Beresford Road Public School
Annual School Report

2012
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 438 students which are currently enrolled in the school. The school currently has seventeen mainstream classes and a single one Multicategorical class. 2012 saw the enrichment class program expand to include classes in Stages Two and Three.

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.

Thirty-six percent of the students at Beresford Road Public School are from English backgrounds other than English and three 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 2012. These programs were intended to give all students extra opportunities for their learning and engagement at school.

These included:

- Best Start Assessment
- TEN Program
- Reading Recovery Program
- Student Leadership Program
- Life Education Program
- Sport in School Program
- Student Support Program
- Gift and Talented Students Program
- Special Swimming Scheme
- Gymnastics Skills Program
- Dance and choir groups
- Social Skills Program
- Positive Behaviour for Learning Program
- Learning Support Team

Student achievement in 2012

In 2012 NAPLAN results at Beresford Road Public School were pleasing. We achieved very well in writing and spelling and showed strong growth from Year Three to Five.

These achievements are detailed on pages six to eight in this Annual School Report.

Messages

Principal’s message

I was extremely happy to join Beresford Road Public School at the beginning of 2012.

Staff continued their training with the Focus on Reading Program which helped to provide them with skills in teaching comprehension, vocabulary and spelling in a more explicit and systematic manner. The Targeting Early Numeracy (TEN) program continued to provide early intervention for students in the area of Early Arithmetic Strategies.

Students achieved well in all areas. We once again competed successfully in the local PSSA competition, winning the championship in five sports. I was particularly pleased with the student growth in NAPLAN results from Year Three to Five in both literacy and numeracy.

The P & C organisation were a great help to the school in 2012, donating over $20 000 to the school to move our classrooms into the 21st century with the installation of interactive whiteboards. The Easter raffle, mufti days, mothers’ and fathers’ day stalls were appreciated by all students.

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.

David Leydon
Principal
**P & C and/or School Council 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 major contribution was the installation of four interactive smart boards in the classrooms, one of which will be installed in 2013. We also managed to have two very successful working bees which greatly improved the appearance of the school grounds.

None of this would have been possible without the support we have received from the school community with events such as Mother’s Day and Father’s Day stalls, 5 cent challenge, mufti days, raffles and the Election Day BBQ.

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 2012. Without you, our ability to succeed would be limited.

**Annette Cachia**  
P & C President

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**Student representative’s message**

It was a privilege to be the School Captains for 2012 and we were happy to be able to leave Year 6 with this memory.

We had a great time in Year Six this year, we especially loved the camp to the Snowy Mountains and Canberra. It was great when Mrs Doran threw the snowball at Mr Leydon. We would like to thank all the teachers for the great work they do in teaching us and for organizing all the extra fun activities.

Throughout 2012 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.

Our fundraising activities through the SRC purchased wireless microphones for the school hall which are to be used for weekly assemblies.

**Bryce McDermett & Emily Furtado**  
2012 School Captains
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 428 students (March 2012) Anticipated enrolments for 2013 are 440 students.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</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 good. The slight drop in 2012 (94.5% to 93.6%) is due to a winter influenza that affected some students for up to two weeks.

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 school 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.

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 34 staff members; 26 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 and three part time School Learning Support 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>15</td>
</tr>
<tr>
<td>Teacher, Multi-categorical</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher, RFF &amp; PPT</td>
<td>1.640</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.222</td>
</tr>
<tr>
<td>Total</td>
<td>29.482</td>
</tr>
</tbody>
</table>

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

Beresford Road Public School has staff that identify as Aboriginal or Torres Strait Islander.
Staff retention

In 2012 two teachers were on maternity leave and one staff member was a seconded to Regional office. These positions were occupied with temporary teachers for the year.

The position of Principal was permanently filled from the beginning of 2012. A fulltime librarian was employed during the year through the merit selection process as were two Assistant Principals at the end of the year (one to replace a promotion and one due to school growth).

