Our school at a glance

Students
In 2012, there were 491 students enrolled at Beverly Hills Public School, 85% coming from language backgrounds other than English.

Staff
Beverly Hills Public School has a dynamic team of teaching and non-teaching staff whose core purpose is to provide the best possible learning environment for the students at this school. The staff members possess a wide range of professional experiences and backgrounds.
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
In 2012, a number of highly successful programs and initiatives operated within the school. Each of these programs had a significant positive impact on the development of children involved.

These included:
Curricular and Extra-curricular programs
- School Band
- Harmony, Melody and Rhythm Choirs
- Dance Group
- Gymnastics
- PSSA sport participation
- Chess group
- Drama group

Academic programs
- Premier’s Reading Challenge
- Premier’s Spelling Bee
- Public Speaking initiatives
- Catch a Falling Star program
- Leading Mathematics Learning program

Student Leadership
- Student Representative Council
- Peer Support program

Other special events
- Life Education
- Crunch ‘n’ Sip
- National Day of Healing
- Mother’s Day Portraits
- Harmony Day
- Father’s Day Breakfast
- Combined Public Schools Music Festival
- Performing Arts Showcase.

Student achievement in 2012

Reading – NAPLAN Year 3
81% of all students were placed in the top three Skills Bands compared to 71% of the state.

Writing – NAPLAN Year 3
94% of all students were placed in the top three Skills Bands compared to 79% of the state.

Spelling – NAPLAN Year 3
98% of all students were placed in the top three Skills Bands compared to 76% of the state.

Grammar and Punctuation – NAPLAN Year 3
90% of all students were placed in the top three Skills Bands compared to 75% of the state.

Numeracy – NAPLAN Year 3
75% of all students were placed in the top three Skills Bands compared to 67% of the state.

Data, Measurement, Space and Geometry – NAPLAN Year 3
71% of all students were placed in the top three Skills Bands compared to 63% of the state.

Number, Patterns and Algebra – NAPLAN Year 3
75% of all students were placed in the top three Skills Bands compared to 64% of the state.

Reading – NAPLAN Year 5
57% of all students were placed in the top three Skills Bands compared to 60% of the state.

Writing – NAPLAN Year 5
76% of all students were placed in the top three Skills Bands compared to 52% of the state.

Spelling – NAPLAN Year 5
81% of all students were placed in the top three Skills Bands compared to 67% of the state.

Grammar and Punctuation – NAPLAN Year 5
66% of all students were placed in the top three Skills Bands compared to 59% of the state.

Numeracy – NAPLAN Year 5
63% of all students were placed in the top three Skills Bands compared to 59% of the state.
Data, Measurement, Space and Geometry – NAPLAN Year 5

60% of all students were placed in the top three Skills Bands compared to 56% of the state.

Number, Patterns and Algebra – NAPLAN Year 5

69% of all students were placed in the top three Skills Bands compared to 57% of the state.

Messages

Principal’s message

Beverly Hills Public School has a long and proud history. The school was opened in 1892 and since that time has seen many changes in our Australian society. These changes have been reflected in our school community. In 2012, the school served a diverse urban, multicultural community. Cultural understanding, tolerance and racial harmony are high priorities. 85% of the students are from a language background other than English and more than 40 different cultural backgrounds are represented.

The school environment is calm and welcoming. The focus of the school is on learning and ensuring that students achieve to their full potential.

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 behaviour;
- an attractive, stimulating, organised learning environment where students feel safe, valued and respected, and parental support and active involvement is encouraged;
- staff who are enthusiastic and support the continual development of their professional skills and knowledge, thereby making the school a more effective organisation; and
- students, parents and staff who work together as a team to optimise learning opportunities.

The school recognises and promotes the core values of public education including integrity, excellence, respect, responsibility, cooperation, participation, care and fairness.

Throughout the year students have had access to a number of new programs and many existing programs have been modified due to our ongoing evaluation of what and how we do things at our school.

As a result, we as a school community are proud not only of our achievements but also of the extensive number of opportunities offered to students. Our banner statement, ‘Excellence in a Dynamic, Caring and Innovative Environment’, continues to encapsulate the shared philosophy and vision that drives our school forward.

This annual report presents the results of evaluations conducted in the following areas:

- Teaching and English (Writing).
- The results of these evaluations will be used in 2013-2014 planning to further enhance school programs.

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.

Danny Squires

P & C message

On behalf of the P&C for 2012, I would like to sincerely thank Danny Squires and all the teachers at Beverly Hills for their total commitment, teaching and guidance towards our children throughout this year. Teachers do make the difference between an average and a sensational school and the teachers at this school have been mentors, role models, supervisors, counsellors and friends to the children throughout 2012 and we couldn’t have asked them for any more.

