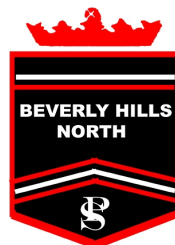


# Beverly Hills North Public School Annual Report



EVER READY

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## Introduction

The Annual Report for **2016** 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.

Neil Reynolds

Principal

### School contact details

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9759 3849

### Message from the Principal

Dear BHN Parents,

2016 has been another amazing year, which I have thoroughly enjoyed. Thank you BHN school community (students, staff, parents & volunteers) for your support in making our school even better. The community has begun to increase its level of engagement with the school enabling stretching of expectations. Our school culture certainly values 'lifelong learning' and our school learner profiles. Working together with you makes a big difference in the development of our students.

Thank you students for demonstrating the learner profile traits – Thinker, Respect, Responsible and Safe. It has been great to see students reflecting on their learning and growing in their capacity to use knowledge and skills in a variety of situations. Learning from our mistakes has benefitted many students and they show more maturity in cooperating with others.

Thank you BHN staff for your wholehearted effort, time and passion in providing our students with quality learning experiences to enable them to develop as successful learners and active citizens. Thank you for your support, encouragement and recognition of effort of all individuals. Professional development will continue to focus on differentiating teaching and learning to meet individual student needs. Students have excelled in many areas, both within the school and beyond, and we are very proud of them.

Our P & C and Parent Auxiliary have worked diligently all year to support our school goals. Even kissing a piglet couldn't diminish the enjoyment and pride in our community volunteers who participated so well on Family Fun Day. The involvement of the community on Multicultural Day was a privilege to be a part of. Thank you P & C for always keeping the students at the heart of your decisions.

I look forward to a great year in 2017 where we build on the successes of this year and continue to grow in excellence.

Neil Reynolds

Principal

## School background

### School vision statement

As a school community we will inspire students to become successful learners and assist 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 (P2) which is part of the Canterbury Network of Schools. It provides quality education programs for approximately 660 students, 81% of whom are from a non-English speaking background.

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. Students are well supported to maximise their learning in a safe and secure environment. 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. Students are well supported to maximise their learning in a safe and secure environment.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

The School Excellence 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.

During 2016 staff and community have been exploring the School Excellence Framework. Collaborative teams have collected evidence and made judgements about our position in each element of the School Excellence Framework.

Our major projects across each of our 3 Strategic Directions have been carefully mapped and aligned with the Learning, Teaching and Leading Domains in the School Excellence Framework. The results of this process indicated :

The **Learning Domain** is strategically linked to every major project across the school. In most areas of the Learning Domain we have determined we are working at Delivering and on the way to Sustaining and Growing.

Teaching and learning strategies from professional learning are being embedded more into programming, assessment and classroom practice. We are working together to ensure all teaching and learning programs have specific learning intentions with success criteria. Future planning includes further revision of Scope and Sequences, greater evidence based decision making and refining our use of formative assessment practices.

The **Teaching Domain** is linked to all major projects. The school's self-assessment process identified evidence that the school was working in the Sustaining and Growing level of the School Excellence Framework in most elements of the Teaching domain. In 2016 our goal was to embed professional learning into classroom practice and prioritise evidence based teaching strategies. The employment of our three instructional leaders K-2 Literacy and Year 3 -6 Numeracy in 2016 is the main strategy to enhance professional learning and build upon the improvement of teaching pedagogy through analysis of student assessment data within the school. Consistent and effective use of data and formative assessment practices is critical in supporting differentiation of teaching and learning activities to meet the needs of individual students. Mentoring, team teaching, demonstration lessons, classroom observation and feedback to teachers and the development of professional development plans were features of our school plan.

The **Leading Domain** is linked to all strategic directions. The school's focus in this area was to strengthen the leadership

skills of the school's leadership team, staff and students through current research, coaching and mentoring, leadership courses and conferences. The school values distributive leadership which enables and supports all members of staff to take on leadership roles. In 2016 we weren't successful in developing a community of schools network but will persist in this endeavour in 2017. We did join eleven other school executives in participating in the Bankstown Executive Network to raise student leadership development over a series of 4 conferences. The establishment of a BHN Early Career teacher (ECT) mentoring program did offer opportunities for building leadership capacity. Non executive staff will join the growth coaching roles in 2017. The school's self-assessment process identified evidence that the school was working in the Delivering and on the path to the Sustaining and Growing level of the School Excellence Framework in most elements of the Leading domain.



## Strategic Direction 1

Community engagement and partnerships

### Purpose

By partnering with parents, families, local businesses, government and community organisations we will improve opportunities and outcomes for students.

### Overall summary of progress

Parental involvement in supporting student learning has continued to increase with greater parental involvement in P & C / Parent Auxilliary and strong participation in parent help sessions.

Parents have responded positively to the increased use of Skoolbag mobile phone app to improve communication with the school community. The parent communication survey pointed clearly towards the development of a BHN social media presence (Facebook being preferred).

More parents have utilised the volunteer parent community contact team in 2016. Arabic, Mandarin & Cantonese speakers utilised this service more frequently.

The student leadership program has had an immediate impact at BHN with student leaders much more visible and involved in school decisionmaking. Strong impact from Beverly Hills Girls HS Student Representative Council (SRC) through training of SRC representatives and mentoring of BHN students. Student leaders communicate decisions made and points for school community discussion which has enriched student leadership across the school.