Teacher qualifications

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

Fifteen teachers are accredited with the NSW Institute of Teachers

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>28</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>72</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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>120 644.09</td>
</tr>
<tr>
<td>Global funds</td>
<td>238 595.32</td>
</tr>
<tr>
<td>Tied funds</td>
<td>175 793.47</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>148 515.17</td>
</tr>
<tr>
<td>Interest</td>
<td>8 504.18</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>13 003.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>705 055.83</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 31 027.58  |
| Excursions                | 51 006.75  |
| Extracurricular dissections| 38 146.84  |
| Library                   | 4 248.70   |
| Training & development    | 2 941.74   |
| Tied funds                | 134 168.30 |
| Casual relief teachers    | 75 564.74  |
| Administration & office   | 60 631.35  |
| School-operated canteen   | 0.00       |
| Utilities                 | 41 777.89  |
| Maintenance               | 21 248.15  |
| Trust accounts            | 11 507.42  |
| Capital programs          | 22 753.56  |
| **Total expenditure**     | 495 023.02 |
| **Balance carried forward**| 210 032.81 |

A full copy of the school’s 2012 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.
School performance 2012

Achievements

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

• The successful Beresford Idol talent show provided an opportunity for all students to audition, refine and display their chosen talent.

• Stage Three classes worked with an Artist in Residence, Graham Chalcroft, to create wooden environmental art to be displayed around the school.

• Three dance groups performed at the Hills Creative Arts Festival. These groups also performed at various school functions and assemblies.

• An Ensemble choir group performed at school official functions including multicultural day and presentation day.

• 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.

• Three students had their artwork selected through open competition to be displayed at DEC offices and council chambers.

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 trialing for PSSA sport for winter and summer competitions.

• PSSA competitions were won in the areas of newcombe ball, girls’ soccer, netball, Oz tag, boys’ soccer, AFL and boys softball.

• A number of students represented various sports at regional level.

• Students represented school at district and regional level for swimming, cross country and athletics. One student competed at the state cross country championship.

• The ‘Sports in Schools’ program was offered to all students K-2.

• All students (non-PSSA) K-6 participated in a school gymnastics program.

• Wake and Shake was continued for 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 continued for students to have a 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, including a ZooSnooz and a trip to Canberra.
- Students successfully applied for an environmental grant to monitor energy use at the school and introduce strategies to reduce consumption.
- Students in stage 3 participated in MyScience and Math’s Olympiad.
- All students participated in a multicultural celebration and activities.
- Year 5 students participated in a weekly enrichment program run in conjunction with the Greystanes High School.
- Social Skills program, based on the school’s work in PBL, 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)
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.
Significant programs and initiatives

Aboriginal education

Beresford Road Public School has 16 of its students and one teacher who identify as Aboriginal and Torres Strait Islanders.

Personalised Learning Plans are written for all Aboriginal students. Parents and caregivers are invited to participate in this process. Parents, teachers and students focus on goals in relation to literacy and numeracy. These plans are reviewed each semester.

The Aboriginal garden was restored to its original state during the P & C working bee. All Aboriginal students designed a personal totem to be placed in the garden.

All students participated in NAIDOC week activities and a student assembly was held for this celebration.

Technology

All students at Beresford Road have access to technology on a daily basis in the classroom or the library or the computer lab.

Most classrooms have been upgraded from E Beams to Electronic Interactive Whiteboards (IWBs). In 2012, three more classrooms were fitted with interactive boards. The boards are used by both staff and students in daily lessons and staff continue to report heightened engagement from students whilst using the technology. The last two classrooms and the computer lab will have their current systems upgraded to IWBs at the beginning of 2013.

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 and complete the My Science activities.

Multicultural education

Our English as a Second Language allocation for 2012 was six days a week. Mrs Tiwari was employed full time while a temporary teacher filled the position for a further one day a week. The percentage of students from Non-English speaking backgrounds continues to grow and in 2012 was 36 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 Multicultural Day Celebration where students came in traditional dress, visited displays in each classroom, performed at an assembly and paraded their costumes.
Progress on 2012 targets

The targets for 2012 focused on literacy, numeracy and assessment.

**Target 1**

*Improved ability for all students to comprehend text.*

Our indicators were:

- 100% teachers using the Literacy and Numeracy Continuum.
- 50% of students meeting state average NAPLAN growth in reading.
- Increase the number of students in Year 5 achieving at the top two bands from 17% in 2011 to 22% in NAPLAN reading.
- 90% of Kinder students existing at least cluster 4 in all aspects of literacy.
- 90% of Year 1 students existing at least cluster 6 in all aspects of literacy.
- 90% of Year 2 students existing at least cluster 8 in all aspects of literacy.