I would like to personally thank the P&C Executive Committee for their great work and support this year. I certainly couldn’t have done it without them. So, a big thank you to Kathy Andreadis, Kelly Singh, Minnie Burnard, Sofia Haidar and Karen Knapp for their time and efforts in 2012.

The many events held this year have been a monumental success driven by the teachers and the parents of the children at the school, not to mention the many hours put in by the organisers who don’t generally get a mention and work tirelessly behind the scenes to make these events
a success. A big thanks to Karen Knapp and to all those who gratefully offered their time and energy to make these events work, which led to a fun packed time being had by all of our children.

The P&C are instrumental in pushing fund raising for the school to new levels and this year was no exception. This included the Second Hand Uniform Shop, the Easter Raffle and Hampers, the Mothers Day and Fathers Day Stalls and Raffles, the always loved Bunnings BBQ at Rockdale, the School Fete and the Entertainment books which raised in total over $20 000 for the school.

Also a thank you to the many parents, grandparents and carers that assist in class rooms listening to our children read, with mathematics, helping out in the library, covering books and giving their valuable time with many different events, outings and excursions. This caring and close community is what makes this school so special and differentiates it from all the others.

It is always nice to get parents’ perspectives on any aspects of the school or the events run to benefit the children at the school. So, a big thank you to all of the parents who attended the P&C meetings and contributed their efforts to help the children and school. I encourage you if you haven’t been involved last year, to come along to the P&C Meetings in 2013, everyone is welcome.

Looking forward to another great year in 2013.

Tony Geha (President Beverly Hills P & C)

Student Representative’s message

Term 1 saw the induction of the 2012 Student Representative Council (SRC). The SRC were nominated and voted for by their class peers. A half-day of training was conducted for the elected SRC members, which focused on student leadership qualities.

During Term 2, the SRC had the opportunity to participate in a range of different activities. They started off the term by conducting the ANZAC Day ceremony. The SRC did an excellent job conducting the assembly.

This year, the senior SRC members came up with the initiative of creating a lunch-time craft corner to entertain the younger students of our school. They prepared the activities and resources required and assisted the younger students with their craft activity. All involved enjoyed this.

A shift in focus, saw the SRC veer from school-based fundraising activities. Instead it was decided to support three notable charities, these being Stewart House, Canteen and the Salvation Army. This was done through the selling of the Stewart House merchandise (glitter balls) and the Canteen themed bandannas. The Salvation Army was supported through a Christmas hamper appeal, which was collected from each class in the school. These were greatly appreciated by the organisation, at a time of great demand.

It has been a pleasure to work with the elected SRC members this year, They have demonstrated maturity, organisational skills and a willingness to help that makes us proud coordinators.

Rebecca Lonergan and Tanya Frawley

(SRC Patrons on behalf of the 2012 SRC)

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>272</td>
<td>261</td>
<td>252</td>
<td>251</td>
<td>256</td>
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<tr>
<td>Female</td>
<td>223</td>
<td>218</td>
<td>247</td>
<td>246</td>
<td>218</td>
<td>227</td>
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</table>
Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.7</td>
<td>94.8</td>
<td>92.2</td>
<td>94.2</td>
<td></td>
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<tr>
<td>1</td>
<td>92.9</td>
<td>95.8</td>
<td>94.2</td>
<td>92.0</td>
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<tr>
<td>2</td>
<td>94.9</td>
<td>95.1</td>
<td>93.9</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.9</td>
<td>96.2</td>
<td>93.6</td>
<td>95.0</td>
<td></td>
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<td>4</td>
<td>95.7</td>
<td>94.8</td>
<td>95.5</td>
<td>94.9</td>
<td></td>
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<tr>
<td>5</td>
<td>95.8</td>
<td>95.4</td>
<td>93.8</td>
<td>95.1</td>
<td></td>
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<tr>
<td>6</td>
<td>93.8</td>
<td>96.2</td>
<td>93.8</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.6</td>
<td>94.7</td>
<td>95.5</td>
<td>93.9</td>
<td>94.3</td>
</tr>
</tbody>
</table>

Management of non-attendance

In 2012, Beverly Hills Public School continued to utilise OASIS marking of rolls. Students who were displaying concerning levels of absence were tracked. Staff members contacted parents/carers by telephone/email, then in a formal letter if attendance was of concern. Formal interviews were held with parents whose children were consistently absent. The Home School Liaison Officer was engaged for extreme cases of non-attendance.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.782</td>
</tr>
<tr>
<td>Total</td>
<td>28.902</td>
</tr>
</tbody>
</table>

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

0% of the school staff identifies as Aboriginal.

