Messages

Principal’s message

It has been a privilege to once again fulfil the position of Relieving Principal following the retirement of the previous Principal, Mrs Pat White, halfway through the year. At this point I would like to recognise Mrs White’s energy, vision and leadership as each quality attributed much to the focus, ideals and achieved outcomes which are now central to the corporate life of this school.

At the heart of Bere’sfield Public School lies a total commitment to the value of learning for all students and staff. This commitment is underpinned by beliefs that learning is inherently enjoyable and exhilarating, that all members have the capacity to learn and that each person brings to our school learning community unique abilities which are acknowledged and utilised.

Within our school, because of the dedicated, professional and caring staff, the human potential of each child is maximised.

The focus on learning, social well-being and the engagement of the students is paramount, as is their enjoyment for learning. The educational focus is positive, delivering quality teaching and learning.

The school’s continued involvement with National Partnerships through TOWN; its embracing of Best Start, TEN, You Can Do It, student well-being and technology, has provided all staff with an opportunity for quality professional learning and all students with an opportunity to learn in a progressive, caring and healthy environment.

The school has an informed and supportive community and aims to develop the individual’s full potential through nurturing lifelong learning.

This year saw the school site improve its amenities with:

- the addition of connected classroom technology.

The school community, especially our Parents and Citizens (P&C), has focussed solidly on the welfare of its students, the improvement of our physical environment, the provision of a positive learning centre and a true cooperative partnership in education. The school is indebted to the support of its vibrant and caring community.

At the end of 2010 I leave the position of Relieving Principal with a committed, talented staff and school community working together as a positive learning centre that ensures improved learning outcomes for students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Steve Baker
Relieving Principal

P & C and/or School Council message

2010 has been a very busy year for the P&C.

As always, we have filled the year with lots of fundraising activities. These included a Nutrimetics Lipstick fundraiser, our Annual Easter Raffle with lots of chocolatey prizes and the sale of Entertainment Books. We also provided the children with Mothers and Fathers Day stalls and a sausage sizzle day at least once a term. Our discos were a fun time for the children and our last was a spooky dress up for Halloween. Our Carols by Candlelight, as in previous years, was a resounding success, with community members from Beresfield and adjoining areas celebrating the festive season in song with family and friends.

Once again we held a Trivia Night and plenty of fun was had by all. We had lots of great prizes donated and the support of our local businesses was very much appreciated.

The money raised in 2010 allowed the P&C to purchase extra folding tables for the hall, new soccer equipment for our school teams and prizes for Book Week and the school Presentation Day assembly. We are currently in the process of refurbishing the main entry way into the school and have completed tiling, painting, adding
shelves and purchasing new blinds for the administration office. The Smart Boards we raised money for last year are now installed in the classrooms and we hope that every classroom will have an interactive whiteboard in the near future.

Not only do we fundraise, but we also help with other aspects of the school such as the uniform policy, a numeracy policy and a parent survey on school management. We have always been happy to help and give input into the running of the school.

With our own children moving to high school next year we would like to take this opportunity to thank Beresfield Public School for supporting the P&C. We would also like to thank the parents and community members who have helped over the past few years and we hope that there is continued support and success in 2011.

Angela Waters, P&C President
Bernadette Norman, P&C Secretary

Student representative’s message

It has been a busy year and an exciting year in 2010. At the beginning of the year the captains and prefects visited Sydney for the Young Leaders Conference. On this day we listened to inspiring people talk about their lives and about our role as future leaders. It was a very informative and enjoyable experience and it was a privilege to attend and talk with so many aspiring leaders from all over the state of New South Wales.

The pupil executive has represented our school proudly at many important events during the year such as formal school assemblies, community functions, kindergarten orientation, the RSL Anzac Day Service and the Education Week Ecumenical Service.

All students at the school participated in excursions, sporting events and our annual public speaking competition. Some managed to achieve recognition by going on to represent our school at zone and regional level. Many took part in our school talent quest while our choir and Star Struck dancers performed at several additional events throughout the year.