Our achievements include:

- All teachers, K-2, using the literacy and numeracy continuum for programming and assessment.
- 51% of Year 5 students exceeded state average growth, up from 35% in 2011.
- Teachers 3-6 trained in the use of Focus on Reading strategies leading to the explicit teaching of comprehension skills.
- The number of students in the two highest bands in Year 5 NAPLAN reading did not increase to the target of 22%.
- 2012 was the first year Beresford Road Public School had used Best Start data as a tool for measuring student achievement. The goal of 90% of students reaching the above levels in Early Numeracy Strategies was challenging. All 100% of Kindergarten students reached the perceptual level while 37% of Year 1 and 47% of Year Two achieved their targets.
- 65% of Year 5 students exceeded state average growth, up from 53% in 2011, easily meeting the target set.

**Target 2**

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

Our indicators were:

- 90% of Kindergarten students achieving at Perceptual level.
- 90% of Year 1 students achieving at Counting On and Back level.
- 90% of Year 2 students achieving at Facile level.
- Fifty percent of students meeting state average NAPLAN growth (Years 3-5) in numeracy.

Our achievements include:

- 2012 was the first year Beresford Road Public School had used Best Start data as a tool for measuring student achievement. The goal of 90% of students reaching the above levels in Early Numeracy Strategies was challenging. All 100% of Kindergarten students reached the perceptual level while 37% of Year 1 and 47% of Year Two achieved their targets.

**Target 3**

*Quality assessment and reporting practices are implemented throughout the school.*

Our Indicators were:

- 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 feedback.
- Assessment tasks developed for all KLAs and moderated within and across all stages.
Our achievements include:

- New report designed and implemented and 100% positive feedback from P & C organisation.
- Electronic reporting of student data developing using this new Sentral system installed during 2012.
- All students K-2 benchmarked and tracked using the DEC programs – Best Start and Targeted Early Numeracy.
- Writing samples moderated at team meetings.
- Investigation of the new NSW syllabus for the implementation of the Australian Curriculum limited the development of assessment strategies and rubrics based in the current documents.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of early Kindergarten practices and procedures – including Best Start Assessment and School Planning

Management Evaluation - School Planning

Background

While school planning was based on quality assessment and evaluation procedures, only a limited number of staff were included in the writing of plans and setting of targets. This practice led to a limited ownership and understanding of the school plan document. In 2012, all staff were included in the development of the school plan and setting targets. SchoolMap questionnaires were used to collect data.

Findings and conclusions

The school staff reported strongly that they believed they were involved in the planning process and that the processes were successful in helping meet the learning needs of the students. Ninety-six percent of teachers believed that staff, students and parents were involved in the determining the school direction. The same percentage of teachers agreed that school targets were usually set through planned evaluation.

Over ninety percent of staff also agreed that the school has an effective management plan, is responsive to emerging needs and has a main purpose to improve learning outcomes.

The data shows that staff see the new whole school planning processes as an improvement and valued the openness of the procedures.

Students in Years 4-6 were asked to complete a questionnaire about school planning. Overall their results were very positive. Most (96%) felt that the school targets improved student outcomes and that the school plans what it doing. A small number of students (15%) believed that parents and children were only sometimes or rarely included in school decisions.

The student data shows that the students trust the school and believe that it is making decisions to improve student learning but feel that more input from the student body is sort.

The P & C reported that they were happy with the direction of school planning. They reported a much improved availability of information that has helped improve their understanding of the planning and budgeting process.
Future directions

The school will continue its shift to more whole school planning. Staff will complete training to better understand the planning, evaluation and budgeting processes.

The parent body, through the P & C, will continue to have greater access to the school plan and budget as it is developed. Planning committees will advertise meeting times and agendas in the hope of attracting parents as members.

The students are currently represented by the Student Representative Council (SRC). The school will investigate strategies to involve this organisation in some school decisions in 2013 and work to improve the communication of this involvement back to the student body.

Curriculum evaluation – Best Start

Background

Best Start is a component of a New South Wales Government initiative to increase literacy and numeracy support in the early years. It aims to continue the strong school entry assessment practice of effective teachers and identify students’ literacy and numeracy skills and understandings at school entry.

It provides information that supports teachers in meeting students’ individual learning needs. It provides parents and caregivers with feedback on what their child can do, and how they can best support their child’s learning and assists the monitoring of student learning throughout the school years.

All aspects to be assessed are critical parts of the English and Mathematics syllabuses.

Classroom teachers observe and record student responses. The tasks are generally completed individually (one-on-one) with a teacher.

The Assessment provides critical information to strengthen teaching and learning programs so that they meet the individual needs of students.

