

Beverly Hills North Public School

Annual Report



2017



EVER READY

3944

Introduction

The Annual Report for **2017** 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.

Beverly Hills North Public School is focused on creating a strong learning culture, where student growth and continuous improvement is achieved by supporting teachers to be highly effective practitioners.

Anne Davis

Principal (Rel.)

School contact details

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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 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. 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

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework 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.

In the Learning Domain, the school's overall on-balance judgement is Sustaining and Growing. The school is committed to strengthening our learning culture, with teachers working collaboratively, using knowledge of their students and evidence based practices, to plan, deliver and monitor student learning. The school community values our rich learning culture, which is holistic, developing students academically, socially and emotionally. Teachers work actively with parents in a range of partnerships, further building upon the school's strong learning culture.

In the Teaching Domain, the school's overall on-balance judgement is Sustaining and Growing. Teachers are committed to improve their teaching practice to improve student learning. Learning opportunities for students are engaging and teaching strategies are evidence based. Teachers continually evaluate the impact of their teaching practice, to plan for ongoing learning for their students. Targeted teacher professional learning drives continuous improvement across the school and further develops our collaborative learning culture.

In the Leadership Domain, the school's overall on-balance judgement is Sustaining and Growing. School leaders drive continuous improvement and have a strong commitment to drive a learning culture based on high expectations. School leaders are focused on building positive and stronger relationships with our community to positively impact on our students.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Improved communication channels resulted in strengthened community engagement and participation in school decision making processes and school life.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased parental/carer participation in school decision making and school activities – audit of school parental involvement conducted annually	\$2000	Increase on 2017 levels of community participation at parent body meetings and functions and in classrooms volunteering.
<ul style="list-style-type: none">Increase in formal and informal communication from the school community utilising all available methods.	\$10,000	New parent engagement platform Schoolzine was used, in addition to Facebook, the Kalori and message boards to share information with the community about our growing learning culture.
<ul style="list-style-type: none">Student forums regarding effectiveness of SRC, School Leadership and Student Leadership Mentoring Program show an increase in student involvement in school decision making	\$500	Enhanced student voice in school wide decision making processes.

Next Steps

Continued prioritisation of community engagement and involvement and opportunities for student leadership in the next School Plan 2018–2020.

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

A shift of professional learning from numeracy to writing occurred as a result of in depth internal and external data analysis. Yrs 3–6 numeracy professional learning targeted student growth in numeracy, resulting in effect sizes demonstrating more than 2 years growth in number.

A revision of the school's assessment and reporting processes was undertaken, which lead to significant improvements in communicating student progress to parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in students' literacy and numeracy growth from Year 3 to Year 5 and from Year 5 to Year 7	Instructional leadership – 5 days per week.	NAPLAN analysis indicated: <ul style="list-style-type: none">• Year 3 to 5 reading growth (92.7) was above State average growth (80.1)• Year 3 to 5 numeracy growth (100.5) was above State average growth (91.7)• Year 5 to 7 reading growth (54.3) was above State growth (46.3)• Year 5 to 7 numeracy growth (67.5) was above State growth (61.1).
Increase in student engagement in their learning	Ongoing professional development via spirals of inquiry and data days – \$50,000.	Student feedback indicated the majority of students reported strong levels of engagement in their own learning.
Increase by 3% proportion of Year 3 and 5 students achieving proficiency level in NAPLAN Numeracy and Reading	Focus on student growth through spirals of inquiry and data days – \$50,000.	NAPLAN analysis indicated the following growth in proficiency: <ul style="list-style-type: none">• Year 5 reading proficiency increased from 25% to 28%• Year 5 writing proficiency increased from 9% to 24%• Year 5 spelling proficiency increased from 28% to 39%
90% all students achieve Cluster and Level targets in Literacy and Numeracy.	Focus on student growth through spirals of inquiry and data days – \$50,000.	Analysis of internal student writing data indicated that students were successfully working towards meeting their individualised learning goals in writing.

Next Steps

Continued prioritisation of student growth across the school with targeted professional development for teachers.

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

A prioritisation of teacher wellbeing sought to improve the efficiency of school based practices and processes.

Staff professional development was strengthened through goal setting and targeted professional development, which supported teachers capacity to reflect on their impact on student learning outcomes.

Staff felt empowered and supported to be effective teachers in a learning culture where their wellbeing was considered and valued.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased staff wellbeing, collaboration and sense of ownership to improve teaching practice.	\$5000	Teacher feedback indicated a growth in teacher efficacy and strong connections to a collaborative learning culture, which helped to drive continuous improvement.
All staff show evidence of professional growth by meeting or exceeding PDP goals.	Time allocated through team and professional learning meetings.	Mid and end year reflection throughout the professional development cycle demonstrated strong professional growth against set goals.
Diverse range of opportunities for leadership development for all staff.	\$5000	Staff were engaged in a range of formal and informal leadership opportunities, with support and mentoring provided to strengthen leadership capacity across the school.

Next Steps

Continued prioritisation of teacher professional learning and wellbeing.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5039	Funding has been utilised to enable the collaboration of teachers and parents of indigenous students in formulating Personalised Learning Plans for students.
English language proficiency	\$187,403 and \$32, 932 flexible funding	<p>Funding is utilised to employ two English as an Additional Language teachers, both working 4 days per week to work with students who are phase 1, 2 and 3 EALD learners. This support is provided in the classroom and also as withdrawal time from class in small groups, to support students in their literacy skills.</p> <p>Speech and language groups are implemented twice a week to work with work with small groups of targeted K–6 students who need additional support with speech difficulties and language processing issues.</p>
Low level adjustment for disability	\$224,936 and \$79,177 flexible funding	<p>Funding is utilised for 8 days of Learning and Support Teacher time to both work with teachers to support students and directly with students, across the school. Flexible funding is utilised to provide additional Learning and Support Officers to implement targeted intervention programs with students needing additional support.</p> <p>Rip It Up reading program assists 60 students who have working memory related reading difficulties.</p>
Quality Teaching, Successful Students (QTSS)	5 days per week	Full time instructional leader targets the teaching of writing K–6. The instructional leader provides professional learning in evidence based teaching practice to build teacher capacity in the area of writing, collaborative planning and to support teachers to examine the impact of their teaching on students through data days and spirals of inquiry. The instructional leader also addresses the need for instruction to better meet individual students' learning needs.
Socio–economic background	\$54,313	<p>Occupational therapy program to assist teachers in identifying and supporting students who have fine and gross motor skill difficulties and visual perception and sensory processing/integration issues.</p> <p>The occupational therapist has also worked with teachers and Student Learning Support Officer to design s dedicated sensory room, to develop students to engage in a range of sensory experiences to support students with sensory processing or integration difficulties.</p> <p>Funding also provided professional learning for teachers to develop their expertise through the use of evidence based practices in the area of writing. Teachers were supported to examine the impact of their students through data days and spirals of inquiry.</p>

Targeted student support for refugees and new arrivals	\$25,000	Funding has enabled a teacher to be employed to plan and implement targeted language programs to address students' acquisition of foundation English as an additional language. They work one day per week with students on an individual or small group basis.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	355	324	329	340
Girls	342	327	316	304

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.9	95.8	95	95.5
1	97.5	95.3	95.5	96.4
2	96.6	96.8	95	95.6
3	97.5	95	96.2	94.9
4	97.4	96	94.3	95.1
5	97.1	94.9	96	95.2
6	97.1	94.8	94.3	94.9
All Years	97.3	95.5	95.2	95.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The school closely monitors attendance and is quick to develop strong home school connections to ensure that students are arriving on time and for the maximum number of school days per year.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	23.72
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.3
Teacher Librarian	1.2
Teacher of ESL	1.2
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

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

Professional learning centred upon the targeting of writing across K –6. An instructional leader provided professional learning in evidence based teaching practice to build teacher capacity in the area of writing, collaborative planning and to support teachers to examine the impact of their teaching on students through data days and spirals of inquiry. The instructional leader also addressed the need for instruction to better meet individual students' learning needs.

A quarter of BHN staff were accredited through NESA. All teachers are preparing for accreditation in 2018 and beyond. Teachers are supported to complete their accreditation and professional growth is reinforced as part of the school's learning culture and commitment to life long learning. The school developed an early career teacher mentoring program to support their professional growth in their role as a class teacher. We have 7 members of staff who are trained as mentors and were

provided release time to work with the ECT's to plan and implement professional learning and growth strategies.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	153,017
Revenue	5,125,470
Appropriation	4,745,595
Sale of Goods and Services	34,911
Grants and Contributions	341,591
Gain and Loss	0
Other Revenue	0
Investment Income	3,373
Expenses	-5,164,702
Recurrent Expenses	-5,164,702
Employee Related	-4,652,325
Operating Expenses	-512,376
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-39,232
Balance Carried Forward	113,785

The following tables provide a breakdown of school income and expenditure by funding source and the information is derived from the school's Annual Financial Statement.

The school's finance committee oversees all financial management processes and ensures the school meets its financial policy requirements in accordance with Department's expectations and requirements.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	4,048,251
Base Per Capita	98,573
Base Location	0
Other Base	3,949,678
Equity Total	408,989
Equity Aboriginal	5,039
Equity Socio economic	49,862
Equity Language	153,110
Equity Disability	200,978
Targeted Total	95,075
Other Total	52,657
Grand Total	4,604,971

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.

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.

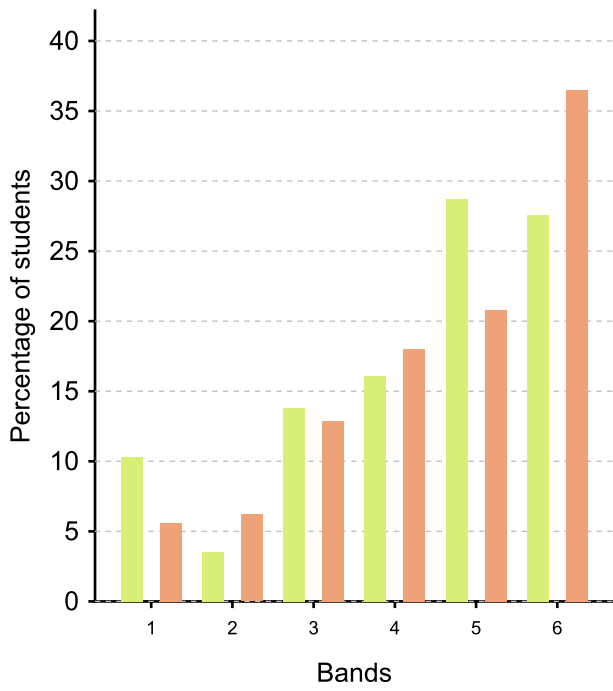
Year 3 NAPLAN results indicated:

- 43.6% of students in reading, 62.9% in writing, 55.1% in spelling and 56.3% in grammar and punctuation were proficient
- Mid and top band growth are areas for future improvement.

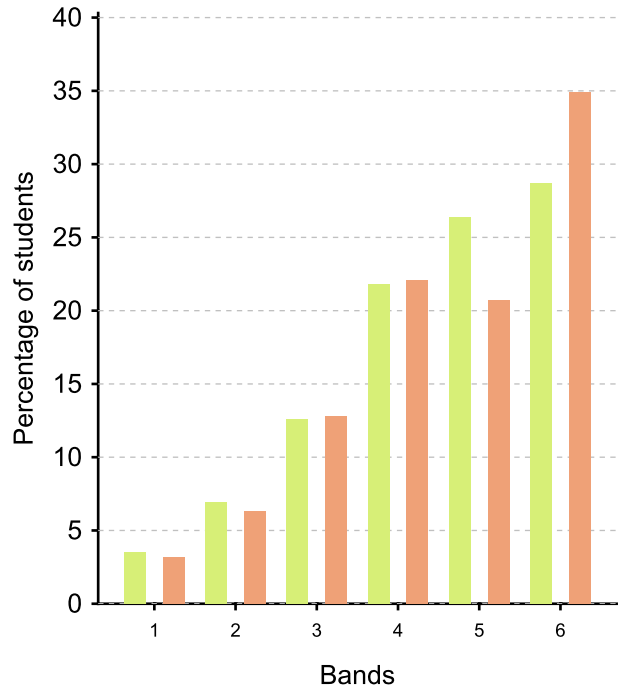
Year 5 NAPLAN results indicated:

- 27.5% of students in reading, 24.1% in writing, 39.1% in spelling and 34.3% in grammar and punctuation were proficient
- Mid and top band growth are areas for future improvement.

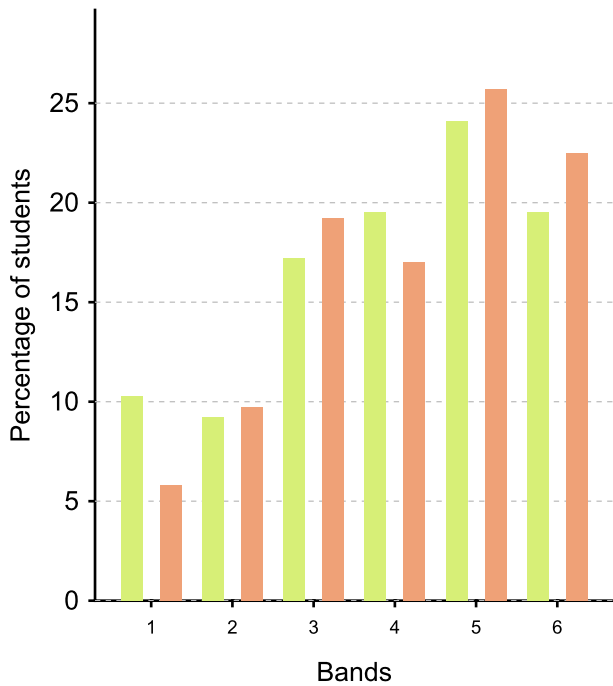
Percentage in bands:
Year 3 Grammar & Punctuation



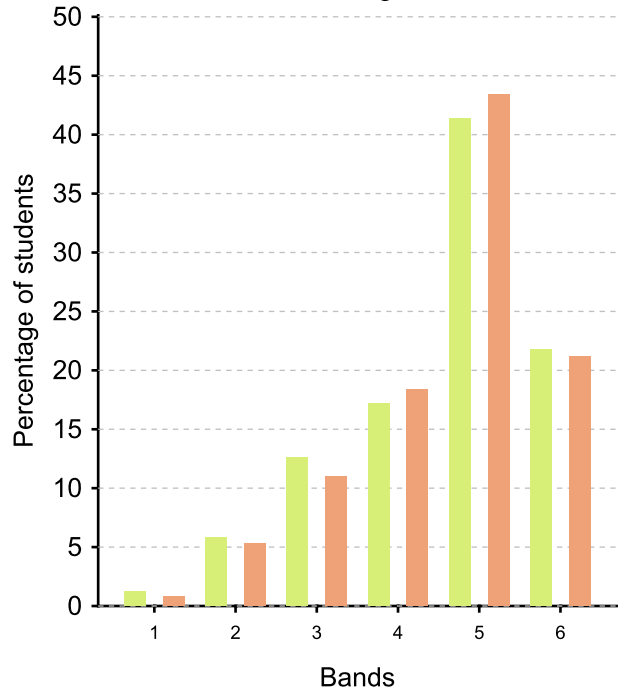
Percentage in bands:
Year 3 Spelling



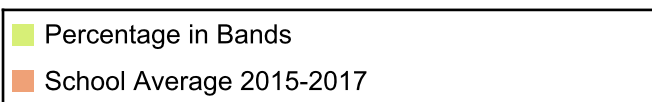
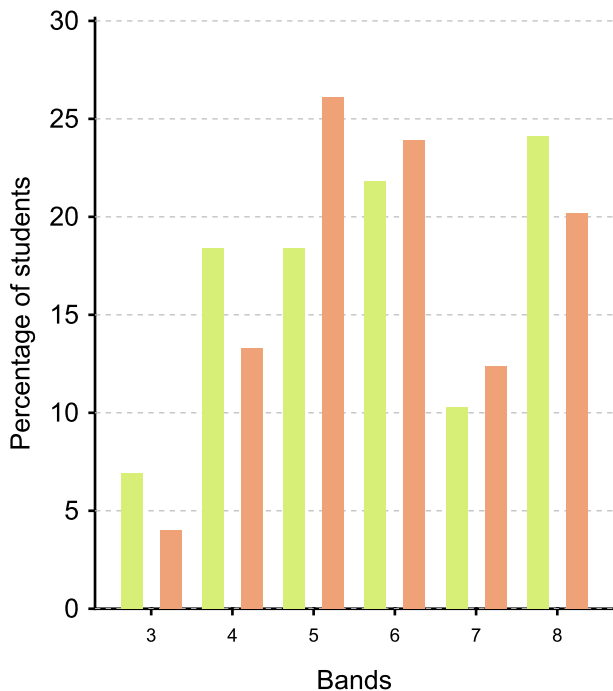
Percentage in bands:
Year 3 Reading



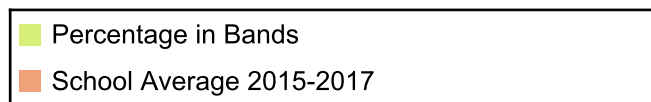
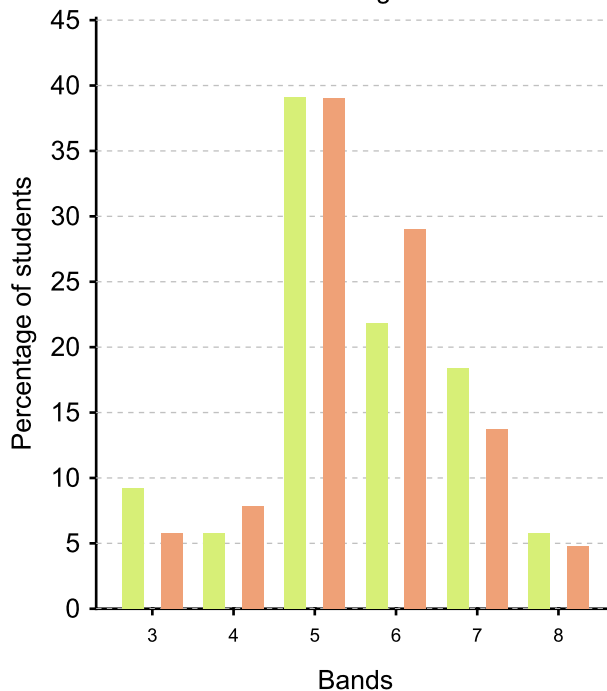
Percentage in bands:
Year 3 Writing



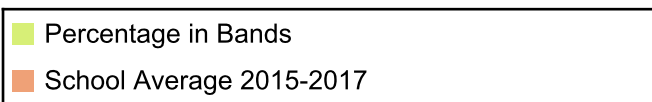
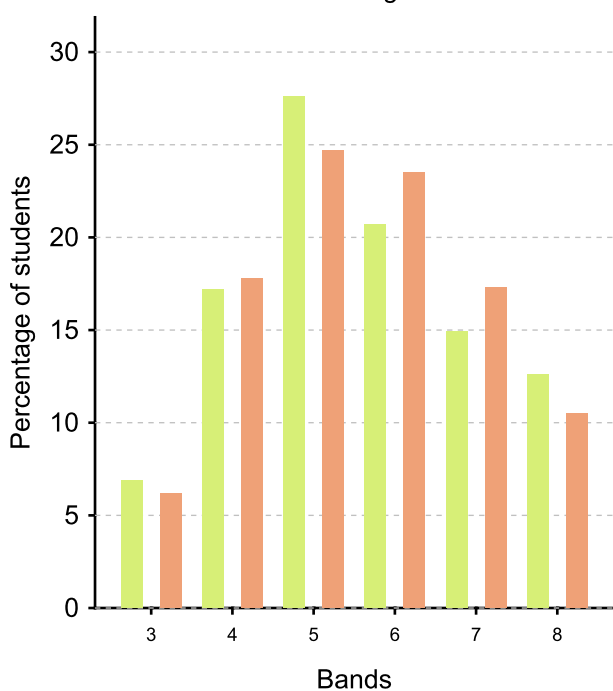
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Reading



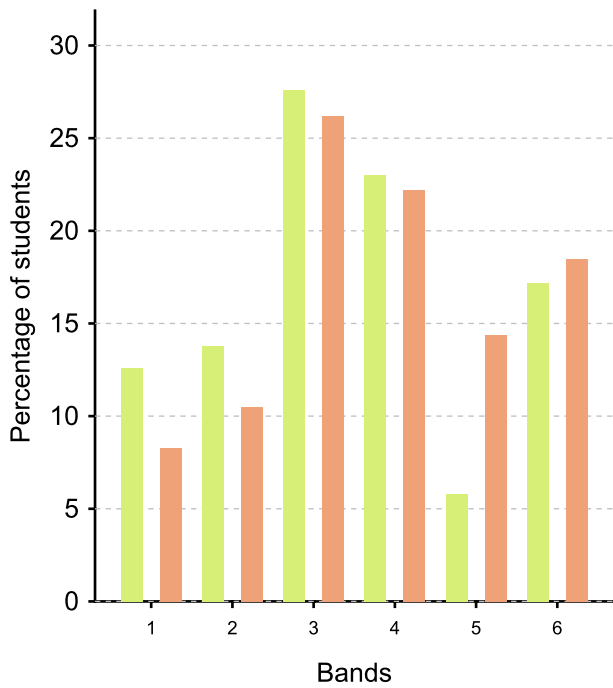
Year 3 NAPLAN results indicated:

- 22.9% of students were proficient
- Mid and top band growth are areas for future improvement.

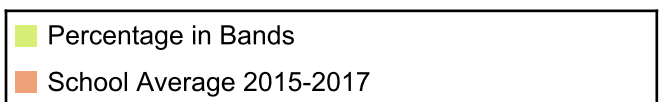
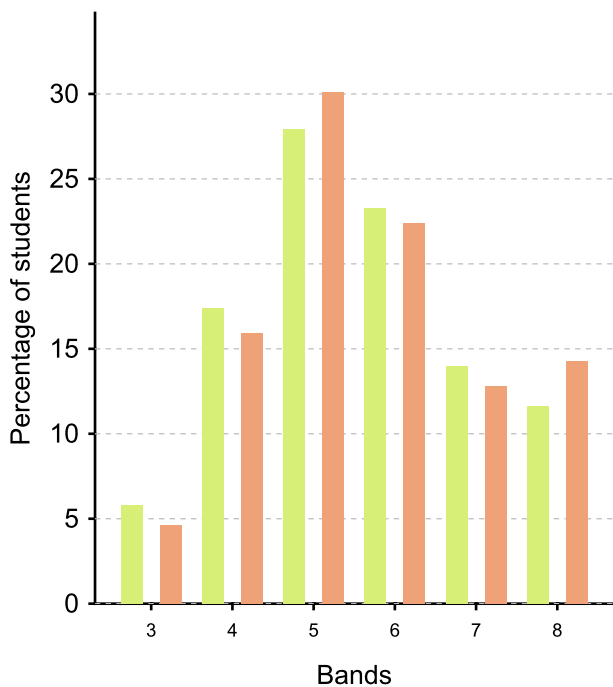
Year 5 NAPLAN results indicated:

- 25.6% of students were proficient
- Mid and top band growth are areas for future improvement.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



their student performance for the top two NAPLAN bands in reading and numeracy. At Beverly Hills North Public School, in Year 3, 44% of students were in the top two bands for reading and 23% in numeracy. In Year 5, 27.5% of students were in the top two bands for reading and 26% in numeracy.

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought opinions about the vision for our school as it enters the next three year planning cycle. School based focus groups were held. Parents, students and staff evaluated the outcome of the 2015–2017 School Plan in relation to what worked well, what could be improved and what will the school look and be like in 2020. Feedback was as follows:

- Parents, students and teachers indicated that a greater focus on technology and future focused learning was needed and that the school should continue its focus on building a learning culture focussed on student growth, teacher and student wellbeing and building stronger positive partnerships with the community
- Parents indicated the school's communication via the Skoolbag app, Facebook, newsletters and notes had improved the flow and timeliness of information from school to home. In particular, feedback on the increased translation of notes in key languages was extremely positive
- Teachers indicated they felt supported through professional learning to differentiate content to meet students' learning needs
- Students indicated that they would like more opportunities to develop and apply their leadership skills (not just Student Executive and SRC).

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 supported in preparing PLPs. The school raised awareness of Aboriginal culture and history during 2017 NAIDOC and Reconciliation Week Celebrations and in an ongoing way by employing Indigenous perspectives through the curriculum.

Multicultural and anti-racism education

At Beverly Hills North PS we have two English as an Additional Language or Dialect (EALD) teachers who support students in their acquisition of English. In 2017 there were 82% of students who were from a

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the Premier's priority *Improving Education Results*, schools are required to report on

background other than English.

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

Students who are newly arrived to Australia attend a New Arrivals Program. These students are assessed to ensure they receive the intensive literacy support they need to be successful learners. Our school has been allocated extra funding to cater for these students, providing 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 our rich diversity on Harmony Day. 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 cultural backgrounds.