

# 2020 Annual Report

## Beverly Hills North Public School



3944

# Introduction

The Annual Report for 2020 is provided to the community of Beverly Hills North Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## School vision

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

## School context

Beverly Hills North Public School is a large school which is part of the Beverly Hills Network of Schools. It provides quality education programs for approximately 540 students, 81% of whom are from language backgrounds other than English.

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

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
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	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Collaborative & Informed Teachers

#### Purpose

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

#### Improvement Measures

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

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

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

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

#### Progress towards achieving improvement measures

**Process 1: Professional learning** drives continuous improvement. Strategies include:

- Collaborative approach to professional learning
- Teachers authentically engage with the Standards
- Early Career Teachers are mentored and supported
- Instructional Leadership.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Staff actively engaged in collaborative professional learning to enhance student outcomes</li><li>• All staff used a variety of data sources to investigate student engagement and learning growth, through collaborative Stage planning and data days</li><li>• Early career teachers mentored and supported with additional release face-to-face. One early career teacher achieved Proficient teacher status</li><li>• Instructional Leader worked shoulder to shoulder with classroom teachers which supported authentic teacher reflection and using evidence of student learning in writing and reading.</li></ul>	<p>Executive team</p> <p>Literacy and Numeracy Strategy Advisor (LANSA) support</p> <p>Professional Learning Funds</p> <p>Instructional Leader QTSS</p>

**Process 2: Individual and collective staff wellbeing** is a priority. All staff are valued as partners in decision making processes. Strategies include:

- Collaboratively develop, implement and evaluate a teacher wellbeing policy
- Ongoing monitoring of staff wellbeing.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Teacher Wellbeing committee delivered workshops for teachers, focusing on wellbeing</li><li>• Teacher wellbeing fortnightly Newsletter</li><li>• Teams build 'good news practice' to share something positive at meetings.</li></ul>	<p>Professional Learning funds</p>

**Process 3: A culture of distributed leadership is developed.** Strategies include:

- Develop, implement and evaluate a framework to support distributed leadership across the school
- Leadership mentoring.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Staff Roles and Responsibilities identified leadership opportunities which staff have taken on leading school wide projects and initiatives</li><li>• Staff leadership in formal and informal leadership roles across the school. COVID remote learning saw several staff take on leadership roles in ICT and communication.</li></ul>	<p>Professional Learning funds</p>

## Next Steps

Build teacher professional knowledge through a professional learning model around quality reading practices and the implementation of quality reading in literacy sessions for all students. We also need to build staff capacity of numeracy and how to best cater for all students in all strands of numeracy.

Teacher wellbeing to remain a focus, looking at evidence-based strategies to reduce teacher stress, strengthen resilience and increase engagement. This has coincided well with the rollout of Department of Education resources Being Well linked to BeYou.

Continue to support staff leadership in formal and informal leadership roles across the school. Looking at our new School Improvement Plan, creating and providing opportunities for staff leading directions, activities and projects.

## Strategic Direction 2

### Engaged and Supported Learners

#### Purpose

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

#### Improvement Measures

Greater number of students identified and supported through learning and support processes.

Increased number of students report higher engagement in their learning, with improved understanding by teachers of innovative and engaging learning pedagogies.

Increased understanding by teachers of social and emotional learning and increased positive behaviour incidents in Sentral.

#### Progress towards achieving improvement measures

##### Process 1: Learning Support

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Strengthened Learning and Support team processes and structures which included; referral process streamlined, record keeping, feedback to teachers and student monitoring</li><li>• Individual Education Plans created in collaboration with students and parents for personal goal setting.</li></ul>	Low Level Adjustment funds

##### Process 2: Innovative Learning

Develop and implement a whole school approach to contemporary and innovative teaching practices to engage students. Strategies include:

- Explore innovative pedagogies and ICT opportunities
- Syllabus and progressions professional learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Literacy Progressions and PLAN2 professional learning</li><li>• Involvement in pilot project 'Evidence Based Practices in Reading for School Improvement' with 10 weeks of intensive LANSa support</li><li>• ICT professional learning in response to COVID remote learning in GSuite Google Classroom and several online platforms for learning from home.</li></ul>	Professional Learning funds

##### Process 3: Social and Emotional Learning

Comprehensive whole school approach to evidence based social and emotional learning. Strategies include:

- K-6 social and emotional learning program
- Peer support and student leadership initiatives.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 'You Can Do It' social emotional program implemented weekly in K-6, teaching explicit social and emotional content and application for all students.</li></ul>	You Can Do It time built into school timetable

## Next Steps

Embed learning and support processes, as well as IEP process including evaluations.

Use lessons learned and successes from COVID remote learning to further build Google Classroom and online platforms into classroom teaching and learning and homework.

Continue 'You Can Do It' to build students' social emotional skills as part of the new SIP.



## Strategic Direction 3

### Quality Partnerships

#### Purpose

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

#### Improvement Measures

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

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

#### Progress towards achieving improvement measures

##### Process 1: Professional Learning Connections

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Quality Teaching Rounds classroom and lesson study and feedback with Stage 2 teachers, and professional learning through Newcastle University</li><li>• Engaging with other schools not possible due to COVID.</li></ul>	Newcastle University Quality Teaching Rounds funding

##### Process 2: School Community Engagement

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Regular opportunities for parents to engage with school were planned out for 2020, however COVID prevented parents being on school site for the majority of 2020. Parents were involved remotely through our school app, newsletters and live-streamed events</li><li>• Changes to P&amp;C structures continue to build P&amp;C presence in our school</li><li>• School staff responded to parent questions and feedback via phone calls and emails, as well as our BHN Remote Learning website. Teachers replaced face to face parent meetings with regular phone calls home, emails and parent interviews by phone.</li></ul>	Equity funding

#### Next Steps

As part of our new School Improvement Plan, connect with local schools for authentic purposes aligned to strategic directions and activities.

Share the Quality Teaching Rounds professional learning and model with all staff to build capacity in Quality Teaching Framework and lesson observations.

Continue to seek regular parent feedback and P&C consultation. Service delivery and community satisfaction will remain

a focus.

Plan out events to provide opportunities for our community to come together and celebrate positively, including P&C presence at all events.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$4257 (flexible)	<ul style="list-style-type: none"> <li>• All Aboriginal students have a Personalised Learning Plan (PLP)</li> <li>• Whole school celebration of significant Aboriginal events</li> <li>• Student and parent financial assistance.</li> </ul>
<b>English language proficiency</b>	\$40,318 (flexible)	<ul style="list-style-type: none"> <li>• Additional EALD staff employed to work in classrooms and with small groups of targeted K-6 students who need additional support with speaking and listening, reading and writing skill acquisition.</li> </ul>
<b>Low level adjustment for disability</b>	\$80,679 (flexible)	<ul style="list-style-type: none"> <li>• Student learning support officers (SLSO) engaged to support identified students requiring adjustments and accommodations in classrooms.</li> <li>• Rip It Up reading program assists 60 students who have working-memory related reading difficulties.</li> <li>• Speech and language groups implemented to work with small groups of targeted K-6 students who need additional support with speech difficulties and language processing.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing entitlement	<ul style="list-style-type: none"> <li>• Instructional Leader working in classrooms K-6</li> <li>• Developed high quality literacy and numeracy learning experiences to engage all students</li> <li>• Plotting and analysing data (focus on reading data in PLAN2) as an effective assessment and teaching tool</li> <li>• Teachers demonstrated increased knowledge of and application of data.</li> </ul>
<b>Socio-economic background</b>	\$60,539 (flexible)	<ul style="list-style-type: none"> <li>• Additional Student Learning Support Officer (SLSO) time for students requiring additional support</li> <li>• Student and parent financial support to access all areas of the curriculum</li> <li>• Professional learning for teachers to build capacity and develop their expertise across many areas</li> <li>• Upgrading school resources to support learning.</li> </ul>
<b>Support for beginning teachers</b>	\$28,962 (unspent funds to be transferred in 2021)	<ul style="list-style-type: none"> <li>• Additional release from face-to-face time, including teacher mentor and additional funds towards professional learning.</li> </ul>
<b>Targeted student support for refugees and new arrivals</b>	\$22,222	<ul style="list-style-type: none"> <li>• Additional EaLD time for students through the employment of an additional teacher. Targeted small group support for new arrivals students.</li> </ul>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	340	300	286	282
Girls	304	258	248	253

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.5	93.3	93.8	92.8
1	96.4	95.1	89.6	93.8
2	95.6	96.3	93.1	94.4
3	94.9	93.9	95.4	93.6
4	95.1	92.9	92.5	95.9
5	95.2	94.2	93.2	95.7
6	94.9	92.1	93.5	93.3
All Years	95.4	94	93.1	94.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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)	24.02
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	1.4
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	-117,571
<b>Revenue</b>	5,823,552
Appropriation	5,473,864
Sale of Goods and Services	59,102
Grants and contributions	290,259
Investment income	226
Other revenue	100
<b>Expenses</b>	-5,316,500
Employee related	-4,726,743
Operating expenses	-589,757
<b>Surplus / deficit for the year</b>	507,052
<b>Closing Balance</b>	389,482

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.

Opening balance of -\$117,571 due to error in Itinerant Support Teacher Vision team salaries, rectified early in 2020.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	165,928
<b>Equity Total</b>	492,068
Equity - Aboriginal	4,257
Equity - Socio-economic	60,539
Equity - Language	193,455
Equity - Disability	233,817
<b>Base Total</b>	3,887,004
Base - Per Capita	128,429
Base - Location	0
Base - Other	3,758,575
<b>Other Total</b>	839,548
<b>Grand Total</b>	5,384,548

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2020 we surveyed our students, parents and staff about teaching. Their responses are presented below:

The majority of students agreed that their teachers tell them what they are learning and why and over 90% agreed that teachers know what they can do and what they need to learn.

Over 90% of parents agreed that teachers provide class activities that are interesting and appropriate to their child's needs and abilities, but only 70% of parents said that the school provides clear information about student achievement through the school's reporting process.

All teachers responded positively agreeing that they have classroom management strategies in place to maximise student learning and, that their assessment processes provide information on students' strengths and areas for further development.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.