Beverly Hills Public School
Annual School Report 2010

NSW Public Schools - Leading the way
School background

School history

Beverly Hills Public School (BHPS) is one of the oldest schools in NSW. The school officially opened on the 25th April, 1892, 22 years before the first Anzac Day.

The school alumni includes a NSW Premier, an Olympic swimmer, a prolific author of children’s literature and various actors and performers.

One of the features of BHPS is the strong links between past students and the school. This is characterised by the number of past students who contact or visit the school each year. It is a very special and valued feature of our school culture.

School values

At Beverly Hills Public School we value:

• students who are actively involved in and enthusiastic about their learning, who display pride in their achievements, and who take responsibility for both their learning and their behaviour.

• an attractive, stimulating, organised learning environment where students feel safe, valued and respected.

• parental support and active involvement in school life.

• staff who are enthusiastic and undertake continual development of their professional skills and knowledge, thereby making the school an effective organisation.

• students, parents and teachers who work as a team to optimise learning opportunities.

2010 evaluation focus overview

This Annual School Report presents the results of evaluations conducted in the following areas:

• Quality Teaching; and

• Music

In addition to these program evaluations this report presents data for the following curriculum areas, which were target areas for 2010:

• Reading;

• Numeracy;

• Fundamental Movement Skills; and

• the use of information and communication technology in the classroom.

The results of these evaluations will be used in 2011 to further enhance school programs.
Principal's message

Outstanding individual student accomplishments, high level staff professional learning and inclusive community events made 2010 a wonderful year of achievement.

The active nature of Beverly Hills Public School gave students the chance to achieve success in almost any endeavour they could desire. BHPS is renowned for its extra curricular activities, and 2010 was no exception. With 100% participation in all PSSA teams offered and carnivals held as well as extensive dance, drama, choral and band groups available, there were certainly options for everyone.

The Professional Learning Program ensures the continual development of staff knowledge and skills. The use of technology in our classrooms is an increasing focus, and again in 2010 we spent considerable professional hours training staff in the latest technologies available.

This report provides great detail about all the programs of the school. As a school we strive to provide a balanced curriculum that caters for all students, as well as extra curricular activities that provide for a range of interests and talents. I am very proud of the achievements of students throughout the year in academic, cultural and sporting domains.

The success of Beverly Hills Public School can be attributed to a very hard working staff, a very supportive parent community that wants the best possible educational opportunities, for the children and a wonderful group of students who are always willing to ‘have a go’ and accept new challenges.

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.

Matthew Ackerman
Dip. Teaching, Grad Dip. Performing Arts

P&C message

2010 was another full and great year for our P&C. Again a lot was achieved thanks to all the committed mums, dads and families in our school. We were involved again with Easter, Mothers day (which was outstanding this year), fathers day, the Bunning’s BBQ, Second hand shops which has become a much appreciated fundraiser in our school. We also recycled old mobile phones, held another breast cancer morning tea, which was a lot of fun.

We also got involved with the Coles promotion which earnt us points for which we could spend on sports equipment. This year we were given the opportunity to thank the teachers in our school for “World Teachers Day” in October. We thanked the teachers with speeches and an Italian meal which went down very well.

Then of course we had our big annual school fete in September, which was enjoyed by the community even though the heavens weren’t that kind to us that day. We received a lot of positive feedback which was really encouraging.

We closed the year of with $7204.36 in our P&C bank account which does not include the $11,619.00 we made from the School fete which was given to the school for whiteboards and air conditioning.

This year I just want to give special thanks to all our local business supporters who have donated so much to our school. Without them our fundraising events and especially our school fete would not happen.

Every year the school asks the P&C to be involved in contributing to this Annual school report. Peter Rock and I had the privilege this year and felt that we represented the families of our school well. We felt heard and were able to contribute much to the discussions that took place to do with the future directions and targets for all stages in arts, sports, reading, literacy, Numeracy and other school programs. The biggest thing personally that I got out of it is how every students education is valued and cared for and that the teachers and staff at our school work really hard to bring the very best out in our children.

We are part of a GREAT school.

Christine Sutton
P&C President
Student Representative Council message

Children from all classes, Kindergarten to Year 6, were involved in 2010. There was one SRC representative from Kindergarten, Year 1 and Year 2, while there were two from Years 3 - 6 including the Captains and Vice Captains.

There were a variety of fundraising activities throughout the year, which contributed to the purchase of interactive whiteboards to be used by the children and teachers. These activities included having a number of cake stalls and K-6 movie nights.

As well as fundraising for school equipment, the SRC encouraged the school community to participate in a number charity appeals: Christmas Appeal for the Salvation Army, Stewart House Dolphin Day, Christmas card orders for Stewart House and the Stewart House donation drive. All were very successful. We managed to raise lots of money to assist children and families less fortunate than us.

We look forward to having another excellent year in 2011 with Miss Rothman and Mrs Frawley.

Lisa Caldwell
On behalf of School Captains 2009

School context

Student information

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

Student enrolment profile

In 2010, over the course of the year, the student population grew to our largest in history, with 20 classes formed.

Enrolments in each school year are indicated below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>226</td>
<td>201</td>
<td>427</td>
</tr>
<tr>
<td>2006</td>
<td>252</td>
<td>216</td>
<td>486</td>
</tr>
<tr>
<td>2007</td>
<td>272</td>
<td>223</td>
<td>500</td>
</tr>
<tr>
<td>2008</td>
<td>261</td>
<td>218</td>
<td>479</td>
</tr>
<tr>
<td>2009</td>
<td>252</td>
<td>247</td>
<td>499</td>
</tr>
<tr>
<td>2010</td>
<td>251</td>
<td>246</td>
<td>497</td>
</tr>
</tbody>
</table>

The graph below illustrates the growth in the total school population between 2006 and 2010.

![Enrolments Graph]

The student population continues to have a high level of mobility. This is illustrated in the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Leavers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>47</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>27</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>33</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>44</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Total 2010</td>
<td>76</td>
<td>43</td>
<td></td>
</tr>
</tbody>
</table>
Student attendance profile

Attendance initiatives have been incorporated into the BHPS School Plan since 2004. These initiatives have included:

- weekly monitoring of attendance data;
- publishing class attendance data in the weekly newsletter;
- stickers for Kindergarten students with 100% attendance for the week;
- Bronze Awards presented to students with 100% attendance for a term;
- letters sent to parents when attendance levels are of concern;
- referral of students to the Home School Liaison Officer for additional support as required; and
- recognition of students who had 100% attendance for the year.

This comparison of the school attendance data with both regional and state data indicates that the level of attendance of students is above the regional and state average.

However, school attendance data is severely affected by many students who take extended leave for overseas holidays.

Class sizes

In March 2003, the Government announced its commitment to publishing primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported in the 2010 class size audit.

<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>22</td>
<td>22</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1-2M</td>
<td>1</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>1-2M</td>
<td>2</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>1A</td>
<td>1</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>2G</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3-4C</td>
<td>3</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>3-4C</td>
<td>4</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>3-4P</td>
<td>3</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>3-4P</td>
<td>4</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>3A</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3W</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>4-5J</td>
<td>4</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>4-5J</td>
<td>5</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>4F</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5-6K</td>
<td>5</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>5-6K</td>
<td>6</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>5L</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6P</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6W</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Kindergarten at the park practising their climbing skills.
**Staff information**

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

**Staff establishment**

Due to the nature of the school community and the needs of students, the staff entitlement includes a number of positions to support students who use English as a Second Language and students with learning difficulties. In addition to the teaching staff, School Learning Support Officers provide support for students with a diagnosed disability.

Note: Where a position is not full-time the number of days per week that the teacher is employed is indicated.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>17</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>3.5 Days</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Reading Recovery</td>
<td>2.5 Days</td>
</tr>
<tr>
<td>Relief Teacher</td>
<td>1.6</td>
</tr>
<tr>
<td>Teachers of ESL</td>
<td>2.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>2 Days</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27.96</strong></td>
</tr>
</tbody>
</table>

**Staff retention**

The staff mobility of BHPS is very low. However, the school does need to accommodate the varying needs of staff. There are currently three teachers on maternity leave whose positions are filled with temporary teachers.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools. In addition to initial university training, several members of staff (21%) have completed postgraduate degrees.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or equivalent</td>
<td>79%</td>
</tr>
<tr>
<td>Diploma</td>
<td></td>
</tr>
<tr>
<td>Postgraduate Qualification</td>
<td>21%</td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$408,884.47</td>
</tr>
<tr>
<td>Global funds</td>
<td>$221,100.33</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$94,147.43</td>
</tr>
<tr>
<td>School &amp; community services</td>
<td>$170,149.61</td>
</tr>
<tr>
<td>Interest</td>
<td>$21,400.69</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$32,464.03</td>
</tr>
<tr>
<td>Canteen</td>
<td>$89,785.13</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$1,037,931.69</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching &amp; learning</strong></td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$39,816.12</td>
</tr>
<tr>
<td>Excursions</td>
<td>$28,204.85</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$114,996.69</td>
</tr>
<tr>
<td><strong>Library</strong></td>
<td>$11,892.33</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$7,168.82</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$90,707.02</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$39,390.78</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$41,038.78</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$89,200.19</td>
</tr>
<tr>
<td><strong>Utilities</strong></td>
<td>$32,480.15</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$17,631.18</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$28,139.07</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>$540,665.98</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>$497,265.71</td>
</tr>
</tbody>
</table>

The balance carried forward is a significant amount of money however it includes:
- $18,868.48 in unpaid casual salaries;
- $29,807.29 in Tied Grants for specific purposes;
- $15,519.20 held in Trust;
- $63,000 for technology improvements across the school including air conditioning the new classroom block.

In Term 4, the financial statement was made available to the school community. A full copy of the school's 2010 financial statement was provided to the Parents and Citizens Association in December, 2010. A copy will be tabled at the March meeting of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.
At Beverly Hills Public School we aim to provide our students with a range of academic, sporting and performance opportunities that allow each child to develop their skills and talents in areas that are of interest to them. Achievements in this rich array of opportunities are detailed below.

**Achievements**

**Arts**

**Performing Arts - Dance Group**

This year has been a busy year in the area of dance. Activities included the:

- Senior boys dance groups, (Years 4 - 6) which commenced its fifth year, performing with enthusiasm and energy.
- Senior girls dance group, (Years 4 - 6) which commenced its eighth year, performing with increased skill and dedication.
- Junior boys and girls dance group, (Years 1 - 3), which enjoyed their fourth year as a group.
- All dance groups were chosen from over 180 students in total who auditioned. All dance groups performed at the Combined Music Festival, the BHPS Performing Arts Evening and at Westfield’s during education week.
- The dance groups also worked with the school’s choir and band, to present a combined performance at the performing Arts Evening.
- The dance group were also excited to be selected to compete in a dance competition, where “Justice Crew”, a large boys dance troupe who won the 2010 “Australia’s Got Talent” show, were the judges.

Also with the help of Jenny Polonetskii, dance costumes were enhanced and other costumes produced, so they can be used by other classes and groups in the future. A dance store has been developed to organise costumes so that items can be reused and to help keep the cost of future dance costumes down.

The four teachers on the dance team made the range and variety of dance experiences provided to the students possible. These four teachers choreographed, auditioned, rehearsed, taught the skills, organised costumes and accessories, notes and buses – all in their own time and on a voluntary basis!

**Future directions**

- the Junior and Senior boys dance groups will be expanded, encouraging a greater number of boys, particularly Year 4 boys, to develop and extend their skills in dance;
- the Senior and Junior girls dance groups will continue, with an increased emphasis on dance and stage performance skills;
- the 2010 dance item will, if possible, audition for regional dance.
- performance opportunities such as the school Performing Arts Evening, Music festival and Westfield’s will be encouraged, with efforts made to ensure a professional, enjoyable experience for the students and their families.

**Performing Arts - Choir**

The School Choirs performed extensively this year as a result of continuing staff and student enthusiasm and commitment.

Major performances for the Melody Choir were: the Performing Arts Evening, the Combined Public Schools Music Festival, Gold Award Assemblies and Carols@School.

Major performances for the Harmony Choir were: the Combined Public Schools Music Festival, the Performing Arts Evening, the Sydney Opera House Primary Choral Concert, Carols@School, ANZAC Day ceremony and the Remembrance Day ceremony.

**Future directions**

Further promotion and stability of both the Melody and Harmony Choirs will ensure the future success of choral singing at Beverly Hills Public School. The Harmony Choir will audition for the 2011 Schools Spectacular.
Performing Arts - Band

In February, 36 students were members of our school band. These students and their parents placed a great deal of trust in the school to deliver a challenging band program in a supportive environment.

The standard of the BHPS School Band is remarkable. All band members have worked extremely hard to develop their own musicianship and to ensure the band plays as one entity.

The band has entertained at school assemblies and set the scene at our Performing Arts Evening.

Mr Nicholls organised a combined school concert including schools from Gymea Bay Public School, Lugarno Public School and Beverly Hills Public School. It was held at BHPS and was a great success.

In September, the band participated in the Sydney Region Training Band Blow In, and attended Bandfest, receiving a Gold Medal for our performance.

Future directions

• In 2010 the existing school band will graduate into the BHPS Performing Band.
• New recruits will form the training band.
• Performance opportunities will continue to be identified for both bands.
• A camp will be planned with our community of schools for members of the Concert Band
• Students with exceptional skills and experience will be recommended to audition for the Sydney Region Band.

The success of the band continues to be attributed to a number of factors including the enthusiasm and commitment of the students, the support of parents and the willingness of members of staff to work with the band on a voluntary basis. Thanks to the large group of teacher volunteers who assist in the running of our band program each Tuesday afternoon.

Another key factor in this success of the BHPS band continues to be the employment of a specialist conductor who also provides advice and guidance in relation to the program for tutorials, resource purchases and the minor maintenance of instruments.

Jenny Morrison
Band Coordinator

Performing Arts - Regional Band

Miss Morrison has been a very keen staff member of the regional band. She attended the regional band camp as well as being involved in the organisation and running of many other regional band activities.

Performing Arts - Public Speaking and Debating

All students K–6 prepared and presented speeches to their classes. Class representatives participated in the BHPS Oracy Evening. On this evening the following students were chosen to represent the school at the St George School Education Area Public Speaking Competition: Jeslyn Kang (Kindergarten) with “Cats Make Good Pets”, Renee Chen (Stage 1) with “Endangered Animals”, Claire Shi (Stage 2) with “Plastic Bags” and Peony Ho (Stage 3) with “Whaling”.

The school Debating Team represented the school in the Sydney Region Debating Competition.

Noelene Purcell
Public Speaking and Debating Coordinator
Sport

This school participates in a full range of competitive team sports and on an individual level, in swimming, cross-country and athletics. Successes include:

- Serena Liu was selected to the St George District Cricket Team. She was then picked for the Sydney East Regional Cricket Team and competed at the NSW Cricket Tournament. Serena was subsequently named to the NSW Girls Cricket team and she will be competing in Canberra against other state teams at the Australian Girls Championship Match in January.

- Abdallah Bowden was selected to the St George District Basketball Team. He was also chosen in the Sydney East Regional Basketball Team and competed at the NSW Basketball Tournament.

- Sam Pezzutti was the fastest eight year old boy in the 100 metre event at the district athletics carnival. He represented the school at the regional athletics carnival at Homebush.

- The junior boys touch team qualified for the semi-finals and placed 3rd in the competition.

- In the final season of the PSSA year, the senior basketball, softball, hockey teams and junior hockey team competed in the semi-final matches. The senior hockey team advanced to the grand final match but were pipped out in last game of the year, which sadly was the teams only loss of the season.

- Beverly Hills Public School takes pride in fielding teams in every St George PSSA sport. There are sixteen teams selected throughout the year involving approximately 350 students and 16 teachers volunteering to coach teams.

- During November, 75 students in Kindergarten to Year 2 participated in the intensive Swimming Program.

- Community sports groups and competitions are actively promoted to students through the distribution of leaflets and other promotional activities such as presentations at assemblies. This strategy has seen a large increase in the number of students playing sport after school and on weekends.

School Gymnastics Program

During Term 3, all students had the opportunity to participate in a gymnastics program provided by the Sportspro company. In 2010, 454 students participated in this valuable program over a five-week period.

During the second five-week block there was an opportunity to form a group for students who had demonstrated some advanced gymnastics skills. Students in this group benefitted greatly from the opportunity to try a range of harder gymnastics skills in a supportive and encouraging environment.

Active After-School Sport Commission

The Active After-School Sport Commission funded two after-school fitness programs during 2010. This program is designed to target traditionally non-active students in a fun and exciting way.

The two programs offered in 2010 were Fun Key Dance: a dance and aerobic workshop catering for 40 students, and Basic Lifestyle Fitness – Fitbox: a fitness and boxing program which accommodated 40 students per session. Both programs were very successful, with a total of 306 students in Years 1-5 participating in the programs.

Beverly Hills Public School has been part of the Active After-School Sport Commission for five years, being a pilot school in 2006 and receiving a “Super Site” award this year. Active After-School funding has been put on hold and will not continue into 2011.
Other

Premier’s Spelling Bee

In Term 3, four students represented our school in the Premier’s Spelling Bee regional finals conducted at Mortdale Public School.

Claire Shi and Erica Liu competed in the Stage 2 competition and Cathy Wang and Michelle Huang were the Stage 3 representatives.

Academic performance

In the National Assessment Program (NAP) 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 skill and understanding demonstrated in the assessments.

The results of Year 3 students range from Band 1 (lowest) to Band 6 (highest for Year 3).

The results of Year 5 students range from Band 3 (lowest) to Band 8 (highest for Year 5).

The bands for both primary and high schools is illustrated in the diagram below.

<table>
<thead>
<tr>
<th>BAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
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<tr>
<td>4</td>
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<td>8</td>
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<tr>
<td>9</td>
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<tr>
<td>10</td>
</tr>
</tbody>
</table>

Year 3

Year 5

Year 7

Year 9

In addition to the NAP tests, the ICAS English, Spelling and Mathematics Competitions are completed by all students in Years 3 – 6. The results of these competitions are analysed and used in conjunction with the NAP results to provide information regarding the strengths and areas for development of school programs.

National Assessment Program Literacy and Numeracy – Year 3

Literacy

In Year 3, 77 students sat the NAPLAN test. Areas tested were reading, spelling, writing, punctuation and grammar.

- Year 3 overall literacy results were 27 points above the state average.
- Of the four aspects of literacy tested, the best results were achieved in spelling and grammar where the school average was 42 and 25 points above the state average.

The table on page 12 compares the number of students in our school achieving the top three bands to the state average.
Achievement in Top Three Bands (4 – 6)

<table>
<thead>
<tr>
<th>Aspect of literacy</th>
<th>State</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>68%</td>
<td>78%</td>
</tr>
<tr>
<td>Spelling</td>
<td>66%</td>
<td>87%</td>
</tr>
<tr>
<td>Writing</td>
<td>79%</td>
<td>89%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>68%</td>
<td>81%</td>
</tr>
<tr>
<td>Overall Literacy</td>
<td>70%</td>
<td>89%</td>
</tr>
</tbody>
</table>

National Assessment Program Literacy and Numeracy – Year 5

Literacy

In Year 5, 77 students sat the NAP test. Of these 77 students, there are several students with diagnosed disabilities that impact on their literacy learning, and others who experience general learning difficulties. These students are supported in their classroom by a Support Teacher Learning and School Learning Support Officer.

- Year 5 overall literacy results in the NAPLAN were 24 points above the state average.
- Of the four aspects of literacy tested, the best results were achieved in spelling where the school average was 35 points above the state average, and grammar and punctuation where the school average was 27 points above the state average.

The table below compares the number of students in our school achieving the top three bands to the state average.

Achievement in Top Three Bands (6 – 8)

<table>
<thead>
<tr>
<th>Aspect of literacy</th>
<th>State</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>52%</td>
<td>63%</td>
</tr>
<tr>
<td>Spelling</td>
<td>60%</td>
<td>79%</td>
</tr>
<tr>
<td>Writing</td>
<td>61%</td>
<td>82%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>60%</td>
<td>71%</td>
</tr>
<tr>
<td>Overall Literacy</td>
<td>58%</td>
<td>79%</td>
</tr>
</tbody>
</table>

Comment

Strong literacy performance is the result of the ongoing emphasis placed on every student developing effective literacy skills. This emphasis commences in Kindergarten where all students begin to read levelled texts. Reading in Years 1 - 6 is organised on a stage basis. Students are assessed using both standardised tests and running records, and are grouped according to the development of their literacy skills.

The Home Reading Scheme in Kindergarten and Stage 1 has boosted literacy levels in the school. In 2010, the Premier’s Reading Challenge was used to provide a home reading experience for older students using library books. This is having a positive impact on students’ enthusiasm for reading.

Refer to Targets for 2010, Target 1.

NAPLAN – Year 3

Numeracy

In Year 3, 77 students sat the NAPLAN. There were two areas tested:

- number, patterns and algebra; and
- measurement, data, space and geometry.

Year 3 overall numeracy results were 10 points above the state average.

The table below compares the number of students in our school achieving the top three bands to the state average.

Achievement in Top Three Bands (4 – 6)

<table>
<thead>
<tr>
<th>Aspect of Numeracy</th>
<th>State</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, Patterns and Algebra</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>65%</td>
<td>64%</td>
</tr>
<tr>
<td>Overall Numeracy</td>
<td>60%</td>
<td>59%</td>
</tr>
</tbody>
</table>

The graph below provides a comparison of student achievement in all bands to the state average.

University of NSW English Competition

All students in Years 3 – 6 completed this competition. Students were awarded five High Distinctions, nine Distinctions and forty-seven Credits.

University of NSW Spelling Competition

All students in Years 3 – 6 completed this assessment so school programs could be evaluated. The results were excellent. Students were awarded seven High Distinctions, twenty-four Distinctions and sixty-four Credits.
In Year 5, 77 students sat the NAPLAN. Of these 77 students there are several students with diagnosed disabilities that impact on their learning and others who experience general learning difficulties. A Support Teacher Learning and School Learning Support Officer support these students in their classroom.

There were two areas tested:

- number, patterns and algebra; and
- measurement, data, space and geometry.

Year 5 overall numeracy results in the NAPLAN were 20 points above the state average.

The table below compares the number of students in our school achieving the top three bands to the state average.

<table>
<thead>
<tr>
<th>Achievement in Top Three Bands (6 – 8)</th>
<th>School</th>
<th>State DET average 2010</th>
<th>SSG average 2010</th>
<th>School average 2008 - 2010</th>
<th>Percentage in band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, Patterns and Algebra</td>
<td>57%</td>
<td>56%</td>
<td>59%</td>
<td>60%</td>
<td>57%</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>59%</td>
<td>59%</td>
<td>60%</td>
<td>61%</td>
<td>59%</td>
</tr>
<tr>
<td>Overall Numeracy</td>
<td>56%</td>
<td>56%</td>
<td>59%</td>
<td>60%</td>
<td>56%</td>
</tr>
</tbody>
</table>

In NSW, the average growth of students between Year 3 and Year 5 was 89.3 points. On average the Year 5 students who were at this school in 2008 improved their results by 104.1 points.

**University of NSW Mathematics Competition**

Students were awarded 5 High Distinctions, 32 Distinctions and 41 Credits.

**Comment**

At the beginning of each year, teacher-designed tests are administered in Years 1– 6 to further identify student needs. Ability groups are formed in Stages 1, 2 and 3. Programs are developed to meet the needs of students in each group.

The results of the National Assessment Program Test and the UNSW Mathematics Competition are analysed by staff to identify emerging needs.
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. These percentages include students who were absent and did not complete the NAPLAN test.

### Year 3

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
<th>97</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>96</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
</tr>
</tbody>
</table>

### Year 5

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
<th>97</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>96</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

**Aboriginal education**

Integrated curriculum units have been developed for all stages K – 6. These units address the syllabus outcomes for Human Society and Its Environment, and Science. In addition, written text types and Creative And Practical Arts are also integrated into these units. Integrated units also highlight Aboriginal values and perspectives.

Stage One studied our world, which included a bushwalk through the local area. This walk looked at our world before European settlement. Stage 1 also studied Aboriginal paintings and drawings as a form of communication.

Stage Two students completed a unit of work on Aboriginal culture and life as part of the First Fleet unit. Differing viewpoints of the ‘invasion’ and ‘settlement’ were discussed in-depth.

Stage Three students studied the rainforest and how Aboriginals respected the land. As part of their unit on Energy they also discussed how Aboriginals only used the natural sources they needed.

**Future directions**

Aboriginal perspectives in teaching programs will be continually assessed and inserted into integrated curriculum units. Within the school community there is a high level of support for the Welcome to Country, and the inclusion of this ceremony in school assemblies and special occasions will continue.

**Multicultural education**

In the BHPS school community, 84% of all students are from a non-English speaking background (NESB). Chinese has the highest representation, followed by Greek, Arabic and Macedonian. The ability to communicate in English varies between students.

- 45 students First Phase (No English)
- 184 students Second Phase (Beginning English)
- 150 students Third Phase (Developing English)
Findings and conclusions

A K–6 survey, conducted at the beginning of each year determines the allocation of English as a Second Language (ESL) teachers. There are 2.2 ESL teaching staff that team-teach or withdraw students from classrooms depending on student needs. The ESL Scales are used to assess students and to develop programs appropriate to student needs. Extensive liaising is undertaken by ESL and classroom teachers to ensure the needs of each student are met. This has resulted in the academic results of ESL students being comparable with the results of students who speak English as their first language.

Future directions

In 2011, the ESL staffing level will increase to 2.4. The Learning Support Team will analyse student needs to determine how to make the most effective use of this resource.

Initiatives such as Harmony Day will be utilised to ensure the school community continues to be tolerant and accepting of cultural differences.

Parent awareness and involvement are also priorities.

School Environmental Management Plan (SEMP)

At the end of 2008 a School Environmental Management Plan committee was formed and a SEMP written.

We at Beverly Hills Public School are committed to:

• leaving the school a better place than when we found it;
• contributing to and creating a better environment and more sustainable future;
• investigating new ideas and projects to enhance our environmental programs;
• developing new programs and maintaining ongoing programs to Environmental Education; and
• the students, staff and community committed to working together.

Our SEMP is a three year plan, implemented across three key areas; the curriculum, the management of school grounds, and the management of school resources.

This year we have undertaken environmental initiatives such as: Clean up Australia Day, recycling printer cartridges, giving students in grades responsibility caring for gardens and awarding students with ‘Environmental Awards’ for keeping the playground clean and litter free.

Future directions

The BER building is an exciting project, which comes equipped with solar panels and a rain water tank. When this building project has been completed, we will be looking at establishing new gardens, walkways and grass areas around the building. Monitoring and reducing electricity, gas, water and paper usage will remain a priority.

Respect and responsibility

The values of respect and responsibility have been a long-term focus of the BHPS Student Welfare Policy. The approach taken at BHPS places a clear focus on respect and responsibility in the school community, through explicit emphasis on important cultural and historical events in the school plan.

Elements of the school plan focus on:

• the consistent use of good manners;
• ensuring that students know and understand the words of the National Anthem and School Song;
• students taking responsibility for maintaining an orderly classroom and a clean playground;
• students using an appropriate manner of speech when speaking to peers, parent helpers and teachers;
• appropriate behaviour on the sporting field;
• celebrating days of cultural and historical significance such as Harmony Day, ANZAC Day and Remembrance Day;
• encouraging parents to set a positive example within the school.

There has also been an alignment of existing school systems and practices to support the Respect and Responsibility initiative in the School Plan. An example of this realignment is the weekly Student Representative Council assembly awards that now focus on a school value, or an element from the plan, such as good manners, rather than the focus being at the individual teacher’s discretion.

Future directions

In 2011, the program will continue with a variety of strategies being designed by the staff to strengthen the program. These strategies will focus on the school uniform and ensuring students bring appropriate equipment to school every day.

Swimming Carnival
Restorative Practice is a system that promotes individual responsibility and encourages students, teachers and parents to be empathic in their relationships with each other.

Since the initial training in 2007, restorative practice techniques have been used consistently when teachers are dealing with welfare and discipline issues. In 2009, a Restorative Team was formed with representatives from each stage. In Term 2, students from Kindergarten through to Year 6 learnt or revised the techniques through whole stage sessions. In 2010, Kinder buddies were trained in restorative practices, technique refreshers were given to staff and students and the visibility of playground signs were investigated.

In 2010 the school set targets in four areas:

- Literacy
- Numeracy
- Technology; and
- Fitness and fundamental movement skills.

Details of each target and the level of progress towards achievement are outlined below.

**Target 1**

*For all students to possess effective literacy skills that allow them to be life long learners.*

There were five indicators of success for this target. Achievements are outlined for each indicator.

**Kindergarten reading levels**

The indicator for Kindergarten was that 80% of Kindergarten students would achieve Reading Recovery Level 5 or above by November with 40% reading texts above Level 10.

The table below provides the details regarding the levels of success achieved for this target. For this target students read an unseen, orientated text.

<table>
<thead>
<tr>
<th>Reading Recovery Level</th>
<th>Percentage of Students</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levels 1 - 4</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>Levels 5 - 9</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Levels 10 - 20</td>
<td>90%</td>
<td>Levels expected during Year 1</td>
</tr>
<tr>
<td>Levels 21 - 26</td>
<td>0%</td>
<td>Levels expected during Year 2</td>
</tr>
</tbody>
</table>

Kindergarten did not achieve the above targets: 70% of students reached level 5 or above and 30% of students reached level 10 or above.

The indicator for Year 1 was that by the end of November, 2010, 90% of Year 1 students would be reading texts at or above Reading Recovery Level 16.

**In 2010, the target was achieved! 98% of Year 1 students met the target.** The one student who did not reach the target is ESL and new to our school this term.
Year 2 reading levels

The indicator for Year 2 was that by the end of November, 2010, 90% of Year 2 students would be reading texts at or above Reading Recovery Level 26.

In 2010, the target was achieved! 90% of Year 2 students met the target. Of the 10% of students that did not reach the target, one student has diagnosed learning difficulties, one is a first phase ESL learner and three students completed the Reading Recovery program in 2009.

<table>
<thead>
<tr>
<th>Reading Recovery Level Range</th>
<th>Percentage of Students Achieving In The Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 10</td>
<td>3%</td>
</tr>
<tr>
<td>11 - 15</td>
<td>0%</td>
</tr>
<tr>
<td>16 - 20</td>
<td>3%</td>
</tr>
<tr>
<td>21 - 25</td>
<td>4%</td>
</tr>
<tr>
<td>26+</td>
<td>90%</td>
</tr>
</tbody>
</table>

Year 3 reading levels

The indicator was that the number of students in Year 3 achieving in the top three bands, Bands 4 – 6, would be 10% above the state average for overall literacy skills. This indicator was achieved. The state average was 77% of students achieving in Bands 4 – 6. At BHPS 87% of students achieved Bands 4 – 6 in overall literacy. Refer to the National Assessment Program Test – Year 3 section of this report for a full analysis of the school’s results.

Year 5 reading levels

The indicator was that the number of students in Year 5 achieving in the top three bands, Bands 6 – 8 would be 10% above the state average for overall literacy skills.

This indicator was exceeded. The state average was 61.5% of students achieving in Bands 6 – 8. At BHPS 74% of the students achieved Bands 6 – 8 in overall literacy, which is 12.5% above state average. Refer to the National Assessment Program Test – Year 5 section of this report for a full analysis of the school results.

The Catch A Falling Star Program

The Catch A Falling Star Program (CAFS), now in its third year, has been making a significant difference to the reading skills of many students. CAFS is a short term, intensive, one-on-one program that is designed to give students a boost to their reading literacy achievement. This year writing also became a focus, with students working on sentence structure and grammar in their CAFS sessions. Students targeted by the CAFS program are students who have not received support from other remedial programs.

In 2010, the CAFS program continued to expand, catering for 78 students in Years K – 6, tutored by ten support staff and classroom teachers. The CAFS program will continue again in 2011.

Read With a Peer Program (RAP)

Year 5 students are trained as peer tutors in the RAP Program. They then tutor younger students, listening to them read levelled texts. Tutors carefully monitor when they think their tutee is ready for more difficult texts and refer the tutee to the teacher for testing.

In 2010 the RAP Program was extremely successful and, over three intake periods, 20 Kindergarten students and 20 Year One students improved their reading skills. This is a fantastic result and has benefits for both the younger and older students.

Kellie Wood

RAP Coordinator

Kindergarten using their senses with healthy food
**Target 2**

For all students to possess effective numeracy skills that allow them to be life long learners.

There were four indicators of success for this target. Achievements are outlined for each indicator. The indicators of success are:

**Kindergarten results**

The indicator was that 80% of Kindergarten students would achieve Early Stage One Number Framework outcomes by the end of November.

<table>
<thead>
<tr>
<th>SENA (Schedule for Early Number Assessment)</th>
<th>At*</th>
<th>Above*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeral identification</td>
<td>10%</td>
<td>84%</td>
</tr>
<tr>
<td>Counting Forward</td>
<td>97%</td>
<td>91%</td>
</tr>
<tr>
<td>Counting Backward</td>
<td>16%</td>
<td>17%</td>
</tr>
<tr>
<td>Addition &amp; Subtraction</td>
<td>38%</td>
<td>57%</td>
</tr>
</tbody>
</table>

- * indicates the percentage of students achieving the level of proficiency expected for Early Stage One students, on the Schedule for Early Number Assessment.

- Counting forwards and backwards also includes being able to randomly state the number before and after, which is a difficult concept.

**Stage 1 results**

The indicator for Year 2 was that by the end of November, 2010, 90% of Year 2 students would have achieved Stage One Number Framework outcomes or above.

In 2010, the target was achieved. **90% of Year 2 students met the target.** The 10% of students who have not achieved all outcomes are having difficulty with backward number sequencing and counting on and back from a larger number.

**Year 3 results**

The indicator was that the number of students achieving in the top three bands, Bands 4 – 6 will be 10% above the state average for overall numeracy skills. This indicator was not achieved. The state average was 65% of students achieving in Bands 4 – 6. At BHPS 73% of students achieved Bands 4 – 6 in overall numeracy which is only 8% above the state average, not the desired 10% above the average. Refer to the National Assessment Program Test – Year 3 section of this report for a full analysis of the school’s results.

**Year 5 results**

The indicator for Year 5 was that the number of students in Year 5 achieving in the top three bands, Bands 6 – 8 will be 10% above the state average for overall numeracy skills. This indicator was not achieved. The state average was 54.6% of the students achieving in Bands 6 – 8. At BHPS 57.3% of the students achieved Bands 6 – 8 in overall numeracy, which is 2.7% above the state average, not the targeted 10% above the average. Year 5 section of this report for a full analysis of the school results. Refer to the National Assessment Program Test – Year 5 section of this report for a full analysis of the school results.

**Target 3**

To improve students’ skills in the use of technology

There were four indicators of success.

- all students will demonstrate the ability to log on to the school server;
- all students in Years 1 – 6 will demonstrate the ability to log on to their Kidspace Portal;
- 90% of students in Years 1 and 2 will demonstrate proficient word processing skills when assessed using the technology skills checklist; and
- 90% of students in Years 3 – 6 will demonstrate their ability to efficiently use the Internet as a learning resource.

**Stage One**

58% of Year 1 and Year 2 students were tested at the end of Term 3 to assess their word processing skills. This included 14 children from 5 Stage 1 classes. One class being a Year 1, Year 2 composite. There were two straight Year 1 and two straight Year 2 classes included. The percentage of boys to girls was evenly split, as was the split between year 1 students and year 2 students.

- 100% of students could independently access the BHPS server;
- 54% of students could access the DET Portal, compared to 86% in 2009, this has been a significant decrease in these skills;
The majority of students were confident in basic word processing skills such as entering text, highlighting text and deleting, with the exception of justification and copy and paste.

- 37% of students were able to print their work as a whole document using the drop down menu, compared to 70% in 2009;
- 50% of students were able to save their document in the correct place once they found Studentshare, compared to 82% in 2009, this has been a significant decrease.
- Overall results indicated that Year 1 performed poorer in the assessing than students in Year 2.

**Future Directions**
- Continue to access the portal addressing the issue of passwords.
- Continue to use correct terminology.
- Reinforce basic processing skills with a focus on justification, copy and pasting, font styles including bold, italic and underline.
- Teach functions via drop down menus, before teaching shortcuts.
- Use Spelling and grammar function.
- Develop skills to print to a nominated classroom printer.

**Years 3 – 6 efficient use of the Internet : In Stage Two**

52% of Year 3 and Year 4 students were tested at the end of Term 3 to assess their Internet skills. This included 14 children from five and a half Stage 2 classes. There were two Year 3 classes, one Year 4 class, two 3/4 composite classes and 9 Year 4 students from a 4/5 composite class. The percentage of boys to girls was evenly split.

- 100% of students could independently access the browser Firefox;
- 100% of students could log onto the internet portal, an increase from 6% from 2009
- 99% of students could navigate the home page, an increase of 4% from 2009
- Only one student was able to add a web page to their favourites;
- 99% of students were successful using a search engine to locate information, an increase of 6% from 2009.
- 66% of students can cut and paste information into another application and 54% of student successfully copy and pasted an image to another application. In 2009, 56% of students could copy and paste text to another application. The percentage for copying and pasting images stayed the same.

- 95% or above were successful when opening, reading, replying to email messages.
- 21% of students were able to compose a new message.

**Future Directions**
- Teach and develop skills related to adding web sites to their favourites.
- Develop skills related to copying and pasting both text and images to other applications, such as Word and Power Point.
- Teach students to Compose New Messages as well as continuing to reply to emails

**In Stage Three:**

56% of Year 5 and Year 6 students were tested in Term 4 to assess their Internet skills. This included 14 children from six Stage 3 classes. There were two Year 5 classes, two Year 6 classes, one 5/6 composite classes and 7 Year 5 students from a 4/5 composite class. The percentage of boys to girls was evenly split.

- 100% of students could independently access the browser Firefox and log onto the Internet portal.
- 99% of students could navigate the home page, an increase of 3% from 2009.
- Only 44% of students were able to add a web page to their favourites.
- 99% of students were successful using a search engine to locate information.
- 88% of students can cut and paste information into another application as well as successfully copy and paste an image to another application.
- The majority of students were successful when opening, reading and replying to email messages.
- 80% of students were able to compose a new message. This is an improvement on 2009.

**Areas to work on in 2011**

- The most successful students were aware of a range of shortcuts to complete the skills. Therefore teachers will encourage peer-tutoring where students can share their expertise with their peers.
- Teach and develop skills related to adding web sites to their favourites.
- Continue to teach and develop students email skills, including how to compose new messages.
- Teachers will also continue to develop student’s confidence in using search engines and conducting research effectively.
Target 4
To increase fitness, endurance and physical education skill development.

There were two indicators of success:

- significant improvement in fitness, shown by a 10% increase in the number of skips completed in one minute by students in K – 2 and a 5% increase by students in Years 3 – 6;
- students in K – 2 will develop a range of fundamental movement skills, measured by testing using the criteria outlined in the fundamental movement skills program.

Fitness
To measure progress on this indicator student fitness was tested in June and November. Students were tested on the number of skips completed in one minute. The tables below present the comparison of results and whether the desired 10% increase for K – 2 and the 5% increase for Years 3 – 6 was achieved.

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Skips June</th>
<th>Average Skips November</th>
<th>Yearly Target Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>26</td>
<td>30</td>
<td>Yes</td>
</tr>
<tr>
<td>Year One</td>
<td>44</td>
<td>51</td>
<td>Yes</td>
</tr>
<tr>
<td>Year Two</td>
<td>53</td>
<td>59</td>
<td>Yes</td>
</tr>
<tr>
<td>Year Three</td>
<td>60</td>
<td>68</td>
<td>Yes</td>
</tr>
<tr>
<td>Year Four</td>
<td>68</td>
<td>77</td>
<td>Yes</td>
</tr>
<tr>
<td>Year Five</td>
<td>86</td>
<td>91</td>
<td>Yes</td>
</tr>
<tr>
<td>Year Six</td>
<td>96</td>
<td>100</td>
<td>No</td>
</tr>
</tbody>
</table>

The second indicator of success involved testing K – 2 students’ attainment of the skills considered fundamental to sporting success. The table below indicates the results of student pre and post testing using the criteria established by the fundamental movement skills program.

NOVEMBER DATA

<table>
<thead>
<tr>
<th>Skill</th>
<th>Kinder</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance</td>
<td>79%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk Beam</td>
<td>74%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jump - Distance</td>
<td>58%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skip</td>
<td>76%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Underarm Throw</td>
<td>56%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hop</td>
<td>98%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>Vertical Jump</td>
<td>93%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Gallop Forward</td>
<td>95%</td>
<td>76%</td>
<td></td>
</tr>
<tr>
<td>Catch Large Ball</td>
<td>96%</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>Underhand Throw</td>
<td>93%</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>Gallop - Side</td>
<td>87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catch – Small Ball</td>
<td>79%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chest Pass</td>
<td>81%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kick</td>
<td>76%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Findings and conclusions
The results of the skipping and Fundamental Movement Skills Program indicate that the students’ skills are increasing with good instruction. Consistency amongst staff with the teaching of these skills, as indicated by some Year 1 results, as well as the purchase of specific resources to assist these targets will be a focus for 2011. Refer to Target 4 for further detail.
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 2010 our school carried out evaluations of:

- Quality Teaching
- Music

In addition, data was collected and analysed to measure progress on the achievement targets set for reading, mathematics, the fundamental movement skills and the use of information and communication technology in the classroom.

Future directions

As a staff we need to continue to focus on the Quality Teaching Framework and ensure all new staff are trained in the practices as well.

Lesson observations are key to improving the lesson outcomes and to focus our direction back to the framework. This will continue in 2011.

Whilst the giving and receiving of feedback was improved from talking to staff, other areas of development were identified in the survey. Student direction, allowing students to negotiate their own learning projects and improving school readiness will be a focus for 2011.

Curriculum – Music

Music is a mandatory strand of the Board of studies Creative Arts curriculum. The learning focus for 2010 was on the quality implementation of the Music curriculum across the school.

Throughout the year, one of the major professional learning focuses for staff has been the implementation of music in the classroom. This program has been supported with whole school initiatives such as the Teambeat drumming experience for all students, K-6, purchasing of new resources so that teachers share own percussion kits and age appropriate tuned instruments with the class next door.

Each week at the whole school assembly, students were involved in singing. Songs were selected each term and the teachers were encouraged to revisit these songs regularly in class. Appropriate Stage programming was prepared by the Music Co-ordinator so all teachers could use this in their classes. Resources were organised so they could be easily accessed on the school server.

Teacher Professional Learning sessions were presented by confident staff members and RFF teachers were also encouraged to include Music in their program.

As a result of all the above opportunities teachers were surveyed as to their level of confidence when teaching music. The questions reviewed attitudes related to the following broad themes:

This survey aims to collect information about:

- How Music is implemented at Beverly Hills Public School. (Teaching practices & programs)
- Teacher syllabus understandings and expectations of school practices.
- Resource management, usage and needs.
- Assessment & Reporting in Stage Outcomes.
- Attitudes to Music.

Educational and management practice – Quality Teaching

Background

As a result of a survey that indicated many staff were not consistently implementing the Quality Teaching Framework due to lack of training.

A Staff Development Day was organised which focused on the framework. Professional learning was sourced from the Professional Leadership and Learning Directorate and staff were asked to reflect upon the practices of feedback.

During gymnastic sessions where staff were not required, lesson observations were organised where staff could observe the practices of feedback from the Quality Teaching Framework.

At the end of the process, a survey was given to all staff which focused on the relationship with the Quality Teaching Framework and their lessons.

Findings and conclusions

The following observations can be made from a staff point of view:

- We encourage students to take risks (93%) and regularly communicate high expectations to students (96%)
- Lessons are planned to integrate knowledge and skills across KLA’s (100%)
- The classroom structure is based on mutual respect and trust (100%)
- Explicit criteria for assessing work (89%) and being told what makes good work is used well (100%)

As a staff we need to develop skills in:

- Allowing students to negotiate their own learning projects (89% rarely or occasionally)
- Keeping lessons free of disruption, with 18% unable to remain on task with a disruption.
- Ensuring all students come to school prepared for the days lessons (32% rarely or occasionally)
Findings and conclusions

The following observations can be made:

In 2009 a teaching staff of 26, 14 surveys were returned

• 21% (3 out of 14) teachers responded that they were confident when teaching music,
  46% felt partially confident and
  38% were not confident when teaching music

In 2010 a teaching staff of 26, 13 surveys were returned

• 38% (5 out of 13) teachers responded that they were confident when teaching music,
  38% felt partially confident and
  23% were not confident when teaching music

An improvement across all areas.

In 2009 the teaching staff were asked how often they taught music the results were as follows

• 14% of the teaching staff taught music weekly
  76% of the teaching staff rarely taught music (less than once a week)
  7% of the teaching staff never taught music (Covered by an RFF teacher)

In 2010 the teaching staff were asked how often they taught music the results were as follows

• 30% of the teaching staff taught music weekly
  70% of the teaching staff rarely taught music (less than once a week)
  0% of the teaching staff never taught music (Covered by an RFF teacher)

Teachers used a variety of resources when teaching music. These included

Music Count us in, Sing, Grooveshark and Upbeat. They also found the existing Boomwhackers and newly purchased stage percussion instruments very useful. Kits being shared one between two rooms increased the level of music being taught within the school.

Many factors impeded the Teachers ability to teach music lessons in their class. These included:

Time, appropriate programming, lack of resources, busy curriculum and personal confidence.

Future Directions

• The Teachers will be involved in Teacher Professional Learning in the area of music throughout 2011. Confident classroom teachers will initially offer this with at least one session provided by an external organisation. Topics include Assessment and reporting, Skills,

Where to start, maximising expertise across the school,

• Teachers will be encouraged to include appropriate integrated musical activities in their creative arts program. This will occur at least 2 out of the 4 terms in 2011. A member of the executive will support programming initially.

• External groups will be invited to offer age appropriate performances and practical activities throughout the year.

• Teachers will be surveyed in Term 4, 2011 to assess if there has been an improvement in teacher confidence and regular teaching of the concepts in the music strand of the Creative Arts Syllabus.

• Whole School singing lessons will continue in 2011 and BHPS will also continue to be involved in the Music Count us In project: A national event that promotes the value of music in education.

• Review of the Music scope and sequence will occur when the National syllabus is implemented across the country.

Growth in 2009/2010

There has been positive growth in all areas of our Music program

All students are involved in weekly music activities during our whole school assemblies and all Stages are programming 2 units of music annually.

Teachers have increased in confidence when teaching music by 17% and music is being taught weekly has increased by 16% since 2010. It appears that the Music Count us in has been a very positive initiative and should continue to be a regular event on the BHPS calendar.

Regular inservicing, access to instruments with current resources and visiting groups is also important to ensure continued growth in staff confidence in music.

Mothers Day Portraits in the Hall
In 2010 the school sought the opinions of parents, students and teachers about the school. A written survey was used to assess the level of satisfaction of parents, students and school staff. The survey sought information regarding stakeholder satisfaction in the following broad areas:

- Student welfare
- Educational programs
- School uniform
- Technology
- School office
- Communication

The survey return rate was very high with 114 parents responses and 27 staff responses. All students in Years 4 – 6 completed the survey in class, a total of 191 students.

Findings and conclusions

The responses of all stakeholder groups indicated that there was very strong recognition and worth placed on:

- the students being the school’s main concern;
- the promotion of the school values;
- the positive relationship with students and parents;
- the school reward system to promote student achievement

The overall significance of the survey was the strong and consistent alignment between parents, students and staff.

Future directions

Curriculum

The quality of education, as well as the inclusivity and diversity of options offered, were issues to parents, students and staff in 2010. A continued focus on literacy and numeracy came through, as did a push for other sporting options in the lower grades.

Strategies to address these issues in 2011 are:

- Stage One Literacy groups to continue the work started in Kindergarten. These longer blocks will provide time to strengthen concepts.
- Reviewing of FMS K-6, in particular K-2, with sporting options to be discussed. A renewed focus on how students attain the basic skills of movement.

Buildings and Cleaning

Again in 2010, parents and students expressed concern regarding demountable accommodation on our school site and the cleaning of the school. These are two issues beyond the control of the school. However, the new classroom block with six permanent classrooms, now open in 2011, and a change to the cleaning contract in June 2011, will assist to improve service these two areas issues.

Communication

Parents and students acknowledged the effectiveness of the three formal methods of communication – the weekly newsletter, the term newsletter and the school website.

Professional learning

In 2010 the Teacher Professional Learning (TPL) program provided diverse opportunities to meet the needs of all staff. The program included:

- TPL sessions at staff meetings;
- TPL sessions presented after school;
- Staff Development Days;
- stage meetings and curriculum planning days;
- induction programs;
- conference attendance;
- attending principal, executive, school administration managers, ESL and curriculum network meetings;
- attending content specific courses provided by the DET or ‘outside providers’;
- workshops and network meetings in restorative practice;
- Success for Boys program modules;
- training in responding to anaphylaxis and diabetes;
- gifted and talented education; and
- action research and implementation of programs following conference or course attendance.

On average, each classroom teacher attended 31 hours of training and executives benefitted from 47 hours of professional learning.
School directions 2009 – 2011

2009 was the first year of implementation of the three-year plan developed after consideration of the DET priorities and in consultation with parents and staff. For 2011 a number of targets have been identified that build on previous priorities. In addition, new indicators have been set to assist in the monitoring of progress in achieving targets on an annual basis.

Targets for 2011

✩ Target 1. For all students to possess effective literacy skills that allow them to be life long learners.

The indicators of success are:

- 80% of Kindergarten students will achieve Reading Recovery Level 5, or above, by November with 30% reading texts at Level 10 or above;
- 90% of Year 1 students will achieve Reading Recovery Level 16 or above by November;
- 90% of Year 2 students will achieve Reading Recovery Level 26 or above by November;
- The number of students in Year 3 achieving in the top three bands, Bands 4 – 6, will be 10% above the state average for overall literacy skills. The state average is currently 77%; and
- The number of students in Year 5 achieving in the top three bands, Bands 6 – 8 will be 10% above the state average for overall literacy skills. The state average is currently 61%.

Strategies included in the school plan that are designed to achieve this target include:

- stage based grouping for reading;
- monitoring of student performance with running records;
- staff training; and
- emphasis on visual literacy.

✩ Target 2. For all students to possess effective numeracy skills that allow them to be life long learners.

- 80% of Kindergarten students will achieve Early Stage One Number Framework outcomes by the end of November;

The indicators of success are:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognises numerals 1 - 20</td>
<td>80%</td>
</tr>
<tr>
<td>Counts forward to 30 and gives number after</td>
<td>80%</td>
</tr>
<tr>
<td>Counts backwards from 30 and gives number before</td>
<td>80%</td>
</tr>
<tr>
<td>Adds and subtracts using concrete materials. Counts from 1</td>
<td>80%</td>
</tr>
<tr>
<td>Forms equal groups using concrete materials. Counts by ones</td>
<td>80%</td>
</tr>
</tbody>
</table>

- 90% of Year Two students will achieve Stage One Number Framework outcomes by the end of November;

The indicators of success are:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognises numerals 1 - 100</td>
<td>90%</td>
</tr>
<tr>
<td>Counts forward to 100 and gives number after</td>
<td>90%</td>
</tr>
<tr>
<td>Counts backwards from 100 and gives number before</td>
<td>90%</td>
</tr>
<tr>
<td>Adds and subtracts using strategies such as counting on from the largest number</td>
<td>90%</td>
</tr>
<tr>
<td>Counts forwards and backwards by 10s</td>
<td>90%</td>
</tr>
<tr>
<td>Forms equal groups using concrete materials. Counting in multiples</td>
<td>90%</td>
</tr>
</tbody>
</table>
• The number of students in Year 3 achieving in the top three bands, Bands 4 – 6 will be 10% above the state average for overall numeracy skills. The state average is currently 59%; and

• The number of students in Year 5 achieving in the top three bands, Bands 6 – 8 will be 10% above the state average for overall numeracy skills. The state average is currently 56%.

Strategies included in the school plan that are designed to achieve this target include:

• Staff training in the Count Me In Too Program;

• use of the SENA assessment K - 4 to monitor the development of student numeracy skills; and to assist with teaching;

• classroom programs reflecting the professional analysis of student SENA results; and

• revision of the BHPS Mathematics Scope and Sequence document.

❉ Target 3: To improve students’ skills in the use of technology.

Indicators of success include:

• all students will demonstrate ability to log on to the school server;

• all students in Years 1 – 6 will demonstrate the ability to log on to their Kidspace Portal;

• 90% of students in Years 1 and 2 will demonstrate proficient word processing skills when assessed using the technology skills checklist; and

• 90% of students in Years 3 – 6 will demonstrate their ability to efficiently use the Internet as a learning resource.

Progress towards this target will be measured by:

• analysing results of random sample testing of students from each class with emphasis on the skills listed above;

• viewing student work samples; and

• viewing student work samples stored on the school file server, including student web pages.

Strategies included in the management plan that are designed to achieve this target include:

• redevelopment and implementation of the school scope and sequence document;

• staff training;

• trained peer tutors in classrooms; and

• in class support provided in each stage to assist with technical, pedagogical and management issues experienced by teachers.

❉ Target 4: To increase fitness, endurance and physical education skill development.

Indicators of success include:

• significant improvement in fitness, shown by a 10% increase in the number of skips completed in one minute by students in K – 2 and a 5% increase by students in Years 3 – 6;

• students in K – 2 will develop a range of fundamental movement skills, measured by pre and post testing using Get Skilled:Get Active.

Progress towards this target will be measured by comparison of pre and post testing of Fundamental Movement Skills, the testing of skipping skills in June and November and comparison of school performance in PSSA competitions and carnivals.

Strategies included in the management plan that are designed to achieve this target include:

• fitness sessions conducted three days per week including aerobics sessions led by Stage 3 ‘instructors’;

• long ropes made available for playground use;

• promotion of skipping skills at events such as Education Week and the school fete;

• extra tuition provided to students who experience difficulty skipping;

• the double-dutch video used to demonstrate the skill to students;

• the ‘PB’ philosophy used to encourage the development of fitness during running;

• modification of the running track through the use of signage to encourage development of a variety of gaits;

• publishing articles to increase parent awareness of school fitness programs and the importance of participation;

• staff training;

• providing sporting activities after school through linkages with local sporting associations; and

• increased emphasis on school sports carnivals and the sporting house system.

Progress towards this target will be measured by comparison of pre and post testing of Fundamental Movement Skills, the testing of skipping in June and November and comparison of school performance in PSSA competitions and carnivals.
About this report

In preparing this report, the self-evaluation committee 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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Robert Borg, Assistant Principal
Claudia Campbell, Assistant Principal
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Jennifer Morrison, Relieving Assistant Principal
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Parents can:

- find out more information about the ASR;
- learn how to interpret report information; and
- provide feedback about these reports at:

Staff enjoying Harmony Day 2010