Year 6 also had fun participating in the many Year 6–7 transition programs offered by Francis Greenway High School, the Year 6 Farewell and the fantastic trip to Canberra.

This year Beresfield students accomplished many goals while eating healthy food, getting along and increasing their focus on learning. All of this would not have been possible without our wonderful teachers and supportive P&C.

Thank you to everyone for your guidance and support in 2010.

Jacinda and Hayden Norman

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>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>189</td>
<td>179</td>
<td>166</td>
<td>174</td>
<td>175</td>
</tr>
<tr>
<td>Female</td>
<td>152</td>
<td>150</td>
<td>168</td>
<td>172</td>
<td>157</td>
</tr>
</tbody>
</table>

Student attendance profile

Attendance rates at the school continue to be high. In 2009, student attendance rates were higher than the region and state.
Management of non-attendance

Non-attendance is managed in the following ways:

- When a student is absent for two days but no reason has been received, the classroom teacher contacts parents and requests an explanation for the absence. This is followed by a letter from the school if necessary.

- Parents of students who are repeatedly absent/late are invited to attend a meeting at the school with the principal and the Home School Liaison Officer (HSLO) in order to formulate plans to improve attendance.

- Attendance records are regularly checked by the HSLO and serious concerns about student absences are referred to the HSLO.

Class sizes

In March 2003 the Government announced its commitment to publish 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 at the 2010 class size audit conducted on Wednesday 17 March 2010.

<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>KG</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KA</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K/1H</td>
<td>K</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>1/2S</td>
<td>1</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>1/2S</td>
<td>2</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>2K</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2R</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>3E</td>
<td>3</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>4H</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4/5F</td>
<td>4</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>4/5F</td>
<td>5</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>5C</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6B</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Total 94.0 94.1 92.1 94.4

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>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of RFF</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>22.8</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

**Indigenous workforce**

Less than five per cent of the school workforce is Indigenous.

**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>91</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>9</td>
</tr>
</tbody>
</table>

**Professional learning**

To ensure that our students achieve their full potential, quality teaching across the curriculum is vital.

Ongoing professional learning for staff is undertaken throughout each year to support target achievements, ensure effective delivery of the curriculum and to fulfil mandatory Departmental training requirements. This year professional learning for staff included training on:

- child protection, emergency care and cardio pulmonary resuscitation;
- TOWN;
- Best Start;
- TEN;
- leadership;
- beginning teachers;
- non-violent crisis intervention;
- numeracy;
- literacy;
- writing;
- interactive whiteboard use;
- fundamental movement skills;
- swimming;
- spelling; and
- quality teaching.

**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>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>248439.40</td>
</tr>
<tr>
<td>Global funds</td>
<td>221754.33</td>
</tr>
<tr>
<td>Tied funds</td>
<td>167470.05</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>83723.48</td>
</tr>
<tr>
<td>Interest</td>
<td>12097.15</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11441.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>744925.91</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 13896.63   |
| Excursions                 | 32091.98   |
| Extracurricular dissections| 21669.84   |
| Library                    | 4417.29    |
| Training & development     | 962.31     |
| Tied funds                 | 207216.38  |
| Casual relief teachers     | 64235.97   |
| Administration & office    | 47823.53   |
| School-operated canteen    | 0.00       |
| Utilities                  | 35759.37   |
| Maintenance                | 17834.00   |
| Trust accounts             | 11575.63   |
| Capital programs           | 14622.70   |
| **Total expenditure**      | 472105.63  |
| **Balance carried forward**| 272820.28  |

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2010**

**Achievements**

**Academic**

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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)
Literacy – NAPLAN Year 3

Reading
In comparison to the state average, the school reading results for Year 3 showed a higher percentage of students in the top three bands and a lower percentage in the bottom three bands. Reading results overall were below the state average. Areas for further teaching in reading include identifying the target audience, recognising the purpose of a text, linking ideas, identifying the reason for character’s attitude and making generalisations.

Writing
In comparison to the state average, the school writing results for Year 3 showed a higher percentage of students in Bands 4, 5 and 6 and a lower percentage in Bands 1 and 2. Writing results overall were below the state average. Areas for future teaching in writing include developing more complex paragraphs, improving descriptions of character or setting, using more complex sentences and correct punctuation.

Spelling
In comparison to the state average, the school spelling results for Year 3 showed a higher percentage of students in Bands 4, 5 and 6 and a lower percentage in Bands 1 and 2. Spelling
results overall were below the state average. Areas for future teaching in spelling include error identification, the silent letter *u* and words ending in the suffixes *ing* and *ed*.

**Grammar and punctuation**

In comparison to the state average, the school grammar and punctuation results for Year 3 showed a higher percentage of students in Bands 2, 4, 5 and 6 and a lower percentage in Band 1. Grammar and punctuation results overall were below the state average. Areas for future teaching in grammar and punctuation include adjectives, conjunctions, relative pronouns, contractions and capitalisation.

**Numeracy – NAPLAN Year 3**

In comparison to the state average, the numeracy results for Year 3 showed a higher percentage of students in Bands 3 and 5 with a lower percentage in Band 2. Numeracy results overall were below the state average. Areas for future teaching in numeracy include addition, naming 3D shapes, chance, fractions, position and time.

In comparison to the state average, the school reading results for Year 5 showed a higher percentage of students in Bands 5, 6 and 7 and a
lower percentage in Bands 3 and 8. Reading results overall were below the state average. Areas for future teaching include identifying common points of view, inferences, linking information and interpreting the effect of a character’s words.

**Writing**

In comparison to the state average, the school writing results for Year 5 showed a higher percentage of students in the bottom Bands 4, 5 and 6 with a lower percentage in Bands 3, 7 and 8. Writing results overall were below the state average, however the Year 5 boys have improved by 53 scale scores from the 2009 data in the test aspect of Writing. Areas for future teaching in writing include shared understanding of context, punctuation and vocabulary.

**Spelling**

In comparison to the state average, the school spelling results for Year 5 showed a higher percentage of students in Bands 5 and 6 with a lower percentage in Bands 3, 7 and 8. Spelling results overall were below the state average. Areas for future teaching in spelling include long vowel *au*, endings *ed*, *ey* and *ion* and the doubling of consonants.

In comparison to the state average, the school grammar and punctuation results for Year 5 showed a higher percentage of students in Bands 4, 5, 6 and 7 and a lower percentage in Bands 3.
Grammar and punctuation results overall were below the state average. Areas for future teaching in grammar and punctuation include identifying correct capitalisation, relative pronouns, commas, identifying subject-verb agreement and apostrophes of possession.

**Numeracy – NAPLAN Year 5**

In comparison to the state average, the numeracy results for Year 5 showed a higher percentage of students in Bands 5, 6 and 7 and a lower percentage in Bands 3, 4 and 8. Numeracy results overall were below the state average. Areas for future teaching in numeracy include division, estimating length, multiplication, 2D shapes, expanded notation, place value, capacity, time, fractions, decimals and percentages.

**Progress in literacy**

The average progress in reading and writing between Year 3 and Year 5 for those students who remained at Beresfield Public School from 2008 to 2010 was almost equal to the state average.
Spelling

Grammar and punctuation

Progress in numeracy

The average progress in numeracy between Year 3 and Year 5 for those students who remained at Beresfield Public School from 2008 to 2010 was above the state average.

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.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010:

<table>
<thead>
<tr>
<th>Subject</th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>79</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010:

<table>
<thead>
<tr>
<th>Subject</th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A high percentage of Year 3 and Year 5 students achieved at and above the minimum standard. Exempted students are included with students not meeting minimum standards in this table. Students who are exempt because of significant intellectual and/or functional disability may be exempt from one or more of the tests.

