2010 Annual School Report
Beauty Point Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

In 2010, Beauty Point Public School’s student peak enrolment was 270 students comprising 122 girls and 148 boys. Eleven classes were formed to accommodate the growing number of student enrolments. It is likely that this trend will continue and that Beauty Point’s enrolment will peak at 285 students, leading to the formation of twelve classes in 2011.

Staff

Beauty Point students benefit from having a highly skilled, enthusiastic and dedicated team of teachers with a broad range of experience and areas of expertise. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The following provides a brief overview of some activities at Beauty Point throughout 2010.

- The school was awarded grants from the Australian Government’s “Building the Education Revolution” (BER) and National Schools’ Pride (NSP) totalling $ 2.125 million to construct a new library and upgrade the Administration Building in 2010. This will be completed by the beginning of 2011.
- We implemented the Restorative Practices conflict resolution framework to support Student Welfare processes in the school. This was introduced to all students K-6 and has led to improved student behaviour and conflict resolution processes in the school.
- As a result of P & C fundraising, the school introduced The Leader In Me program, based on the 7 habits of Highly Effective People by Dr Stephen Covey. Beauty Point Public School has been chosen as a lighthouse school for this program, and is the second public school in NSW to introduce this initiative. All teaching staff have been given facilitation training to implement this program fully in 2011.
- Our Year 5 students participated in the NRMA sponsored “Techno Challenge”, which involved designing, building and racing a pushcart at Eastern Creek Raceway.
- All Beauty Point staff participated in a Professional Learning Day with colleagues from our 5 partner schools in the Harbourside Public School group. Dr Andrew Martins, author and academic, was the guest presenter. He also presented at a parent evening session, focusing on the importance of goal setting and strategies to achieve Personal Best.

Student achievement in 2010

National Assessment Program in Literacy and Numeracy

In 2010 every student in Australia in Years 3, 5, 7, and 9 sat for the National Assessment Program in Literacy and Numeracy. Our school results were outstanding, with 97% of our students who sat the test achieving above the national minimum standard in both Literacy and Numeracy.

Messages

Principal’s message

It is with a great sense of honour that I write my first report as Principal of Beauty Point Public School (BPPS). During my first year as Principal, I have come to discover that Beauty Point incorporates the three important elements that create an outstanding school environment.

Firstly, we have a highly professional and dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. Secondly, our students are a wonderful group of young people who are keen to learn and accept the range of educational opportunities provided for them. Thirdly, BPPS enjoys tremendous support from the parent body and the local community. This support for our students manifests itself in numerous ways to provide a positive impact both inside and outside the classroom.

The combination of these three factors has resulted in enormous benefits for our students, specifically by establishing a highly effective learning environment that incorporates 21st Century leadership and educational strategies. This is due to our philosophy that all children should be offered learning programs where they can experience personal growth in academic, cultural, social and physical pursuits.
I have enjoyed my first year as Principal of Beauty Point Public School. It has been a privilege to lead and serve the Beauty Point School Community in 2010, and I look forward to the full implementation of The Leader In Me and Positive Behaviour for Engaged Learning programs in 2011.

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.

Shanti Clements
Principal

P&C message
The Beauty Point Public School Parents and Citizens Association is an active and important contributor to the success of the school and the quality of education the children receive. Our primary role is to stimulate co-operation between the parents and staff as well as the local community. We invite parents to be involved in school affairs through a number of avenues.

The P&C contributes to the organisation of several fun events throughout the year including Family Fun Day in Term 1, our Fireworks Night in Term 2 and the very entertaining Major Fundraiser in Term 3. Each of these events create opportunities for parents to socialise with other parents and the wider school community at fun and enjoyable occasions. Through fundraising, the P&C provides facilities and equipment for the school beyond that provided by the Government.

In 2010, our focus continued to be on providing the school with additional educational and student welfare resources across all student stages and all Key Learning Areas.

After many years of trying, we started the year by funding the construction of a sturdy shade structure over the play equipment providing much needed protection. We then provided the funds to increase the number of days of Support Learning at the school from 1 day to 2 days per week. Throughout the year, we funded additional literacy and numeracy resources for all student years as well as providing the school with funds to introduce the Restorative Practices program.

We ended the year by funding the first stage of the very exciting The Leader in Me program. This program involves cultural and behavioural transformation the impact of which will be felt for years. The program is seen by the P&C as one of the most exciting initiatives we can bring to our children. It will take a little time but the impact on the children, based on case studies from around the world, will be enormous and help set our kids up for an exciting future.

In the coming year, we will continue to support the school by providing funds for educational resources, additional teaching staff where necessary and improving student welfare.

Every parent is invited to be involved in P&C activities and I encourage you to do so as the benefits to the school and your children’s education are considerable.

Howard Portrate President, P & C Association

Student representatives’ message
It has come to the end of the year and it’s time for Year Six to go to high school. Most of us are going to different schools, some different countries, but we are all really close friends and we will always remember our amazing experiences at Beauty Point.

Beauty Point has not only brought us great friendships but also taught us valuable lessons that we will definitely need in high school. We have learnt responsibility, leadership and a new form of discipline (which will definitely be needed in high school!) As the senior students in the school we have had to be role models. Although it was a big responsibility, it was very enjoyable.

On behalf of everyone in Year Six we would like to say Beauty Point has been amazing and our experiences here will be unforgettable. So when they say Beauty Point is a small school with big opportunities, they are right!

Adam Gori and Bella Dougall
2010 School Captains

Our school captains and principal meet Opposition Leader, Tony Abbot at the Warringah Remembers Trust Commemoration
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
The following table shows our student enrolment profile over the past five years.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>103</td>
<td>110</td>
<td>116</td>
<td>125</td>
<td>148</td>
</tr>
<tr>
<td>Female</td>
<td>112</td>
<td>111</td>
<td>124</td>
<td>116</td>
<td>120</td>
</tr>
</tbody>
</table>

Student attendance profile

The following table shows the percentage of student attendance.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total in Class</th>
<th>Total per Year</th>
<th>Total in DET</th>
<th>Total per Year</th>
<th>Total per Year</th>
<th>Total per Year</th>
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</thead>
<tbody>
<tr>
<td>School</td>
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<td></td>
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<tr>
<td>K</td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>96.5 94.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>93.2 95.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>95.4 94.7</td>
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<tr>
<td>4</td>
<td>97.1 96.3</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td>96.3 97.8</td>
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<tr>
<td>6</td>
<td>96.4 95.2</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>96.0 95.7</td>
<td>19 20</td>
<td>19 19</td>
<td></td>
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</tr>
<tr>
<td>State DET</td>
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</tr>
<tr>
<td>K</td>
<td>94.3 94.7</td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>93.7 94.2</td>
<td></td>
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<tr>
<td>2</td>
<td>94.0 94.4</td>
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</tr>
<tr>
<td>3</td>
<td>94.1 94.5</td>
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<tr>
<td>4</td>
<td>94.0 94.5</td>
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<td>5</td>
<td>94.0 94.4</td>
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<tr>
<td>6</td>
<td>93.6 94.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.0 94.1</td>
<td>28 28</td>
<td>28 28</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance
Student attendance rates at Beauty Point are excellent. An overwhelming percentage of parents are extremely prompt in providing written advice for the absence of their children.

Class sizes
In March 2003 the NSW 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 2009 class size audit conducted on Wednesday 18 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>KC</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KK</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1G</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2D</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>2/3E</td>
<td>2</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>2/3E</td>
<td>3</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>3H</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4J</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5C</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5/6G</td>
<td>5/6G</td>
<td>8</td>
<td>28</td>
</tr>
</tbody>
</table>

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
All staff positions are provided by the DET with the exception of the Support Teacher Learning Assistance (school funded) and the French teacher (parent funded).

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 Principals (teaching)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Science Teacher</td>
<td>5 days pw</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1 day pw</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>3 days pw</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1 day pw</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1 day pw</td>
</tr>
<tr>
<td>French Teacher</td>
<td>2 days pw</td>
</tr>
<tr>
<td>Office administration staff</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
</tr>
</tbody>
</table>

Teacher qualifications

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

Teacher qualifications table:

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</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.

It should be noted that the balance carried forward this year is increased due to the school receiving retrospective funding from the State Government for the school hall refurbishment.

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.

Date of financial summary: 30/11/2010

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>181 788.91</td>
</tr>
<tr>
<td>Global funds</td>
<td>136 395.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>33 320.74</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>265 034.37</td>
</tr>
<tr>
<td>Interest</td>
<td>8 797.09</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5 386.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>630 722.66</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 55 756.48
- Excursions: 39 043.59
- Extracurricular dissections: 122 969.17

Library: 7 062.93
Training & development: 6 069.80
Tied funds: 30 804.49
Casual relief teachers: 37 637.86
Administration & office: 61 431.28
School-operated canteen: 0.00
Utilities: 27 392.87
Maintenance: 22 958.26
Trust accounts: 4 001.34
Capital programs: 58 093.81

**Total expenditure**: 473 221.88

**Balance carried forward**: 157 500.78

School performance 2010

Achievements

Arts
We believe that participation in the performing arts raises confidence and self-esteem and encourages creativity and enjoyment.

- Both our drama and dance groups were selected to perform at the Arts North Drama Festival and Sydney North Dance Festival respectively.
- Students attended the Northern Sydney Region Dance Camp.
- Our students’ indigenous art work was displayed in the local community for NAIDOC week.
- Our students submitted entries in the Mosman Library Book Week and Art competitions.
- Stage 2 and 3 students participated in the Multicultural Speaking competition.
- Stage 3 students participated in the Premier’s Debating Challenge.
• School teams participated in the Lower North Shore inter-school chess competition.
• And finally, the school’s annual concert, “Over the Rainbow” was a stunning success.
• Our students represented the school at zone, region and state level in different sports.
• Whole school participated in Jump for Heart. A demonstration team also performed for the school.

Initiatives
• Students entered the Dorothy McKellar Poetry competition and were rewarded for their efforts.
• The whole school participated in the Premier’s Sporting Challenge.
• One student was shortlisted for the Norman Lindsay Literature award.
• The school has various special days to highlight aspects of the curriculum. These were Book Week, Harmony Day, Grandparents Day and NAIDOC week celebrations.
• Students across the school were engaged in many environmental activities and our new vegetable patch was established.
• All Beauty Point staff participated in Professional Learning activities with colleagues from our 5 partner schools in the Harbourside Public School group.

Sport
Beauty Point Public School has enjoyed considerable success in the sporting arena. Sport continues to be a focus area for the school with programs concentrating on developing fundamental skills from K to 6. This focus has been rewarded by our much improved results and enthusiastic participation in a wide range of sporting activities this year.

Academic
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 the 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

In 2010, 37 Year 3 students sat the National Literacy Test. The National Literacy Assessment consists of tests in writing, reading, spelling, grammar and punctuation.

Beauty Point Public School has achieved excellent NAPLAN results. In all areas of literacy our school compared favourably with North Sydney region. Year 3 students achieved higher results compared to state, with girls slightly outperforming the boys in reading and writing; and boys achieving higher results in spelling, grammar and punctuation.
Numeracy – NAPLAN Year 3

Students did particularly well in numeracy. 62% were in the top two bands which compared favourably with the region which was at 59%. Year 3 students performed well in comparison to state, with boys achieving higher results than girls in all strands of numeracy.

![Percentage of students in bands: Year 3 numeracy](image)

Literacy – NAPLAN Year 5

In 2010 at Beauty Point Public School, 34 students sat for the National Literacy Test. Our students continued to achieve excellent results in Literacy. Over 75% of students were in the top three bands for reading and 90% of students were placed in the top three bands in writing. Year 5 results were consistently higher than the state, with girls achieving stronger results in all literacy strands compared to the boys.
Numeracy – NAPLAN Year 5
71% of our students achieved in the top 3 bands for Number and Patterns and Algebra which was similar to the results in our region. Year 5 students performed strongly in comparison to the state in all strands of numeracy, with boys slightly outperforming girls in the number, patterns and algebra strands; and girls achieving higher results in data, measurement, space and geometry.

In Measurement, Data, Space and Geometry there were 57% of students in the top 2 bands. This compared favourably with the North Sydney Region at 48%.

Progress in literacy - Years 3-5
In 2010 there were 30 matched students from 2008. The school is particularly proud of its value added growth in student achievement from Year 3 to Year 5. In writing, students achieved a growth rate of 89.7 points compared to the Regional growth rate of 68.8 and State growth of 66.8 points. Our spelling results were also excellent. Our growth rate was 86.2 points as compared to the state growth of 84.5 points.

Average progress in reading for matched students*

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>83.4</td>
<td>101.1</td>
<td>70.4</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students*

<table>
<thead>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>57.7</td>
<td>79.7</td>
<td>89.7</td>
</tr>
</tbody>
</table>
Average progress in grammar & punctuation for matched students*

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>67.5</td>
</tr>
</tbody>
</table>

Average progress in spelling for matched students*

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>86.2</td>
</tr>
</tbody>
</table>

Note: State growth scores are for students in DET schools only. Growth data for Spelling and Grammar & Punctuation and comparison data for the newly created SSG categories is only available for the period 2008-10.

Progress in numeracy

Student growth in numeracy was also significant. Our students achieved a growth rate of 98.9 points compared to the Regional growth rate of 94.1 points and State growth of 89.1 points. This was an excellent result.

Average progress in numeracy for matched students*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>103.3</td>
<td>92.4</td>
<td>99.5</td>
</tr>
</tbody>
</table>

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>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</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>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

French Program

The French program ran successfully in 2010, although due to an increase in student numbers, French was not offered to Kindergarten students. Madame Dixon liaised with French-speaking parents to develop an extension program for those children of French background. Material covered in these groups was performed in assemblies and at our school concert. Greetings and instructions were given in French at both K-2 and 3-6 assemblies. The integration of a bi-lingual focus across all areas of school was initiated to help consolidate the French language for all students.

Aboriginal education

Aboriginal education perspectives continue to be integrated in all Key Learning Areas. Wherever possible, perspectives focus on raising student awareness of Aboriginal culture, arts, history and contemporary aboriginality.

This year, students participated in NAIDOC day activities highlighting aboriginal culture through "InDig Dance". The children participated in a tabloid of rotating activities such as dance, art and singing. Staff received materials to extend and develop this work through follow-up activities.

Dave Lardner (Aboriginal consultant) delivered the Aboriginal Culture Module and Aboriginal Education Policy to all staff.

The Mosman Aboriginal Heritage module, in which Beauty Point is a pilot school, was released in December 2010. Beauty Point School was involved in the writing of this module.

The children of Class 3H wrote letters to the Dept. Of Environment and Climate Change Aboriginal Heritage Unit requesting help to preserve and restore the aboriginal rock engraving of an eel, located outside the Beauty Point School hall. Consequently, rejuvenation and restoration of this rock engraving is currently being undertaken.
Multicultural education

Beauty Point is proud of its inclusive nature. All students are encouraged to recognise and celebrate individual differences.

Multicultural perspectives are integrated through all Key Learning Areas, particularly the COGs units taught this year in all Stages.

Students from Stages 2 and 3 all successfully participated in a Multicultural Speaking program, with 2 representatives from each stage attending the district finals.

All children participated in Harmony Day (incorporating Grandparents’ Day), each child wearing orange to represent harmony. A Harmony Day/Grandparents’ Day assembly was held and a presentation on the significance of Harmony Day was given by Stage 2 students. Ms Clements presented a powerpoint of students’ statements about the importance of inclusion and social harmony. Grandparents visited classrooms to look at their grandchilren’s work and a morning tea for grandparents was held in the hall.

Respect and responsibility

Throughout 2010, the school continued to promote the core values of NSW Public Schools. All staff were trained in "The Leader in Me", an exciting initiative that will be fully implemented next year. Beauty Point is a lighthouse school for the implementation of this program, based on the “Seven Habits of Highly Effective People” by Stephen Covey. Funding for this program was provided by the Beauty Point P&C.

A team of teachers were trained as facilitators in the implementation of “Positive Behaviours for Effective Learning” (PBEL). This program, which supports the Student Welfare Policy and provides consistency in student welfare procedures, will be implemented in full in 2011.

All staff were trained by Terry O’Connell in Restorative Practises. Restorative Practises now forms the basis of our Student Welfare Policy and Procedures, and is the primary tool of conflict resolution strategies for all students.

Beauty Point School continues to promotes the National Values. Next year, the Seven Habits and National Values will be linked to provide a comprehensive student welfare framework.

Progress on 2010 targets

Target 1

Continue our school wide focus on enhancing comprehension skills in all KLAs.

Our achievements include:

- The Benchmarking of all K-2 students and those students not achieving level 26 by Year 3.
- The majority of students in Years 3 achieving the top 2 bands for Reading.
- Two staff Professional Learning sessions were led by the Literacy Team, focusing on NAPLAN strategies and benchmarking.
- (Demonstrated by benchmarking) the majority of ES1 students were at level 8 or above, the majority of Yr 1 students were at level 20 or above, and the majority of Year 2 students were at level 26 or above.
- An increase in participation in both home reading and the Premier’s Reading Challenge.

Target 2

To continue developing numeracy skills for all students K-6, with a focus on practical mathematics activities, strategy development and the strands of Measurement and Chance and Data.

Our achievements include:

- 100% of Year 2 children at Facile level (SENA 1).
- Participation by Stage 1 teachers in an Action Learning program focusing on the improved
teaching of Measurement, the results of which to be implemented in Kindergarten next year.

- The implementation of Best Start Numeracy assessment component into Kindergarten. This enables the Kindergarten teachers to better determine their children’s starting points and to modify their class program appropriately.
- Over 71% of students in Years 3 and 5 achieving in the top 3 bands for Numeracy, Measurement, Chance and Data.
- The achievement of 99.5% expected growth for students progressing from Years 3 to 5 in Numeracy.

Target 3
To develop explicit and systematic classroom programs that effectively utilise IWB technology and computer software.

Our achievements include:
- The establishment of an on-line cache where teachers can store and share class programs with other staff members.
- Stage programs constructed collaboratively by staff members have a specific ICT reference that incorporates the use of Interactive Whiteboards and the construction of subject specific notebooks.
- The use of digital video to record individual and group work for assessment purposes.
- Increased staff utilisation of ICT for lesson delivery and the higher level of engagement by children during Mathematics lessons.

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 the school’s Professional Learning Culture and Connected Learning ICT programs in the classroom.

Educational Management and Practice
During Term 2, all students, staff and parents participated in an online Zoomerang survey assessing the school’s curriculum and professional learning practices. The survey data was analysed and used to inform future school-wide practices in the school.

Background
The majority of our students achieve high results in a variety of diagnostic assessment tasks, including the NAPLAN tests. However, in order to explore the key issues relevant to improving professional learning practices in our school, and to ensure quality teaching was consistent in every classroom, an online questionnaire was created to survey a cross section of the school community. The survey was open to all staff, parents and students. The results show a high level of community participation, with 100% of staff, 100% of students and 80% of parents completing the survey.

Findings and conclusions

Students
There was strong agreement from students that the school was meeting their learning needs. The student surveys indicated that more than 95% believed that BPPS was a school that:
- Provided a safe and happy learning environment
- Provided stimulating and engaging classroom learning, particularly in the Maths, English, Debating, Science, Sport, extra-curricular and extension programs.
- Supported the development of strong friendship and positive buddy programs.

Students consistently reported that BPPS was a school they enjoyed coming to each day and that each teacher created a positive and inspiring learning environment.

It was clear that students believed that BPPS provided quality education in a caring school culture.

Parents
The percentage of parents responding “Strongly Agree”, “Agree”, “Disagree” and “Strongly Disagree” to the parent survey about BPPS practices is shown below.

- **Curriculum Expectations** – 42% agreed they knew the curriculum expectations for their child’s year. To address this issue, the school website was upgraded to include NSW DET Foundation outcomes for all key learning areas for each school year. In 2011, all class term letters will be accessible from the website to assist parents in their knowledge of curriculum outcomes.
- **Teacher Communication** – 40% of parents felt well-informed about class routines and curriculum outcomes. It is clear that BPPS can better address the way we communicate curriculum practices with the school community. With the new school website and communication policy, we were able to improve communication processes between parents and the school by Term 4, 2010.
- **Enrichment Opportunities** – 67% of parents were well aware of our G&T programs. To further improve parent knowledge of our extension programs, regular updates were included in our fortnightly newsletter.
- **Online Communication** – 67% of parents indicated that they would school newsletters to be emailed in digital format. This will be introduced in 2011.
• **Homework** – 82% of parents believed that the homework set for their child was appropriate for their academic needs.

• **Engagement in Learning** – 69% of parents believed their child was appropriately challenged in their class curriculum. To address parent perceptions in this area, the 2011 Management Plan will focus on developing K-6 scope and sequences in all key learning areas, the use of differentiated teaching strategies and the design of collaborative assessment benchmarks. This will promote consistency in teacher judgement and support quality teaching in all classes.

• **Merit Card system** – 55% of parents believed the system worked well. The positive behaviour system was appreciated, but there was confusion about the Discipline system e.g. use of yellow and white cards. To address this issue, the Positive Behaviour for Effective Learning program was implemented in Term 4. This has begun the process of refining and updating consistent merit systems in the school.

• **Discipline system** – 59% of parents observed that the Student Welfare system was effective. The other 41% of parents gave feedback that their child was well-behaved, so they had no knowledge about the discipline system. To ensure all parents were familiar with the school’s discipline system, the updated policy was published on the school website for all parents to download.

• **Bullying** – 42% of parents believed that their child had experienced interactions with a bully. To combat their concerns, in Term 3 we introduced Restorative Practices as a school framework to support conflict resolution strategies and to reduce bullying concerns. After this program, there was a 30% decrease in the number of complaints in the school’s Anti-Bullying box. In 2011, The Leader In Me program will further support anti-Bullying practices in the school.

**Teachers**

During Term 2, all teachers participated in the Classroom Conditioning survey, which analyses the management and educational practice of eight areas of quality teaching. The percentage of teachers responding “Nearly Always”, “Often”, “Sometimes” and “Rarely” to the survey is shown below:

• **Authentic Relationships** - 92.35%. These high results reflect the level of dedication BPPS teachers bring to the classroom.

• **Setting Clear Boundaries and Expectations** - 89.28% - a high majority of teachers believe their behaviour management was a strength of teaching practice at the school.

• **Planning for Teaching** - 75%. This statistic highlights teachers’ desires to further integrate homework with class curriculum. A focus for 2011 will be on ensuring collaborative stage planning for curriculum and homework programs.

• **Teaching Repertoire** - 75%. Teachers indicated that they would like more time and opportunity to reflect more on their own classroom practices and to share this at professional learning sessions. To address this issue, professional reflection will be an important component of staff professional learning in 2011.

• **Pedagogic Partners** - 60%. The survey result showed that this particular area needed further development at BPPS. As a result, we will be working closely with the University of Sydney in 2011 on two Action Learning projects: Grammar and Assessment & Reporting. We believe that this academic partnership will improve both teacher quality and pedagogy at the school.

• **Reflection on Teaching** - 75%. To improve staff knowledge in this area, we will be focusing on the strategies to analyse student data to improve and inform quality teaching practice. Providing all teachers with the skills to improve their ability analyse assessment data will support professional reflection of teaching practices.

• **Community Involvement** - 78%. Although there is active community involvement from a staff perspective, it was evident that we could include more student ‘voice’ in our school’s communication processes. For this reason, we will introduce a Student Representative Committee and revision of the School Council in 2011.

• **Staff Professional Development** - 57.13. Out of all eight educational areas, this was the staff’s lowest score. To address the staff’s desire to improve professional development at BPPS, in Term 3 professional learning sessions were run on a weekly basis with clear curriculum agendas.

**Future directions**

The school will continue to focus on providing quality learning opportunities for all students across the curriculum. We will specifically address all eight areas of the Classroom Conditioning survey and endeavour to show improvements in our educational management and practices in 2011.

In response to survey comments made by parents and students, we will continue to address the way in which we report student achievement and curriculum outcomes to ensure it is relevant and meaningful for all concerned.
Curriculum

Connected Learning in the Classroom

Background

Every classroom at Beauty Point Public School has an Interactive White Board. In 2010, our school’s ICT focus was ensuring quality digital curriculum design was used in every classroom.

To support this, a huge component of our ICT plan was to ensure the school’s infrastructure would sustain the growing needs of our Connected Learning classrooms.

During Term 3, the school’s server was upgraded and replaced. This led to an increase in internet bandwidth and a move towards Remote Services throughout the school. All classroom computers were linked to the new server repository and were able to access licensed software programs throughout the school.

The school also bought a Sentral Proxy Server, which allowed teachers to replace manual rolls with the online Web Attend roll system. The Sentral Server supported the school in digitising classroom programs (through Curriculum Organiser and COGS units), Learning Support Team procedures (through EduPro), Student Welfare tracking and monitoring (through Sentral Welfare) and upgrading the School Reports (through Sentral Reports).

With the introduction of the Remote Services and Sentral Server, it was important that all teachers learn new computer software programs and ICT dexterity.

To help map the level of technology skills among all staff members, teachers participated in the Connected Learning Assessment Survey (CLAS). This survey maps key ICT teaching aspects across four phases. The graph below shows the number of staff at each of the phase levels.

Findings and conclusions

All teaching staff participated in the CLAS survey. As seen in the table below, the majority of staff during Term 3, 2010 were at:

- Phase 2 for Assessment
- Phase 3 for Environment
- Phase 2 for Ethical Practices
- Phase 2 for Integrating ICT
- Phase 2 for Online Interaction
- Phase 2 for Perspective
- Phase 1 for Professional Contribution
- Phase 4 for Skills

With the introduction of the new Remote Services and Sentral Server technology, it is expected that staff skills in the area of technology will improve in all of the eight ICT areas.

Future directions

The 2011 Management Plan will ensure a whole school focus on the ongoing training and development of staff in integrating Connected Learning technology. An emphasis on introducing the NSW DET Blended Learning model to support a strong pedagogy and differentiated approach to digital curriculum design will ensure that all students feel challenged and engaged in their learning.

Specifically in 2011, staff will use digital technology to design class programs, monitor Student Welfare procedures, writing individual learning programs, create class blogs and improve assessment and reporting processes in the school.

Other evaluations

The School Council and the Principal surveyed the school community about their expectations for school leadership. The following responses have helped contribute to the school’s 2011 Management Plan and strategic vision.
In summarising the viewpoints of the school community (which includes teachers, parents and students), the expectations for school leadership are:

- **Effective communication** – to listen, be approachable, to improve communication procedures and to update school policies.
- **Strategic Leadership and Culture** – to create an innovative and motivating leadership culture to prepare students for the challenges of 21st Century society.
- **Curriculum/Learning** – to help create a strong professional learning culture, to innovate assessment and reporting processes and to ensure equity and excellence for students at the school.
- **Student Welfare** – to focus on anti-bullying strategies, to ensure the school’s Discipline system shows firmness, fairness and compassionate when dealing with positive and negative student behaviours.

All of the survey feedback inspired the introduction of The Leader In Me program, which was funded by the P&C for full implementation in 2011. This program will support all students, staff and parents in improving the quality of curriculum and student welfare procedures as the school.

Parent surveys and focus groups of students in Years 2 – 6 will continue to provide information that will be used by the school in its planning for 2011 and onwards.

**Professional learning**

The School’s Strategic Plan and our targets for 2009 were central to the provision of Professional Learning provided for all staff members.

This year all staff were involved in the on-going training associated with the introduction of interactive whiteboards. This involved the use of specialists from the DET together with a significant amount of school-based teacher mentor training. All staff were involved in professional learning activities that focussed on literacy, numeracy and technology. In addition, many hours were devoted toward the implementation of the student teaching and learning programs across the key learning areas.

Professional Learning is integral to the professional growth of all teachers at Beauty Point. I commend the staff for their commitment in this area, as the majority of courses are conducted outside school hours.

**School development 2009 – 2011**

**Targets for 2011**

**Target 1**

*To maintain and improve a quality school-wide focus on comprehension skills to improve reading, spelling and grammar outcomes as measured by an increased proportion of students achieving the top two bands in NAPLAN and school-based assessment benchmarks for literacy.*

Strategies to achieve this target include:

- Benchmark Kindergarten to Year 3 plus Year 4 as needed each term.
- The introduction of the Reading Project for K-2 students – ensuring one-to-one matching to instructional texts.
- Implementation of the Reading For Life STLA program for K-3 students.
- Introduction of Reciprocal Teaching and Literature Circles in K-6 literacy sessions.
- Collation of entry and exit data obtained for all K-6 students using Best Start, PM Benchmarking, Torch and PAT assessments.

It is clear from the overwhelming majority of positive survey responses in the culture survey that parents and students are pleased with the learning opportunities being provided at BPPS.

We are continually receiving feedback that our school motto, ‘Small School – Big Opportunities’, is certainly the case.

Parent surveys and focus groups of students in Years 2 – 6 will continue to provide information that will be used by the school in its planning for 2011 and onwards.

**Parent, student, and teacher satisfaction**

As part of the 2010 school culture survey, the school actively sought the opinions of parents, students and teachers about the school. This also included a focus on how to improve school enrolment procedures for New Students at the school.

As a result of this survey, we will be implementing new enrolment flowcharts and update the School Information Handbook in 2011. This will help provide clear and concise information to all new families – especially those new to Australia.
• All children with literacy difficulties referred to the Learning Support Team for STLA assistance and continued monitoring.
• Creation of K-6 Grammar Scope and Sequence.
• Whole staff participation in the Grammar Action Learning and Assessment & Reporting project at BPPS.
• In-depth analysis of NAPLAN results by all staff.

Our success will be measured by:
• 80% of students achieving the following targets in PM Reading Assessments by the beginning of Term 4: Kindergarten – Level 8; Year 1 – Level 18; Year 2 – Level 24.
• 60% of students to achieve in the top two bands in NAPLAN literacy.
• 60% of students achieving at or above 60% in Torch Reading tests in years 3-6.
• A uniform assessment task in literacy developed for each semester from K-6.
• Increased participation in the Premier’s Reading Challenge (33% participated in 2010) and Beauty Point Home Reading Scheme (to average 150 nights of reading per class K-6)
• Implementation of the Stars and Cars Comprehensive Assessment and Strategies of Reading Program from Years 3-6.
• Year 5 NAPLAN growth in Literacy – a minimum of 60% at achieving expected growth between Year 3 and Year 5 data.

Target 2
To implement and enhance a school-wide focus on Numeracy, Space and Measurement to improve outcomes as measured by an increased proportion of students achieving the top two bands in NAPLAN and school-based assessment benchmarks for mathematics.

Strategies to achieve this target include:
• Entry and exit assessments for numeration using SENA 1 for Early Stage 1 and Stage 1; SENA 2 for Stage 2; and PAT tests for Years 2-6.
• In-servicing of all staff in Newman’s Error Analysis
• The introduction of Reciprocal Numeracy teaching strategies for Mathematics in all K-6 classes.
• K-2 participation in the Count Me In Too online project run by North Sydney Region.
• K-2 participation in the Action Learning project for Measurement.

• Using explicit teaching strategies, classroom reflection and scripted lessons for Measurement.
• Designing a K-6 Numeracy Continuum to ensure Quality Teaching and Consistency in Teacher judgement.
• Increased use of differentiated assessment strategies such as digital recording, standardised and uniform stage-based assessment tasks.
• Development of explicit teaching lessons and Smartboard notebooks to increase our digital curriculum library for mathematics.
• Integration of Mathematical data in the whole school Assessment & Reporting Action Learning project.

Our success will be measured by:
• Increased staff knowledge and application of quality pedagogy in Numeracy, higher order level use of digital and IWB resources for programming and K-6 lesson delivery.
• SENA targets for exit testing: 100% of Kindergarten at Figurative, 100% of Year 1 at Counting On and 100% of Year 2 at Facile.
• Ensuring 60% of students in Years 3 and 5 continue to achieve the top 2 bands in NAPLAN Numeracy.
• 50% of students to achieve above the 50th percentile in PAT maths assessments.
• Year 5 NAPLAN growth – a minimum of 60% achieving expected growth between Year 3 and Year 5 data.

Target 3
To implement The Leader In Me program and Positive Behaviour For Effective Learning (PBEL) at Beauty Point Public School to improve academic results, self-esteem and leadership resilience; as measured by a reduction in school time-out and detention data, as well as an increase in student engagement in school leadership programs.

Strategies to achieve this target include:
• Whole staff training and development in the Stephen Covey 7 Habits for Highly Effective People.
• Whole staff participation in the Facilitation program for The Leader In Me program.
• Whole staff participation in The Leader In Me Implementation Day.
• Integration of The Leader In Me and PBEL into school-wide Student Welfare and Discipline systems.
• Introduction of new 7 Habit merit certificates and Principal awards after receiving 7 leadership certificates.
• The introduction of new school Leadership assemblies based on the 7 Habits and leadership values.
• An increase in the number of student leadership positions in Year 6.
• The introduction of a Student Representative Committee, which will meet each term with the Principal, to encourage active student voice in the school.
• Introduction of Wildly Important Goals (WIG) meetings with staff to support the achievement of Management Plan targets.

Our success will be measured by:
• 100% participation of elected Year 2-6 leaders attending the newly formed Student Representative Committee meetings.
• Improved student well-being shown by a 50% reduction in the number of students receiving Detentions at BPPS.
• Increased student engagement shown by a 50% rise in the number of students receiving positive awards through the House Points, 7 Habits, White Card, Silver Card, Gold Card, Principal award or Banner Award systems.
• Positive Buddy systems K-6 that reduce the number of Bullying Complaints by 50% within the first year of implementing the PBEL and The Leader In Me programs.
• Improved staff culture and cohesion across K-6 staff, resulting in professional unity and reciprocated respect for all staff members.
• Student attainment of school NAPLAN and assessment targets through The Leader In Me data journal process.

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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