Findings and Conclusions

At the beginning of 2012, Best Start was carried out by the Kindergarten teachers during the first few days of school. The new students were invited to the school and were given an appointment time. During this time, they sat with a Kindergarten teacher for approximately 45 minutes while their parents waited for them in another room. For some students, this was their first experience of school. Once their Best Start interview was complete, they went home and returned at the beginning of the following week to formally start their year in Kindergarten.

Whilst this organisational strategy was efficient for the school, its effectiveness was somewhat questionable. Teachers found that they were not getting an accurate picture of what the students could actually do as they had no relationship with the new students.
The feedback about this model from teachers, was that some students were shy and were not giving responses to questions that they perhaps would have had they felt more secure in their new environment.

Parents reported that for the children who were very excited about coming to school, coming in for only 45 minutes and then not returning until the following week was a bit of an anticlimax. They noted that they were very enthusiastic and wanted to stay. It also required parents to be available or to reschedule work commitments to attend the Best Start assessment with their child, and then again when their child officially started school. This in turn, made child care arrangements difficult.

Future Directions

After consultation with key stakeholders, a decision has been made to change the way Best Start is implemented in 2013. All Kindergarten students have been given a start time, where they are invited to have an interview with school staff. From this appointment, students and their parents will be taken to the Kindergarten rooms to start their school career. Students will be encouraged to mix with all Kindergarten students before final classes are formed. Once final classes are formed, the Best Start assessment will be carried out by the student’s class teacher.

Parent, student, and teacher satisfaction

In 2012 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 wellbeing. They felt that 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 their 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 fortnightly 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. All staff participated in mandatory training in such areas as OH&S, Code of Conduct, anaphylaxis and epilepsy training.

In 2012 all 3-6 staff continued the Focus on Reading Training. This consisted of a series of workshops conducted by a regional facilitator to develop skills and strategies in teaching comprehension in an explicit manner.

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.

Beresford Road Public School has targets in the seven priority areas of Literacy, Numeracy, Leadership, Aboriginal Education, Organisational Effectiveness, Engagement and Assessment. The school will be working to achieve 13 targets over the next two years.

One literacy and one numeracy target are included in this document while all thirteen targets can be found in the school plan.

School priority 1

Outcome for 2012–2014

Improved comprehension of texts

2013 Targets to achieve this outcome include:

- Forty-five percent of Year Three students achieving in the highest two bands in NAPLAN reading.
- Fifty-five percent of Year Five students showing growth above the state average in NAPLAN reading from Year Three.
- Seventy-five percent of Kindergarten students existing at cluster four or better in the comprehension component of Best Start.
- Seventy-five percent of Year One students existing at cluster six or better in the comprehension component of Best Start.
- Seventy-five percent of Year Two students existing at cluster four or better in the comprehension component of Best Start.
Strategies to achieve these targets include:

- Explicit teaching of comprehension strategies through the implementation of the Focus on Reading program 3-6.
- Explicit teaching of early literacy skills through participation in the L3 program.
- Increase the amount and variety of daily reading in classrooms.
- Investigate and trial the NSW syllabus for the implementation of the Australian Curriculum.
- Develop reading programs that explicitly teach the ‘super six’ comprehension strategies.

School priority 2
Outcome for 2012–2014
Stage appropriate recall of number facts
2013 Targets to achieve this outcome include:

- Forty percent of Year Three students achieving in the highest two bands in NAPLAN numeracy.
- Sixty-five percent of Year Five students showing growth above the state average in NAPLAN numeracy from Year Three.
- Eighty-five percent of Kindergarten students achieving at Perceptual level in Early Arithmetic Strategies measured through Best Start.
- Seventy-five percent of Year One students achieving at Counting On and Back level in Early Arithmetic Strategies measured through Best Start.
- Seventy-five percent of Year Two students achieving at Facile level in Early Arithmetic Strategies measured through Best Start.

Strategies to achieve these targets include:

- Use of IXL online program for drill and practice while maintaining high engagement.
- Continue the implementation of the Targeted Early Numeracy program
- Review current mathematically resources and purchase as needed
- Explicitly teach and discuss the use of mental strategies to solve algorithms.

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.

David Leydon –Principal
Marvic Aquilina – Assistant Principal
Rebecca Harvey – Assistant Principal
Jerome Wicks – Classroom Teacher
Annette Cachia – P&C President

School contact information
Beresford Road Public School.
74 Beresford Road Greystanes NSW 2145
Ph: 98962644
Fax: 98962644
Email: beresfdrf-p-schools@det.nsw.edu.au
Web: beresfdrd-p-schools.nsw.edu.au
School Code: 4405

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: