



# Beaumont Road Public School



## Annual Report



2015

3956

## Introduction

The Annual Report for 2015 is provided to the community of Beaumont Road Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.



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Beaumont Road Public School is located in a quiet suburb on the lower north shore of Sydney. The excellent facilities, variety of programs, dedicated staff and supportive parents provide effective learning for students.

In 2015, teachers implemented the key learning areas and additional programs including Spanish, Music, Problem Solving, Science and Computer Education. These programs were aligned to the needs of very motivated students.

The performing arts, sports, public speaking, student welfare initiatives and extra curricula programs achieved excellent student outcomes. Students with special needs were also supported with specific programs.

Parents were actively involved in curriculum and leadership roles. The school is fortunate to have an outstanding School Council, P&C Association and sub-committees. The YMCA provided a before and after school care service.

## **Malcolm McDonald** **Principal**

2015 was an active and exciting year for the newly formed School Council. We were pleased to review and endorse the School Plan 2015-2017 which included maths problem solving, Spanish and music initiatives.

Council supported the 2014 proposal to build a multi-purpose room which was to be funded by the school in partnership with the P&C. However, after receiving advice that the actual costs of the project would exceed the committed funds, Council took the opportunity to revisit the needs of the school in both the immediate and longer term. A Buildings and Grounds Sub-Committee was formed in August 2015 and commenced development of a Campus Master Plan in consultation with the school community.

Council was involved in improving the quality of OSHC services provided to over one hundred families at Beaumont Road Public School and ensuring a quality provider for the school. Council members participated in the Department's tender process for the future OSHC provider which opened in November.

The Council is pleased to be involved in shaping the future of Beaumont Road Public School in partnership with an active and committed P&C and an excellent teaching and executive staff.

## **Jane Coad** **President, School Council**

## School background

### School vision statement

Beaumont Road Public School has a high reputation for academic excellence and provision of quality programs. It aims to meet the needs of students from well educated, dedicated and committed parents.

Involved and committed staff members provide students with the capacity and confidence to be successful learners in the 21<sup>st</sup> Century.

### School context

Beaumont Road Public School is a medium sized school located on the lower north shore of Sydney. It is located on an excellent site and students participate in a learning environment with quality facilities. The dedicated staff members work closely together to implement quality educational programs that ensure appropriate student outcomes.

Student welfare practices ensure students participate in a happy and caring environment that acknowledges achievement and responsibility.

Parents have high expectations for their children's education and participate actively with teaching staff. The school is an active member of the Killara High School partnership.

### Self-Assessment and School Achievements

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

#### Learning

Learning for students at Beaumont Road Public School was enhanced by very committed teachers and dedicated parents. There was a strong desire from teachers and parents to provide students with excellent facilities and additional engaging programs including band, dance, chess, computer education, Spanish and learning support. Student welfare was integral to students at the school which included a positive merit award system, Peer Support and Class Buddy programs.

Teacher assessment and reporting practises provided parents with information about the progress of students. In Term 1 parents were invited to the parent information session and teacher / parent interviews. Parents highly valued the Student Led Reporting sessions and end of semester written reports. The school's 'open door' policy encouraged parents to meet the teachers as and when required.

#### Teaching

Teachers participated in regular professional learning sessions and additional initiatives to enhance their teaching skills. They provided motivating classrooms and implemented programs aligned to the needs of students. There was a collaborative culture where teachers engaged in sharing ideas and work samples as well as meeting the professional standards for teachers.

#### Leading

Committed staff and parent leadership provided the background for all school members to excel. There continued to be an excellent positive relationship between the P&C and the teachers. The School Council was successful in a number of initiatives which included the development of a Master Plan, finance and the provision of a before and after school care service. The P&C Executive, parents' network, fundraising, band, building, uniform and canteen committees provided excellent support. There was a continuation to improve school resources including increasing the number of iPads, school hall and canteen refurbishments.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

To develop confident, highly achieving and successful learners.

### Purpose

To develop students at BRPS who enter school with strong literacy and numeracy foundations and a positive attitude to learning. Students are confident about their school environment and are willing learners.

The teachers aim to implement school programs that are aligned to the needs of these students through appropriate teaching and learning programs and the provision of adequate facilities.

### Overall summary of progress

Teachers participated in professional learning programs to enhance their skills to implement effective literacy and numeracy programs. These included school-based professional learning, external and on-line courses, Quality Teaching Rounds and Class Observation programs. The school's learning and support team was successful in demonstrating instructional leadership and promoting and modelling effective evidence based practices. There was a development in teachers regularly reviewing learning with each student and the students gaining a clear understanding of how to improve their learning.