Leadership mentors from the community ( including State Member of Parliament) has instilled a new awareness that everyone has leadership potential in different areas of life.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Increased parental/carer participation in school decision making and school activities – audit of school parental involvement conducted annually</li></ul>	<p>Increased parental participation in school P &amp; C and Parent Auxiliary decision –making. New parents engaging in the organisation and conducting of school activities.</p> <p>The number of parent volunteers in classrooms has shown a slight increase on the previous year.</p>	
<ul style="list-style-type: none"><li>Increase in formal and informal communication from the school community utilising all available methods.</li></ul>	<p>The use of Skoolbag mobile phone app has increased markedly. Parent survey results have shown a preference for a wider source digital communication. Training for establishing a BHN Facebook page has begun.</p> <p>The parent volunteer community contacts has grown in usage by school community especially for Arabic, Mandarin and Cantonese speakers.</p>	
<ul style="list-style-type: none"><li>Student forums regarding effectiveness of SRC, School Leadership and Student Leadership Mentoring Program show an increase in student involvement in school decision making</li></ul>	<p>Linking with Beverly Hills GHS Student leadership has widened the scope of development for the student leadership mentoring program.</p>	<p>Casual release days for 2 staff x 2 \$1800</p> <p>Staff training in Peer Support \$15000</p>

### Next Steps

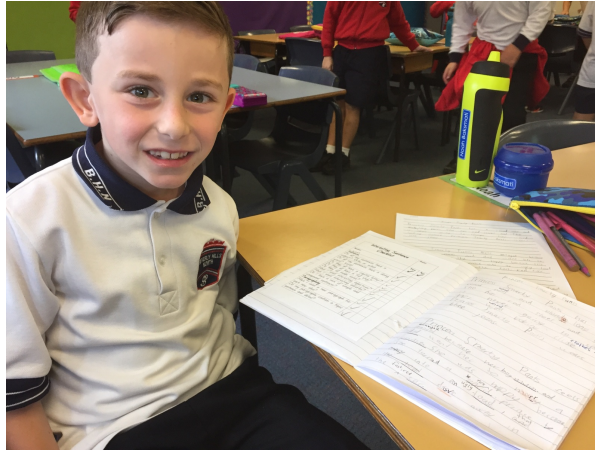
The school will develop a school communications team after social media training to implement a BHN Facebook page

to widen the parent knowledge and understanding of school programs and activities.

The school parent community contact team will be offered for others interested in joining in the new year. The team contact details will be displayed around the school and through our digital media.

Beverly Hills Girls HS SRC team will continue to mentor the new Beverly Hills North SRC representatives but will support the BHN SRC to formulate an environmental plan and implement it..

Leadership mentors from different community sources will speak with Stage 2 and Stage 3 students. Leaders both male and female plus sources from profit and not-for-profit organisations will be provided. Students will provide reflections after leadership sessions.



## Strategic Direction 2

Successful learners, active citizens

### Purpose

To develop confident, well-rounded individuals with a strong sense of identity who think critically, are resilient and empathic, and are life-long learners who make a positive contribution within and beyond the school.

### Overall summary of progress

Demonstration lessons and professional learning led by the Instructional Leaders developed teacher's capacity in tracking students using the continuums, use of formative assessments and differentiated learning strategies. Teachers value highly the support to develop better teaching strategies to meet the variety of students learning needs within the classroom. Professional growth of staff in more effective use of assessment practices was evident.

Whole-school analysis of NAPLAN results to inform practice has been reflected in a change to our Professional Learning timeline. Professional Learning has been drafted based on evaluation recommendations.

Teachers have a better understanding of learning continuum and planning teaching strategies to better differentiate student learning to meet individual needs.

A digital software process was implemented to enable greater transfer of relevant information during transition of students for the following year's classes. Teachers expressed greater confidence in the process to make better class formation judgements.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in students' literacy and numeracy growth from Year 3 to Year 5 and from Year 5 to Year 7	Evaluation of professional learning and student data resulted in a shift to a K-2 and 3-6 professional learning in reading and numeracy respectively. Analysis of Year 5 NAPLAN results indicated that Yr 3 to 5 growth was greater than the State growth, with student growth at 100.5 compared to the State's 91.7 for numeracy. In literacy, growth in Yr 3 to 5 reading was also greater than State growth, with student growth at 97.7 compared to the State's 80.1.	
Increase in student engagement in their learning	BHN students displayed results at or above state norms in having a positive sense of belonging, value schooling, positive behaviour, applying effort into their schooling and school staff hold high expectations for students.	
Increase by 3% proportion of Year 3 and 5 students achieving proficiency level in NAPLAN Numeracy and Reading	There was an increase in Year 3 reading proficiency from 39% to 62% and in numeracy, there was reduced proficiency from 31% to 25%. There was an increase in Year 5 reading proficiency from 34% to 41% and in numeracy there was reduced proficiency from 30% to 26%.	
90% all students achieve Cluster and Level targets in Literacy and Numeracy.	K-2 professional learning focus was on reading texts and comprehension aspects of the Literacy Continuum. Instructional Leaders developed the capacity of teachers to have a deeper understanding of how to use the continuum in conjunction with the syllabus, to more effectively differentiate for students.	
Year 2 students achieve a level of Counting On and Back by the	This improvement measure was not applicable for 2016 due to a change in the direction of	

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
end of Year 2	professional learning.	

## Next Steps

Flexible Learning team established to explore 21st Century library possibilities.

New Gifted and Talented school policy shared with community. Gifted and Talented identification strategies implemented across the whole school K–6.

Three-way interviews and student goals embedded in parent friendly Assessment and Reporting practices. Revised student progress report format trialled Semester 1 after school community feedback regarding changes.

BHN Teacher Wellbeing policy established and trialled.

Student progress report will be revised to become more parent friendly and provide the information which displays student learning attained and individual student learning goals for the next Semester.



## Strategic Direction 3

Informed and empowered teaching

### Purpose

To create a learning culture which inspires and nurtures all teachers to continue to make a difference in the lives of students.

### Overall summary of progress

BHN executive participated with 11 other school executive staff in four conferences which involved analysis and reflection on highly effective leadership practices. Executive staff discussed further growth of personal strengths and areas for improvement linked to performance and Development goals.

Links made with Beverly Hills GHS and Kingsgrove North HS. Staff are invited to BHGHS professional learning sessions and student mentoring in leadership and IT. Kingsgrove NHS provided performing arts expertise. Both schools are interested in building on these initial links in the future. These opportunities are available to all staff not just executive which builds on leadership capacity of whole school.

Leadership capacity of staff has increased through support of Early Career Teacher (ECT) induction program utilising experienced mentors. Mentoring of ECT's on a fortnightly cycle with sessions linked to performance and development goals. ECT's have displayed leadership in sharing with other staff the strategies which have positively impacted student learning in their classroom.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased staff wellbeing, collaboration and sense of ownership to improve teaching practice.	Staff expressed in the end of year staff survey, a commitment to exploring further into working on strategies to improve work/life balance. They highly valued the support that staff provide for each other and collaborative planning and sharing of expertise.  All staff demonstrate a willingness to keep improving their professional practice as shown in PDP process.	
All staff show evidence of professional growth by meeting or exceeding PDP goals.	PDP goals were successfully implemented and evaluated throughout the year. Staff PDP goals are aligned with Professional Learning. BHN Performance and Development policy to be rolled out in 2017.	
Diverse range of opportunities for leadership development for all staff.	Executive network evaluation demonstrated progress in development of skills needed to be an effective educational leader. Valuable time to share leadership strategies to build leadership capacity at BHN.  Mentoring role for Early Career Teachers has been effective in developing leadership skills. need to spread these leadership opportunities wider throughout the school next year.  Some non executive members of staff have accepted leadership roles on committees, curriculum teams, stage and staff meetings.	\$10000 executive network professional learning  Mentoring – Quality Teaching, Successful Students funding \$44000

### Next Steps



Teacher Wellbeing policy to be finalised and trial implementation by term 3 2017.

Further refine the implementation of the Performance and Development Program (PDP) at BHN and widen the opportunities for setting professional growth goals to non-teaching staff as well. Staff PDP goals are aligned with Professional Learning activities and Australian Professional Standards.

Establish a community network of schools linked to development of School Excellence levels. Continue to grow links with Bankstown Leadership network and local high schools.

Leadership capacity of staff will be increased through the mentoring of Early Career Teachers taken by aspiring leaders on staff as well as executive teachers. The sharing of teacher expertise within the Performance and Development learning goals will further develop leadership capacity at BHN.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Achievement of goals were discussed and goal setting reassessed. Students are aware of positive progress in meeting goals. Transition meetings for movement to new classes in the following year communicate the progress for indigenous students PLP's.	\$4000 Support for development of PLP's \$1000 Indigenous teaching and learning resources
<b>English language proficiency</b>	The school used this funding to employ Student Learning Support Officers (SLSO) to support the learning programs in meeting students with a disability to achieve their individual learning needs. BHN Learning and Support Teachers programmed learning programs for SLSO staff to conduct weekly Speech and Language groups, individual Rip It Up Reading Program and in class support. Integration funded students were supported by SLSO's within the classroom for part of each day to better meet these students needs.  Teacher capacity to differentiate literacy and numeracy programs was increased due to involvement in the professional learning activities, instructional leader mentoring, demonstration lessons, lesson observations and collaborative planning.	\$19000 SLSO support for Speech and Language groups 1 day / week.
<b>Low level adjustment for disability</b>	Evaluation of strategies utilised in meeting student disability showed students have made gains on the personal goals.	\$42000 – extra support teacher to cater for students with disabilities within classroom  \$5000 for professional learning and resources
<b>Quality Teaching, Successful Students (QTSS)</b>	All Early Career Teachers expressed highly positive feedback to mentoring process and growth of teacher capacity has improved student learning in each of their classrooms.	Staffing 2.4 days / week from July – Dec 2016  \$45600 Early Career Teacher mentoring
<b>Socio-economic background</b>	<b>Students</b> – very positive responses due to making them more confident readers. Some students have finished the program.  <b>Tutors</b> – assessment shows program is having impact and enabling struggling readers to gain better reading skills. Tutors can now all do 2 students per session.  <b>Parents</b> – All very happy with progress in the child's ability to read.  <b>Teachers</b> – have seen improved self confidence and reading ability within classroom activities across all KLA's	\$31744 Rip It Up reading tutors 4 days / week
<b>Targeted student support for refugees and new arrivals</b>	Support from New Arrivals Program was utilised to develop survival language was done in withdrawal groups one day / week in addition to in-class support from EALD staff. Students have developed increased	\$19000 New Arrivals support teacher 1 day /week

**Targeted student support for refugees and new arrivals**

confidence and skill at using English to express their thoughts and needs.

\$19000 New Arrivals support teacher

1 day /week



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	340	355	324	329
Girls	335	342	327	316

The school has maintained strong demand for enrolments from Kindergarten to Yr 6. The school has continued to tighten the number of non local enrolments which has meant the likely reduction in one class within the school next year.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.5	97.9	95.8	95
1	95	97.5	95.3	95.5
2	94.9	96.6	96.8	95
3	96.6	97.5	95	96.2
4	94.2	97.4	96	94.3
5	96.6	97.1	94.9	96
6	96	97.1	94.8	94.3
All Years	95.5	97.3	95.5	95.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Student attendance levels at Beverly Hills North continue to be above state levels which is always pleasing. We continue to address the need for students to be punctual and arrive at school before 9am.

## Class sizes

Class	Total
KG	20
KB	22
KY	22
KR	22
KO	20
1/2T	25
1MB	20
1L	21
1K	20
1C	22
2RK	23
2M	24
2IF	25
3AM	28
3/4K	28
3K	27
4S	29
4PC	30
4O	29
5/6H	28
5/6G	28
5/6D	28
5/6R	27
5/6B	27
5/6P	29
5/6A	27

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.28
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.2
Teacher of ESL	2.2
School Administration & Support Staff	4.26
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation, requires schools to report on Aboriginal composition of their workforce. In 2016, there was no Indigenous composition of the school workforce.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	18

## Professional learning and teacher accreditation

During 2016 our professional learning was split into two areas. Year K–2 staff focused on the development of Reading strategies whilst Yr 3 –6 teachers focused on the development of Numeracy strategies to improve student learning outcomes. Two instructional leaders (part time) led the K–2 staff in discussing research linked to specific teaching strategies necessary for development of reading skills following the learning continuum. Yr 3 –6 teachers work with the instructional leader (3 days) to investigate better differentiation of student numeracy development through mentoring, team teaching, demonstration lessons, classroom observation and feedback to teachers / students and the development of professional development plans. All teachers formulated professional development goals in consultation with stage coordinators in line with Department of Education Performance Development Program. teachers utilised staff expertise, external inservice training and inter school visits to achieve

professional learning goals. staff attend weekly stage meetings, whole school administration meetings and fortnightly professional development sessions.

A quarter of BHN staff are currently accredited through BOSTES whilst the other teachers will begin accreditation in 2018. Teachers are supported to complete accreditation levels and professional growth is reinforced as a school culture of 'lifelong learners'. The Early Career Teacher mentoring program met with many positive responses and developed leadership capacity on staff.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Beverly Hills North Public School changed from the OASIS system of tracking financial transactions on 1st November 2016. The NSW Department of Education moved from November 2016 to the SAP / SALM computer system for tracking financial transactions. This involved a number of professional learning sessions for the Principal and School Administration Manager and support administration staff.



<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>330 067.15</b>
Global funds	336 840.30
Tied funds	375 922.26
School & community sources	271 326.66
Interest	5 352.24
Trust receipts	40 871.09
Canteen	0.00
<b>Total income</b>	<b>1 360 379.70</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	40 402.30
Excursions	34 412.35
Extracurricular dissections	100 214.43
Library	5 059.77
Training & development	4 772.31
Tied funds	370 852.76
Short term relief	122 865.03
Administration & office	62 795.77
School-operated canteen	0.00
Utilities	74 737.93
Maintenance	69 919.63
Trust accounts	38 867.00
Capital programs	38 600.00
<b>Total expenditure</b>	<b>963 499.28</b>
<b>Balance carried forward</b>	<b>396 880.42</b>

The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	474 634.66
(2a) Appropriation	411 027.13
(2b) Sale of Goods and Services	4 149.09
(2c) Grants and Contributions	59 160.67
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	297.77
<b>Expenses</b>	-321 617.20
Recurrent Expenses	-321 617.20
(3a) Employee Related	-200 063.89
(3b) Operating Expenses	-121 553.31
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>153 017.46</b>
<b>Balance Carried Forward</b>	<b>153 017.46</b>

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	4 108 146.52
Base Per Capita	34 827.11
Base Location	0.00
Other Base	4 073 319.41
<b>Equity Total</b>	476 913.38
Equity Aboriginal	7 556.77
Equity Socio economic	31 744.45
Equity Language	242 396.02
Equity Disability	195 216.14
<b>Targeted Total</b>	142 939.99
<b>Other Total</b>	3 696.00
<b>Grand Total</b>	4 731 695.89

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting 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.

#### Year 3 Literacy

In Reading, 62% of our students performed in the top two bands, compared to 52% of students in the state. This is a 14% increase from 2015 Reading results.

In Writing, 71% of our students performed in the top two bands, compared to 52% of students in the state. 0% of our students performed in the bottom band, compared to 1.2% of students in the state.

In Spelling, 68% of our students performed in the top two bands, compared to 55% of students in the state. This is a 21% increase from 2015 Spelling results.

In Grammar and Punctuation, 66% of students performed in the top two bands, compared to 53% of students across the state.

#### Year 5 Literacy

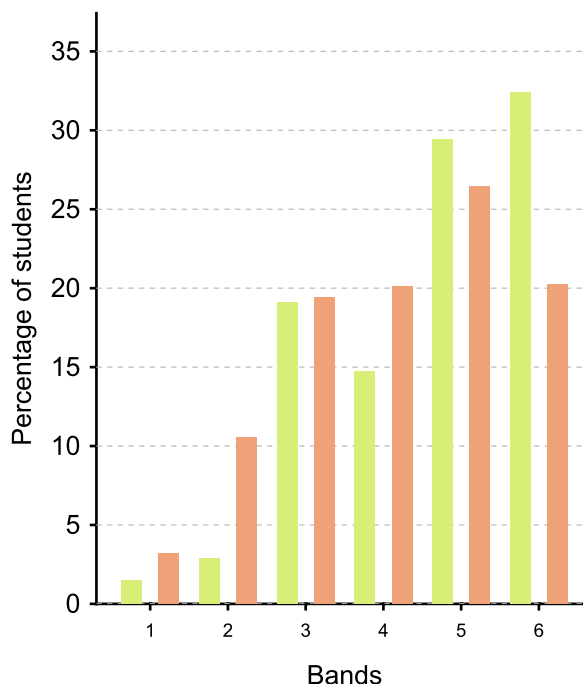
In Reading, 25% of our students performed in the top two bands, compared to 39% of students in the state. Our growth in Reading from year 3 to year 5 was greater than state with our students achieving a scaled

growth of 97.7 compared to an average state growth of 80.1.

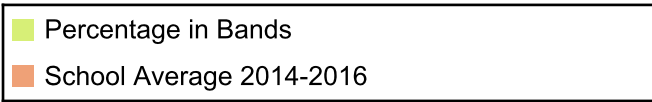
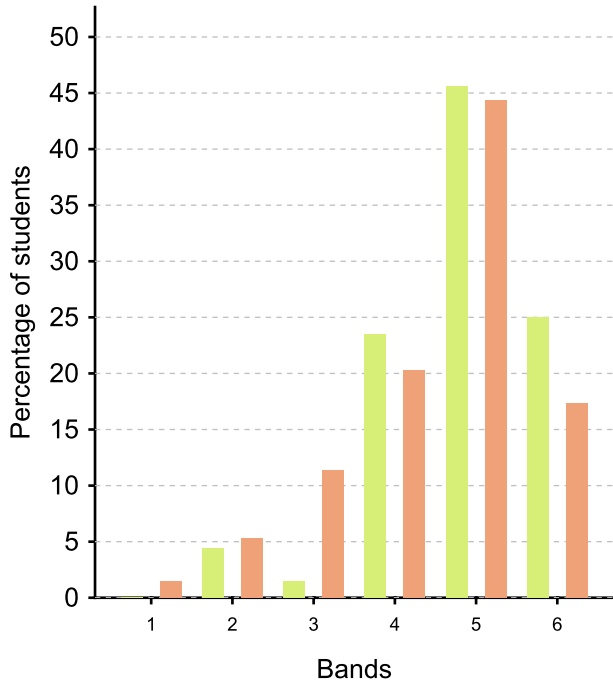
In Writing, 9% of our students performed in the top two bands, compared to 19% of students in the state. There were fewer students in our school that scored in the bottom band (1%) compared to across the state (5.3%).

In Spelling, 39% of our students performed in the top two bands, compared to 40% of student in the state. In Grammar and Punctuation, 34% of our students performed in the top two bands, compared to 41% across the state.

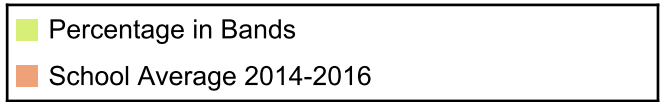
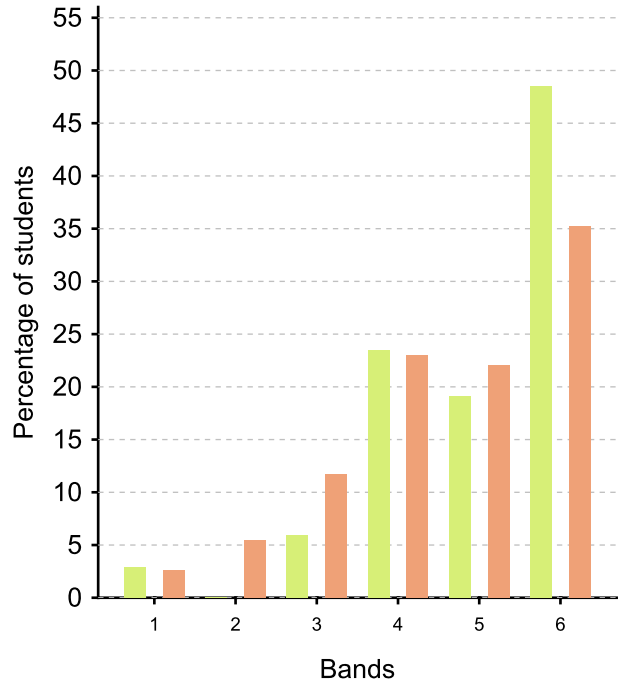
**Percentage in bands:**  
Year 3 Reading



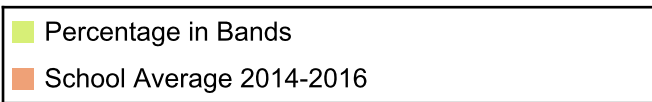
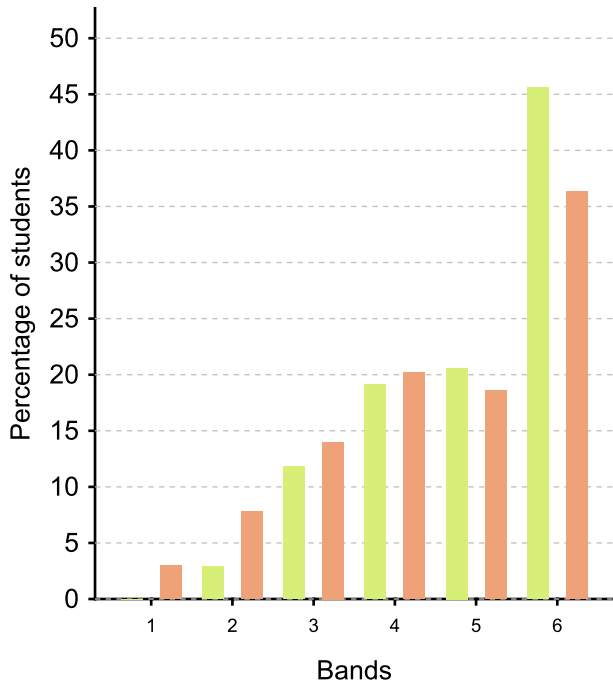
**Percentage in bands:**  
Year 3 Writing



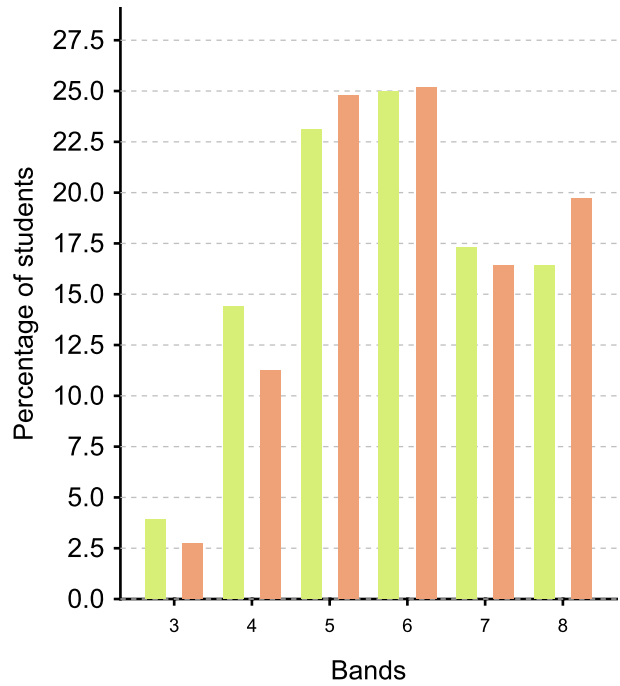
**Percentage in bands:**  
Year 3 Spelling



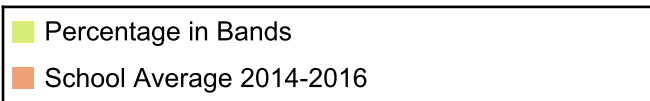
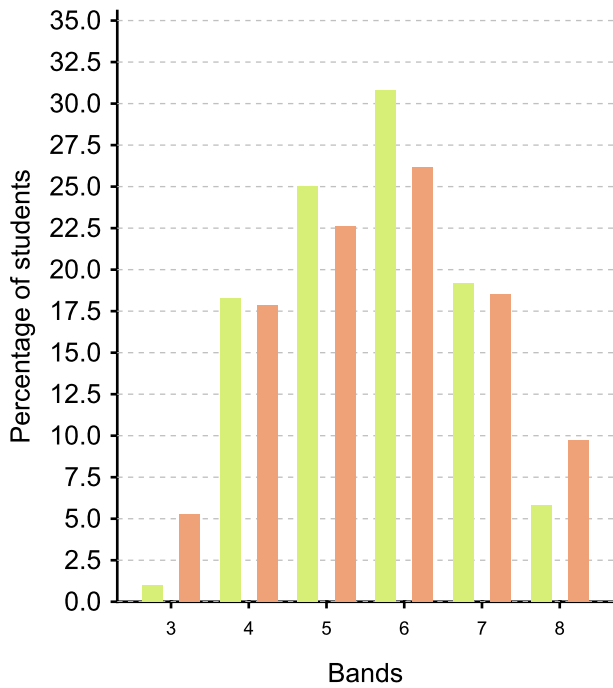
**Percentage in bands:**  
Year 3 Grammar & Punctuation



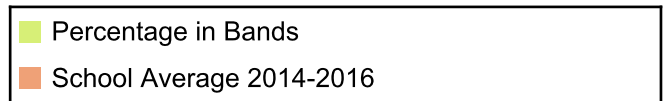
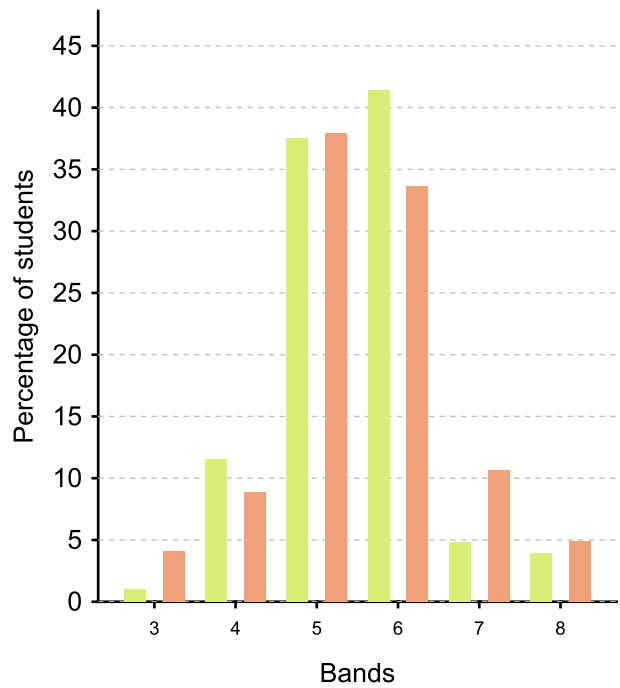
**Percentage in bands:**  
Year 5 Grammar & Punctuation



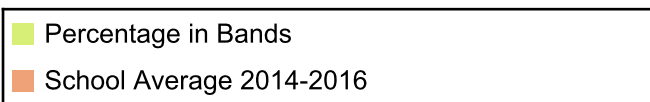
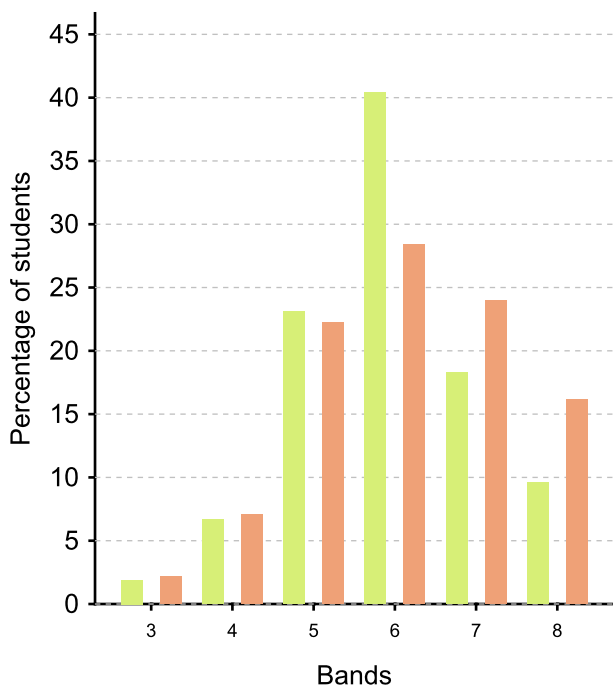
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Spelling



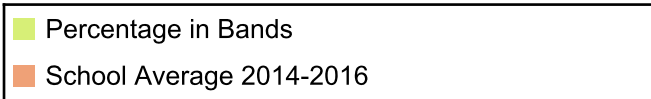
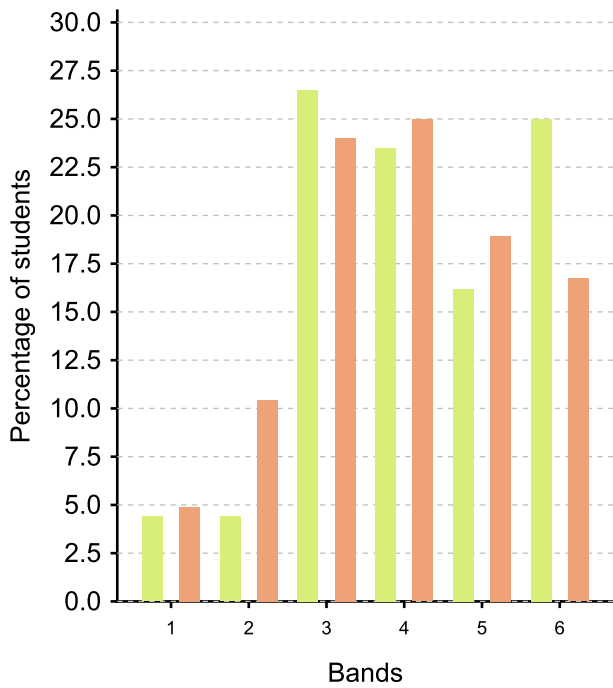
**Year 3 Numeracy**

In Numeracy, 41% of our students performed in the top two bands, compared to 39% across the state. This is a 6.6% increase from 2015 Numeracy results. Only 8.8% of our students performed in the bottom two bands, compared to 14.5% of students across the state.

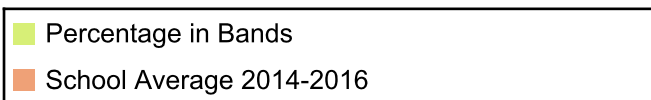
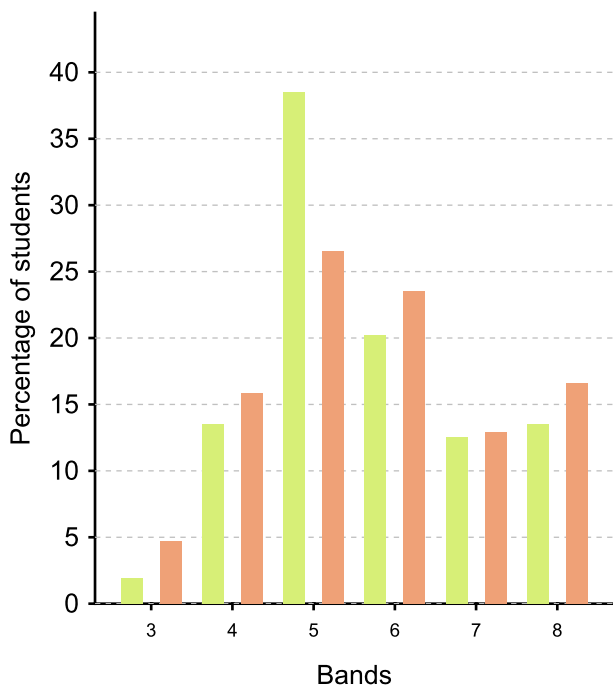
**Year 5 Numeracy**

In Numeracy, 26% of our students performed in the top two bands, compared to 31% across the state. Our growth in Numeracy from year 3 to year 5 was greater than state's with our students achieving a strong growth of 100.5 compared to an average state growth of 91.7.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



## Parent/caregiver, student, teacher satisfaction

Beverly Hills North students and parents participated in the NSW Dept of Education 'Tell Them From Me' surveys during 2016. The following trends were displayed:

### Students

BHN students displayed results at or above state norms in having a positive sense of belonging, value schooling, have positive behaviour, put plenty of effort into their schooling and school staff hold high expectations for students. Areas for further growth would be higher participation for boys in extra curricular activities and more challenge in Numeracy.

### Parents

Parents who responded to the survey gave highest value to feeling welcome at school, school supportive of positive behaviour and safety at school. Areas that they would like development on are communication regarding their child's progress (academic and social) and opportunities for students to learn at a slower pace.

### Teachers

Teachers responded to a school evaluation survey with comments highly valuing collaborative programming sessions, opportunities to share their teaching experience with other staff members to build teacher capacity, support within classrooms and the team culture at BHN. Areas to look for improvement addressed greater consistency of computer Wi-Fi connection, more time to work collaboratively on new curriculum and clearer communication at times.





## Policy requirements

### Aboriginal education

Beverly Hills North Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. There are six students in the school who are from Aboriginal descent. Students had Personalised Learning Pathways (PLPs) devised, to target learning and wellbeing goals. Teachers were also provided will professional development in preparing PLPs.

The school raised awareness of Aboriginal culture and history during 2016 NAIDOC and Reconciliation Week Celebrations. All students also participated in a special cultural incursion.

One of BHN's indigenous parents taught a student group a range of indigenous dances to open our BHN Multicultural Day.



### Multicultural and anti-racism education

At Beverly Hills North PS we have two English as an Additional Language or Dialect (EAL/D) teachers who support students in their acquisition of English. In 2016 there were 85% of students who were from a background other than English.

The EALD teachers support students throughout the K–6 area by either withdrawal, which comprises of small intensive groups to help with the children's basic language acquisition, to team teaching where EALD teachers help within the student's classroom in order to support and further extend their literacy skills.

Students who are newly arrived attend a New Arrivals Program. These students are assessed to ensure they receive the literacy support they need to be successful learners. Our school has been allocated extra funding to cater for these students giving them an additional one day a week support to help with their transition into their mainstream classes.

Our school constantly strives to promote the importance of respect, diversity and the importance of tolerance and acceptance. The school celebrated 'diversity' on Harmony Day and also on Multicultural Day where students learnt more about the cultures that make up our school community and their many and varied traditions to develop a deeper understanding of our the many cultures that exist within our school.

The school encourages participation in the Multicultural Public Speaking Competition each year.

### Anti-racism Education

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The Anti-Racism Contact Officer at Beverly Hills North Public School has dealt with a minimal number of incidents of racism by individual students. Each incident is investigated in line with the current Student Wellbeing Policy at Beverly Hills North Public School. This process involves student reflection and counselling. Beverly Hills North Public School promotes respect for all races and cultures.

### Other school programs

Beverly Hills North Public School continues to supplement quality teaching in classrooms with a broad range of extra-curricular programs throughout the year that are tailored to student interest and year level.

Clubs on offer include band, chess, choir, dance, debating, drama, drumming, student newsletter and gardening. Additionally, students had the opportunity to participate in the Premier's Spelling Bee, Reading and Debating Challenges competing against schools in our region.

The school also participated in the district PSSA sporting competition in the following sports– cricket, softball, t-ball, oz tag during the summer season and netball, soccer, touch football and rugby league during the winter season. Various students who were successful in our swimming, athletics and cross country carnivals and in the arts (being spelling, public speaking and drama) and continued to zone, regional and state level. Beverly Hills North PS strongly believes in the development of the 'whole child'.