Beresford Road Public School
Annual School Report

2011
Our school at a glance

Beresford Road Public School is situated in a stable residential area which proudly serves the Greystanes local community. The school has spacious grounds and amenities which is able to cater for the 426 students which are currently enrolled in the school. The school currently has seventeen mainstream classes including one Multicategorical class. 2011 saw the introduction of a 5/6 enrichment class and in 2012 this will expand to include a 3/4 enrichment class.

The school was constructed in 1969 and features a hall, library, two COLAs, a computer lab, canteen, three outdoor learning areas and two connected class rooms (video conferencing facilities). All learning spaces are air conditioned and utilise interactive whiteboard technology. The school has an onsite before and after school care facility.

Twenty – eight percent of the students at Beresford Road Public School are from English backgrounds other than English and two percent identify as Aboriginal or Torres Strait Islanders.

The school’s educational plan has a strong focus on improving the educational outcomes for all students in the areas of literacy and numeracy through the effective use of assessment and programming to cater for individual needs.

Teacher improvement is paramount to achieve the goals set for the students and teachers are provided with quality professional learning to achieve these goals. The school is currently involved in training initiatives that include Focus on Reading, Targeting Early Numeracy and Best Start.

Students at Beresford Road Public School benefit from programs in Reading Recovery, Best Start, and Targeting Early Numeracy (TEN), student leadership initiatives, PSSA, in school sport programs, gymnastics, dance, choir, Premiers Reading and Spelling Bee challenge, debating, public speaking competitions and various other regional and state competitions and programs.

Significant programs and initiatives

The school was involved in a number of additional programs throughout 2011. These programs were intended to give all students extra opportunities for their learning and engagement at school.

These included:

- National Partnerships - Focus on Reading
- TEN Program
- Reading Recovery Program
- Student Leadership Program
- Life Education Program
- Sport in School Program
- Student Support Program
- Gift and Talented Students Program
- Drama Program
- Special Swimming Scheme
- Gymnastics Skills Program
- Dance and choir groups
- Social Skills Program
- Positive Behaviour for Learning Program
Student achievement in 2011

In 2011 NAPLAN results at Beresford Road Public School were pleasing. These achievements are detailed on pages seven to ten in this Annual School Report.

Messages

Principal’s message

Beresford Road Public School continued to move forward in their goals and aspirations for the students, parents and the staff.

The National Partnerships initiative which we were involved in since 2009 came to a close at the end of June 2011. This initiative allowed our staff to be involved in professional development in literacy, specifically the area of comprehension. Staff were involved in the Focus on Reading Program which helped to provide them with skills in teaching comprehension in a more explicit and systematic manner. The Targeting Early Numeracy (TEN) program was introduced, allowing teachers to provided early intervention for students in the area of Early Arithmetic Strategies.

2011 also saw the restructuring of classes in Stage 3 making them stage based as opposed to year based and the introduction of a 5/6 enrichment class. We also introduced a Multicategorical class to our school which caters for 6 students with autism. The restructuring and formation of these classes proved to be popular and beneficial to our school as it allowed the curriculum to be more closely tied to the needs of the students and early results seems to indicate success.

This schools profile was lifted in 2011 by ensuring our performances in the areas of the Arts, Sport and Academia were published in local newspaper and media and celebrated within the school as well as the wider community.

Our small but dedicated P & C worked tirelessly, throughout 2011. Through their efforts the P & C purchased two additional interactive whiteboards for classrooms and an air conditioning unit for one as well as a vegetable garden.

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.

Marvic Aquilina
Acting Principal.

P & C message

At Beresford Road Public School we have a group of committed proactive and supportive parents who epitomize what a P&C Association is all about. The close co-operation between parents, students and teachers has meant we have been able to successfully promote the interests of the school and its students.

This year, as a result of the hard work and commitment of our P&C members and other parent helpers, we have been able to provide the school with a range of resources and equipment designed to be used for the benefit of the students.

