School context

Beauty Point Public School is a P4 primary school in Mosman. We have established a reputation as a school that encourages active community engagement in school strategic planning and key projects. Our students, parents and staff work closely to establish a positive school culture and quality learning environment for all.

In 2013, Beauty Point Public School’s student peak enrolment was 310 students, comprising of 129 girls and 173 boys. Twelve classes were formed to accommodate the number of student enrolments. With the school trend showing increasing student enrolments, it is likely that Beauty Point Public School will be reclassified as a P3 primary school in 2014.

Beauty Point Public School 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.

Principal’s message

What an amazing year 2013 has been for Beauty Point Public School. I am proud of the high academic achievement of our students and the ongoing success of the Imagination First and The Leader in Me programs.

Our school’s success is underpinned by three key elements which promote the quality teaching and learning programs that our students, staff and parents value and appreciate.

Firstly, we have a highly 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 passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them at the school. Thirdly, BPPS enjoys tremendous support from our parent body and local community.

The following provides a brief overview of the key activities at Beauty Point Public School in 2013:

- In 2013, our Years 3 and 5 students sat for the National Assessment Program in Literacy and Numeracy. Our school results were outstanding with our students achieving above the national minimum standard in both Literacy and Numeracy. Our Year 3 results in Reading were exceptional, with Beauty Point Public School receiving the highest reading results in the state.

- All staff participated in the Accelerated Literacy program to support the implementation of the Australian Curriculum and quality teaching strategies. Beauty Point Public School’s involvement in this program highlights the innovation and professional excellence of our teaching staff.

- Beauty Point staff continued our two Action Learning projects with the University of Western Sydney and the Sydney Theatre Company. These programs were highly successful, with students enjoying the Mandarin Classroom program and Drama programs.

- We consolidated the Positive Behaviour for Engaged Learning (PBEL) program to improve school-wide processes for student welfare and quality learning in all classroom settings. Playground and classroom signs were designed to promote student enthusiasm in the program and encourage a vibrant school learning culture. The program continues to link The Leader in Me program with the Imagination First extension program.

- The school received a Mosman Council Environmental grant to upgrade our school gardens. A mini-wetlands project was designed and landscaped by staff, students and parents. This beautiful addition has enhanced the Bush Tucker garden and peaceful environment at the school. In addition to the synthetic grass, upgraded multipurpose court and new shade sails installed in 2012, the school playground is a safe and beautiful environment for all members of our school community to enjoy.

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 and/or School Council message

In addition to outstanding academic results, Beauty Point Public School prides itself on the involvement from parents and members of the local Community, which sets us apart from many other schools.

The Beauty Point Parents and Citizens (P&C) Association is a very active organisation which is an important contributor to the success of the school and the quality of resources the children enjoy. The P&C encourages and organises parent and community participation to ensure that the school remains an inclusive and inviting environment for parents, children and staff, now and into the future.

Meetings are open to all parents and members of the community and are held on the 3rd Monday of each month. Our objectives are to:

• Promote the interests of the school by fostering close co-operation between parents, citizens, students and teaching staff,

• Assist in providing facilities and equipment for the school above those provided by the Government, to promote recreation for and welfare of the students at the school; and

• Encourage parent and community participation in curriculum and other educational issues in the school.

• The P&C Blog publishes the minutes of recent meetings, and provides details of projects to be funded and school events which are being organised. It is also a platform for collating feedback from parents and the community, visit http://beautypointpnc.blogspot.com.au/

• The P&C has a number of working groups and sub committees that parents can get involved with. These include –

• Fundraising committees - we have one for each year group, with Family Fun Day, Fireworks Night and a Major fundraiser in term 3 to list but a few. Each of these events create opportunities for parents and the community to socialise with other parents as well as raising funds for the school.

• School Watch is a parent and community run initiative to reduce vandalism and undesirable behaviour on the school grounds. The success of this initiative has enabled the school to keep the gates open for community use outside school hours.

• School Ground ‘Working Bees’, the school has vegetable gardens, a wetlands garden, a worm farm, hand ball courts, map of Australia etc. all created and maintained by the school Working Bee groups.

• School Bands – the majority of children from year 2 and above play in one of the 3 school bands. Volunteers organise everything from the hire of instruments and music lessons to weekly rehearsals, festival performances and the annual band camp.

• A 2nd hand uniform shop is run by parents every Friday morning before school.

• The school Canteen provides children with delivered canteen meals and is coordinated and run by Parent volunteers

In addition to P&C activities, parental involvement in the classroom is an important part of our community school. There are numerous opportunities to help out with reading, literacy or maths groups, school excursions or sports carnivals. This provides parents with an invaluable insight into their children’s school life, appreciated by teachers and loved by the children.

This year the P&C has used funds to:

• Provide Support Learning at the school

• Buy personal laptops for Year 5 and Year 6 to use during lessons

• Replace interactive white boards in classrooms

• Tablet learning program

• Supplement literacy and numeracy resources for all student years

• Support the school band program
• Contribute to the maintenance and development of the school grounds.

In the coming year, we will continue to support the school by providing funds for educational resources, additional support for teaching staff and improved student welfare. Every parent is invited to be involved in P&C activities and I encourage you to do so as it is extremely rewarding and the benefits to the school and your children’s education are considerable.

Mandy Sigaloff  (P&C President)

Student representative’s message
As we enter a new chapter of our life, we begin to realise that our time at Beauty Point is coming to an end. It will be difficult to leave such a great school and let go of a part of our childhood but we are nevertheless, thrilled to begin a new road on our journey to success. Everything that we have learned, from Kindergarten to this very moment, has prepared us for our adventure to High School.

Although many Years Six will split up to begin new and different, achieve their individual goals and personal accomplishments and take the next big step to success, we won’t forget our knowledge and memories that we have shared both academically and socially at Beauty Point.

I hope that one day we can return to Beauty Point and visit the new leaders and all the other students as well as the teachers that have taught us everything. On behalf of Year Six we would like to thank everyone for the memorable times, the knowledge that will help us for the future and the amazing people we have come across along the way.

Like they say; small school, big opportunities and it couldn’t be more true. Thank you Beauty Point Public School!

Alexia Giannesini and Reuben Shepherd
2013 School Captains

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>110</td>
<td>116</td>
<td>125</td>
<td>148</td>
</tr>
<tr>
<td>F</td>
<td>111</td>
<td>124</td>
<td>116</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>2012</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>146</td>
<td>146</td>
<td>173</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>125</td>
<td>118</td>
<td>129</td>
<td></td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.5</td>
<td>94.2</td>
<td>96.8</td>
<td>95.1</td>
<td>98.2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.2</td>
<td>95.7</td>
<td>95.9</td>
<td>96.8</td>
<td>97.3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.4</td>
<td>94.7</td>
<td>96.1</td>
<td>96.1</td>
<td>95.9</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>97.1</td>
<td>96.3</td>
<td>96.3</td>
<td>96.3</td>
<td>96.9</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>96.3</td>
<td>97.8</td>
<td>95.7</td>
<td>95.2</td>
<td>95.5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>96.4</td>
<td>95.2</td>
<td>94.9</td>
<td>95.1</td>
<td>96.0</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>96.5</td>
<td>97.3</td>
<td>95.4</td>
<td>95.1</td>
<td>96.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.7</td>
<td>95.8</td>
<td>95.6</td>
<td>96.0</td>
<td>95.7</td>
<td>96.8</td>
</tr>
</tbody>
</table>

Management of non-attendance

When there are students who are missing multiple days or have a pattern of absences, the school initiates communication with the parents of the student. Following that, a referral is made to the Home/School Liaison Officer for further consultation and application of the attendance policy and requirement by parents of consistent attendance by their children.

Workforce information

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
</tbody>
</table>
The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

[Enter a statement describing the Aboriginal composition of the school workforce. Principals are strongly advised to refer to the Support Document on page 4 for further information.]

**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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>4</td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>16/12/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>397403.21</td>
</tr>
<tr>
<td>Global funds</td>
<td>159303.31</td>
</tr>
<tr>
<td>Tied funds</td>
<td>51984.59</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>391816.22</td>
</tr>
<tr>
<td>Interest</td>
<td>12360.97</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6101.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1018970.15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
</tbody>
</table>

A full copy of the school's 2013 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 2013**

**Academic achievements**

**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.

- Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
- Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013, 48 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 achieved outstanding NAPLAN results for Year 3 students in Literacy.
An analysis of our Reading results shows that our students are achieving above state level. 95.8% of Year 3 students achieved band 4 or higher, compared to 71.2% of the state. 87.5% of students achieved bands 5 and 6, compared with 46.6% of the state.

Our writing results were also above state average with 72.9% achieving in bands 5 & 6 (compared with 54% of the state).

Our grammar and punctuation results reveal that 85.4% of our students achieved in bands 5 and 6. In comparison, across the state, 54.1% of students achieved bands 5 and 6.

Our spelling results show that 68.8% of our students achieved in bands 5 and 6 compared with 49.6% of the state. This improvement from last year’s results can be attributed partly to the work of our new Learning and Support teacher, and to development of a whole school continuum for Spelling and .

Over the last three years the school has paid particular attention to the close analysis of LBOTE (Language Background Other Than English) students’ results in Literacy. Although the 2013 results for our 13 LBOTE students were above the state average, further focus needs to occur in this area. This is reflected in our school plan.

Numeracy continues to be an area of strength at Beauty Point, demonstrated by the 2013 NAPLAN results for Year 3.

In Numeracy, 37.5% of Beauty Point students achieved the top Band 6, compared to the state’s 14%.

In Data, Measurement, Space and Geometry Beauty Point students achieved 79.2% for Bands 5 and 6, compared to the state’s 41.8%.

In Number, Patterns and Algebra, Beauty Point students achieved 62.6% for Bands 5 and 6, compared to the state’s 32.6%.
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Reading – NAPLAN Year 5

In 2013, 31 Year 5 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 pleasing NAPLAN results for Year 5 students in Literacy. An analysis of our Reading results shows that 83.9% of our students achieved band 6 or higher (compared with 66.3% the state).

Our grammar and punctuation results were of a high standard. 77.4% of Beauty Point students achieved in bands 6 or higher. 64.4% of the state were in bands 6 or above.

In Spelling, 80.6% of Beauty Point students achieved band 6 or above in comparison to 65.2% of students across the state.

Our Year 5 Writing results were in line with the state average. Writing will be an area of focus for all year groups in 2014 to help increase student growth.

Our high Year 3 and Year 5 results in Literacy are a credit to our students and teachers.

NAPLAN Year 5 - Numeracy

Numeracy results for Year 5 students at Beauty Point School were of a high standard, compared to the state results. 71% of students achieved Bands 6, 7 and 8, the top three bands, compared to 54.2% for the state in Numeracy.

In Data, Measurement, Space and Geometry, 83.8% of Beauty Point students achieved Bands 6, 7 and 8 compared to the state result of 58.8%. In Number, Patterns and Algebra, 67.7% of Beauty Point Students achieved Bands 6, 7 and 8 compared to the state’s 53.5%.

Progress in reading

Our average growth in Reading from Year 3 to Year 5 was 116.8 points. These are excellent results. The average growth across the state was 83.2 points and 76.2 points for Northern Sydney Region. Beauty Point achieved the highest growth for schools within Northern Sydney Region.