**Significant programs and initiatives**

**Aboriginal education**

The school’s commitment to implementing policy in the curriculum has allowed for an integrated approach to Aboriginal Education.

Students of Aboriginal background account for eight per cent of our student population. The students were supported by a part-time ALSO and the outcomes achieved by these students were equivalent to the rest of the school student population.

Teachers have collaborated with parents to prepare Personalised Learning Plans (PLPs) for all Aboriginal students.

The school is in the process of initiating an Aboriginal Parents Committee.

**Multicultural education**

The school maintains a focus on multicultural education in all areas of the curriculum by providing multicultural perspectives in units of work. This focus allows our students to fully participate in a culturally diverse society.

Several staff members have had training in anti-discrimination. In 2010 there were a small number of students in our school from a Language other than English (LOTE) background.

**Respect and responsibility**

**You Can Do It**

Our school continued to provide values education in a planned and systematic way, where values are incorporated into school policies and teaching programs across Key Learning Areas (KLAs). Within the You Can Do It (YCDI) program, the core values are identified and taught specifically through the Program Achieve lessons. The values are:

- confidence;
- persistence;
- resilience;
- getting along;
- organisation; and
- responsibility.

During the year our school held a YCDI competition in which children could show their ideas about the core values through technology or visual arts. It was supported by a very high participation rate.

Our school assemblies positively reinforce the program by recognising children from each class who have successfully applied a set value throughout the week. Their names are published in the school newsletter and entered on the school website.

In 2010 our Student Executive Team attended the Young Leaders Conference in Sydney where they developed skills, learnt about beliefs, respect and responsibility.

Students throughout the school experience roles through leadership, welfare initiatives and modelling that foster a positive culture of values and beliefs.

**Transition programs**

Teachers of several local schools and preschools continued to meet throughout 2010 to share information and to promote positive transition for all Kindergarten children into Beresfield Public School and for all Year 6 children into their designated high school.

The Kindergarten transition process included meetings with the local preschool staff, an introductory information meeting with parents and a three weekly program for enrolled children to experience Kindergarten.

High school transition in 2010 followed extensive discussion between staff from our school and our partner high school, Francis Greenway High. Teachers and students from Francis Greenway High School visited our school and four orientation days, a parent information evening and a welcome disco were provided. The children also sat a high school entrance test to assist with 2011 placement.

Children from the support classes were involved in two orientation visits, while a small number of children attended a single orientation day at Maitland Grossman High School, Maitland High School, Merewether High School, Hunter
Performing Arts High School and Bishop Tyrrell College.

Additional transition sessions were scheduled for students with identified behavioural, anxiety or academic needs through the Jump Start program.

National partnership programs

In 2010 our school continued to participate in the National Partnership on Literacy and Numeracy (NPLN). This is a state wide program involving government and non-government schools and represents significant funding from the Commonwealth Government to New South Wales schools, as well as a co-contribution from the State Government.

Common to all schools in this National Partnership is the objective of raising overall attainment so that NSW primary school students in Stages 2 and 3 gain reading or numeracy skills to actively engage in school and society.

Our school participated in programs designed to provide teachers with specific professional learning in Turning On With Numeracy (TOWN) for Years 3–6 which provides a whole class program and an individual intervention program for students experience difficulty in numeracy.

Significant progress has been made in developing teacher proficiency in the teaching of numeracy K–6 while raising community awareness of the teaching of numeracy and in TOWN itself.

To complement these programs, the school has immersed itself in Best Start and Teaching Early Numeracy (TEN) for Years K–2 and these programs along with TOWN have enabled an improvement in proficiency levels in numeracy across the school. This program supports whole school strategies aimed at improving our student outcomes in numeracy. Teachers will have ongoing professional development to support a new numeracy program.

Connected learning

Our school received a connected classroom allocation in June 2010. Its installation allowed staff to train in its use and participate in video conferencing. The focus for 2011 will be to encourage class participation.

The school has six interactive whiteboards in classrooms. An additional four will be installed in 2011.

Other programs

Students with disabilities

There are three support classes at Beresfield Public School which provide small classes for students with disabilities from the wider local area. Funding support is provided by the Department of Education and Training to assist the educational and social development of other students with disabilities who are in mainstream.

The extra funds provided additional support for students with a disability through programs such as:

- individual and small group literacy and numeracy sessions;
- social skills programs;
- playground support;
- school excursion support;
- gross motor skill programs; and
- life skills programs.

Funding also enabled classroom teachers to plan and implement Individual Educational Plans (IEPs), attend meetings for students with disabilities and for the employment of three Learning Support Officers (LEPs) to help support program delivery.

Progress on 2010 targets

Target 1

Numeracy: to reduce the proportion of students at and below the national minimum standard in NAPLAN Years 3 and 5 by 2.5% and to increase the proportion of students above the state proficiency standard by 1.5%.

The school’s involvement in the numeracy component of National Partnerships involved considerable teacher professional learning, the identification of students at risk and the support of the Turning On With Numeracy (TOWN) whole class and individual student program for Years 3–6.

Our achievements toward Target 1 include:

- the percentage of Years 3 and 5 students at or below the National Minimum Standard (NMS) has been significantly reduced;
- in 2010 the Year 3 students at or below the NMS was 20%. The percentage reduction achieved was 24% above target;
in 2010 the Year 5 students at or below the NMS was 16.5%. The percentage reduction achieved was 4% above target;

in 2010 the Year 3 students placed in the proficient bands was 33%. This was an increase above target of 18.5%;

in 2010 the Year 5 students placed in the proficient bands was 18%. This was below target 4.5%; and

National Partnership data has shown an average growth of 3.5 to 4.0 years since the Year 5 cohort was tested in 2009.

Target 2

**Literacy: to reduce the proportion of students at and below the national minimum standard in NAPLAN Years 3 and 5 by 2.5% and to increase the proportion of students above the state proficiency standard by 1.5%**.

Our achievements toward Target 2 include:

- in 2010 the Year 3 students at or below the NMS was above target;
- in 2010 the Year 5 students at or above the NMS was above target in reading and grammar and punctuation;
- in 2010 the Year 5 students at or above the NMS was below target in writing and spelling;
- in 2010 the Year 3 students placed in the proficient bands was above target;
- in 2010 the Year 5 students placed in the proficient bands was on target in grammar and punctuation; and
- in 2010 the Year 5 students placed in the proficient bands was below target in reading, writing and spelling.

Areas for consolidation:

- Spelling and Writing were identified as areas for whole school intervention in 2011.

- the school maintained successful healthy lifestyle initiatives such as the Premier’s Sporting Challenge, Crunch and Sip and Fruit & Veg month;

- Fundamental Movement Skills was introduced as a component of the Release from Face to Face program in 2010;

- the school canteen continued to be a vanguard in encouraging healthy eating alternatives; and

- healthy information and updates were included in the weekly newsletter.

The achievements include:

- all students participating in the Premier’s Sporting Challenge;

- all children participating in at least two hours of physical activity each week;

- all children participating in Fruit & Veg month activities;

- a large majority of children bringing water and fruit and/or vegetables to school to participate in the daily 10 am Crunch and Sip; and

- staff indicating an improvement in class concentration, participation and happiness as a result of these initiatives.

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 on Management and Mathematics.