Our first major contribution was the installation of electronic whiteboards in the classrooms which meant all our classrooms have the same learning environment. We also managed to raise sufficient funds for a vegetable garden, air conditioners, cameras, games for the library and other small items.

None of this would have been possible without the support we have received from the school community with events such as Mothers Day and Fathers Day stalls, 5 cent challenge, Pizza Day, sausage sizzles, Election Day BBQ, Pancake Day and Cake stalls.
We cannot underestimate the service provided by our uniform shop volunteers in ensuring uniforms are available for purchase.

I would like to thank all those who have chosen to become involved in the various activities organised through the P & C in 2011. Without you, our ability to succeed would be limited.

Annette Cachia  
P & C President  

Student representative’s message

It was a privilege this year that we were the School Captains for 2011 and were able to leave Year 6 with this memory.

Throughout 2011 the School Leaders and the SRC were involved in many activities to develop our leadership skills as well as raise money for the school and various charities.

To help develop our leadership skills the SRC and school leaders were involved in a school leadership camp where we learnt skills to help us become better leaders. We attended weekly meetings to discuss the needs of the students.

We held discos, mufti days and sold bandanas for Canteen. We continued sponsoring a child in Africa and making a difference in his life and his family’s.

As part of our fundraising activities the SRC purchased ear phones for all the computers in the school.

Taysha Wilson & Charlie Downie  
School Captains 2011  

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Student enrolment numbers have increased from 389 students (March 2010) to 401 students (March 2011) Anticipated enrolments for 2012 are 430 students.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>185</td>
<td>185</td>
<td>183</td>
<td>198</td>
<td>201</td>
</tr>
<tr>
<td>Female</td>
<td>204</td>
<td>195</td>
<td>191</td>
<td>191</td>
<td>200</td>
</tr>
</tbody>
</table>

Student attendance profile

Annual attendance rates for Beresford Road Public School continue to be above state and regional averages.
Management of non-attendance

All absences must be explained in writing giving an explanation for the absence as well as the duration. All notes must have the signature of the caregiver.

After three days absent the teacher will make contact with the caregiver ascertaining a reason for a child’s non attendance at school. Any unexplained absences will be followed up with a letter from the office staff.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KA</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KCL</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1/2J</td>
<td>1</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>1L</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1/2J</td>
<td>2</td>
<td>19</td>
<td>26</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3S</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3W</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>4H</td>
<td>4</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>4P</td>
<td>4</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>5/6D</td>
<td>5</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>5/6F</td>
<td>5</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>5/6G</td>
<td>5</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>5/6J</td>
<td>5</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>5/6D</td>
<td>6</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>5/6F</td>
<td>6</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>5/6G</td>
<td>6</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>5/6J</td>
<td>6</td>
<td>14</td>
<td>31</td>
</tr>
</tbody>
</table>

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Beresford Road Public School had a total of 26.1 staff members; 22.9 were teaching positions.

The teaching staff was supported by a School Administration Manager, one full time and two part time school Administration Officers, one full time teacher’s aide, three part time Student Learning Student Officers (SLSO) and a part time General School Assistant.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.2</td>
</tr>
<tr>
<td>Total</td>
<td>26.1</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Beresford Road Public School did not have any staff that identified as Aboriginal or Torres Strait Islander.

Staff retention

In 2011 three teachers were on maternity leave and one staff member who was completing a secondment at Regional office. These positions were occupied with permanent temporary teachers for the year. The position of Principal was still vacant and this was filled by an Assistant Principal within the school occupying the position of Acting Principal for 2011.
Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>85%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>137,778.79</td>
</tr>
<tr>
<td>Global funds</td>
<td>209,746.89</td>
</tr>
<tr>
<td>Tied funds</td>
<td>78,097.95</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>135,022.12</td>
</tr>
<tr>
<td>Interest</td>
<td>8,719.33</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>15,946.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>447,532.44</td>
</tr>
</tbody>
</table>

| **Expenditure**             |             |
| Teaching & learning         |             |
| Key learning areas          | 33,388.42   |
| Excursions                  | 46,066.71   |
| Extracurricular dissections | 52,867.40   |
| Library                     | 4,294.62    |
| Training & development      | 1,911.30    |
| Tied funds                  | 117,171.69  |
| Casual relief teachers      | 74,186.04   |
| Administration & office     | 42,586.40   |
| School-operated canteen     | 0.00        |
| Utilities                   | 37,686.22   |
| Maintenance                 | 27,763.44   |
| Trust accounts              | 13,172.94   |
| Capital programs            | 13,621.96   |
| Total expenditure            | 464,667.14  |
| Balance carried forward     | 120,644.09  |

School performance 2011

Achievements

Arts

Beresford Road Public School believes in providing all students the forum to be able to express themselves through the arts.

- Students developed their skills in different techniques of art creation which culminated in a whole school art exhibition “Art in the Dark”.
- Two dance groups performed at the Hills Creative Arts Festival. These groups, as well as a Boys dance troupe, performed at various school functions and assemblies.
- An Ensemble choir group was established and performed at school official functions.
- A school debating team participated for the first time in the local cluster competition.
- All students K-6 developed their public speaking skills by participating in the school annual Public Speaking Competition.
- Students from stage two and three represented the school in the Premier’s Spelling Bee.
- Students performed class items at weekly assemblies.
- Student’s art work was displayed in various prominent locations around the school.
- A drama group for K-2 and 3-6 was established to encourage students to develop performance skills as well as improve self esteem.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
Sport

Beresford Road Public School has a proud history of sporting achievements. All students were offered a range of sporting activities to help develop skills, fitness and a love of physical activity.

- All 3-6 students were offered the opportunity of participating in PSSA sport for winter and summer competitions.
- Girls and boys teams were entered in the Peter Wynn Rugby League competitions.
- A number of students represented various sports at regional level.
- Students represented school at district and regional level for swimming and athletics.
- The ‘Sports in Schools’ program was offered to all students K-6.
- All students K-6 participated in a school gymnastics program.
- Students K-6 participated in Rugby League and AFL coaching clinics.
- Golf was introduced as a school sport for all children K-6.
- Wake and Shake was introduced to the students as a form of daily fitness.

Other

Beresford Road Public School students were involved in other activities to ensure rounded curriculum was being implemented.

- Student Representative Council established for students to have a bigger voice in their school community. Students discussed issues that related to them and how they could implement programs within the school.
- SRC held fundraisers to raise money for various charities and for ongoing sponsorship of child in Africa.
- Students participated in a number of camp, excursions and incursions to provide them with learning experiences.
- Students in stage 3 participated in MyScience, Murder Under the Microscope and Math’s Olympiad.
- Year 5 students participated in a weekly Gifted and Talented students program run in conjunction with the local high school.
- Social Skills program established to provide skills to students to develop skills on how to effectively interact with their peers.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
Aboriginal education
Beresford Road Public School has only 1.78% of its students who identify as Aboriginal and Torres Strait Islanders.

Personalised Learning Plans are written for all Aboriginal students in conjunction with parents and caregivers. Parents, teachers and students focus on goals in relation to literacy and numeracy. These plans are reviewed each term.

Aboriginal Elders have been invited to various classes to discuss Aboriginal heritage in relation to units of work students have been studying.

All school events and assemblies include a welcome to country.

An in class tuition program commenced in Term 3 to assist Aboriginal students to develop skills in literacy and numeracy from stage 2 and 3.

Multicultural education
Our English as a Second Language allocation for 2011 was for one full time teacher. The percentage of students from Non-English speaking backgrounds in 2011 was 28 percent.

The ESL teacher has been involved in the literacy and numeracy programs within the school as part of an early intervention strategy. The mode of program delivery has taken the form of in-class support as well as withdrawing students in small group situations.

Beresford Road Public School held a very successful Harmony Day Celebration where multicultural performers participated in the days celebrations.

Respect and Responsibility
Beresford Road Public School has a strong core belief in teaching values to the students. This has been achieved through various initiatives within the school curriculum.

- Parent workshops, forums and meetings were held to ensure the all where aware of the schools Behaviour Management Policy.
- The School’s Anti Bullying program was revised to ensure the safety and well being of students through the inclusion of cyber bullying outcomes.
- PBL continued to be the foundation of our school behavior management with lessons being explicitly taught across all stages based on our school rules.
- The SRC continued to support the sponsorship of a child through World Vision and various other charities.
Connected learning

All students at Beresford Road have access to technology on a daily basis.

Most classrooms have interactive whiteboards or E beams. In 2011 two more classrooms were fitted with interactive boards. The boards are used by both staff and students in daily lessons and staff have reported heightened engagement of students whilst using the technology.

The school has two banks of computers, one in a designated computer lab and the other in the library, which can be utilised by all classes. When the computer lab is accessed, students developed their skills in various areas such as word processing, animation, photo editing, developing PowerPoint presentations and many internet related activities.

The school has two connected classrooms. Classes have participated in discussions with other students and staff have linked up with other teachers and other classes across the states and countries. Students have continued to participate in virtual excursions.

Progress on 2011 targets

The targets for 2011 focused on literacy, numeracy, improved behaviour, increased integration of technology and meeting individual learning needs.

Target 1

Improved literacy targets for all students

Our success will be measured by:

- More than 16% of Year 5 students scoring in Bands 7 & 8 of NAPLAN reading.
- Less than 21% of Year 5 students scoring in Bands 3 & 4 of NAPLAN reading

Our achievements include:

Eighty percent of K-3 students met grade benchmark targets in literacy. Forty-nine percent of students achieved in bands 5 and 6 for Year 3 reading and fifteen percent of students achieved in bands 1 and 2.

Twenty-six percent of students achieved in bands 7 and 8 for reading Year 5 and eighteen percent of students achieved in bands 3 and 4.

Target 2

Improved numeracy outcomes for all students

Our success will be measured by:

- 80% of Year 3 students completing addition Number Facts program.
- 80% of Year 4 students completing multiplication Number Facts program.
- More than 30% of Year 3 students in Bands 5 & 6 of NAPLAN numeracy.
- Less than 22% of Year 5 students score in Bands 7 & 8 of NAPLAN numeracy.
- Less than 16% of Yr 5 students score in Bands 3 & 4 of NAPLAN numeracy.

Our achievements include:

85 percent of Year 3 students completed the addition Number Facts program and 82 percent of Year 4 students completed the multiplication Number Facts program.

36 percent of Year 3 students achieved bands 5 and 6 and 16 percent of students achieved in bands 1 and 2 of numeracy.

15 percent of students achieved in bands 7 and 8 and 15 percent of students in Year 5 achieved in bands 3 and 4 in numeracy.
Target 3

Individual learning needs more effectively met with improved behaviour and increased integration of technology.

Strategies to achieve these targets include:

- Students’ participation in social skills program.
- Increased use of connected technology in the classroom.
- Implementation of phase 3 PBL.
- Identification of Gifted and Talented students.

Our achievements include:

Identified students, who were appearing on RISC management system on a frequent basis, were involved in a social skills program conducted by the School Counsellor and Support Teacher Behaviour. After completing the program, targeted students reduced by 75% in the incidents of being put on RISC.

100 percent of staff has utilised the connected technology in the classroom through using Notebook software to deliver lessons and by connecting with other schools across the state and in other countries and through virtual incursions.

Phase three of Positive Behaviour for Learning was completed with all students being exposed to explicit lessons relating to school values and behavior expectations.

Gifted and Talents students were identified by Gifted and Talent committee. These students were given the opportunity to participate in programs to develop their talents which were run in school as well as in conjunction with the local high school. The restructuring of classes at Beresford Road Public School saw the inclusion of a 5/6 enrichment class.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Assessment and Reporting and Science.

Educational and management practice

Assessment and Reporting

Findings and conclusion

Throughout 2011 a major emphasis has been placed on the use of data, such as SMART data, to analysis how students have been achieving. BEST Start data was used to gauge how Kindergarten students have been progressing. Data from the Targeting Early Numeracy program has also been used to measure students’ ongoing performance.

Staff have been using DASA to help them understand how to use and access this information to inform their teaching and help them program to cater for the needs of students.

This analysis of data has enabled teachers to more accurately identify where students lie on the literacy and numeracy continuum.

Teachers believed that using this data to help inform their teaching has provided benefits not only for themselves in the planning and implementation of programs but also has given them the ability to be able to cater for individual needs of the students by being able to differentiate the curriculum and assist in grouping students in class in the areas of literacy and numeracy. Teachers also commented on the positive use of lesson strategies gained from the SMART and Best Start websites to help with the preparation of lessons for their students.

Parents’ comments were positive with 75% commenting they were happy with the way assessment and reporting was conducted at Beresford Road Public School. 57 parents completed the survey. Parents where happy with the structure of reports and the information that was received, parents felt the report was informative and showed that teachers had good knowledge of the individual students in their class. Parents also commented that staff communicated effectively with parents on a regular basis outside formal reporting times.
Future directions

Staff at Beresford Road Public School will continue to analysis data to inform their teaching on a regular basis. All new staff will be trained on DASA and this tool will be used twice a year to gauge teachers’ ability to access and analysis data.

All staff will use the literacy and numeracy continuums to track student performance in these areas. This information will be the basis of planning and programming explicit and systematic teaching outcomes which cater for the individual needs of all students.

Stage 1 teachers will use Best Start to track their students. All teachers will be given time to moderate work samples with colleagues to ensure a more consistent approach to ascertain student outcomes is achieved.

Curriculum

Science

Findings and conclusions

Staff and parents were surveyed to ascertain their thoughts on how Science was being taught in the school.

The majority of teachers indicated that not enough explicit teaching of science content and processes were being taught in the school. This was mainly attributed to the fact that Science was not taught as a separate entity but under the banner of Connected Outcome Groups (COGS).

Staff spoke about Science not taught every term, depending on the focus of the COGS unit of work and also sometimes having access to resources and equipment was difficult.

The survey also suggested that the students enjoyed participating in hands on science activities which taught the processes of science.

Approximately 70 percent of the staff felt comfortable teaching science if they had the appropriate resources to help them.

Future directions

The teaching of science is to be given a higher priority in 2012. Teachers will teach science as a separate entity and not as part of the COGS unit of work.

All staff to be involved in professional learning and discussion about the teaching of science and the processes involved. Some professional learning will also centre on the new Science National Curriculum and its implementation.

Resources and equipment will be purchased to assist in the explicit teaching of science within the school.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents informed the school that they thought teachers were helpful and concerned about their children’s welfare and well being. They felt the majority of the teachers were approachable and happy to discuss the needs of their children.

Parents felt the staff was prepared to listen to the parents concerns and act upon them in a timely manner. They felt the school was inviting to enter and made them feel welcome and there was a feeling of honesty, consistency and transparency in all dealings with the community. Some parents commented that sometimes they feel they are not being communicated to quickly enough about certain issues.

Students commented that they enjoyed coming to school and teachers tried to make their learning enjoyable and interesting. They did comment that sometimes they didn’t understand why they were doing something and this could be explained a little better. Students also commented that they enjoyed the variety of activities that they were given opportunities to participate in.
Teachers commented that they felt respected, appreciated and heard and that they were being given opportunities to develop their skills in a variety of areas. Feedback from the staff was generally positive in relation to learning programs and staff welfare. They felt they understand what was expected of them as a staff member of the school.

Professional learning
The staff at Beresford Road Public School took part in weekly professional learning meetings at school. These sessions were to complement our educational targets for the year and to help meet the goals of our school management plan, DEC strategic goals as well as individual learning plans based on TARS review.

Staff was also given opportunities to attend DEC courses and training provided by external bodies. A prerequisite of attendance to these courses was teachers sharing this information with the staff at a school based professional learning workshop. All staff participated in mandatory training in such areas as OH&S, Code of Conduct, anaphylaxis and epilepsy training.

In 2011 all 3-6 staff participated in the Focus on Reading Training as part of the National Partnership Initiatives. This consisted of a series of workshops conducted by a regional facilitator to develop skills and strategies in teaching comprehension in an explicit manner.

K-2 staff participated in the training for Targeting Early Numeracy (TEN). This program is intended to develop the skills in teachers to provide early intervention for students in the area of Early Arithmetic Strategies. The K-2 staff also received training in Best Start.

Teachers also participated in lesson studies in the areas of literacy and numeracy.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Improved ability for all students to comprehend text.

2012 Targets to achieve this outcome include:

- One hundred percent of teachers using the Literacy and Numeracy Continuum to plan and assess.
- Fifty percent of students meeting state average NAPLAN growth (Years 3–5) in reading.
- Increase the number of students in Year 5 achieving at the top two bands from seventeen percent in 2011 to twenty-two percent in NAPLAN reading.
- Ninety percent of Kindergarten students existing at least cluster 4 in all aspects of literacy.
- Ninety percent of Year 1 students existing at least cluster 6 in all aspects of literacy.
- Ninety percent of Year 2 students existing at least cluster 8 in all aspects of literacy.

Strategies to achieve these targets include:

- Explicit teaching of comprehension strategies based on the elements of the Quality Teaching Framework and strategies from the Focus on Reading Program.
• Implementation of Best Start Early Stage 1 and Stage 1 to identify literacy learning needs of students to inform assessment and programming.
• Implement Multilit program for students that are identified at risk of failure in reading.

School priority 2

Outcome for 2012–2014

Improve students’ numeracy results by improving students’ ability to work mathematically.

2012 Targets to achieve this outcome include:
• One hundred percent of teachers using numeracy continuum to plan and assess.
• Ninety percent of Kindergarten students achieving at Perceptual level in Early Arithmetic Strategies.
• Ninety percent of Year 1 students achieving at Counting On and Back level in Early Arithmetic Strategies.
• Ninety percent of Year 2 students achieving at Facile level in Early Arithmetic Strategies.
• Fifty percent of students meeting state average NAPLAN growth (Years 3-5) in numeracy.

Strategies to achieve these targets include:
• Best Start assessment data is used to inform strategies to improve numeracy achievement in students.
• Targeted Early Numeracy implemented in all K-2 classes with the emphasis on embedding the teaching/assessment cycle.
• Explicit teaching of mathematical meta-language and the use of Newman’s Analysis and Quality Teaching Framework to teach the strategies to answer word problems.

• Develop a greater understanding and more effective implementation of the Working Mathematically strand through quality teacher professional learning.

School priority 3

Outcome for 2012–2014

Quality assessment and reporting practices are implemented throughout the school.

Strategies to achieve this outcome include:
• All teachers program utilising the Quality Teaching Framework.
• All students can identify the lesson outcomes and criteria for success.
• Learning rubrics for programming and assessment are used by all teachers.
• Students are provided with effective feedback.
• Quality Teaching to be embedded with assessment in teaching and learning practice.
• Assessment tasks developed for all KLAs and moderated within and across all stages.
• Students involved in self assessment with quality Feedback and have a clear understanding of quality criteria for assessment tasks.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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