approach to delivering quality teaching and learning so that there is consistency in expectation, professional dialogue and reflective practice. A continued commitment to ongoing, collaborative professional learning, aligned to the Australian Professional Standards for Teachers, fosters positive relationships and builds the capacity of all team members.

Improvement Measures

Annual increase in BHPS teacher programs of learning and programs of assessment embedding effective formative assessment to inform quality differentiated practice.

100% of staff Performance Development goals reflect clear links to the Australian Professional Standards and progress towards goals is substantiated by meaningful gathered evidence.

Data gathered from Instructional Rounds and observational practices reflect improvement in teacher understanding and application of evidence-based practice across the school.

Progress towards achieving improvement measures

Process 1: *Inquiry-based Professional Learning- Collaborative, Reflective and Evaluative Practitioners*

Engaging all staff in an inquiry-based approach to professional learning around the most effective evidence-based teaching methods with explicit systems in place for collaboration and reflective practices to improve student outcomes and sustain quality teaching practices.

Evaluation	Funds Expended (Resources)
<p>In 2019, two members of the executive team had the privilege to attend Lyn Sharratt's "Putting Faces to the Data" professional learning session at Mimosa PS. Following the session, key ideas were shared with the executive team and all staff. Collectively, our aim was to develop a common language for sharing all students' progress with all teachers and leaders, and how we can effectively use ongoing assessment to inform instruction.</p> <p>Executive team developed protocols for data discussions around 3 target students from each class. Utilising the literacy and numeracy progressions to guide discussions, staff engaged in collegial discussions around learning in key elements of maths and literacy. In addition, target students from years 2-4 were selected, and teachers monitored progress in literacy and numeracy for these students as well. A key factor in the success of this project was the case management approach; including collegial discussions around data, charting progress against the progressions and student movement on the data wall.</p> <p>A consolidated and collaborative whole school approach to programming, assessment and tracking of student achievement in Literacy and Numeracy against the Learning Progressions, utilising SENA, PAT-Reading, PAT-Maths, Running Records, as well as staff moderation of student work samples enabled staff the opportunity to discuss, interpret and extrapolate data and collaboratively use findings to inform planning, identify interventions and modify teaching practice.</p> <p>In teams, staff then determined evidence-based practices to support student progress and meet students' needs based on the findings from their data analysis. Utilising a 5 week Action Learning Cycle/ Learning Sprint Cycle staff implemented evidence-based practices such as systematic and synthetic phonics, 7 steps to writing success and targeted maths intervention to move students' learning forward.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$98000.00)• Literacy and Numeracy (\$29157.00)

Progress towards achieving improvement measures

Whole school tracking of student progress has strengthened our identification of students requiring additional assistance, those not achieving their expected growth, as well as the identification of students requiring opportunities for extension.

Process 2: *High Performing Teachers/ Performance Development Processes*

Implementing effective Performance and Development processes to support the development of a high performing teaching staff as measured against the Australian Professional Standards.

Evaluation	Funds Expended (Resources)
<p>In 2019 we continued to build teachers capacity to deliver high quality, evidence-based programs that are directly linked to teachers' Performance and Development goals.</p> <p>Increased voluntary staff involvement in Instructional Learning Rounds and classroom observations and walkthroughs to 85%. Enabling staff to observe and reflect on visible learning in classrooms. The findings were then used to direct professional learning needs to improve teaching practice.</p> <ul style="list-style-type: none">• Greater consistency in use of structures for feedback including WAGOLL and TAG• Further embedding learning dispositions into a learning framework for all writing tasks• Professional learning on T4L tools–popplet, bookcreator, for collaboration to improve writing outcomes• Co-construction of success criteria with students using exemplars	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$3000.00)

Process 3: *Quality Programs of Learning and Assessment*

Strengthening collaborative, reflective and evaluative processes to ensure learning and assessment programs are dynamic and of the highest quality promoting learning excellence and responsiveness in meeting the needs of all students.