Staff retention

The staff mobility rate of Beverly Hills P.S. is low. One staff member moved to another school in 2012. An Assistant Principal moved through merit selection at the end of 2012. A replacement Assistant Principal was appointed through merit selection to commence in 2013. A classroom teacher was appointed to Beverly Hills P.S. through service transfer at the end of 2012. A General Assistant was also appointed through merit selection.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$974002.52</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>439539.73</td>
</tr>
<tr>
<td>Global funds</td>
<td>209524.56</td>
</tr>
<tr>
<td>Tied funds</td>
<td>81758.44</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>199491.49</td>
</tr>
<tr>
<td>Interest</td>
<td>18423.05</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>21794.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>3470.35</td>
</tr>
<tr>
<td>Total income</td>
<td>974002.52</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the Annual General Meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Achievements

Arts
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 array of opportunities are detailed below.

Creative Arts
Performing Arts - Dance Group
This year has been a very busy year in the area of dance. The dance group was chosen from over 200 students who auditioned. The dance group performed at the Combined Public Schools Music Festival, the BHPS Performing Arts Showcase and at Westfield Hurstville during Education Week.

A dance storeroom has been developed to organise costumes. The entire school can reuse items and this helps keep the cost of future dance costumes down.

Numerous classroom teachers made the range and variety of dance experiences provided to the students possible. They choreographed, auditioned, rehearsed, taught dance skills, organised costumes and accessories, notes and buses.

Performing Arts - Choir
The 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 Showcase, the Combined Public Schools Music Festival and the Gold Award Assemblies.

Major performances for the Harmony Choir were: the Combined Public Schools Music Festival, the Performing Arts Showcase, ANZAC Day ceremony and the Remembrance Day ceremony.

A third choir was introduced in 2012. The Rhythm choir performed at the Performing Arts Showcase and school assemblies.

Future choir directions
• Further promotion and stability of the Melody, Harmony and Rhythm Choirs will ensure the future success of choral singing at Beverly Hills Public School.

Performing Arts - Band
In 2012, two bands were formed, a performing band and a training 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 Performing Band is impressive. All band members have worked extremely hard to develop their musicianship and to ensure the band plays as one entity.

The bands have entertained at school assemblies and set the scene at our Performing Arts Showcase.

The training band participated in the Sydney Region Training Band Blow In, and both bands attended Bandfest, with the Performing Band receiving a Silver Medal for their performance.

Future band directions
• In 2013, two bands will continue. The BHPS Performing Band with new recruits forming the BHPS Training Band.
• Performance opportunities will continue to be identified for both bands.
• 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 staff members to work with the band on a voluntary basis. Thank you to the large group of teacher volunteers who assist in the running of our band program each Tuesday afternoon.

Another key factor in the 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.

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:

  - Nola Wang (Kindergarten)
  - James Filacouridis (Stage 1)
  - Audrey Tanama (Stage 2) and
  - Lina Mansour (Stage 3).
Sport

Beverly Hills Public School participates in a full range of competitive team sports. On an individual level, the school participates in swimming, cross-country and athletics. Some of our successes included:

- Harjas Ahuja being selected in the St George District Boys Cricket Team.
- Jonathan Dinoris being selected in the St George District Rugby League Team as well as the Sydney Region Rugby Union Team.
- Sam Pezzutti representing the school at the Sydney Region Swimming Carnival.
- Barbara Giannos representing the school at the Sydney Region Cross Country Carnival.
- Nicolette Ivanovska coming first in the 9 year girls 50 m freestyle at the Georges River District Swimming Carnival and representing at the Sydney Region Swimming Carnival.
- The Senior Cricket team came second in the Georges River PSSA Boys Cricket Competition.
- The Senior and Junior Hockey teams came third in the Georges River PSSA Hockey Competitions.

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

During November, 75 students in Year 1 and Year 2 participated in the Intensive Swimming Program at Hurstville Aquatic Centre.

During Term 3, all students had the opportunity to participate in a gymnastics program. In 2012, 490 students participated in this program over a five-week period. Delivered by qualified gymnastics teachers, students benefited from the opportunity to develop a range of gymnastics skills in a supportive environment.

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 outside of school.

Other

UNSW ICAS Competitions

Students from Years 3 to 6 participated in the UNSW ICAS competitions. The results were as follows:

<table>
<thead>
<tr>
<th>Competition</th>
<th>Credit</th>
<th>Distinction</th>
<th>High Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>24</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>21</td>
<td>31</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>35</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Spelling</td>
<td>42</td>
<td>15</td>
<td>2</td>
</tr>
</tbody>
</table>

Academic

School-Based Assessment – Literacy

Student performance in Literacy was assessed through classroom observation, diagnostic testing, work sample analysis and professional judgement. The following tables indicate the performance levels of students in Reading, Writing, and Talking & Listening.