Students participated in a wider range of programs aligned to their needs. They became more engaged in programs including Spanish, Science, Problem Solving, Music which were implemented by class teachers and staff with a particular specialty.

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement measure</b>	<b>Progress achieved this year</b>	
Literacy and Numeracy	Teachers participated in effective professional learning, analysed data including PAT data, purchasing resources and reviewing syllabus content.	\$12 300
Technology	Teachers reviewed the implementation of Apps, participated in effective professional learning, investigated new technologies and purchased equipment and resources.	\$9086
Specialist programs Problem Solving, Computer Education, Music, Spanish	The school organised specialist teachers and implemented programs, particularly catering for gifted and talented students.	\$109 473
Implement integrated inquiry units	Teachers included inquiry-based units into their HSIE programs.	\$1000

### Next steps

- Teachers will continue to analyse writing samples, share work samples and further enhance the implementation of novels into Years 3 – 6 programs.
- Implement Year 5 and Year 6 Mathematics GATS programs.
- Specialist teacher to utilise iPads with class teachers into classrooms.
- Increase the number of school iPads.
- Introduce a visual arts program for Years 5 and 6 students.
- Provide more professional learning to implement inquiry based learning.
- Continue to enhance the music program utilising specialist teachers

## Strategic Direction 2

To develop a culture of collaboration which encourages professional learning, innovation and leadership.

### Purpose

To provide professional development opportunities for staff to participate in ongoing professional development, reflect on their learning and share their expertise. To ensure a collaborative model which encourages professional growth including leadership and seeks to ensure the achievement of individual goals.

### Overall summary of progress

Teachers were encouraged to develop their skills and knowledge through participation in professional learning in a collaborative, sharing and positive learning environment. Assistant Principals organised and implemented programs aligned to the needs of teachers and DEC guidelines. Teachers participated together to improve teaching and learning in Year, Stage and whole school groups.

The leaders of the four school staff teams and the professional learning coordinator organised weekly professional learning for all staff. Teachers were encouraged to participate in external and on-line courses.

The majority of teachers participated in the class observation program. This involved observation of teaching practice in four classrooms and written feedback in two of the classrooms. Four teachers participated in the quality teaching rounds within the Killara Schools Partnership. Teachers observed each other and provided structured feedback.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	
Quality Teaching Rounds, Class Observation program	The school provided funds for four teachers to participate in the quality teaching rounds. The majority of class teachers expressed positive outcomes from the participation in the class observation program.	\$12 500
School-based professional learning	A schedule was implemented by team leaders and the PL Coordinator including DEC requirements. Input was provided by staff. Examples included CPR/first aid/anaphylaxis, syllabus reviews, student welfare and child protection policies, teachers welfare, supporting students with learning difficulties and behaviour management.	\$2000
Supporting Beginning teachers	Teachers participating in programs aligned to their level of development.	\$44 074

### Next steps

- All teachers participating in the classroom observation program.
- A continuation of teachers participating in the KSP quality teaching rounds program.
- An increase in the number of teachers leading professional learning initiatives.
- Analyse the strengths of beginning teachers to better utilise their expertise in the school.

## Strategic Direction 3

To enhance a strong, collaborative and involved educational community.

### Purpose

To ensure students' learning is enhanced through the involvement of parents and community members. Provide encouragement and opportunities for contributors to engage in the programs at the school and support the needs of the curriculum. This expertise and participation is seen as a great asset to the school.

### Overall summary of progress

There were sufficient volunteers to fill the parent representative roles on the School Council, the vast majority of posts on the P&C Executive Committee and leadership positions in the P&C subcommittees.

The Beaumont Road School's P&C Association remained a key player in our educational community and continued to go from strength to strength in 2015. It ran operations for the band, canteen and uniform shop and managed events with the fundraising committee and class parent network. As a result funds were raised and parents, community members, students and staff worked towards common goals. The P&C supported the school's introduction of the communication App, Skoolbag, with parent resources and relevant articles.

### Progress towards achieving improvement measures

### Resources (annual)

Improvement measure (to be achieved over 3 years)	Progress achieved this year	Resources (annual)
Encourage parents to participate with teachers in class-based programs	Class parent positions were filled for classes in Term 1. Parent rosters for classroom activities were circulated and there was a high level of parent support. Parents and community members enthusiastically attended special events at the school, including Student Led Reporting, school concerts, Grandfriends' Day, Mathematics Fun Day, Presentation Days etc.	Nil
Encourage parents to participate in parent school roles	Many parents were available to fill the parent roles at the school which included School Council, P&C Executive, Class Parent network and building, canteen, band, uniform and fundraising committees. The school canteen continued to operate five days a week processing approximately four hundred orders a week. Parent volunteers from a small percentage of our parent group continued to work in the canteen. The P&C uniform shop continued to be managed by parent volunteers, who packed 10 - 15 orders a week.	Nil
Support parents and community members to implement programs	The school continued to offer a wide range of scripture options and the full K-6 ethics curriculum, thanks to dedicated volunteers from religious organisations and Primary Ethics. In 2015, the P&C launched <i>Beaumont Briefings</i> to bring together all the seminars offered by the school and the P&C. Approximately, 230 children and parents from Beaumont Road School, local primary schools and pre-schools attended the inaugural sessions on healthy friendships for girls and boys. A seminar was also presented for parents to better understand how to use technology in positive ways with young children. Two parent artists judged our NAIDOC week art competition in August.	\$1000

### Next steps

- Parents will continue to be encouraged to volunteer to support the operation of the canteen.
- The school and P&C will implement strategies to broaden its volunteer base aligned to its changing demographics.
- The school will continue to work with the School Council and P&C Association to implement succession plans to ensure quality school parent leaders.
- The school will continue to seek parents who have a particular expertise which could be utilised to benefit programs at the school.

## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	Students increased their knowledge and understanding of the Aborigines in their HSIE units. The Musica Viva performance at the school had an Aboriginal focus.	\$500
English language proficiency funding	Staff collected data to identify appropriate students and implement a New Arrivals Program to improve student outcomes.	\$ (NAP funding)
Targeted students support for refugees and new arrivals	Nil	Nil
Socio-economic funding	Funds were used to support students to access the curriculum as required.	\$864
Low level adjustment for disability funding	Teacher and Integration Aides were utilised to support teachers to provide quality programs for identified students.	\$13 965 RAM \$22 438 Integration
Support for beginning teachers	Beginning teachers were provided with opportunities to discuss teaching practice, participate in the quality teaching rounds, classroom observation programs and special programs.	\$44 074
Other school focus areas	Impact achieved this year	Resources (annual)
Killara High School Partnership	Teachers participated with five local Primary Schools and Killara High School in initiatives including: Quality Teaching Rounds, Middle Years Program, program sharing sessions, student workshops and High School special events.	\$17 500
City Country Alliance – Gol Gol Public School	Student leaders participated in the Mungo Leadership Camp. There was a weekly video conference with classes from Gol Gol Public School and teacher visits. Students gained a greater insight into life in Western NSW.	\$7 000
Teacher Exchange Program	A teacher exchange was organised for one of the Assistant Principals to complete a teacher exchange with a Principal from Mortensen Elementary School, Littleton, Colorado in 2016.	Nil
Quality Teaching Rounds /Classroom Observation Program	Four teachers were selected to participate in the quality teaching rounds. This involved observing and analysing the teaching practice of three teachers in other schools. The majority of teachers observed teaching practice in four classes at the school.	\$12 500
School-parent communications	The school uses various communication methods to keep parents informed. These include the school website, the school's newsletter Beaumont Bulletin and emails. This year the school introduced Skoolbag, a smartphone application, which stores documents, articles and notes for parents. Parents use an online ordering system, Flexischools, to place orders for lunches and uniforms. This year the P&C expanded its Flexischools operation to encompass online fundraising and social events.	\$3441

## Student information

### Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	190	191	201	203	211	210	217
Female	157	180	177	172	167	191	213

### Student attendance profile

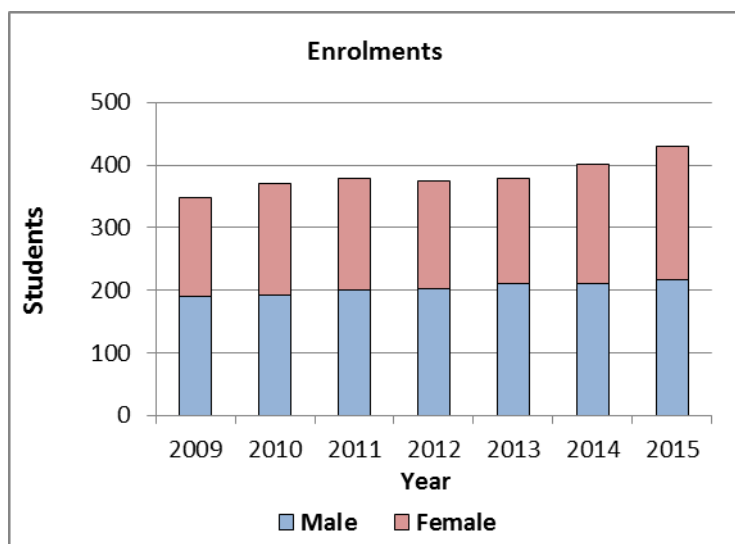
	Year	2010	2011	2012	2013	2014	2015
School	K	96.9	97.2	98.0	97.4	97.8	96.1
	1	94.7	95.7	97.3	97.6	95.8	95.9
	2	96.5	96.4	96.2	97.2	97.6	95.2
	3	96.6	95.6	98.0	97.6	97.0	96.9
	4	96.8	94.5	97.5	97.0	97.2	97.0
	5	96.8	96.0	97.9	97.7	97.4	96.3
	6	96.8	96.3	98.1	97.4	97.7	95.8
	<b>Total</b>	<b>96.4</b>	<b>96.0</b>	<b>97.5</b>	<b>97.4</b>	<b>97.2</b>	<b>96.2</b>
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	<b>Total</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>	<b>94.0</b>

### Class sizes

Roll class	Year	Total in class	Total per year
K F	K	16	16
K K	K	20	20
K O	K	19	19
YEAR 1G	1	22	22
YEAR 1H	1	22	22
YEAR 2J	2	26	26
YEAR 2K	2	26	26
YEAR 3C	3	28	28
YEAR 3N	3	28	28
YEAR 4M	4	29	29
YEAR 4T	4	29	29
YEAR 5C	5	27	27
YEAR 5H	5	25	25
YEAR 6C	6	26	26
YEAR 6L	6	25	25
YEAR 1/2N	1	10	24
	2	14	24
YEAR 4/5G	4	16	28
	5	12	28

### Structure of classes





## Workforce composition

Position	Number
Principal	1.0
Assistant Principal(s)	3.0
Classroom Teacher(s)	14.0
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0.2
School Administrative & Support Staff	2.4
Other positions	2.8
<b>Total</b>	<b>24.6</b>

## Aboriginal composition of the workforce

Nil

## Workforce retention

There is a high level of staff retention at the school.

## Teacher qualifications

All teaching staff met the professional requirements for teaching in NSW Public Schools.

Qualifications	% of staff
Undergraduate degree or diploma	<b>90%</b>
Postgraduate degree	<b>10%</b>

## Professional Learning and Teacher Accreditation

Teachers were given the opportunity to engage in professional learning during school-based professional learning, external courses, on-line training and the classroom observation programs. Four teachers participated in the Killara Schools Partnership Quality Teaching rounds. There was also a culture of collaboration with teachers sharing their learning.

Seven teachers are working towards accreditation at Proficient.

Three teachers are maintaining their accreditation.

There were no teachers seeking voluntary accreditation at highly accomplished level.

## Financial Summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	284751.65
Global funds	212671.90
Tied funds	114252.27
School & community sources	474762.77
Interest	7262.84
Trust receipts	41397.65
Canteen	0.00
Total income	<u>1135099.08</u>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	6016.76
Excursions	160127.86
Extracurricular dissections	227845.30
Library	0.00
Training & development	4768.29
Tied funds	99735.12
Casual relief teachers	28128.99
Administration & office	74709.27
School-operated canteen	0.00
Utilities	39021.76
Maintenance	69314.24
Trust accounts	41397.65
Capital programs	31306.00
Total expenditure	<u>782371.24</u>
<b>Balance carried forward</b>	<b>352727.84</b>

The school operates a separate account for Public Library Account which had an income of \$54,292.68 (with balance brought forward of \$3,748.11) and total expenditure of \$36,109.96. An amount of \$150,000.00 from income received the OOSH Provider and left over money from the previous OOSH Provider has been allocated for a new Resource / OOSH room.

## **School Performance**

### **Literacy Performance**

Staff development included the implementation of Visual Literacy into teaching programs and a continued focus on explicit teaching of different text types. There was a large number of students gaining high level results in the University of NSW English Competitions. A poetry competition for students in Years 3 to 6 and parents was very successful which gave an opportunity for students to further develop their written skills. In the NAPLAN Reading test 83% of Year 3 students and 71% of Year 5 students were placed in the top two bands.

### **Numeracy Performance**

Students continued to gain results in the higher levels throughout the school. This was due to differentiated programs, explicit teaching strategies and progression from previous years. A high number of students gained distinctions in the University of NSW Mathematics Competitions. In Year 4 there was a higher number than in previous years who gained entry into an OC class. In the NAPLAN Numeracy test 79% of Year 3 students and 59% of Year 5 students were placed in the top two bands.

### **Technology Performance**

There was an increase in the number of iPads and use of educational Apps across the school. Students in Year 6 were invited to participate in the Bring Your Own Device program. The utilisation of technology became more entrenched in students' learning in the classroom. A number of professional development sessions were implemented by the Technology Committee. The Computer specialist teacher continued to ensure an efficient and effective technology operation at the school. Various programs were implemented to ensure students develop in 21<sup>st</sup> Century learning.

### **Specialist Program Performance**

Teachers worked hard to implement a number of specialist programs including Spanish, Mathematics Problem Solving and Music. Students were engaged in these programs and improved their knowledge of Spanish, enhanced their Mathematics Problem Solving skills and had a greater understanding and appreciation of Music.

There was a large number of students participating in other special programs at the school, including choir, band, dance, chess and sport. The students were very fortunate to have been taught by class and specialist teachers.

### **Staff Development Performance**

In addition to the school-based professional learning a number of teachers participated in two new initiatives. The Killara Schools' Partnership organised four teachers from each of its six feeder schools to participate in teacher observations in different schools. The majority of teachers at Beaumont Road Public School took the opportunity to spend a day observing four classes. Teachers were generous in sharing their skills.

### **School-Based Professional Learning**

There were four staff teams to provide resources, focus in a specialist area of the school and provide professional learning for other staff members. Teams were Literacy, Numeracy, Technology and Student Welfare. Team leaders organised with the Professional Learning co-ordinator appropriate professional learning sessions.

### **Beginning Teachers**

Beginning teachers were provided with opportunities to develop their skills through the school's professional learning program. The Assistant Principals closely co-ordinated their work to ensure they were given every opportunity to effectively contribute to the students' education.

### **Class Parent Involvement**

There was a high level of involvement from parents in class reading and writing programs, special initiatives, Student Led Reporting, teacher/parent nights and excursions. The school has an excellent reputation for parent participation.

### **Parent Leadership Roles**

The School Council, P & C Executive, Class Parent network and Fund Raising, Band, Canteen, Uniform Shop and Building Committee were filled with dedicated parents. All members provided their time and expertise to benefit the school.

### **Community Support**

The school has close connections with the community. It continues to have representatives from the various religious groups provide a quality scripture program, parents implementing an Ethics program, a large number of community members attending the Simon Tedeschi concert and local shops supporting fund raising programs. The school playground is used appropriately during the weekends for the many local families. Local sports groups utilise the school grounds for training.



## NAPLAN

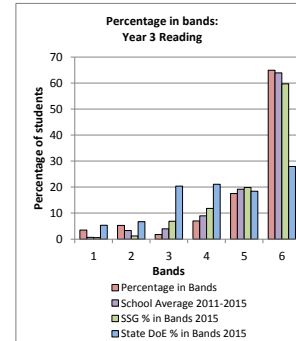
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

### NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

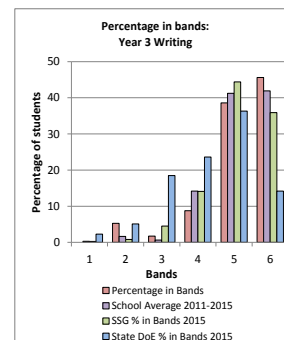
#### Year 3 NAPLAN Reading

	School	SSG	State DoE			
<b>Average score, 2015</b>	493.6	496.0	422.4			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	2	3	1	4	10	37
Percentage in Bands	3.5	5.3	1.8	7.0	17.5	64.9
School Average 2011-2015	0.7	3.3	4.0	8.9	19.2	63.9
SSG % in Bands 2015	0.6	1.2	6.9	11.8	19.8	59.7
State DoE % in Bands 2015	5.3	6.7	20.4	21.1	18.4	27.9



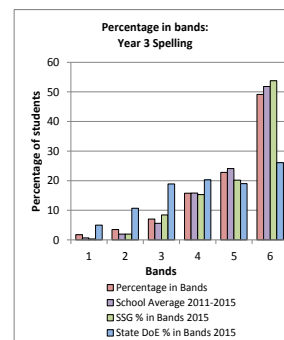
#### Year 3 NAPLAN Writing

	School	SSG	State DoE			
<b>Average score, 2015</b>	475.7	463.5	417.1			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	0	3	1	5	22	26
Percentage in Bands	1.8	3.5	7.0	15.8	22.8	49.1
School Average 2011-2015	0.7	2.0	5.6	15.8	24.1	51.8
SSG % in Bands 2015	0.3	2.0	8.4	15.3	20.2	53.8
State DoE % in Bands 2015	5.0	10.7	18.9	20.3	19.0	26.1



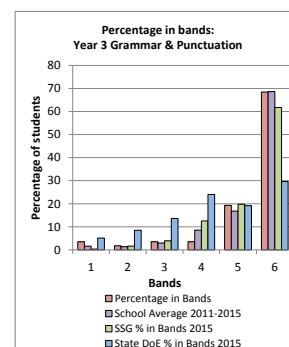
#### Year 3 NAPLAN Spelling

	School	SSG	State DoE			
<b>Average score, 2015</b>	458.1	478.0	413.3			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	1	2	4	9	13	28
Percentage in Bands	1.8	3.5	7.0	15.8	22.8	49.1
School Average 2011-2015	0.7	2.0	5.6	15.8	24.1	51.8
SSG % in Bands 2015	0.3	2.0	8.4	15.3	20.2	53.8
State DoE % in Bands 2015	5.0	10.7	18.9	20.3	19.0	26.1



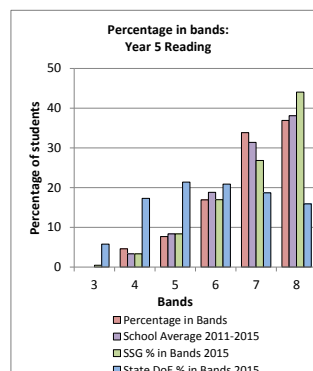
#### Year 3 NAPLAN Grammar and Punctuation

	School	SSG	State DoE			
<b>Average score, 2015</b>	512.0	514.0	431.7			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	2	1	2	2	11	39
Percentage in Bands	3.5	1.8	3.5	3.5	19.3	68.4
School Average 2011-2015	1.7	1.3	3.0	8.6	16.8	68.6
SSG % in Bands 2015	0.4	1.6	3.9	12.6	19.7	61.8
State DoE % in Bands 2015	5.1	8.5	13.6	24.0	19.2	29.6



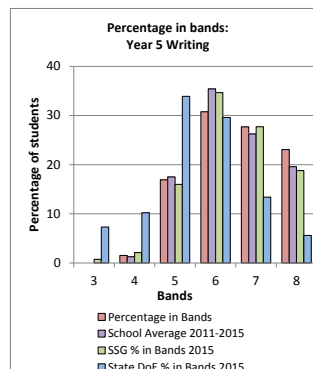
### Year 5 NAPLAN Reading

	School	SSG	State DoE			
<b>Average score, 2015</b>	560.6	570.3	494.3			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	0	3	5	11	22	24
Percentage in Bands	0.0	4.6	7.7	16.9	33.8	36.9
School Average 2011-2015	0.0	3.3	8.4	18.8	31.4	38.1
SSG % in Bands 2015	0.5	3.3	8.4	17.0	26.8	44.0
State DoE % in Bands 2015	5.8	17.3	21.4	20.9	18.7	15.9



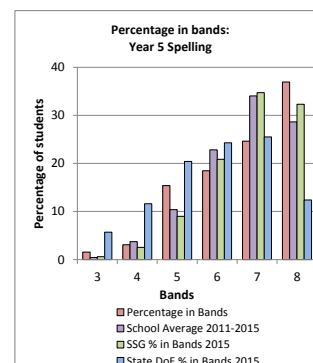
### Year 5 NAPLAN Writing

	School	SSG	State DoE			
<b>Average score, 2015</b>	535.2	527.6	476.9			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	0	1	11	20	18	15
Percentage in Bands	0.0	1.5	16.9	30.8	27.7	23.1
School Average 2011-2015	0.0	1.3	17.5	35.4	26.3	19.6
SSG % in Bands 2015	0.8	2.1	16.0	34.7	27.7	18.8
State DoE % in Bands 2015	7.3	10.2	33.9	29.6	13.4	5.6



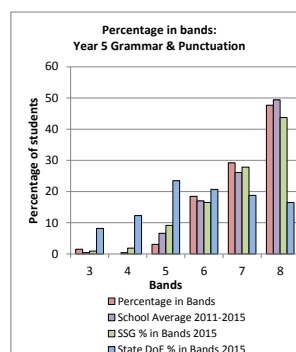
### Year 5 NAPLAN Spelling

	School	SSG	State DoE			
<b>Average score, 2015</b>	550.3	558.7	501.4			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	1	2	10	12	16	24
Percentage in Bands	1.5	3.1	15.4	18.5	24.6	36.9
School Average 2011-2015	0.4	3.7	10.4	22.8	34.0	28.6
SSG % in Bands 2015	0.6	2.5	9.0	20.9	34.7	32.3
State DoE % in Bands 2015	5.7	11.6	20.4	24.3	25.5	12.4



### Year 5 NAPLAN Grammar and Punctuation

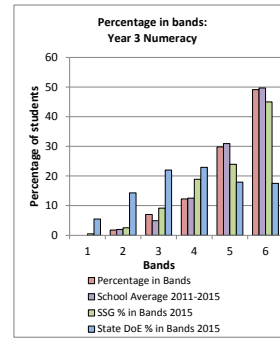
	School	SSG	State DoE			
<b>Average score, 2015</b>	587.0	581.3	500.9			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	1	0	2	12	19	31
Percentage in Bands	1.5	0.0	3.1	18.5	29.2	47.7
School Average 2011-2015	0.4	0.4	6.6	17.0	26.1	49.4
SSG % in Bands 2015	0.9	1.9	9.2	16.5	27.8	43.7
State DoE % in Bands 2015	8.2	12.3	23.5	20.7	18.8	16.5



# NAPLAN - Numeracy

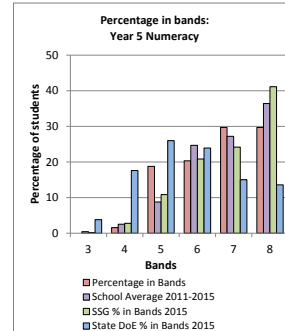
## Year 3 NAPLAN Numeracy

	School	SSG	State DoE			
<b>Average score, 2015</b>	481.0	465.3	395.9			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	0	1	4	7	17	28
Percentage in Bands	0.0	1.8	7.0	12.3	29.8	49.1
School Average 2011-2015	0.0	2.0	4.9	12.5	30.9	49.7
SSG % in Bands 2015	0.5	2.5	9.2	18.9	23.9	45.0
State DoE % in Bands 2015	5.5	14.3	22.0	22.9	17.9	17.5

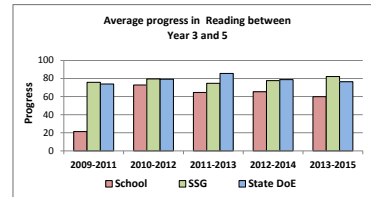


## Year 5 NAPLAN Numeracy

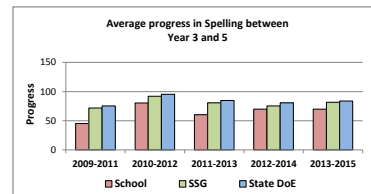
	School	SSG	State DoE			
<b>Average score, 2015</b>	550.9	567.3	493.1			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	0	1	12	13	19	19
Percentage in Bands	0.0	1.6	18.8	20.3	29.7	29.7
School Average 2011-2015	0.4	2.5	8.8	24.7	27.2	36.4
SSG % in Bands 2015	0.2	2.8	10.8	20.8	24.2	41.1
State DoE % in Bands 2015	3.8	17.6	26.0	23.9	15.0	13.6



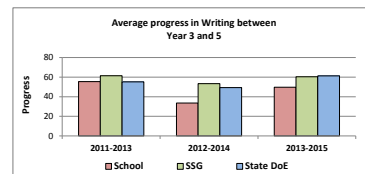
Average progress in Reading between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	21.3	72.8	64.5	65.4	59.8
SSG	75.8	79.6	74.7	77.6	82.2
State DoE	74.0	79.2	85.7	78.8	76.4



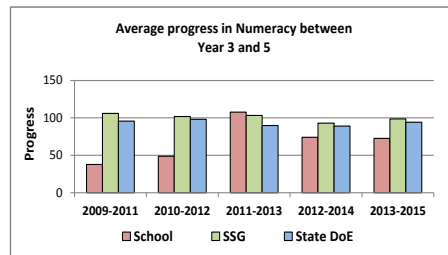
Average progress in Spelling between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	45.1	80.4	60.3	69.9	69.8
SSG	71.7	92.0	80.6	75.4	81.6
State DoE	75.4	95.4	84.9	80.6	83.9