Evaluation	Funds Expended (Resources)
<p>In 2019, all teachers in Stage 1–3 were involved in an evidence-based writing model called "The 7 Steps to Writing". All staff started in cycles of co-planning, co-teaching and co-reflection with the support of two Assistant Principals as Instructional Leaders to model/guide the teaching and learning program and work collaboratively with staff to build the capacity of all team members.</p> <p>As staff become more confident with their knowledge of the program, the team teaching model was strengthened to a co-teaching model – where staff were involved in co-planning, co-teaching and co-reflection phases.</p> <p>All staff were actively involved in the collection and collaborative analysis of writing samples aligned with the Literacy Progression to formulate individual writing goals for students as well as drive the next phase of learning based on quality differentiated teaching practice.</p> <p>Co-constructed Learning Sprints became the next model of teaching where the Instructional Leader and staff member worked in partnership to develop and implement data informed lessons where staff were engaged in quality differentiated teaching pedagogies while students were working towards personal literacy goals which resulted in improved student outcomes.</p>	<p>Instructional Leaders sourced from within staff and funded by QTSS.</p>

Next Steps

Continue to build the capacity of teachers to deliver high-quality, differentiated writing programs to meet the needs of all students through continued Instructional Leadership, co-planning and co-teaching, collaboration, reflective practice and

the identification of teacher needs in Performance Development goals.

Integrate formative assessment practices into programs of learning and assessment, whereby every teacher regularly collects and analyses student writing data against the Learning Progressions and syllabus outcomes, to further inform and differentiate their teaching and learning. Formative assessment practice will continue to be the focus of professional learning, as well as the expansion of data walls to further strengthen consistent teacher judgement, and make informed decisions about student progress in writing and where to next.

Continue to explore evidence-based teaching methods with opportunities for collaboration and reflection through participation in Curiosity and Powerful Learning and increasing staff engagement in Learning Walkthroughs and Instructional Rounds (focused on the use of critical and creative thinking and embedding learning intentions, success criteria and feedback aligned to learning goals and learning dispositions). Embedding collaborative protocols into our professional learning to support staff to embed collaboration in their classrooms with their students.

Strategic Direction 3

Effective Communication and Connections

Purpose

To strengthen meaningful partnerships and connections through a planned and proactive approach to engagement that addresses the changing needs of the community. Striving for excellence through facilitating and fostering active community participation in school leadership, wellbeing and family partnership projects so that our students grow into confident, creative and resilient global citizens.

Improvement Measures

Increased levels of communication and engagement with parents/ carers, interested inter-agencies and students on the development of students' learning goals and their learning progress.

Increased school and wider community engagement and interconnectedness through enhanced communication methods, increased parent attendance at assemblies and community forums, community days and in family partnership projects.

Increased levels of student engagement with an increase in the number of students adopting a growth mindset as confident, creative and resilient global citizens.

School self-evaluation against the School Excellence Framework reflects progression towards excelling in the Leadership element.

Progress towards achieving improvement measures

Process 1: *Community, Communications and Engagement*

Effective communication systems and processes which engage the school and wider community.

Evaluation	Funds Expended (Resources)
<p>The school distributed the surveys, from the GotIt team, to parents early term 4 to grade 1 and Kindergarten 2019. Teachers from the classes on these grades completed surveys for students as well.</p> <p>Once the information was collected the GotIt team narrowed down the selected participants for each of the grades for 2020. Parents were then informed and the team made contact with these families, via phone/email or face to face meeting, to discuss the processes involved and to give them the option of participation or external follow up. A part of the selection process also identified some families that required some external support directions. The team also made contact with these families.</p> <p>The GotIt team conducted two evening parent information sessions for those parents who were participating in the program, as well as for interested families. We had a high turn out and interest generated from these sessions.</p> <p>To complement these sessions, we also had one of the team come along and speak with our incoming 2020 Kindergarten parents at our transition sessions. If required for numbers, the GotIt team will access these families at the beginning of 2020. A great deal of positive feedback was received around these sessions was received.</p> <p>Teachers participated in training sessions presented by the GotIt team at the end of 2019 to support the implementation of the program in 2020.</p> <p>Increase in personalised learning plans established and reviewed with student/parent consultation from 2018.</p> <p>Student reports and parent/teacher feedback provided clear, personalised goals for students to drive learning.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• GotIt Funding (\$1000.00)

Progress towards achieving improvement measures

Process 2: *Community and Family Partnership Projects*

Implement a whole school integrated approach to engagement through community projects in school leadership, wellbeing and family partnership projects.

Evaluation	Funds Expended (Resources)
<p>In 2019 we continued to embed a shared language of learning across the school through the consistent implementation of key learner dispositions as STAR learners at Beacon Hill. This includes fortnightly awards and explicit lessons for each learning disposition. Learning disposition characters and descriptions of learning dispositions are visibly displayed in classrooms and explicitly taught to students, aligned with success criteria and feedback to students.</p> <p>Story Dogs was introduced in Term 4 2019 targeting Year 2 reluctant readers and Got It program in collaboration with NSW Health to support the social and emotional learning of students was planned for 2020.</p> <p>Parents and community members have the opportunity to engage in a range of school related activities.</p> <p>Our school is committed to seeking feedback from students, staff and the broader community with the aim to address issues promptly.</p>	

Next Steps

In 2020 we will continue to strengthen collaborative partnerships with students, staff, parents and wider school community to support a collective responsibility and culture of student learning, high expectations and community engagement. We will further expand opportunities for community members to provide timely feedback with short, sharp questionnaires at key events throughout the year.

Continue to encourage project based learning initiatives with local, state, national and global agencies to support us to authentically embed the general capabilities across the curriculum.

Continue to enhance assessment and reporting practices through building on teacher awareness of the power of feedback, student self-regulation and ability to drive their own learning aligned with our participation in Curiosity and Powerful Learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$2 019.00) 	During 2019, Aboriginal Background funding was utilised for the development of Personalised Learning Pathways and or review of Personalised Learning Plans for all students of Aboriginal background. These learning plans developed and sustained a positive and inclusive school culture as well as improved students' literacy and numeracy achievements through provision of enrichment for these students. Aboriginal funding also supported staff to work in consultation and partnership with Aboriginal Education Consultants for the development of plans that incorporated personalised cultural and language elements, including connection to country experiences, as well as Literacy and Numeracy goals.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$41 313.00) 	During 2019, English Language Proficiency funding was used to employ specialist staff to develop individual language programs for students who needed more intense tuition, thereby meeting the English language needs of our EALD students. Students have progressed and gained confidence in reading and writing activities, increasing their English language proficiency and positively impacting on their participation and engagement in learning.
Low level adjustment for disability	<p>Learning and Support Teacher (0.7 staffing allocation)</p> Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$42 621.00) 	During 2019, low level adjustment for disability funding was utilised to supplement learning and support programs and the employment of School Learning Support Officers (SLSOs) for the provision of additional learning adjustments and support effective differentiation in the classrooms for these students. This resulted in increased levels of student participation and engagement in learning and supported consultative and collaborative processes to personalise learning and support reflecting students' needs through engaging students and their parents/carers in the development, implementation and evaluation of Individual Learning Plans (ILPs).
Quality Teaching, Successful Students (QTSS)		School executive staff were provided with additional release time to coach and mentor teaching staff in data analysis and evidence-based teaching practice. This was achieved through a learning sprint model of co-planning, co-teaching and co-reflecting with emphasis in the areas of writing and embedding digital technologies/ STEM.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$11 842.00) 	<p>During 2019, socio-economic funding strengthened partnerships between our school, families and community organisations. Funds were utilised for the provision of financial assistance to enhance students' access to a wider range of curriculum learning experiences including excursions, camps and extra-curricular activities.</p> <p>Funding was also utilised to supplement</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$11 842.00) 	<p>existing learning support programs and employment of SLSOs (School Learning Support Officers) for the provision of additional learning support in the classroom for these students. This resulted in increased level of students' participation and engagement in learning and supported continuous improvement in student achievement through the development, implementation and evaluation of Individual Learning Plans. Use of this funding enhanced students' access to a wider range of curriculum learning experiences, specialist teachers and sources of knowledge, improved the quality of teaching and learning and increased the level of participation and engagement in learning.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$0.00) 	<p>Strong support systems and processes continue to be in place for our early career and beginning teachers at Beacon Hill Public School. Early career teachers are invited (and encouraged) to attend induction sessions throughout the year facilitated by the Deputy Principal or Principal as well as attend external professional learning opportunities throughout the year. Beginning Teacher programs and plans are negotiated with the beginning teacher, reflect assistance by supervisors, mentors and induction programs and are clearly outlined and monitored as part of the PDP process with clear links to the accreditation process and the APSTs (Australian Professional Standards for Teachers). In 2019, 2 teachers completed the accreditation process at proficient and 1 completed a maintenance report. Mentoring and coaching is embedded into daily practice at Beacon Hill Public School.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	315	296	280	278
Girls	318	294	279	255

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.1	97	96.3	94.4
1	96.1	96.6	95.4	95
2	96.2	95.9	95.1	95.5
3	95	95.2	96.3	94.6
4	95.6	93.7	95.3	95.8
5	95.3	94.5	94.9	94.9
6	95.9	95	94.8	94
All Years	95.7	95.3	95.4	94.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.71
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	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	544,924
Revenue	4,883,661
Appropriation	4,334,287
Sale of Goods and Services	11,674
Grants and contributions	531,793
Investment income	5,707
Other revenue	200
Expenses	-5,012,898
Employee related	-4,017,095
Operating expenses	-995,803
Surplus / deficit for the year	-129,237

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	124,388
Equity Total	172,496
Equity - Aboriginal	2,019
Equity - Socio-economic	11,842
Equity - Language	41,313
Equity - Disability	117,322
Base Total	3,711,094
Base - Per Capita	131,163
Base - Location	0
Base - Other	3,579,931
Other Total	262,018
Grand Total	4,269,996

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

Year 3 performed well in the 2019 NAPLAN achieving state level in the top two bands of all areas of literacy. 58.0% of students achieving in the top two bands in reading which is 6.3% above state level and 6.6% below SSSG. 69.3% of students achieving in the top two bands of writing which is 0.3% above state level and 2.7% above SSSG. 52.3% of students achieving in the top two bands of spelling which is 0.3% above state level and 13% below SSSG. 63.6% of students achieving in the top two bands of grammar and punctuation which is 7.2% above state level and 6.5% below SSSG.

Year 5 performed well in the 2019 NAPLAN achieving above state level in the top two bands of all areas of literacy. 54.1% of students achieving in the top two bands in reading which is 18% above state level and 2.3% above SSSG. 18.8% of students achieving in the top two bands of writing which is 1.2% above state level and 9.1 % below SSSG. 44.0% achieving in the top two bands of spelling which is 6.4% above state level and 8.8% below SSSG. 56.0% achieving in the top two bands of grammar and punctuation which is 18.6% above state level and 2.3% above SSSG.

In grammar and punctuation, 74.7% of students achieved at or above expected growth which was 11.5% higher than SSSG. In reading, 63.1% of students achieved at or above expected growth which was 2% above SSSG.

Numeracy

Year 3 performed well in the 2019 NAPLAN achieving state level in the top two bands of all areas of numeracy. 52.3% of students achieving in the top two bands of numeracy which is 12.4% above state level and 1.6% below SSSG.

Year 5 performed well in the 2019 NAPLAN achieving above state level in the top two bands of all areas of numeracy. 51.2% achieving in the top two bands of numeracy which is 21.4% above state level and 4.3% above SSSG.

Parent/caregiver, student, teacher satisfaction

In 2019, students from Years 4 to 6, staff and parents participated in the Tell Them From Me surveys. In most cases, scores were converted to a 10 point scale, then averaged and reported by question. A score of 0 indicates strong disagreement, 10 indicates strong agreement and 5 shows a neutral position.

Student Perspectives:

Overall, 91% of BHPS students acknowledged that they tried hard to succeed. The NSW Govt norm for these years is 83%. 88% of students had positive relationships at school (friends they can trust and who encourage them to make positive choices). The NSW Govt norm for these years is 85%. 91% of students felt that they demonstrated positive behaviour at school. The NSW Govt norm for these years is 83%. This may be a result of our strengthened implementation of PBL, Learning Dispositions and Friendology throughout 2019.

*Students also felt strongly that there was positive teacher relations (8.3) with positive teacher–student interactions (8.3) and high expectations for success (8.4).

Staff Perspectives:

*Staff acknowledged the importance of a collaborative school culture and that they valued working with other teachers in developing cross–curricular or common learning opportunities (8.1).

*Staff strongly valued the opportunity to talk with other teachers about strategies that increase student engagement (8.2) and use results from assessment to inform lesson planning (8.4).

*Staff felt they set high expectations for student learning (8.5) and that they carefully monitor the progress of individual students (8.7).

*Staff felt strongly that they supported students to set challenging learning goals (8.1) and that they understand the learning needs of students with special learning needs (8.8), they establish clear expectations for classroom behaviour (8.8) and they create opportunities for success for students who are learning at a slower pace (8.2).

Parent Perspectives:

95 parents responded (53 from K–2 and 56 from Y3–6, representing 27% of families) responded to the *Tell Them From Me* survey in 2019.

Parents felt that:

*they were made to feel welcome at Beacon Hill Public School (8.2) and that they were well informed about school activities (7.1)

*Beacon Hill Public School supports learning (7.4), positive behaviour (8.0) and provides a safe environment for their children (7.7).

Future Directions:

*We will embed and align our learning superheroes (dispositions) to a high quality evidenced based framework for learning as part of our schools participation in Curiosity and Powerful Learning.

*Strengthening our capacity to assist our families to support learning at home through innovative mediums including the use of See Saw and expansion of Google Classroom for homework in Years 4–6.

*Supporting staff with instructional support to embed technology into their practice in more meaningful ways, including to give students immediate feedback on their learning and to track their learning goals.

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.

Personalised Learning Pathways for students who identify as Aboriginal. Personalised cultural and language elements included are developed in collaboration with parents of students. Staff developed Personalised Learning Pathways have received additional Professional Learning from the Aboriginal Education Officer.

All classes K–6 have developed their own Acknowledgement of Country. These are compiled into an annual publication for use over the following year, including whole school MPC Assemblies and days of special significance. utilised in whole school assemblies held in the MPC.

Connection to country was supported through trial planting of plants for a Bush Tucker Garden. There was limited success with the species planted in the selected location, and further research into appropriate planting is required. With the support of the Aboriginal Educational Officer, Indigenous plants in the school and their uses have been documented. The Principal and Aboriginal Education Officer attended Aboriginal Cultural Immersion days run by the local AECG.

Network and community engagement continued to be supported through ongoing participation at the local Guringai AECG with ongoing attendance of monthly AECG meetings by selected staff and executive. Attendance and participation in NBLA Aboriginal Education Committee meetings was maintained.

Embedding Aboriginal Perspectives was supported through the delivery of professional learning for all staff who visited the local site, Bantry Bay. This supported writing Connection to Country and Stage Team workshopping on embedding Aboriginal Perspectives and content in programs across KLAs. An Aboriginal education advisory committee was established led by a school executive member. This included working with AECG and NBLA schools on developing authentic content to support the implementation of a K–6 Integrated Unit of work. Identification and purchase of resources to support teaching and learning of authentic local Aboriginal culture (specifically: music/art/literature) was undertaken including historical and contemporary content and perspectives on Aboriginal culture.

Whole school NAIDOC celebrations included an assembly and celebrations with Aboriginal games and colours worn by staff and students on the day.

Two students and one staff member were nominated and recipients of awards from the local AECG.

In 2020 our next steps are to engage key staff in professional learning for 8 ways of Learning for incorporation into Personalised Learning Pathways as well as K–6 teaching and learning programs. We will look into the construction of a yarning circle, considering sensory elements and broad outdoor classroom use. Include Indigenous plants (eg lemon myrtle, maleleuca leaves) that promote well-being. This will include drafting a plan to incorporate use of Bush Tucker garden into specific KLA programming (Science/PDHPE) and training teachers in their possible applications to support traditional Aboriginal customs and culture including an Indigenous Literacy Day.

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.