Educational and management practice

Management

*Background*

Teachers, parents and students in Years 2, 4, 5 and 6 were surveyed in early Term 4 2010 using surveys from SchoolMap. One hundred and fifty three completed surveys were gathered from the school community. The aim of the collection of surveys was to try and determine the school community’s view of the management of the school.
Findings and conclusions
The evaluation indicated that:
- the parents considered that the school is continually looking at ways to improve its performance;
- the school makes minor changes from time to time to improve what it does;
- the school makes major changes from time to time to improve what it does;
- parents felt that the educational needs of the students were being met by the school;
- the school communicates effectively with students and parents;
- 100% of students felt happy and safe at school;
- the students felt that the school cares about the students and the discipline is fair;
- the parents and students considered the school was well organised;
- the staff considered that the monitoring and evaluation of the school’s plans, policies, programs and practices are planned and ongoing;
- the allocation of money and other resources are managed effectively;
- assessment procedures are ongoing and provide information on students’ strengths and weaknesses; and
- assessment and tracking of student learning outcomes is used to evaluate, develop and refine teaching programs.

Future directions
Ways to encourage more community involvement into the management and operation of the school is to be pursued in 2011.

Curriculum
Mathematics
Background
As part of our school’s involvement in the National Partnership on Literacy and Numeracy (NPLN), we were required to evaluate mathematics at the school. The school self-evaluation process included:
- completion of student Numeracy Surveys (Years 3–6);
- completion of teacher Numeracy Surveys;
- focus group meetings to gather views of students, parents and teachers;
- analysis of National Assessment Program - Literacy and Numeracy (NAPLAN); and
- analysis of NPLN test (Years 2, 3 and 4) results.

Findings and conclusions
- 90% of teachers were aware of the school’s performance in NAPLAN and 75% said it informed their teaching practice;
- 95% of students identified Mathematics as an important subject;
- 88% of students indicated that the school expects them to do their best;
- NAPLAN results overall indicated that the school is underperforming relative to the state in terms of numeracy (Years 3 and 5) but improvement compared to targets is positive;
- group work is more evident;
- parents understood maths but not numeracy and wanted assistance to help their child;
- students indicated that teachers who help them best use a variety of approaches and support them;
- teachers are using a variety of pedagogy;
- there is more collaboration and cooperation across the whole school in regards to maths planning and assessment;
- there is consistency in teaching, learning and assessment in Stage 2 and 3;
- staff professional knowledge of numeracy teaching has been enhanced and is evidenced in teaching; and
- staff demonstrated progression along the DASA framework and data increasingly informs teaching.

Future directions
- whole school training for teachers (K–6) on assessment for learning, the teaching and
learning cycle while continuing to review and improve their analysis skills of NAPLAN data, hands-on learning activities, and whole class, group and individualised teaching;

- using school database to record student assessment;
- identification and support of at-risk and proficient students; and
- additional parent numeracy workshops.

Parent, student and teacher satisfaction

Parent, student and teacher opinions about the school were gathered throughout the year through P&C, teacher, student and staff meetings, and school community surveys distributed via the school newsletter, after school events and at the end of the school year.

Overall, the school community’s opinions about the school were very positive. Satisfaction with the school and its programs is well known in the local area with out of area enrolment at Beresfield Public School being sought.

Results of the end of year parent survey indicated the following school strengths and areas for improvement:

- 98% of students felt happier at school since the implementation of programs such as You Can Do It and Crunch and Sip helping them with their social and emotional wellbeing;
- the majority of students indicated that their teachers took an interest in helping them with their work;
- 90% of students felt supported by and connected to their teachers;
- 89% of students felt that teachers listened to what they had to say;
- 90% of students reported that they took responsibility for themselves in learning and behaviour;
- parents indicated they were happy with how the school operates. They were pleased with the cooperation existing at all levels;
- the majority of parents and caregivers indicated they were happy with the quality and standard of teaching and learning across the school and the enthusiasm and care of teachers;
- all parents and caregivers acknowledged the awareness of the warm, caring and happy environment of the school;
- staff realise they are valued as professionals and each bring their own teaching styles to produce quality teaching across the school;
- in our school, staff work as a collaborative team of teachers with a variety of expertise and experience to bring to the school community;
- staff cooperate, sharing their ideas, expertise, best practices and resources. This helps with change that occurs within the school context; and
- administration and support staff work collegially sharing their expertise and experiences to support the smooth running of the school.