<table>
<thead>
<tr>
<th>Reading</th>
<th>% students working towards stage outcomes</th>
<th>% students working at or beyond stage outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Stage 1</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Stage 1</td>
<td>31</td>
<td>69</td>
</tr>
<tr>
<td>Stage 2</td>
<td>29</td>
<td>71</td>
</tr>
<tr>
<td>Stage 3</td>
<td>18</td>
<td>82</td>
</tr>
<tr>
<td>Writing</td>
<td>% students working towards stage outcomes</td>
<td>% students working at or beyond stage outcomes</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Early Stage 1</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Stage 1</td>
<td>32</td>
<td>68</td>
</tr>
<tr>
<td>Stage 2</td>
<td>31</td>
<td>69</td>
</tr>
<tr>
<td>Stage 3</td>
<td>23</td>
<td>77</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pattern &amp; Algebra</th>
<th>% students working towards stage outcomes</th>
<th>% students working at or beyond stage outcomes</th>
</tr>
</thead>
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<tr>
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<td>91</td>
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<tr>
<td>Stage 1</td>
<td>29</td>
<td>71</td>
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<td>Stage 2</td>
<td>29</td>
<td>71</td>
</tr>
<tr>
<td>Stage 3</td>
<td>16</td>
<td>84</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Talking &amp; Listening</th>
<th>% students working towards stage outcomes</th>
<th>% students working at or beyond stage outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Stage 1</td>
<td>15</td>
<td>85</td>
</tr>
<tr>
<td>Stage 1</td>
<td>28</td>
<td>72</td>
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<td>Stage 2</td>
<td>18</td>
<td>82</td>
</tr>
<tr>
<td>Stage 3</td>
<td>14</td>
<td>86</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Space &amp; Geometry</th>
<th>% students working towards stage outcomes</th>
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</tr>
</thead>
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<tr>
<td>Early Stage 1</td>
<td>8</td>
<td>92</td>
</tr>
<tr>
<td>Stage 1</td>
<td>28</td>
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<tr>
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<table>
<thead>
<tr>
<th>Data</th>
<th>% students working towards stage outcomes</th>
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</thead>
<tbody>
<tr>
<td>Early Stage 1</td>
<td>10</td>
<td>90</td>
</tr>
<tr>
<td>Stage 1</td>
<td>16</td>
<td>84</td>
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<tr>
<td>Stage 2</td>
<td>31</td>
<td>69</td>
</tr>
<tr>
<td>Stage 3</td>
<td>14</td>
<td>86</td>
</tr>
</tbody>
</table>

**School-Based Assessment – Numeracy**

Student performance in Numeracy was assessed through classroom observation, diagnostic testing, work sample analysis and professional judgement. The following tables indicate the performance levels of students in Number, Patterns & Algebra, Space & Geometry, Data, Measurement, and Working Mathematically.
### Measurement

<table>
<thead>
<tr>
<th></th>
<th>% students working towards stage outcomes</th>
<th>% students working at or beyond stage outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Stage 1</td>
<td>10</td>
<td>90</td>
</tr>
<tr>
<td>Stage 1</td>
<td>21</td>
<td>79</td>
</tr>
<tr>
<td>Stage 2</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Stage 3</td>
<td>29</td>
<td>71</td>
</tr>
</tbody>
</table>

### Working Mathematically

<table>
<thead>
<tr>
<th></th>
<th>% students working towards stage outcomes</th>
<th>% students working at or beyond stage outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Stage 1</td>
<td>13</td>
<td>87</td>
</tr>
<tr>
<td>Stage 1</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Stage 2</td>
<td>39</td>
<td>61</td>
</tr>
<tr>
<td>Stage 3</td>
<td>35</td>
<td>65</td>
</tr>
</tbody>
</table>

### 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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

#### Reading – NAPLAN Year 3

#### Numeracy – NAPLAN Year 3
Reading – NAPLAN Year 5

Progress in reading

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>82.7</td>
<td>56.6</td>
<td>72.0</td>
</tr>
<tr>
<td>SSG</td>
<td>84.8</td>
<td>73.5</td>
<td>79.4</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 5

Progress in numeracy

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>104.1</td>
<td>101.8</td>
<td>115.0</td>
</tr>
<tr>
<td>SSG</td>
<td>93.4</td>
<td>96.6</td>
<td>101.5</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
</tr>
</tbody>
</table>

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**.

Significant programs and initiatives

Aboriginal education

The school is committed to Aboriginal Education. It believes in increasing cultural awareness for all staff and students and improving educational outcomes for Aboriginal and Torres Strait Islander students.

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 and Technology. In addition, written text types and Creative Arts are also integrated into these units. Integrated units also highlight Aboriginal values and perspectives. 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. The school community acknowledged the National Day of Healing with our Aboriginal students playing an integral role in proceedings. Sharni Vale-O’Brien was a proud recipient of a Sydney Region Deadly Kids Doing Well Award.

**Multicultural education**

Beverly Hills Public School continues to support students from more than 40 different language groups. 85% of the students are from a language background other than English (LBOTE). Staff members and community members see diversity as one of the great strengths of the school. The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs that develop the knowledge, skills and attitudes required for a culturally diverse society. The school is dedicated to creating a learning environment that is free from discrimination, racism and harassment. Our English as a Second Language (ESL) teachers develop specific programs to support students from non-English speaking backgrounds using a variety of strategies. The school will continue to monitor the effectiveness of its ESL programs, its support structures and the way it engages both students and different cultural groups in the life of the school. Ongoing professional learning will be provided to ensure that all staff members are aware of the needs of students.

**Other programs**

**Catch a Falling Star (CAFS)**

The Catch A Falling Star Program (CAFS) 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. Students targeted by the CAFS program are students who have not received support from other remedial programs. In 2012, the CAFS program continued to expand, catering for 35 students in Years K - 6, tutored by ten support staff and classroom teachers.

**Respect and Responsibility**

The students at Beverly Hills P.S. make the values of respect and responsibility a priority. Through participation in a variety of community and school activities they learn to become active, thoughtful citizens, not only of our school but also our community. At our School Assembly each Monday afternoon, we acknowledge and pay our respect to our Aboriginal community and show our respect to our country by singing the National Anthem. Every week the core values that are the basis of our school rules are discussed and reinforced in all classrooms. These core values are the focus of Captains and SRC awards. Many students have gained recognition for their behaviour by earning Bronze, Silver or Gold awards. At our Gold Assemblies each term over the year a number of students were awarded School Medals, the highest level of our merit system.

**Chaplaincy Program**

BHPS received a Federal Government grant as part of the National School Chaplaincy and Welfare Program. Kylie Tomalaris has been working successfully as the School Chaplain at Beverly Hills P.S. for the last four years. The services provided by her as Chaplain include;

- Learning support to facilitate student wellbeing.
- Pastoral care available for students, staff and the wider community.
- Facilitating small groups such as the “Good Friends Group” and “Skills Club”. These groups help promote self-esteem and a sense of belonging.
- Facilitating the “Kindy Connect Program” for Kindergarten parents to connect and form friendships.
- Building mentoring relationships and assisting students with goal setting.

**Stage 3 Enrichment Program**

A number of Stage 3 students were selected to participate in a Literacy and Technology based Enrichment Program. High levels of engagement resulted in excellent achievements from many of the children involved in the program.
Crunch ‘n’ Read

As part of Book Week celebrations, all children participated in a ‘Crunch ‘n’ Read’ activity where each child was provided with an apple donated by the Australian Farmers Association and enjoyed time reading a book of their choice.

Crunch ‘n’ Sip

As part of the ‘Live Life Well’ initiative that BHPS is involved in, a ‘Crunch ‘n’ Sip’ program was introduced. This involved children engaging in a water and fruit break during the first session of the day. This program has been well received by the school community.

Stage 3 Berry Camp

Stage 3 participated in a three-day Department of Sport and Recreation camp at Berry. Children who attended enjoyed the experience immensely and staff members attending recommended a camp being held for Stage 3 students every second year.

Focus On Reading

Teaching staff from Years 2-6 commenced the professional learning program Focus on Reading. This has had a significant impact on the way comprehension is taught to children in BHPS. This professional learning will continue into 2013.

Team Leadership for School Improvement

Executive Teaching staff and two classroom teachers commenced the professional learning program Team Leadership for School Improvement. This has had a significant impact on strategic planning and change management in BHPS. This professional learning will continue into 2013.

Progress on 2012 targets

Target 1

2012 Targets

- Year 3 – 75% of students achieving bands 3,4,5 and 6 in NAPLAN (currently 73%)
- Year 5 – 83% of students achieving bands 5,6,7 and 8 in NAPLAN (currently 81%)
- An increase of 5% of students achieving stage outcomes in reading across Years 1-6
- 55% of Year 5 students showing growth in reading of two skill bands or above

Our achievements include:

- 98.1% of Year 3 students achieved Bands 3,4,5 or 6 in NAPLAN Reading, compared to 86.4% state average.
- 88.1% of Year 5 students achieved Bands 5,6,7 or 8 in NAPLAN Reading, compared to 82.3% state average.
- Students achieving reading outcomes, Sound or above, are listed in the table below. Year 5 and 6 showed percentage increases, however none were statistically significant.

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>66.7%</td>
<td>71.1%</td>
<td>62.5%</td>
<td>78.7%</td>
<td>77.9%</td>
<td>85.3%</td>
</tr>
<tr>
<td>2011</td>
<td>85.0%</td>
<td>87.5%</td>
<td>68.9%</td>
<td>90.4%</td>
<td>76.9%</td>
<td>85.0%</td>
</tr>
</tbody>
</table>

- 43% of Year 5 students showed growth of two reading bands or above, 12% short of the 55% target.

Target 2

Numeracy and Literacy

2012 Targets

- Year 3 – 83% of students achieving bands 3,4,5 and 6 in NAPLAN (currently 81%)
- Year 5 – 85% of students achieving bands 5,6,7 and 8 in NAPLAN (currently 83%)
- An increase of 5% of students achieving stage outcomes in number across Years 1-6
- 65% of Year 5 students showing growth in number of two skill bands or above.

Our achievements include:

- 94.2% of Year 3 students achieved Bands 3,4,5 or 6 in NAPLAN Numeracy, compared to 86.9% state average.
- 94% of Year 5 students achieved Bands 5,6,7 or 8 in NAPLAN Reading, compared to 83% state average.

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>74.1%</td>
<td>74.7%</td>
<td>60.7%</td>
<td>75.8%</td>
<td>77.9%</td>
<td>88.2%</td>
</tr>
<tr>
<td>2011</td>
<td>76.2%</td>
<td>87.5%</td>
<td>65.6%</td>
<td>90.4%</td>
<td>74.0%</td>
<td>86.1%</td>
</tr>
</tbody>
</table>

- 87.9% of Year 5 students showed growth of two numeracy bands or above, a significant 22.9% above the 65% target.
Target 3
Leadership and Management

2012 Targets

- 100% of school executive report satisfaction with their leadership role
- Minimum band 2 achievements in 25 practical measures.

Our achievements include:

- All school executive reporting satisfaction with their leadership role, particularly in the areas of student welfare. There was significant curriculum leadership change with four members of the executive taking on new leadership areas including Numeracy, Technology and the Creative Arts. There was also significant change in the Learning and Support area and the structure of the Learning and Support Team.
- 80% (20 out of 25) of the practical measures in the Analytical Framework were Band 2 or above in 2012. This will be a baseline for all future analysis.

Target 4
Curriculum and Assessment

2012 Targets

- 100% of staff collect and analyse quality literacy and numeracy performance information
- 100% of staff delivering quality lessons within a defined structure and demonstrating quality teaching.

Our achievements include:

- All staff submitting teaching and learning programs detailing literacy and numeracy curriculum information.
- All class teachers maintaining an assessment folder, showing detailed analysis of literacy and numeracy assessment information.
- Stage meetings held weekly to discuss consistency amongst staff in assessment judgements. These meetings also resulted in the development of rubrics and assessment criteria based on stage outcomes. Staff felt very supported when developing and discussing quality assessment tasks.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the School Plan. In 2012 our school carried out evaluation of Teaching and English (Writing).

Teaching
Background

The provision of quality and innovative teaching to cater for a diverse linguistic, cultural and mobile learning community continues to be a strong school focus. Strong teachers inspire and motivate learners. They build relationships based on trust, collegiality and mutual respect. Strong teachers value the interests, experiences and prior knowledge of all learning groups as reflected in the teaching programs. Strong teachers use a range of assessment strategies to assess students’ knowledge, skills and attitudes. This information is communicated to students, parents and colleagues effectively. Effective teaching results in improved student learning outcomes in the context of the school culture.

Findings and conclusions

- 100% of staff, 95% of parents and 97% of students feel that what students are asked to learn is important;
- 100% of staff, 88% of parents and 90% of students feel that teachers provide class activities that are interesting and appropriate to the needs and abilities of all students;
- 93% of staff, 65% of parents and 87% of students agree that teachers talk to their students about what they are learning and why;
• 100% of staff, 88% of parents and 91% of students believe the teacher’s ability to manage the class assist the learning of the children;
• 100% of staff, 76% of parents and 90% of students agree that the teachers at BHPS know what their children can do and what they need to learn;
• 100% of staff, 84% of parents and 85% of students understand how students’ learning will be assessed;
• 88% of parents and 91% of students agree the school provides clear information about student achievement through the school’s reporting process.

Future directions
• The Executive team to complete the Team Leadership for School Improvement professional learning course;
• Enhanced communication with the parent body over all aspects of school life and the education of their children;
• An increase in the number of parents involved in the school community through further provision for their involvement in school committees and school-based decision making; and
• Providing opportunities for developing the leadership capability of various groups within the school community including students, staff and parents.

English (Writing)
Background
Beverly Hills Public School has consistently achieved excellent results in overall literacy in State and National Assessments and school-based data. An identified area of concern as evidenced in trend data over the past three years has been Writing. Staff members feel there is a need to develop consistency across the school in how Writing is taught, assessed and reported. Staff, students and the community were surveyed to evaluate teaching practice, planning and programming, and access to resources.

Findings and conclusions
Staff

• 95% of staff are happy with their level of knowledge about how children learn and progress in Writing and can confidently plan and organise Writing activities;
• 75% of staff feel they are well informed about tracking student progress in Writing;
• 86% of staff would like more professional learning about the teaching of Writing;
• 22% of staff feel the school Literacy team functions well and supports staff to identify students having difficulty with Writing;
• 31% of staff feel there are clear procedures for continuous assessment and monitoring student achievement in Writing;
• 40% of staff feel as a school they are evaluating and improving our whole school approach to Writing;
• 64% of staff feel support personnel in the school assist the development of the writing skills of students through planning and implementing targeted programs;
• 55% of staff feel the parents are well informed about their child’s progress in Writing.

Students and Parents
• 42% of parents feel that the school has kept them well informed about the teaching of Writing;
• 77% of students feel the teacher tells them why they are doing the Writing tasks;
• 100% of parents and 94% of students feel that Writing is an important aspect of the English curriculum;
• 93% of parents and 84% of students feel that the student’s writing has improved this year;
• 74% of parents and students feel writing is enjoyed;
• 57% of students write at home ‘just for fun’;
• 37% of parents feel their child is given adequate assistance for writing learning when required. 31% feel they understand how writing is taught at BHPS;

• 75% of students feel confident when editing their writing; and

• 77% of students feel their teacher helps them with writing.

Future directions

• School focused professional learning in writing through participating in Sydney Region Professional Learning courses and initiatives;

• Trialing non-streamed class based literacy groups with a focus on explicit teaching, differentiating the curriculum and consistent teacher judgement (CTJ) practices;

• Restructuring the timetable to accommodate literacy sessions where reading, writing, talking & listening can be integrated;

• Review assessment practices to identify their effectiveness from a diagnostic and reporting perspective;

• Further professional learning in the use of NAPLAN data analysis as a tool to inform how Writing is taught in classrooms;

• Professional learning for teachers in the teaching of English language learners; and

• Releasing teachers for collaborative stage planning to embed effective writing strategies in all programs.

In 2012, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

A variety of strategies were used to collect data. These included surveys (written and online), email feedback, focus groups, formal evaluations and informal discussions. 24 staff members, 179 students (Years 3-6) and 17 parents completed the surveys.

Findings and conclusions

• 100% of staff and parents and 95% of students agree that BHPS is an attractive and well resourced school;

• 100% of staff, 94% of parents and 72% of students agree the school supports communication about student learning between home and school;

• 95% of staff, 94% of parents and 95% of students agree that the school community has high expectations of their students;

• 82% of parents and 87% of students agree that the school offers challenging programs for its students;

• 88% of parents agree that the school teaches and promotes core values;

• 100% of staff and 85% of parents believe BHPS has competent teachers who set high standards of achievement;

• 70% of staff believe that students reflect on their learning and engage in self assessment;

• 96% of staff agree they continually upgrade their skills through teacher professional learning and they share their ideas and experiences with colleagues to improve teaching practice;

• 88% of parents believe that fair discipline exists within the school; and

• 94% of parents believe a wide range of extra-curricular programs is offered.
Professional learning
In 2012, 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;
- School 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;
- 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 28 hours of training and executives benefitted from 49 hours of professional learning.

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

School priority 1

Literacy and Numeracy

Outcome for 2012—2014
Quality teaching is evident in all literacy programs with a focus on reading comprehension.

Increased levels of overall literacy achievement for every student in line with state and regional targets.

2013 Targets to achieve this outcome include:

- Year 3 - 87% of students achieving bands 3, 4, 5 and 6 in NAPLAN Reading (currently 88%)
- Year 5 - 85 % of students achieving bands 5, 6, 7 and 8 in NAPLAN Reading (currently 84%)
- An increase of 5% of students achieving stage outcomes in reading across Years 1-6;
- 60% of Year 5 students showing growth in reading of two skill bands or above.

Strategies to achieve these targets include:

- Professional development in literacy, training new staff and ongoing support for trained staff explicitly linked to syllabuses.
- Review and implement updated scope and continuum with consultancy support focusing on learning expectations and consistency across stages with the key ideas.
- Professional learning for whole school strategies in comprehension. (Focus on Reading: Years 3-6; Best Start: K-2)
- Identify any students who did not achieve expected growth in NAPLAN Reading.
- Targeted support for individual learning needs determined by analysis of NAPLAN literacy and school based data.
- Implement the ‘Super Six’ comprehension strategies.

School priority 2

Literacy and Numeracy

Outcome for 2012—2014
Quality teaching is evident in all numeracy programs with a focus on number and working mathematically.

Increased levels of overall numeracy achievement for every student in line with state and regional targets.

2013 Targets to achieve this outcome include:
• Year 3 - 85% of students achieving bands 3, 4, 5 and 6 in NAPLAN Numeracy (currently 84%)
• Year 5 - 81% of students achieving bands 5, 6, 7 and 8 in NAPLAN Numeracy (currently 82%)
• An increase of 5% of students achieving stage outcomes in number across Years 1-6
• 65% of Year 5 students showing growth in numeracy of two skill bands or above

**Strategies to achieve these targets include:**

• Review and implement updated scope and continuum with consultancy support focusing on learning expectations and consistency across stages with the key ideas.
• Targeted support for individual learning needs determined by analysis of NAPLAN Numeracy and school based data.
• Use Best Start and SENA 1 & 2 analysis to inform student learning in K – 2.
• Continue professional development in CMIT, training new staff and ongoing support for trained staff.

**School priority 3**

**Leadership and Management**

**Outcome for 2012–2014**

Develop and enhance the leadership skills of teachers and school executive to support increased student achievement in literacy and numeracy. This will occur by:

• Implementing shared leadership;
• Sharing responsibility in whole school planning among all staff members; and
• Strategically managing resources supporting improvement in literacy and numeracy.

**2013 Targets to achieve this outcome include:**

• 100% of the school executive report satisfaction with their leadership role.
• 80% band 4 achievement in 25 practical measures by the end of 2013

**Strategies to achieve these targets include:**

• Executive complete Team Leadership for School Improvement K-12 core modules.
• Leadership team implement supervision policy, providing quality, contemporary supervision for all staff using a consistent approach. Leadership team provides quality mentoring to team members through lesson observation, feedback sessions, professional development workshops, team teaching and collaborative planning.
• Policies and procedures updated and contextually relevant.
• Aspects of the QT and TPL will be a focus for staff meetings with staff presenting QT concepts regularly.
• School plan is provided to all staff and their roles and responsibilities are made clear in meeting the school’s targets in literacy and numeracy.
• Review assessment schedule.
• Analyse student performance in literacy and numeracy on a regular basis.
• Targeted professional learning is explicitly linked to the school plan and achievement targets.
• Staff roles and responsibilities are clearly defined and are allocated to work with teachers / classes / students based on need. Allocations are reviewed regularly.
• Conduct a review of literacy and numeracy resources ensuring resources are appropriate and current; ineffective resources are removed.
• School plans and progress charts are displayed publically in the staffroom with whole school participation and implementation of strategies.

**School priority 4**

**Curriculum and Assessment**

**Outcome for 2012–2014**

Heightened teacher awareness and implementation of the Quality Teaching Framework.

Assessment practices and quality feedback are reviewed and changes implemented.
The new NSW syllabuses incorporating the Australian Curriculum are implemented.

**2013 Targets to achieve this outcome include:**

- 100% of staff collect and analyse quality literacy and numeracy performance information.
- 100% of staff delivering quality lessons within a defined structure and demonstrating Quality Teaching.

**Strategies to achieve these targets include:**

- Provide professional learning and support in the implementation of the new NSW syllabuses incorporating the Australian Curriculum.
- Staff supported to develop learning activities and assessment tasks.
- Stage and cross stage meetings in consistent teacher judgement to develop assessment tasks that reflect explicit standards and assessment criteria/rubrics for each stage.
- The NSW Quality Teaching Model is promoted and supported through professional learning opportunities, resources, teaching programs and practice.

**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.

Danny Squires (Principal)
Tony Geha (P & C President)
Matthew Ackerman (Assistant Principal)
Robert Borg (Assistant Principal)
Claudia Campbell (Assistant Principal)
Deborah Marshall (Assistant Principal-Rel.)
Darcy White (Assistant Principal)

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