

Beaumont Hills Public School

2019 Annual Report



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Introduction

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

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

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Message from the principal

2019 has been a fabulous year at Beaumont Hills Public School. The whole school community worked very hard and achieved many and varied successes. Teachers focused relentlessly on improvement of student learning outcomes. At Beaumont Hills Public School every student is known, valued and cared for. Our teachers are committed to catering for the individual learning and wellbeing needs of every child. We are endowed with a highly skilled and talented staff who are dedicated to adopting best practice. This means having a commitment to school wide professional learning that focuses on the very best in researched classroom practice. To put it simply, we are taking what works best for student achievement and applying it to the teaching and learning of our children in our classrooms. This is a never ending journey as teachers are committed to improving every child's learning.

2019 was a year of big events which relied on groups of inspired, hard working people to plan, coordinate and seek support to enable high levels of success.

Beaumont Hills Public school P and C have been responsible for helping to build a culture of community participation. Starting with the welcome back to school event, which given the torrential rain and frightening storms should have been a disaster. However, it was almost a captive audience as once here it was almost impossible to leave. The generosity and organisation of the P&C meant that a good time was had by all. The evening had a lovely feel and set us up for many successful community events throughout the year.

Our fete, the gift that kept on giving, once again hugely affected by rain, was a big success and showed incredible resilience from the committee to get up and bring it on two weeks in a row. Fundraising from the P and C has seen \$30000 of technology donated to the school, inclusive student leadership supported and student achievement acknowledged to name a few.

Whilst on P and C, two standout 2019 events were jointly coordinated by P and C and staff who worked together to provide for our mums and dads at Mothers' Day afternoon tea and Fathers' Day breakfast. These events were well attended and appreciated and show what can be achieved when we work as a team.

The P and C continue to be integral to our success as a school. A small group of parents have meet monthly (more often for the fete committee leading up to fete) to plan and organise school events that benefit every student and family member involved in our school.

The culmination of our performing arts program for 2019 was the BHPS spectacular, giving every child in the school the opportunity to perform under lights on a huge stage. This was a standout show and no one left disappointed. It was so exciting to see our children as performers. The entire show was mesmerising, from our kindy children excited to see themselves on the screen to the polished performances of our older students it was a true spectacle of talent.

Thank you to students, staff and families for your support and contributions to a successful year.



School background

School vision statement

The staff and community of Beaumont Hills Public School are committed to meeting the needs of all students, to enable them to function effectively in a changing society and to embrace the challenges of life-long learning within a dynamic, well resourced, safe and nurturing environment. The school community is committed to promoting three ideals integral to our purpose:

- * Respect: for self, others, belongings and the environment, through promoting positive self-esteem and social conscience.
- * Responsibility: for oneself and one's learning through being an effective contributing member of society.
- * Resilience: being able to respond, adapt and apply oneself in a challenging environment through a growth mindset and an awareness of Social and Emotional Learning.

By developing these ideals of respect, responsibility and resilience, our students will aim to be empowered to become confident, creative individuals who value equity and excellence as active, informed global citizens.

School context

Beaumont Hills Public School's enrollment at the commencement of 2018 was 640 students. Students attending Beaumont Hills PS originate from many different nationalities. 38% of our total student population is from a Non English Speaking Background (NESB).

Our challenging and vibrant learning opportunities cater to the individual needs and talents of all of our students. We welcome parents and community members as valued partners in their child's educational journey. Our school develops leadership and builds individual character through promoting social responsibility. The school's focus on Social and Emotional Learning over the last three years has seen the implementation of effective and valued programs such as Rock and Water, KidsMatter, Friendly School Plus and Peer Leadership Initiatives. Every child has the opportunity to participate in school decision making while fostering lasting friendships across year groups, including our buddy system, Student Representative Council and Peer Support Programs.

Our dedicated teachers and quality programs provide challenging learning experiences that promote high achievement. Our inspiring programs in the classroom and in performing arts, sport and leadership offer a balanced experience in all Key Learning Areas (KLAs). Through the provision of a variety of extra-curricular activities including debating, sports, creative arts, technology, public speaking, STEAM and chess your child will reach their full potential in all that they pursue. Our teaching and learning links between local pre-schools and high schools provide additional learning and social experiences for our students. We provide excellent transition programs into Kindergarten and programs that link Year 6 and the high school. Our school prides itself on being a part of the wider Community of Schools.



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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Successful Learners

Purpose

Improve student outcomes, increase engagement and promote the holistic development of every student. Reflective, evidence-based practices encompassing high expectations that meet the needs of individual learners and reflect community priorities will be implemented.

Improvement Measures

Increase the proportion of students acknowledging the school's responsive educational and holistic programs as identified in the Tell Them From Me Student Survey.

Improved quality of assessment maps that allows progress and achievement data and a range of other contextual information to be gathered.

The school value-added reports shows less negative gap between the state and school averages and a greater positive gap.

Overall summary of progress

Tell Them From Me survey results identify a dip in student engagement from mid year survey and end of year survey. Value added reports show some improvement in 2019 K-3 moving from Working towards delivering to delivering, and Year 3 to 5 moving from delivering to sustaining and growing.

Progress towards achieving improvement measures

Process 1: Improving Teaching and Learning programs to reflect responsive, innovative activities for students that improve student outcomes.

Evaluation	Funds Expended (Resources)
Get Happier Schools project planned for implementation of Choice Theory in 2020. Staff trained through professional learning. Mathematics teaching and learning programs more reflective of student assessment data.	\$6000 professional learning costs

Process 2: Identify, gather and evaluate data sets from meaningful sources to ensure value-added for students and teachers.

Evaluation	Funds Expended (Resources)
Data analysis guided learning sprints to target individual learning needs. Reading and mathematics data recorded K-6 for handover information for 2020.	\$50 000 – teacher release to enable data talks

Process 3: Students will value self-reflection and evaluate their achievement and growth in order to have ownership over their learning.

Evaluation	Funds Expended (Resources)
Students participate in goal setting with teacher guidance. To continue with a greater focus on individual learning goals for 2020.	

Next Steps

Get Happier Schools project to be implemented in 2020. Staff to undertake intensive training in Choice Theory and the Positive Outcome Process. A focus on mathematics professional learning – Additive Strategies and Effective Primary

Mathematics Practices to build teacher understanding and capacity.



Strategic Direction 2

Dynamic Teaching

Purpose

Teachers at Beaumont Hills Public School will collaboratively develop a whole school approach to teaching and learning. Through having school-based policies that reflect the Australian Professional Standards for Teachers (the standards) and departmental goals, teachers will evaluate their teaching practices and respond appropriately to ensure high impact on student outcomes.

Improvement Measures

Teacher self-assessment against the standards will show an increased proportion of Highly Accomplished or Lead elements being successfully met.

Policies will be written for KLAs to support consistency of teaching and learning across the school.

All teachers frequently participate in professional learning conversations based on data to analyse and evaluate the impact of their teaching of literacy and numeracy.

Overall summary of progress

Two teachers are working towards higher levels of accreditation. Teachers engaged in regular data talks evaluating student mathematics data. This has led to change in teacher practice and programs addressing identified students and areas of need.

Progress towards achieving improvement measures

Process 1: Teachers reflect on their own effectiveness through the analysis of school wide data.

Evaluation	Funds Expended (Resources)
Student data focus for planning next steps in student learning. Teachers collect and analyse student data collaboratively.	\$50 000 teacher release

Process 2: Cohesive whole school approaches to implement effective evidence based methods to optimise learning for all students.

Evaluation	Funds Expended (Resources)
Choice Theory and positive outcome process training delivered to all staff. Staff feedback positive. Stage 1 teachers utilise L3 effectively in classrooms. Teacher evaluations demonstrate increased knowledge and understanding of the process of teaching literacy.	\$32000 training costs \$5000 resources

Process 3: Build teacher capacity to ensure every student experiences high quality teaching.

Evaluation	Funds Expended (Resources)
Teachers are beginning to explicitly teach choice theory in classrooms. Get Happier Schools Project to be delivered in 2020. Teachers upskilled in using data to inform teaching practice through mentoring and professional learning.	\$30000 to mentoring programs

Next Steps

A school wide focus on improving student learning outcomes in mathematics. Professional learning programs to be identified and undertaken whole school in 2020.

Teacher leader leaders to be identified and mentored in 2020.



Strategic Direction 3

Instructional Leadership

Purpose

The leadership team at Beaumont Hills Public School will become instructional leaders with a focus on setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth. The team will lead staff members to meet on a regular basis to discuss best practice and ultimately help students learn more effectively. The key focus will be on strong communication skills, knowledge of curriculum, effective assessment and pedagogical practices and strategies.

Improvement Measures

All executive involved in professional dialogue around research based teaching and learning practices have a consistent approach to embedding innovative and creative leadership.

Whole school systematic approach to reviewing data and learning.

Increase the percentage of community engagement in the life of the school e.g. P&C meetings, parents forums, workshops, fundraising.

Increased staff participation in professional dialogue to ensure effective changes to teaching practice.

Overall summary of progress

Leadership team engaged in intensive professional learning based around student centred leadership. School wide approach to data collection has been implemented with extensive information passed between teachers from 2019 to 2020.

School initiated community events well supported and attended. Examples include Mother's Day afternoon tea, Father's Day breakfast, Beaumont Hills Spectacular.

Progress towards achieving improvement measures

Process 1: Embed a culture of continuous improvement through evidence based, innovative and creative leadership so that every child makes measurable learning progress.

Evaluation	Funds Expended (Resources)
Mentoring ensured continued teacher development in whole school programs eg Seven Steps to Writing Success. Identified area for continued improvement is mathematics.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$104000.00)

Process 2: Embed a culture of review, responsibility and shared accountability to achieve high standards for all through engaging in ongoing professional dialogue about data sets.

Evaluation	Funds Expended (Resources)
Data collected for 2020 handover information is consistent across K-6. Teachers are developing sound practices to collect and analyse data. Data talks have been productive and will continue into 2020.	\$50000 teacher release for data analysis and planning teaching and learning

Process 3: Executive team collaborates effectively with the school community to promote an excellent education system in which all young people can thrive.

Evaluation	Funds Expended (Resources)
Communication through school newsletter and P and C meetings identify school achievements and targets.	

Progress towards achieving improvement measures

Sentral parent portal accessed by most parents to facilitate communication.

Next Steps

Continue data talks to engage teachers in use of data in the teaching and learning cycle. Provide opportunities for teachers to build capacity and leadership skills through mentoring programs.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$2 701.00)	Student learning goals evaluated at end of year to inform planning for student goals next year. Students received SLSO support as required to support learning goals.
English language proficiency	EALD teacher SLSO support Funding Sources: • English language proficiency (\$36 460.00)	Students with English as an additional language gained English language proficiency evidenced by progress through continuum being measurable.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$32 831.00)	Students and classroom teachers supported with differentiated learning and adjustments with support from school learning and support officers.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$115 788.00)	QTSS funding provided mentoring for teachers in programming, quality teaching and classroom management.
Socio-economic background	Funding Sources: • Socio-economic background (\$22 914.00)	Students received support with differentiated learning and targeted programs as needs were identified. No student missed any school organised learning opportunities due to economic disadvantage.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$28 260.00)	Beginning teachers engaged in structured mentoring programs to support quality teaching, classroom management and assessment and reporting practices.
Targeted student support for refugees and new arrivals	Funding Sources: • Targeted student support for refugees and new arrivals (\$708.00)	Students supported through learning and support teacher, EALD teacher and SLSOs



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	303	318	349	332
Girls	289	304	312	288

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.1	96.7	96.1	93.5
1	95	95.5	95.6	94
2	95.3	95.6	95.1	93.1
3	95.8	95.5	94.8	93.9
4	95.1	95.4	95.1	94.2
5	94.3	95.4	94.6	93.7
6	94	94.2	93.4	93.5
All Years	95.1	95.5	94.9	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

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)	23.18
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher ESL	1
School Counsellor	2
School Administration and Support Staff	4.06

*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	748,607
Revenue	5,487,277
Appropriation	5,131,100
Sale of Goods and Services	45,075
Grants and contributions	306,999
Investment income	4,327
Other revenue	-225
Expenses	-5,528,515
Employee related	-4,631,005
Operating expenses	-897,510
Surplus / deficit for the year	-41,238

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	33,206
Equity Total	313,008
Equity - Aboriginal	2,701
Equity - Socio-economic	22,914
Equity - Language	145,840
Equity - Disability	141,554
Base Total	4,148,821
Base - Per Capita	155,096
Base - Location	0
Base - Other	3,993,725
Other Total	515,798
Grand Total	5,010,834

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

In 2019 the school utilised the Tell Them From Me survey in order to reflect upon practices. The suite of surveys capture student, parent and teacher voices, providing reliable evidence to use in identifying strengths and areas for improvement.

94 parents completed the Partners in Learning survey to help clarify and strengthen the important relationship between parents and the school. Key findings include:

- Parents believe the school supports positive behaviour. This scored 7.8 compared to 7.7 for the NSW Government norm.
- Parents believe the school is inclusive and supports student wellbeing and learning at all levels. This matched the NSW Government norm at 6.7.
- Parents believe student reports are written in easy to understand terms. This scored 7.3 compared to 6.6 for the NSW Government norm.
- Parents encourage their child to do well at school. This matched the NSW Government norm at 6.3.

Students in Years 4–6 completed the student survey to provide insight into student engagement, wellbeing and effective teaching practices at our school. Key findings include:

- 57% of students surveyed participate in extracurricular activities compared to the NSW Government norm of 55%.
- 93% of students surveyed have positive relationships with their peers who encourage them to make positive choices. This is compared to the NSW Government norm of 85%.
- 90% of students surveyed display positive behaviour at school compared to the NSW Government norm of 83%.
- Students indicated classroom instruction is well organised, with clear purpose, and with immediate feedback that helps them learn. This matched the NSW Government norm at 8.2.

The Focus on Learning teacher survey provides the leadership team with insights into school and classroom effectiveness from the perspective of teachers. Key findings include:

- Teachers indicated school leaders have provided guidance for monitoring student progress. This scored 7.5 compared to a NSE Government norm of 7.1.
- Teachers believe the school environment is safe and orderly. This scored 8.6 compared to the NSW Government norm of 7.1.
- Teachers work collaboratively with each other to develop learning opportunities. This scored 8.3 compared to the NSW Government norm of 7.8.
- Teachers support each other with strategies to increase student engagement. This scored 8.8 compared to the NSW Government norm of 7.8.





Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