School development 2009 – 2011

Every three years the school develops a school plan with identified areas for improvement that we need to focus on during the next three years.

This year we reviewed the 2009–2011 plan with a view to making any necessary changes and adjustments for 2010. We will review the 2009–2011 plan again at the end of 2011. A copy of the plan is available from the school and on the school website.

Targets for 2011

Target 1

Numeracy: to reduce the proportion of students at and below the national minimum standard in NAPLAN Years 3 and 5 by 2.5% and to increase the proportion of students above the state proficiency standard by 1.5% with each child attaining a growth of at least one skill band.

Strategies to achieve this target include:

- School Self-Evaluation Team conducting school self-evaluation on numeracy;
- professional learning being provided for all teachers on effective syllabus implementation, the teaching and learning cycle, and assessment for learning;
- teachers continuing to update their skills in analysing and using NAPLAN data from SMART software;
- professional learning being provided for all teachers on hands-on learning activities and explicit whole class, group and individualised teaching;
- numeracy workshops being provided for parents;
- at-risk students and proficient students being identified and supported; and
- student progress data being entered on student tracking database.

Our success will be measured by:
- 2011 School Self-Evaluation Report (SSER) and action plan being approved and implemented;
- effective syllabus implementation, programming and assessment for learning in numeracy being demonstrated through supervision process;
- evidence of use of NAPLAN data to inform teaching in programs, day books and professional dialogue;
- hands-on learning and explicit whole class, group and individualised teaching activities being evident through supervision process;
- Taking Off With Numeracy (TOWN) and Count Me In Too (CMIT) or Best Start activities being evident in all classes;
- percentage of at-risk students (at or below the National Minimum Standard in NAPLAN in Years 3 and 5) and Proficient Standard students (Year 3 Band 5/6, Year 5 Band 7/8) meeting school targets; and
- student progress data being entered on student tracking database.

**Target 2**

*Literacy: to reduce the proportion of students at and below the national minimum standard in NAPLAN Years 3 and 5 by 2.5% and to increase the proportion of students above the state proficiency standard by 1.5% with each child attaining a growth of at least one skill band.*

Strategies to achieve this target include:
- professional learning provided for all teachers on effective syllabus implementation, the teaching and learning cycle and assessment for learning;
- teachers to continue to update their skills in analysing and using NAPLAN data from SMART software;
- at-risk students and proficient students being identified and supported; and
- student progress data being entered on student tracking database.

Our success will be measured by:
- effective syllabus implementation, programming and assessment for learning in literacy being demonstrated through supervision process;
- evidence of use of NAPLAN data to inform teaching in programs, day books and professional dialogue;
- explicit whole class, group and individualised teaching activities being demonstrated through supervision process;
- percentage of at-risk students (at or below the National Minimum Standard in NAPLAN in Years 3 and 5) and Proficient Standard students (Year 3 Band 5/6, Year 5 Band 7/8) meeting school targets; and
- students achieving growth of at least one skill band in NAPLAN.

**Target 3**

*Wellbeing: to develop and maintain healthier eating and exercise habits across the whole school community.*

Strategies to achieve this target include:
- maintaining existing Well Being initiatives throughout 2011;
- developing and implementing guidelines for healthy and nutritional lunch boxes;
promoting and encouraging the consumption of the recommended minimum of two fruit and veg per day;

increasing the number of playground activity centre markings to increase the incidence of physical activity during playtimes; and

expanding the Well Being Committee to include a parent representative.

Our success will be measured by:

the participation rate of students in fundraisers and fitness/healthy eating promotions;

an increase in the frequency of healthy eating lunch boxes coming from home;

maintenance of the 2010 levels of participation in the Crunch and Sip and Premier’s Sporting Challenge programs; and

the results of a student and parent survey on the effectiveness of the strategies and initiatives used in attempting to achieve targets.

About this report

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

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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: