

# 2020 Annual Report

## Beresford Road Public School



4405

# Introduction

The Annual Report for 2020 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

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## Message from the principal

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In 2020, the Department of Education celebrated the theme, 'Learning together.' This reflected an incredible year for NSW public school students, staff and parents, and the partnerships that have been strengthened in response.

Who could have predicted how significantly this theme represented one of the most challenging years in education for a very long time.

The resilience shown by all members of our school community throughout the coronavirus pandemic and the outstanding effort of teachers at Beresford Road Public School will leave a lasting impact upon us all. Their tireless work in adapting the curriculum to an online model and the ongoing support of student wellbeing ensured continuity of learning.

'Learning together' truly reflected how we moved forward as a community and this achievement cannot be underestimated.

Our dedicated staff maintained high expectations for learning throughout the year. This is evident in the academic growth of our students and the extensive professional development all staff engaged in throughout 2020. Once students returned to school, there was a keen focus upon ensuring that students continued to develop their skills through high quality, evidence-based teaching practices.

My appointment as Principal commenced at the start of Term 3 and coincided with our External Validation process. This extensive review of all aspects of school excellence over the last 5 years has provided the leadership team with a clear plan for continued growth and excellence in the years ahead.

Thank you to all parents and carers for partnering with us as we support your child in their learning. This includes the ongoing contributions of our P&C team who continuously seek ways to improve opportunities for the girls and boys.

Thank you to all of our staff for going above and beyond to make Beresford Road Public School a great place to work and learn.

I would also like to thank Mrs Gae Bromwich for her outstanding work during the first half of 2020 as Acting Principal at Beresford Road Public School. Her support of the students, staff and community has been very much appreciated.

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.

Chris Herbert- Principal

## Message from the school community

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As I reflect on the past 12 months, who could have predicted how 2020 turned out? Certainly not the 2020 Executive Committee. Within a matter of weeks the first event of our term took place. A successful colour run enjoyed by all students and teachers at the school, which raised \$10,000 for the school. A fantastic effort by all involved in the P&C including parents who volunteered to assist on the day.

The executive team focused on streamlining P&C activities and getting the association incorporated (which would allow for us to apply for grants independent of the school). We moved into Microsoft Sharepoint, revised templates for agendas and minutes, created project planning documents for the new year and looked at a small marketing campaign to boost numbers attending the meetings. Our incorporation application was approved by the Minister and new parents began joining us over the next few meetings. The Christmas event went well and was a great way to finish the 2019 school year.

In Term 1 of 2020, the P&C delivered the Kindy Orientation, which included welcome packs for the new students and a welcome morning tea for the new parents. This would not have been possible without the help of a number of parent volunteers who rolled up their sleeves and lent a hand to deliver what would be the last event parents were allowed into the school for!

Fast forward to Term 2 and students were home-schooling and the P&C had to quickly shift gears to an online format through ZOOM. Unfortunately, the restrictions meant that the P&C was unable to run a number of planned face-to-face activities for the students that were prepared; however, work was continuing behind the scenes. Over the course of Term 2 and Term 3, the committee worked with the then Acting Principal Gae Bromwich to reinvigorate the gardens in the middle of the school, replace them with fantastic looking sandstone steps and seating, and undertake research into outsourcing of the uniform shop for both accessibility and cost purposes.

Following the appointment of Chris Herbert to the position of Principal, we worked quickly to organise for craft supplies to be made available for students to make Father's Day gifts and helped organise for school photos to take place under the then restrictions placed on the school by the Dept. of Education.

In what has proved to be trying times for all involved with the school, I feel we have been able to achieve a number of successful outcomes as a P&C group in the current environment. I'd like to pay thanks to the following for the last 12 months:

- All the members of the P&C Committee as a whole for their continuing support and volunteer time,
- Angela and Beth for continuing an uninterrupted uniform shop service to the school community,
- The executive and teachers from the school for their ongoing support, and
- The 2020 Executive Committee of the P&C for their efforts to deliver what we could during the year - Amrita, Diana, Jenny, Rowena, and Genevieve.

I look forward to what 2021 holds in store for us and how the P&C can help the school to deliver fantastic student outcomes.

Dan Collins- 2020 P&C President

## Message from the students

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2020 at BRPS was a memorable time in history, but with the help of our teachers, P&C and the Department of Education, the BRPS community found new ways to tackle the situation. BRPS transitioned into home learning seamlessly. Even though we weren't at school, it felt like it was the same as being in school. We had Google Classroom, constant communication with our classroom teacher and set work to do.

When we came back to school not everything was back to normal. For example, years 5 and 6 were in one area and years 3 and 4 were in different areas. Some programs that still went ahead were SRC, P.A.L.S and public speaking competitions but it was all conducted via zoom between classes through the teachers.

For year 6 students they still had a formal. We were able to fundraise for this event through mufti days. We still had a presentation day at the end of the year but it was in our school hall, not up at Greystanes High hall, and we adapted the ceremony and hosted one for every year group. There was a professional photographer who took nice photos for the parents who were not able to attend. Each award winner was only able to have one family member attend the ceremony.

The 2020 school year was a very different experience from our previous years but BRPS helped us get through COVID lock down. We know we were still learning from home and so were all of the students at our school.

Harmonea Howell and Daniel Vicic- School Captains 2021

## School vision

At Beresford Road Public School students are empowered to shape their future. Striving together on the road to excellence, we foster an inclusive environment that inspires students to achieve their very best.

## 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 686 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 through quality teaching, collaboration and high expectations for all.

## 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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Beresford Road Public School completed External Validation in November 2020. As a part of the self- assessment process, the school has identified the following elements in the domain of Teaching as areas for future growth.

**Effective Classroom Practice** - Embed planned Instructional Leadership model across the school to ensure teachers are skilled at explicit teaching techniques to meet student learning needs. Ensure all lessons are systematically planned as a part of a coherent program that has been collaboratively designed. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsible of learning.

**Data Skills and Use** - Assessment is used consistently and regularly across the school to reflect on teaching effectiveness and inform future directions.

**Learning and Development** -

Ensure there are explicit systems for collaboration and feedback to sustain quality teaching practice across the school.

## 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

This led to the purpose-built maker space to create a learning environment for collaboration and future focused learning. An expert teacher was employed to mentor teachers in the use of technology. Creation of the 'Maker Space' has brought 'play' into the educational learning experiences of students. Teachers have planned and implemented STEAM (Science, Technology, Engineering, Arts and Math) 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.

A successful beginning teacher induction program was embedded in the school. Teachers involved in this beginning teacher induction program rated the implementation of our in-school mentorship program as 'strong implementation, with exemplary execution' in the assessment tool. This teacher induction and mentor program supported students with the ability to be creative and critical life long learners.

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 has been well utilised within the school and integrated creatively in outdoor lessons across key learning areas.

#### 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.	\$22 000

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

Evaluation	Funds Expended (Resources)

### Progress towards achieving improvement measures

All staff have participated in STEAM professional learning. Staff have created programs that incorporate STEAM lessons. Staff also participated in professional development of using STEM kits into programs. Students also participated in STEM days with students from primary schools in our community.

\$5000

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

#### Evaluation

#### Funds Expended (Resources)

All staff have participated in STEAM professional learning. Staff have created programs that incorporate STEAM lessons.

\$5000

### 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.

\$3500

### 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. Students also participated in STEM days with students from primary schools in our community.

\$7500

### Process 6: Playground project

#### Evaluation

#### Funds Expended (Resources)

The playground project was reviewed in 2020 to ensure student safety was paramount. A whole school safety audit was completed and identified issues were rectified. Also, an outdoor learning and performance quad area was constructed to be flexibly used as an outdoor learning space, additional playground space, assembly area and performance amphitheater.

\$115 106.00

### 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-6.

\$6000

### Next Steps

Review of discipline and playground framework to the revised wellbeing, inclusion and engagement framework.

Embed consistent behaviour expectations for playground behaviour based on our school values.

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 enable 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

Whole school Assessment for Learning (AfL) practices have been embedded. Teacher capabilities have been identified as improving through a variety of staff and student surveys. A comprehensive context and belief gap analysis survey of all staff identified that teachers rated AfL teacher practices as either 'I am able to lead others in this' or 'Is a strength of mine'. However, teachers' rated AfL practices that relate to the student as 'I am developing'. The evaluation of this data identified that although teachers have adapted their pedagogy, there is a need to further develop students' assessment literacy.

The school worked with a qualitative researcher, Dr Lisa Gillani, to examine students learning habits. Her report highlighted the following. 'Overall students displayed quite high levels of learner autonomy and self-determination' and 'students across all age groups demonstrated a growth mindset, reflecting a positive learning culture within each of the schools.' However, 'students reported fairly limited use of self-assessment and did not seem to have a strong understanding of its function.' Improving peer assessment practices and peer feedback was an area that was highlighted within the school. Overall, we aim to build assessment literate students. The report of the student focus groups highlighted the areas of improvement were:

consistency in implementing Learning Intentions and Success Criteria (LISC), communicating learning goals to parents and improving peer and self-assessment practices.

It is clear in this qualitative data that the teacher is confident to apply AfL pedagogy. However, it is concluded that they believe the AfL student capabilities are still developing.

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 student growth over the year and internal and external data show improvements 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 sessions, 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 that guided them through how to utilise specific software 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 give effective feedback on programming and teaching practice.

Evaluation	Funds Expended (Resources)
Executive provided lesson demonstrations and lesson observations to support staff and provide feedback on teaching practice. APs provided feedback on teaching programs. Explicit PD was provided to all staff in how to provide quality feedback to students based on the lesson success criteria or individual student goals.	\$24 000

**Process 2:** Teachers will be trained on implementation of new syllabuses. and new content is being taught in classrooms.

Evaluation	Funds Expended (Resources)
Training of the new syllabus will be delivered in 2021. Professional development of applying evidence based practices in classroom was delivered by Assistant Principals and Deputy Principals.	\$24 000

**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 upskill staff on AfL practices	\$15 000

**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 and assessment data was used to inform future directions.	

**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.	\$2000

**Process 7:** Specialist teacher to teach most classes the new technology syllabus.

Evaluation	Funds Expended (Resources)

### Progress towards achieving improvement measures

A specialist teacher provided in-class training and shoulder to shoulder support for all staff. Technology based projects were taught and included the use of robotics, 3D printing and coding.

The specialist teacher also provided extensive ICT support to all staff during COVID-19 school lock down in helping all staff to move to online at home learning through the whole school establishment of Google Classroom.

### Next Steps

AfL practices used in all lessons and evident in all teaching and learning programs.

Learning goals used for all students.

Parents as co partners in learning.

## Strategic Direction 3

### GROW

#### Purpose

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

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

**We will support teachers growth 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

The school External Validation process identified that we were sustaining and growing in all themes in the element of Wellbeing in the Schools Excellence Framework. This has made a significant improvement in students sense of advocacy in school. The 2020 TTFM data shows students Advocacy in Schools data was higher than the NSW Govt Norm. TTFM student's data shows that 56% of students strongly agree to the statement "I feel proud of my school". When parents were surveyed they responded in 93% agreeance with the statement "Are you satisfied with how the school cares for and supports your child?" and 93.8% in agreeance with "Do you feel that your child's classroom teacher cares for and supports your child?"

Class gardens have been maintained throughout 2020. The school participated in 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 through the use of targeted programs such as Bounce Back and practices of mindfulness. A mindfulness colouring group has met weekly throughout the year.

Strong transition programs have occurred in 2020. 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 childcare 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. One teacher was successful in the attainment of Lead accreditation.

Beginning teachers in 2020 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 additional release from face-to-face teaching to give them time to work with their coordinator and other staff members across the school. This involved professional dialogue, demonstration lessons and resource sharing. BRPS 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.**

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. Strong high school transition timetables have been embedded across stage 3.	\$2232

**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)
A strong induction program is established school wide with weekly meetings to ensure a smooth transition and induction to our school for all staff and beginning teachers.	\$52 087

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

Evaluation	Funds Expended (Resources)
Initiative completed in 2019.	

**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)
A whole school behaviour expectations and consequences flow chart was established and implemented. Bounce Back program was implemented. Student school jackets were purchased at a subsidized cost to promote student sense of belonging.	\$10 000

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

Evaluation	Funds Expended (Resources)
Aboriginal cultural group meet every Wednesday afternoon, developing cultural understanding and connection to heritage.	\$15 693

## 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
<b>Aboriginal background loading</b>	\$14 493	This funding was used to employ a Student Learning Support Officer to assist students 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 student support and the Aboriginal student group.
<b>English language proficiency</b>	\$192 743	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.
<b>Low level adjustment for disability</b>	\$213 294	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 intervention programs - minilit, Multilit, CARS and STARS and CAMs and STAMS.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$132 683	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, promoting quality teaching and learning. The funds also support the school priority of Assessment for Learning with an Assistant Principal utilised for professional learning.
<b>Socio-economic background</b>	\$102 412	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.
<b>Support for beginning teachers</b>	\$52 087	Beginning teachers received funding to support their development in their first and second year of teaching. The funds provided time for teachers to complete professional learning around accreditation and work with their professional learning mentor and supervisor.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	326	354	351	350
Girls	317	323	350	345

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.8	94.6	93.4	94.8
1	94.1	94.1	94.3	92.7
2	94.8	94.5	92.9	94.4
3	93.1	95.1	93.1	93.4
4	93.6	93.8	94.8	93.3
5	93.1	94.8	93.4	94.1
6	92.4	92.8	94.1	92.8
All Years	93.6	94.3	93.7	93.7
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)	28.83
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	7.47

\*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.

**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 2020, 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 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. 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 a professional learning booklet. New staff were upskilled by their supervisors throughout the year.

## 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>	1,359,271
<b>Revenue</b>	6,585,561
Appropriation	6,427,656
Sale of Goods and Services	26,191
Grants and contributions	129,631
Investment income	1,782
Other revenue	300
<b>Expenses</b>	-6,490,568
Employee related	-5,737,347
Operating expenses	-753,222
<b>Surplus / deficit for the year</b>	94,993
<b>Closing Balance</b>	1,454,264

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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	61,097
<b>Equity Total</b>	522,941
Equity - Aboriginal	14,493
Equity - Socio-economic	102,412
Equity - Language	192,743
Equity - Disability	213,294
<b>Base Total</b>	5,299,028
Base - Per Capita	172,730
Base - Location	0
Base - Other	5,126,298
<b>Other Total</b>	449,406
<b>Grand Total</b>	6,332,472

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 2021 is due to a delay in ground maintenance and the unstable senior leadership within the school.

## 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.

Due to the COVID-19 pandemic Beresford Road Public School does not have access to 2020 NAPLAN data.

## Parent/caregiver, student, teacher satisfaction

The Tell Them From Me student survey was conducted with Year 4, 5 & 6 students in 2020. 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 Aboriginal students who participated in the survey responded negatively to the statement 'I feel good about my culture.' 57% strongly agreed with this statement. Students rated themselves 6% higher than the NSW Gov Norm for positive behaviour at school and 2% higher than the NSW Gov Norm for effort to succeed in their learning. An area for celebration is student advocacy at school. The school mean was above the NSW Govt norm.

The 'Partners in Learning' Parent 2020 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.

In an internal survey, 93% of parents said they are satisfied with how the school supports and values their child. 93% agreed that their child's classroom teacher supports and cares for their child. 96.9% agreed their child feels safe at school.

Beresford Road Public School staff did not complete the 2020 TTFM survey. On internal survey assessment data, staff identified that they have a strong sense of belonging at our school and rated their confidence in their current role at a high level.

# 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.