Beresford Road Public School
Annual School Report 2013
School context

Beresford Road Public School is situated in a growing residential area which proudly serves the Greystanes and Pemulwuy local communities. The school has spacious grounds and amenities which are able to cater for the 440 students which are currently enrolled in the school. The school currently has eighteen mainstream classes and a single Multicategorical class. The school enrolment is growing with the development of the Pemulwuy housing development.

The school was constructed in 1969 and features a hall, library, two COLAs, a computer lab, canteen, three outdoor learning areas and two connected classrooms (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 and L3 Early Literacy.

Students at Beresford Road Public School benefit from programs in Reading Recovery, Best Start, student leadership initiatives, PSSA, in school sport programs, gymnastics, dance, choir, Premiers Reading challenge, debating, public speaking competitions and various other regional and state competitions and programs.
Principal’s message

I feel extremely fortunate to be part of Beresford Road Public School; we have a great community, great staff and great students. It was fantastic to watch the school concert this year where all students were able to showcase their creative talents. I was also lucky enough to watch our dance groups perform at the Riverside Theatre, Penrith Panthers and The Sydney Opera House.

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 Early Stage One team implemented the L3 literacy program which works to improve early literacy skills, especially reading fluency.

Students achieved well in all areas. We once again competed successfully in the local PSSA competition. I was particularly pleased with our spelling and writing NAPLAN results where we performed significantly above state averages.

The P & C organisation were a great help to the school again in 2013, donating over $15000 to the school to purchase a class set of iPads and complete 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

P & C and/or School Council message

At Beresford Road Public School we have a group of committed proactive and supportive parents who work tirelessly to support the school. 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 purchase of a class set of iPads.

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 concert 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 2013. Without you, our ability to succeed would be limited.

Annette Cachia

Student representative’s message

It was a privilege to be the School Captains for 2013 and we really enjoyed fulfilling our duties.

We had a great time in Year Six, we really enjoyed the camp to the Narrabeen Academy of Sport and Recreation. We would like to thank all the teachers for the great work they do in teaching us and for organising all the extra fun activities.

Throughout 2013 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; including World Vision and Stewart House.

Our fundraising activities purchased a large chess and checkers set that will be used in the school playground for all students from kindergarten to Year Six.

Boehn Russell & Monique Martin
**Student information**

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

**Student enrolment profile**

Student enrolment numbers have increased from 389 students (March 2010) to 438 students (March 2013). Anticipated enrolment numbers for 2014 are 465 students.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tr>
<td>Male</td>
<td>183</td>
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<tr>
<td>Female</td>
<td>191</td>
<td>191</td>
<td>200</td>
<td>215</td>
<td>217</td>
</tr>
</tbody>
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**Student attendance profile**

Annual attendance rates for Beresford Road Public School continue to be good. The school’s attendance rates are exactly on state average and slightly above the average for Western Sydney.

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<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>K</td>
<td>94.5</td>
<td>94.7</td>
<td>94.3</td>
<td>93.3</td>
<td>95.9</td>
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<tr>
<td>1</td>
<td>93.4</td>
<td>95.1</td>
<td>93.5</td>
<td>92.3</td>
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<tr>
<td>Total</td>
<td>94.6</td>
<td>94.8</td>
<td>94.5</td>
<td>93.6</td>
<td>94.7</td>
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**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 nonattendance at school. Any unexplained absences will be followed up with a letter from the office staff.

**Workforce 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 36 staff members; 28 of which are teachers.

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.

**Workforce composition**

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<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>14</td>
</tr>
<tr>
<td>Teacher, Multi-categorical</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.222</td>
</tr>
<tr>
<td>Total</td>
<td>28.722</td>
</tr>
</tbody>
</table>
```

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

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

**Teacher qualifications**

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

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<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

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

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<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
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<tr>
<td>Balance brought forward</td>
<td>120644</td>
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<tr>
<td>Global funds</td>
<td>238595</td>
</tr>
<tr>
<td>Tied funds</td>
<td>175793</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>148515</td>
</tr>
<tr>
<td>Interest</td>
<td>8504</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>13004</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>705055.00</td>
</tr>
</tbody>
</table>

**Expenditure**

- Teaching & learning
  - Key learning areas: 31028
  - Excursions: 51007
  - Extracurricular dissections: 38147
- Library: 4249
- Training & development: 2942
- Tied funds: 134168
- Casual relief teachers: 75565
- Administration & office: 60631
- School-operated canteen: 0.00
- Utilities: 41778
- Maintenance: 21248
- Trust accounts: 11507
- Capital programs: 22754
- **Total expenditure**: 495024.00
- **Balance carried forward**: 210031.00

A full copy of the school’s 2013 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 2013

Achievements

Beresford Road Public School believes in providing all students the forum to be able to achieve across the curriculum.

Arts

- The very successful school concert, ‘Rewind’, was held. Every child in the school was able to perform as part of the production for a large audience of over 700 parents and friends.
- Two dance groups had the opportunity to perform at the Sydney Opera House and the Riverside Theatre in Parramatta. The senior dance also performed in the Sydney West Dance Festival in Penrith.
- The successful Beresford Idol talent show provided an opportunity for all students to audition, refine and display their chosen talent. Over 120 acts auditioned for the ten finalist positions.
- The school choir performed in the ‘Celebrating the Arts’ concert at Parramatta’s Riverside Theatre.
- A school debating team participated for the in the local cluster competition.
- All classes participated in dance lessons to improve movement and their understanding of beat and rhythm.
- All students K-6 developed their public speaking skills by participating in the school annual Public Speaking Competition.
- 3/4P designed and painted the retaining wall at the school entrance, receiving praise from all.
- Students performed class items at weekly assemblies.
- Student’s art work was displayed in various prominent locations around 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 trialing for PSSA sport for winter and summer competitions.
- PSSA competitions were won in the area of Oz tag, with three other teams finishing as runners up in the 8 competitions.
- The school AFL team were zone champions for the Paul Kelly Cup and competed in the regional finals.
- A number of students represented various sports at regional level.
• Students represented school at district and regional level for swimming, cross country and athletics.
• Teagan Neich competed at the state athletics carnival for discus and shotput and Mackenzie Haadus competed in the 100 metre sprint.
• The girls’ rugby league team played in the grand final of the Peter Wynn’s 7s tournament.
• All students K-6 participated in a school gymnastics program.
• Wake and Shake 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.
• Paws joined us as a member of staff as the first assistance dog in a primary school in Australia.
• 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 through World Vision.
• Students participated in a number of camps, excursions and incursions to provide them with learning experiences, including ‘The Great Aussie Bush Camp’ and the ‘Academy of Sport and Recreation’ at Narrabeen.
• Year 5 students participated in a weekly enrichment program run in conjunction with the Greystanes High School.
• A Social Skills program, based on the school’s work in PBL, provided skills to students to develop how to effectively interact with others.

Academic achievements
• Students competed in the UNSW competitions in the areas of English, mathematics, writing, science and computer skills. We received a number of credit, distinction and high distinction awards across the competitions.
• Jacques Murray received the gold medal in the UNSW computer skills competition for first in NSW.
• 89% of students completed the Premiers Reading Challenge.
• The NSW Syllabus for the Australian Curriculum for English was fully implemented a year ahead of state planning.
• Year 3 girls have improved by 67 scale scores from the 2012 data in the NAPLAN test aspect of Grammar & Punctuation.
• Year 3 girls are 38 scale scores above the state average in the NAPLAN test aspect of Grammar & Punctuation.
• Year 5 boys are 11 scale scores above the state average growth in the NAPLAN test aspect of Writing.

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: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.
Aboriginal education

Beresford Road Public School has 15 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 as part of the parent/teacher interview process. Parents, teachers and students focus on goals in relation to literacy and numeracy. These plans are reviewed each semester.

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

Multicultural education

Our English as a Second Language allocation for 2013 was seven teacher days a week. Mrs Tiwari was employed full time while a temporary teacher filled the position for a further two days a week. The percentage of students from Non-English speaking backgrounds has remained around thirty-six percent in 2013.

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.

Mrs Tiwari worked closely with the kindergarten teachers in 2013 to implement the L3 Early Literacy program.

Technology

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

All classrooms have been upgraded from E Beams to Electronic Interactive Whiteboards (IWBs). In 2013, the last three 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 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.

Ipads were purchased during 2013 and will be implemented into classroom practice in 2014. The school also begun the rollout of wireless internet in 2013 with the installation of 3 Wi-Fi points. This is set to be expanded in 2014.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of NAPLAN and school data.
- Benchmarking students and tracking progress using PLAN.
- Surveys and discussions with staff, students and the community.

School planning 2012—2014: progress in 2013

School priority 1
Improved outcomes for all students in literacy.

Outcomes from 2012–2014
Improved ability for all students to comprehend text.

Our indicators were:

- 100% teachers using the Literacy 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 the reading texts aspect of literacy.

Evidence of progress towards outcomes in 2013:

- All teachers are using the literacy continuum, through the PLAN software, to monitor student progress.
- 40% of Year 5 students exceeded state average growth, down from 50% in 2012.
- The number of students in the two highest bands in Year 5 NAPLAN reading was 33%; above both the target of 22% and the 2012 result of 13%. This was a very successful outcome.
- The goal of 90% of students reaching clusters 4, 6 and 8 in Kindergarten, Year 1 and Year 2 was very high. Kindergarten had 81% of students achieve this standard, up from 58% in 2012. 71% of Year One students, up from 29% in 2012, achieved this target but only 37% of Year Two students managed to achieve at Cluster Eight or better.

Strategies to achieve these outcomes in 2014

- Explicit teaching of reading skills through the ongoing implementation of the L3 literacy program in Early Stage One.
- Explicit teaching of comprehension skills in Years Three to Six through the continued implementation of the Focus on Reading program.
- Improved differentiation and student tracking through the use of the PLAN software to monitor student progress along the literacy continuum.

School priority 2
Improved outcomes for all students in numeracy.

Outcomes from 2012–2014
Improve students’ numeracy results by improving students’ ability to work mathematically.

Our indicators were:

- 90% of Kindergarten students achieving at Perceptual level in Early Arithmetic Strategies.
- 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.
Evidence of progress towards outcomes in 2013:

- All teachers are using the numeracy continuum, through the PLAN software, to monitor student progress.
- The goal of 90% of students reaching the above levels in Early Numeracy Strategies was challenging. 97% of Kindergarten students reached the perceptual level while 50% of Year 1 (up from 37% in 2012) and 29% of Year Two achieved their targets.
- 61% of Year 5 students exceeded state average growth, similar to 2012, easily meeting the target set of 50%.

Strategies to achieve these outcomes in 2014:

- Use of IXL online program for drill and practice while maintaining high engagement.
- Implement the ‘Count Me in Too’ program in Stage One.
- Implement the “TOWN – Taking off with Numeracy’ program in Stages Two and Three.
- Develop a K-6 scope and sequence for the new NSW Curriculum for the Australian Syllabus.
- Staff training around the skills and outcomes for the new syllabus.
- Explicitly teach and discuss the use of mental strategies to solve algorisms.

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 meetings.

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 and epilepsy training.

In 2013 all Early Stage One teachers undertook L3 training. This consisted of a series of workshops conducted by a regional facilitator to develop skills and strategies in early literacy. A teacher from Beresford Road Public School was also trained as the L3 facilitator for both Beresford Road and Greystanes Public School.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Students and parents acknowledged that teachers were helpful and concerned about learning and welfare. Primary students are able to raise and discuss issues through ‘circle time’ in the classroom. While circle time is scheduled to occur weekly in most classrooms, some students believed that there were longer periods of time between lessons.

Students stated that circle time was an easy and non-threatening way to discuss playground and classroom issues. Students reported that situations improved after circle time and that students better understood their concerns.

Feedback from parents was positive concerning the teaching of the curriculum and welfare. They believed teachers were working in the children’s best interests and dealt with welfare concerns quickly but thought the student report was difficult to interpret. Many felt it was difficult to know how their children were performing in relation to the others.

Teacher satisfaction is gauged through regular professional dialogue with their team leader and through open discussion at staff meetings. Feedback from staff is generally positive about all aspects of Beresford Road Public School, particularly the learning programs and culture. There was strong support for continuing professional learning to improve the learning outcomes for students.
Program evaluations

Background

Beresford Road Public School has had a strong focus on literacy for the last two years with whole school programs, including Focus on Reading and L3 Early Literacy, being a large part of Teacher Professional Learning.

2014 is the final year in the current planning cycle and is likely to include a number of mathematical initiatives.

Findings and conclusions

Staff were surveyed to gauge their professional learning needs in mathematics for 2014 and beyond. The results showed that all classes had mathematics lessons at least four days a week with many classes having lessons every day.

Daily mathematics sessions varied from 30 minutes to an hour. There was a trend that showed that older grades spent longer on mathematics. All teachers stated that daily lessons contained a component for the teaching of basic number facts. While a number of teachers had been trained in TEN (Targeting Early Numeracy), many believed that they would benefit from further training in a more inclusive program such as ‘Count Me In Too’.

All teachers reported that they were satisfied or completely satisfied with the school’s resources but added that more resources are always welcome. Most teachers, K-2, added that they had made many of their own resources for maths lessons.

IXL is an online resource that the school purchased for all students K-6 to use at school and home in 2012. Teachers stated that it was a helpful teaching tool in the classroom and suitable for home tasks. While the program was not renewed for 2013, due to low use numbers by the end of the year, all teachers stated that they would like to see the program re-implemented in 2014.

Over eighty percent of teachers believed that they had a good understanding of, and confidence to teach, the new NSW Syllabus for the Australian Curriculum. However, all teachers felt their knowledge of the new Australian curriculum could be further developed.

Future directions

Action Research will take place to benchmark student achievement and target outcomes for improvement. A school based scope and sequence for mathematics would also be developed through the research project.

Teacher training will have the dual focus of explicit teaching of number facts and understanding the new NSW Syllabus for the Australian Curriculum. Teachers will be offered training in either the ‘Count Me in Too’ or ‘TOWN – Taking Off With Numeracy programs.

IXL will be re-introduced to the school as a tool for supporting classroom learning while also providing home tasks for students.

To support students working mathematically more emphasis will be placed on the teaching of metalanguage and the analysis of work problems.

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
Kaye Pearson – Assistant Principal
Jerome Wicks – Classroom Teacher
Annette Cachia – P&C President

School contact information

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Web: beresfrd-p-schools.nsw.edu.au
School Code: 4405

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