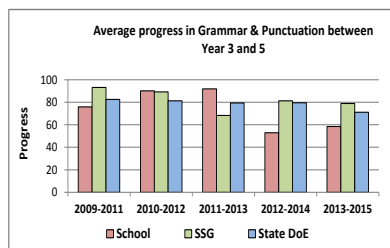
Average progress in Writing between Year 3 and 5*			
	2011-2013	2012-2014	2013-2015
School	55.4	33.6	49.6
SSG	61.4	53.4	60.4
State DoE	55.2	49.3	61.3



Average progress in Grammar & Punctuation between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	76.0	90.2	92.0	53.0	58.5
SSG	93.2	89.3	68.3	81.3	78.9
State DoE	82.7	81.3	79.4	79.5	71.2



Average progress in Numeracy between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	37.9	48.9	107.6	74.0	72.7
SSG	106.1	101.8	103.4	93.1	98.7
State DoE	95.8	98.2	89.7	89.1	94.1



Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)	
Reading	96.5
Writing	100.0
Spelling	98.2
Grammar & Punctuation	96.5
Numeracy	100.0

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	96.5
Writing	100.0
Spelling	98.2
Grammar & Punctuation	96.5
Numeracy	100.0

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	100.0
Spelling	98.5
Grammar & Punctuation	98.5
Numeracy	100.0

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)	
Reading	100.0
Writing	100.0
Spelling	98.5
Grammar & Punctuation	98.5
Numeracy	100.0



## **Parent/Caregiver, Student, Teacher Satisfaction**

Parents of Kindergarten children at various meetings indicated high levels of satisfaction with the dedication of staff, the spacious school grounds and how quickly their children had adjusted to school life. Students during SRC meetings provided positive responses about the school including the playground, computer facilities and variety of activities. The dedicated and generous contribution to the education of children by the staff reflects their high level of satisfaction.

## **Policy Requirements**

### **Aboriginal Education**

Teachers at the school are provided with resources and professional learning to ensure the inclusion of Aboriginal perspectives in the content in all key learning areas. This ensures students receive an education about Aboriginal histories, culture and current Aboriginal Australia.

### **Multicultural Education and Anti-racism**

Teaching and learning programs are designed to foster students' understanding of culture, cultural diversity and anti-racism. All school members contribute to a harmonious school and communicate appropriately with members from culturally diverse backgrounds. There is a staff Anti-Racism Contact Officer.

### **Other school programs**

#### **Student Leadership**

The school has an active Student Representative Council and a Year 6 group of Captains and Prefects. The SRC consists of two representatives from Classes 2 to 6 and is active in discussing school issues. The main role for the Captains and Prefects is leading the weekly school assembly.

#### **Environmental Education and Sustainability**

To support environmental education at the school a vegetable garden was established outside the school library. Parents and teachers maintain the garden which has become a valuable learning resource.

#### **Family and Community Programs**

Parents, through the class parents network organised successful social and fundraising events. These included the Beaumont Bivouac, Mums' Night Out, School Disco, Fathers' Barbecue, Trivia Night, Gala Day and Years 5/6 Trivia Night. There is always a high level of support from parents to ensure successful outcomes.

#### **Band Program**

Parents organised the four school bands for students in Years 4 to 6. They were given opportunities to participate in tutorials, band rehearsals, performances and local community events. The band program continued to be highly valued at the school. The band committee held its first ever fund raiser. Approximately 250 people attended the concert to hear performances by Simon Tedeschi, a former student, who took time out of his international music schedule to be the headline act. He was accompanied by the Cameraygal Wind Symphony and vocalist Simone Waddell.

#### **Dance Program**

Children from Years 1 to 4 participated in the after school dance program. Class teachers and specialist teachers implemented the program for the four groups and presentations were held in the School Hall and Glen Street Theatre.

#### **Chess Program**

Approximately sixty students from Years 2 to 6 enjoyed the weekly after school Chess Program. Parents value the opportunity to have their children learning chess skills.

#### **Ryde Schools' Spectacular**

Beaumont Road School's choir and band / dance groups successfully participated in the Ryde Schools' Spectacular held at the Opera House. It was an outstanding performance and enjoyed by parents.