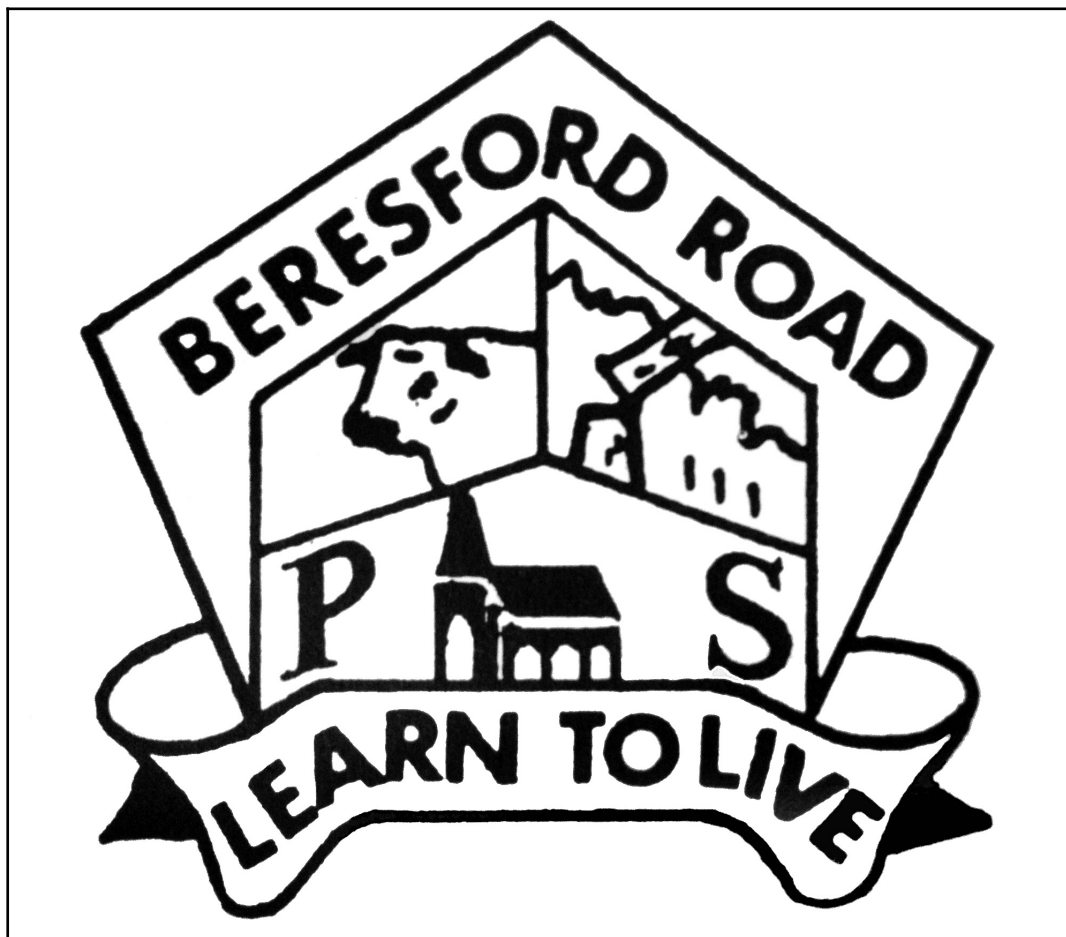


Beresford Road Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Beresford 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

Beresford Road Public School

Beresford Rd

Greystanes, 2145

www.beresford-p.schools.nsw.edu.au

beresford-p.school@det.nsw.edu.au

9896 2644

Message from the principal

Beresford Road Public School provides a nurturing environment where academic achievement is sought by students, staff and parents. The year 2019 has been one of growth and development for Beresford Road Public School. The student population has continued to grow steadily and assessment information shows the learning programs are successful. Students have achieved well in public speaking, debating, choir, dance and sport while still demonstrating excellent growth in NAPLAN results.

Beresford Road PS is fortunate to have excellent executive staff and hardworking, dedicated teachers and administration staff who support our students on a daily basis. The school has a strong partnership with local schools to provide the best and most current pedagogical development for the staff ensuring the quality of classroom practice is high. Our parent community continue to provide invaluable support to the school. We are fortunate to enjoy parent support in a number of areas which assist us in providing quality learning experiences for the students. My thanks to our P & C Association for the hard work they do in assisting the school with funds and organising student and community events. The P&C, in partnership with the school, have had an impact on student learning over many years.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development..

Gae Bromwich

Acting Principal

School background

School vision statement

We are a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse learning environment that fosters meaningful integration of technology. We aim to develop in students the skills of communication, collaboration, critical thinking and creativity.

Every student has the opportunity to achieve their personal best through engaged active learning in a safe, fun, respectful and supportive school.

School context

Beresford Road Public School was constructed in 1969 and is situated in a growing residential area which proudly serves the Greystanes and Pemulwuy local communities. The school has spacious grounds and amenities which are able to cater for the 685 students which are currently enrolled in the school. Sixty-one percent of students that attend the school are from non-English speaking backgrounds.

The school has a special education unit with three Multi-categorical classes. All learning spaces have interactive white boards and air conditioning. We are part of the Pemulwuy Learning Community. The school's educational plan has a strong focus on improving the educational outcomes for all of our students in the areas of student learning and 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	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

PLAY

Purpose

To encourage creativity and innovation.

Create students that can solve problems and work through them collaboratively.

Improvement Measures

Students are more creative and innovative and this is showing through all KLAs

Students are taking more risks in their learning

Students are playing imaginatively in the new playground

Maker space is a well-used space for creative and innovative activities including STEM and STEAM.

Improvement across the school in the creative arts, especially art

Students are showing confidence when being creative, they are taking more risks and innovating new things (photos, observations, filming, question response)

Students are playing in the new outdoor playground, it's popular among the students and they are engaging in imaginative play.

Overall summary of progress

Students have been given many opportunities to develop collaboration through creative play opportunities to improve student wellbeing within the school. Designated activities for junior and senior students has allowed all students across the school to learn to implement positive cooperative play strategies within the playground. The installation of 'Ninja' equipment for senior students is allowing students to engage in friendly competition under the observation of a teacher during play times. The play equipment is well utilised within the school at school breaks and integrated creatively in outdoor lessons across key learning areas.

Creation of a 'Makers Space' has brought 'play' into the educational learning experiences of students. Teachers have planned and implemented STEAM lessons to enhance critical, creative and design thinking strategies into teaching and learning programs. The Maker Space is accessed by all classes throughout the school. The 'Maker Space' is being utilised for lessons across key learning areas. Cooking, robotics, creative arts, construction and engineering are some of the ways this learning space is being used.

Progress towards achieving improvement measures

Process 1: Create a Maker Space for everyone to use

Evaluation	Funds Expended (Resources)
Maker Space is complete with hands-on materials, mats and has been air-conditioned for use throughout the year.	Funding Sources: <ul style="list-style-type: none">• (\$6000.00)

Process 2: Provide TPL in STEAM, Design Thinking and the Maker Space

Evaluation	Funds Expended (Resources)
All staff have participated in STEAM professional learning. Staff have created programs that incorporate STEAM lessons.	
Design Thinking PL has occurred with staff focusing on 6 Thinking Caps.	

Process 3: TPL and lesson demonstrations in music and art – CAPA, dance and drama

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
AP held training sessions for interested staff.	

Process 4: Play based learning in our classrooms and playground

Evaluation	Funds Expended (Resources)
Continued training of staff in the benefits of play based education occurred.	

Process 5: Lego and robotics as a part of STEAM and creative play

Evaluation	Funds Expended (Resources)
Lego and Robotics clubs held during lunch time for students to join.	Funding Sources: • (\$5000.00)

Process 6: Playground project

Evaluation	Funds Expended (Resources)
Held over to 2020	Funding Sources: • (\$0.00)

Process 7: TPL is provided in this area for all staff and executives support the development of these skills through team teaching and guidance.

Evaluation	Funds Expended (Resources)
AP provided TPL and demonstration lessons to staff K–2.	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$19000.00)

Next Steps

- Review of Welfare Policy
- STEAM embedded into classroom practice
- Design Thinking embedded into science and technology lessons
- Creativity taught and encouraged throughout teaching and learning activities

Strategic Direction 2

LEARN

Purpose

To get students to take responsibility for their own learning. We want students to be able to evaluate their own learning against success criteria and learning goals, articulate their learning and understand what they need to do to improve. Assessment and programming need to be *for* learning and inform new teaching.

Improvement Measures

Students are able to articulate their learning in all classrooms; including what they are learning and what they have to do to be successful.

Written and verbal feedback given to students is based on success criteria.

Students are giving feedback to their peers based on success criteria in at least one lesson per day in each classroom.

New syllabus content is evident in all teacher programs and students are learning it, evidenced by work samples or photographs.

Assessment data shows improvement in student learning.

Teachers are able to use sections of the national progressions to assess, plot, teach and review students progress.

Overall summary of progress

Teachers have continued to be supported by the Pemulwuy Learning Community and our school Assessment Leaders in assessment for learning. This year teachers collaboratively wrote, trialled and evaluated writing rubrics with their stage team. This ensured that teachers gave specific and timely feedback to their students to improve their writing. These rubrics were shared with students and used by them to give specific and targeted feedback to their peers.

This year a specialised technology teacher delivered the new digital technology component of the Science syllabus. A scope and sequence for the science and technology syllabus was created and evidenced in all class programs.

Teachers have tracked growth over the year and internal and external data evidence an improvement in student learning. NAPLAN data shows a higher number of students in the top two bands of numeracy and reading, and the school has achieved the Premier's Priority in this area.

Teachers attended two National Progressions professional development, one in numeracy and the other in literacy. Teachers collaboratively created pretests in the area of Quantifying Numbers and these were trialled across the school. Teachers participated in professional learning of ALAN and were guided through how to plot their students against the progressions.

Progress towards achieving improvement measures

Process 1: Using QTSS funding, an AP will be taken off class and works closely with teachers in K–2.

Deputy spends half time working with teachers to improve teacher quality in 3–6. Both executives will collect programs more often and give effective feedback, and observe lessons and give effective feedback.

Evaluation	Funds Expended (Resources)
Executive provided lesson demonstrations and lesson observations to support staff and provide feedback on teaching practice.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$40000.00)

Process 2: We train teachers on implementation of new syllabuses. and new content is being taught in classrooms.

Evaluation	Funds Expended (Resources)
------------	----------------------------

Progress towards achieving improvement measures

Staff and stage meetings throughout the year reflected continued up–skilling of staff on syllabus implementation.

Process 3: We train teachers who are new to the school in LISC, questioning and effective teacher feedback so LISC is visible in classroom and children are able to articulate their learning.

Evaluation	Funds Expended (Resources)
Beginning teacher induction used to up skill staff on AfL practices.	Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$15000.00)

Process 4: We, along with the PLC, train teachers in peer feedback and self assessment resulting in students using feedback to adjust their work. Students are able to assess their work against success criteria, Bump it up walls or a rubric and make necessary adjustments.

Evaluation	Funds Expended (Resources)
A 2020 AfL Action Plan was created by the Assessment Leaders at the last 2019 Assessment Leaders PD. This Action Plan guides the Professional Learning for the project and encourages the teaching staff to work closely to set goals for their PDPs in 2020 and work closely with a mentor to help achieve their goal.	

Process 5: We collect assessment data, compare it to external data such as NAPLAN and work samples on the NESA website and use CTJ across classes in stage meetings.

Evaluation	Funds Expended (Resources)
CTJ meetings were scheduled into the TPL calendar for the year.	

Process 6: We will train teachers to use PLAN2 and the Learning Progressions in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
Training for all staff during a TPL session was held to introduce the numeracy progressions.	

Process 7: Sevana becomes RFF teacher to teach most classes the new technology syllabus.

Evaluation	Funds Expended (Resources)
Nil	

Next Steps

- AfL practices used during English and Mathematics lessons.
- Learning goals used for all students.
- Parents as co partners in learning.

Strategic Direction 3

GROW

Purpose

Schools ensure that students develop as well rounded learners, with more than strong literacy and numeracy skills.

We expect students to grow physically and emotionally during their primary years, developing resilience, well-being, self esteem and self worth in a community context.

We expect teachers to continue to grow as professionals through continued training and development.

Improvement Measures

Classes constructed individualised garden areas outside their classrooms.

Staff and students involved in learning about and celebrating Aboriginal culture.

Students wellbeing is supported through programs and interventions.

Students transition programs support emotional wellbeing and run smoothly

Staff are introduced to new accreditation procedures and are supported in their accreditation at different levels.

Beginning teachers are supported through mentoring, professional development and rigorous induction program.

New staff are welcomed and informed about BRPS processes and practices through induction program.

Overall summary of progress

Class gardens have been maintained throughout 2019. The school participated in various Aboriginal celebrations such as NAIDOC week. The Aboriginal group continued to meet weekly throughout the year to learn about their culture. The Aboriginal garden has been maintained and is a main thoroughfare to enter and leave the school.

Student wellbeing has continued to be supported within the school by the use of targeted programs such as Bounce Back and practices of mindfulness. A mindfulness colouring group has meet weekly throughout the year.

Strong transition programs have occurred in 2019. Year 7 students participated in a 'Back to Beresford' afternoon. Targeted transition programs to high school occurred with other local schools participating in the program. Kindergarten continued to strengthen bonds with the local preschools by liaising with and visiting centres. The kindergarten transition program was enhanced with the inclusion of more transition days and extra transition for students with special needs.

Teachers are informed and working on their individual accreditation by participating in a variety of professional development and recording their hours through NESA. Teachers were regularly updated with professional learning opportunities and online learning options. Two teachers are currently working on their Lead accreditation.

Beginning teachers in 2019 were supported through regular meetings and professional development. They participated in targeted professional learning led by experts within the school. Beginning teacher funds were used to provide extra RFF for teachers to give them time to work with coordinator and other staff members across the school. This involved professional dialogue, demonstration lessons and resource sharing.

BRSP supported new teachers to the school by providing them with a thorough induction process. An updated Induction booklet was created and new staff were upskilled by their supervisors throughout the year.

Progress towards achieving improvement measures

Process 1: Work with the Pemulwuy Learning Community to develop and trial transition programs that meet the needs of our students – Student transition to high school is stress and anxiety free. Students from other schools gain feeling of belonging quickly

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Welcome back to Beresford was held with year 7 students in week 4 to support their well being and sense of connectedness to past peers.	

Process 2: We induct teachers through a quality program that highlights what is valued at BRPS and the mechanics to achieve it – New staff are successful in their teaching.

Evaluation	Funds Expended (Resources)
Survey results are used to modify and improve Induction Program for 2020	

Process 3: Establish class gardens throughout the school – Student self esteem and pride in self, class and school is improved

Evaluation	Funds Expended (Resources)
Class gardens established in front of K–2 classrooms.	Funding Sources: • (\$5000.00)

Process 4: Student wellbeing is catered for in a structured sequence of lessons to build resilience and self-worth.

Students are better able to self regulate and manage social issues.

Evaluation	Funds Expended (Resources)
Bounce Back program implemented.	Funding Sources: • (\$4000.00)

Process 5: Promote Aboriginal culture as part of our inclusion and acknowledgment of our traditional land owners.

Evaluation	Funds Expended (Resources)
Aboriginal cultural group meets every Wednesday afternoon.	

Next Steps

- Transition to school school practices refined.
- Aboriginal perspective and learning embedded.
- Teacher accreditation and Induction policies reviewed.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$14 200.00) • Aboriginal background loading (\$14 200.00) 	This funding was used to employ a Student Learning Support Officer to assist in meeting the literacy and numeracy goals of Aboriginal students and to ensure all PLPs were set and followed. A teacher was used to coordinate an Aboriginal student group.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$171 618.00) 	The majority of this funding was used to employ teachers to support students with individualised intensive English support. Teachers were supported by a specialist EALD teacher to improve learning in the classroom, achieve goals set in Individualised Learning Plans and the implementation of Intensive English programs for New Arrival students.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$204 000.00) 	This funding enabled the employment of a full time support teacher who works with small groups and individual students in a withdrawal support setting. Student Learning and Support officers are also employed to run school programs – minilit, Multilit, CARS and STARS and CAM and STAMS.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$127 000.00) 	The money was used to fund an off class Assistant Principal whose role was to support teachers K–2 through demonstration lessons, observations and feedback to support quality teaching and learning. The funds also support the school priority of Assessment for Learning with an Assistant Principal utilised for professional learning.
Socio–economic background	Funding Sources: <ul style="list-style-type: none"> • Socio–economic background (\$105 000.00) 	Funds were used to support families in need and offer financial support to students. In addition, Student Learning and Support Officers were employed to support students learning needs and ensure all goals set in out of home care IEPs were met.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$18 000.00) 	Beginning teachers received funding to support their development in their first and second year of teaching. The funds provided; <ul style="list-style-type: none"> • time for teachers to complete mandatory requirements • time to complete and require professional learning around accreditation • professional learning • mentor and supervisor time

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	307	326	354	351
Girls	283	317	323	350

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.4	93.8	94.6	93.4
1	95.8	94.1	94.1	94.3
2	94.2	94.8	94.5	92.9
3	94.1	93.1	95.1	93.1
4	93.7	93.6	93.8	94.8
5	93.9	93.1	94.8	93.4
6	94.3	92.4	92.8	94.1
All Years	94.4	93.6	94.3	93.7
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

Annual attendance rates for Beresford Road Public School continue to be good. The school's attendance rate is above the state average for all primary schools. A number of students had extended overseas leave which has an impact on overall attendance figures. Rolls are marked electronically at Beresford Road PS. Teaching staff follow up unexplained absences within three days and the school computer system generates notes for families with unexplained absences within two weeks. The rolls are monitored by the Home / School Liaison Officer at least once a term.

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)	5
Classroom Teacher(s)	27.77
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	7.26

*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.

Professional Learning and teacher accreditation is highly valued at Beresford Road Public School. Beresford Road Public School had seven beginning teachers who are working towards gaining their proficient accreditation. There are

two teachers who are working towards accreditation at the Lead Teacher level. In 2019, teachers established Professional Development Plans to manage their learning. The goals were drawn from school need, teacher need and personal interest. These learning plans led to more individualised and meaningful professional learning opportunities for teachers. The school continues to have a focus on visible learning and student voice as the professional learning focus for teachers. Teacher pedagogy now includes learning intentions and communicated success criteria, questioning, teacher feedback, peer feedback and self-assessment.

Beresford Road Public School's Professional Learning Plan is designed to extend and inspire staff in their personal and professional development which enhances their dynamic, innovative and effective learning pedagogies in the classroom that are reflective of current research. Throughout the year the staff have engaged in professional development. These included: mandatory sessions on child protection, CPR, emergency care, anaphylaxis training and code of conduct were held to provide an update for staff. Office staff have continued updating their training in SAP finance. All teaching staff engaged in rigorous NAPLAN analysis to inform and guide school practices through the use of trend and growth data. This professional learning allows all staff to share in the success of school programs and to assist in the focussed programs to improving learning outcomes for all students.

The continued partnership with the Pemulway Learning Community allowed teachers to share and collaborate on a broad community network. The AfL Leadership Team is committed to supporting aspiring leaders to develop and apply leadership skills in practical and meaningful ways in embedding AfL practices throughout the 5 schools. The Assistant Principal from Beresford Road Public School has led the coordination and implementation of AfL initiatives and the coordination of professional learning.



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	1,232,769
Revenue	6,415,934
Appropriation	6,125,191
Sale of Goods and Services	24,899
Grants and contributions	259,849
Investment income	5,270
Other revenue	725
Expenses	-6,289,432
Employee related	-5,524,848
Operating expenses	-764,584
Surplus / deficit for the year	126,502

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.

Beresford Road PS employs a Business Manager to oversee school finances. The Finance committee at Beresford Road PS consists of the Business Manager, School Administration Manager, the School Principal, a teacher representative and the school executive. Budgets are set in term one and reviewed a minimum of once a term (Week Five) The large balance to be carried into 2020 is due to a delay in ground maintenance and will be completed in term 1 2020.

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	583,337
Equity Total	494,901
Equity - Aboriginal	14,200
Equity - Socio-economic	104,999
Equity - Language	171,618
Equity - Disability	204,084
Base Total	4,439,661
Base - Per Capita	163,088
Base - Location	0
Base - Other	4,276,574
Other Total	472,442
Grand Total	5,990,341

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

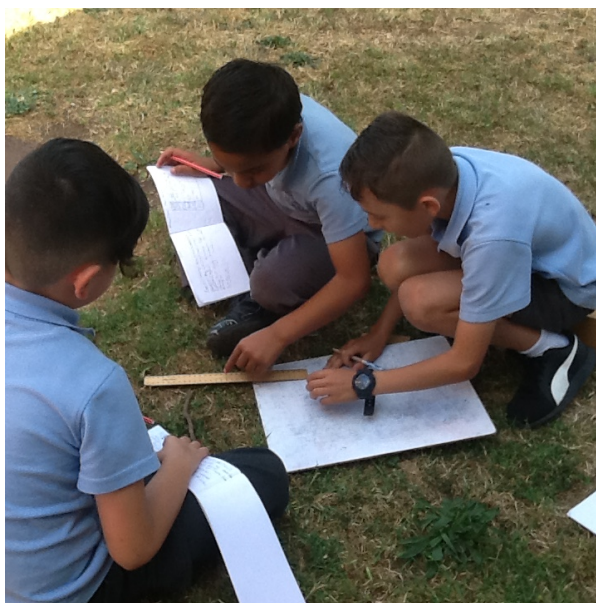
School performance - NAPLAN

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

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

NAPLAN Online

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



Parent/caregiver, student, teacher satisfaction

The Tell Them From Me student survey was conducted with Year 4, 5 & 6 students in 2019. The framework on student engagement includes measures of social, institutional and intellectual engagement. Perseverance relates to students' intellectual engagement and is closely connected to optimism, academic self-concept and academic buoyancy measures. Combined, these measures provide information about students' self-perceptions of positive emotions and their ability to navigate everyday school life.

No students who participated in the survey responded negatively to the statement 'I feel good about my culture when I am at school.' 52% strongly agreed with this statement. In the survey the students showed a significant increase in perseverance, the extent to which students can pursue their goals to completion, even when faced with obstacles, by 11% from 44% in 2018 to 54% in 2019. The results show that 94% of students try hard to succeed in their learning compared with the NSW government norm of 88%. The percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class was 92% compared to 83% of students across NSW. An area that BRPS was less than the state was students are interested and motivated in their learning.

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Areas where we had positive results and were similar to the state norms were in: My child is clear about the rules for school behaviour, Teachers have high expectations for my child to succeed, My child is encouraged to do his or her best work, my child feels safe at school.

Some areas where the school can improve on are: making parents feel welcome in the school and two way communication with teachers,

Parents find emails and telephone conversations useful communication tools and prefer them to informal meetings or formal interviews. Parents find the school newsletter, emails and social media more useful tools for keeping them informed about school news and events. Over 63% of parents surveyed would recommend the school to other parents.

Areas in the Partners in Learning Parent Survey that were less than the state norm include: parents feel welcome and parents are informed.

The teacher focus on learning survey for 2019 highlighted strengths in the areas of learning culture, collaboration, parent involvement and data informed practice. In the survey a high percentage of participants agree that other teachers have shared their learning goals for students with them. Areas for further development included leadership, inclusive schools and technology. Many participants strongly agreed that they use results from formal assessment tasks to inform their lesson planning. Many participants agreed that students receive feedback on their work that brings them closer to achieving their goals. An area that scored low results was that students use computers or other interactive technology to track progress towards their goals. I ask parents to review and comment on students' work. was another responses that received low scores.

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.

At Beresford Road

The NSW Syllabi for the Australian Curriculum incorporates three cross-curriculum priorities, namely: Asia and Australia's engagement with Asia; Aboriginal and Torres Strait Islander histories and cultures; and sustainability. Learning about these issues at our school is enabling our students to develop an understanding about and address the contemporary issues that they face. The Aboriginal and Torres Strait Islander histories and cultures cross-curriculum area encompasses the concepts of Country and Place, People, Culture and Identity. In their study of English, students have the opportunity to engage with texts that give them experience of the beliefs and value systems of Aboriginal and Torres Strait Islander peoples. Aboriginal Education is incorporated into classroom teaching programs, providing opportunities for students to learn about Aboriginal cultures, history and heritage. Aboriginal perspectives are discussed and students are asked to think about varying points of view on particular issues and events. Aboriginal and multicultural education perspectives were incorporated into all key learning areas in all classrooms across the school throughout 2019. Understanding of cultural, linguistic and religious differences, as well as Aboriginal history and culture underpin teaching programs for students in all stages. The Acknowledgement of Country is included at the beginning of all major school events as a form of respect for the traditional custodians of the land and elders past and present. During 2019, RAM equity funding for Aboriginal background was utilised for the development of Personalised Learning Plans (PLP's) for students of Aboriginal background. These personalised learning plans developed and sustained a positive and inclusive school culture as well as improved achievement. All Aboriginal students engage in a group lesson each week coordinated by an Aboriginal staff member.

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.

Through literacy and HSIE units, learning opportunities are planned for students to explore and appreciate the rich tradition of texts from and about the people and countries of Asia, including texts written by Asian authors. They develop an understanding of the many languages and diverse Asian cultures and how they have influenced Australian culture. The teaching programs at Beresford Road Public School are inclusive and implemented within an environment that supports tolerance and equity. Students who are new to Australia receive support language programs, with consideration for individual cultural and learning needs. During 2019, Ram equity funding for English Language Proficiency was utilised for individualised Learning Plans for students of Non-English speaking backgrounds identified by the learning and support team. Funding was also used for an additional EALD teacher to be employed to work with EALD students to develop their English competencies. Students at Beresford Road PS have the opportunity to dress in traditional dress costumes and clothing that represents their heritage during special events such as Harmony Day and Fundraising events.

Other School Programs (optional)

Performing Arts

Beresford Road Public School excel in performing arts. We offer the opportunity for students to participate in dance, choir and drama. We have a Senior, Intermediate and Junior Dance Group. We have a Junior and Senior choir, and a school drama group. Our groups all rehearse weekly and are selected through an audition process. In 2019, the Senior Dance Group successfully auditioned for Synergy (Penrith Panthers) and performed in a matinee and evening performance. Junior, Intermediate and Senior Dance Group all competed in the Sydney Eisteddfod, giving students the opportunity to perform at the Sydney Opera House in front of a large audience. Senior and Intermediate Dance successfully auditioned for *Celebrating the Arts* and performed at the Riverside Theatre along with the Senior choir who joined a mass choir for the evening. Senior Choir also performed at the Opera House as a part of Pulse. Our groups performed at a variety of school and community events throughout the year such as Grandparents Day, Assemblies and Kindergarten Orientation.

Student Representative Council (SRC)

Beresford Road SRC is a student-based organisation designed to promote school spirit and leadership among students. Student Council members demonstrate safe, respectful and responsible qualities. They actively participate in SRC meetings and in a range of approved activities to enhance the environment of our school. In 2019, two students from each class were elected by their peers to be members of our Student Representative Council.

Craft Club

Craft Club meets every Monday and Tuesday at lunch. The children involved in this program have learnt to sew their own bags and make many objects. They have also created beautiful handmade Mother's Day cards for a crafty supply fundraiser. This is a unique lunch time club for students at our school to develop their hands on creative skills.

Homework Club

A homework club is offered for all students at our school every Tuesday afternoon. The staff volunteer to stay back to assist students to complete homework.

Sport

2019 was a successful year for sport at Beresford Road Public School. The sporting year started with the swimming carnival, held at Wentworthville Pools and attended by all students in 3–6 and 8 year old year 2 students. We had the Athletics carnival at Greystanes oval and the Cross Country held at school. Our school continued to participate in PSSA, competing with schools in our area. The teams offered this year were Netball, Newcombe Ball, League Tag, Soccer, Cricket, AFL, Softball and T-ball.