Progress in numeracy

Student growth in numeracy was also above state and Northern Sydney Region average. Our students achieved a growth rate of 112.5 points. Compared to the Regional growth rate of 101.3 points and State growth of 88.5 points, this was a pleasing result.
Other achievements

A group of five Year 6 students won the 2013 Australian Museum University of Sydney Sleek Geeks Science Eureka Prize for primary school children with a stunning short film about friction.

Students Nathan, Reuben, Billy, Jack and Sacha beat a field of contestants drawn from across the country to take out the primary school prize, which recognises excellence in communicating scientific ideas “painless”. The students collaborated to produce a three-minute film called What Is Friction?

Sponsored by the University of Sydney’s Faculty of Science, the Sleek Geeks Science Eureka Prize, named in honour of Dr Karl Kruszelnicki and Adam Spencer, recognises short films that communicate a scientific concept in an accessible and engaging way.

Significant programs and initiatives

Live Live Well @ School

The introduction of “Crunch and Sip”, where all students have recharge break at 10.00 a.m. every morning to eat a healthy snack and drink some water, has been a successful initiative. It is part of an overall development of the PDHPE curriculum undertaken by Mrs Beynon and Mrs Ewan.

Would this be better?

Live Life Well @ School (LLWatS) is a joint initiative between the NSW Department of Education and Communities and NSW Ministry of Health that aims to get more students, more active, more often, as well as improving students’ eating habits.

The program aims to develop teachers’ knowledge, skills and confidence in teaching nutrition and physical education including fundamental movement skills as part of the K-6 Personal Development, Health and Physical Education (PDHPE) syllabus.

The school received an implementation grant of $2000 which was used to fund teacher release to develop an action plan including a revised PD/H/PE scope and sequence and introduce the Crunch & Sip program.

Vegetable Garden

Summer and Winter crops continue to be planted in our ever growing vegetable garden plots. Bunnings Balgowlah has contributed seeds, potting mixture and mulch to help maintain our expanding vegetable garden program. Senior classes and their buddy classes attend to the planting and harvesting of the crops whilst learning about the benefits of a healthy lifestyle. The school science teacher uses the vegetable gardens to plant such things as wheat to show the how flour is produced. A working bee saw the paving of the area around the plots to assist drainage and to make walkways.

The Leader In Me

In its fourth year, a major revamp of The Leader In Me was undertaken by Mrs Duffield. Leadership announcements are made in the afternoon, not in the morning. Role plays demonstrating the Seven Habits are performed by rostered classes at combined assemblies. A Gifted and Talented Art group was commissioned to paint the Seven Habits in the style of Pop Art, led by Leslie East. Street signs with the Habits on them were purchased and put up around the school, and the Citizenship award given out at K-6 Assemblies makes a specific reference to the Seven Habits.

The Mandarin Project

This year “The Mandarin Project” was introduced to all Stage 2 classes. This involves video conferencing of the lessons twice per month and face to face teaching of Chinese language and culture. A rotational system of language and culture instruction is to be introduced over a three year period involving Chinese, Japanese and Indonesian.

Accelerated Literacy

All staff have been trained in the pedagogy of Accelerated Literacy, using quality and literate children’s texts as the model for teaching Spelling and Grammar in context, and as a model for Writing. The staff were trained in ten modules over five days. Accelerated Literacy, in its focus on teaching language features in context and the use of literate children’s texts, is a very good fit for the new NSW English Syllabus being implemented in 2014. In 2014 a school wide scope & sequence will be developed to align
Accelerated Literacy texts with the new English scope and sequence.

The Learning and Support Teacher
In my role as Learning and Support Teacher this year I have focused mainly on supporting the staff in their use of inclusive teaching strategies. This has involved providing Teacher Professional Learning sessions and Staff Development days and also working collaboratively in the classroom teaching demonstration lessons and team teaching, with teachers following up the strategies during the week. The content focus has been on spelling: building familiarity with the Four Forms of Spelling Knowledge and editing; and on grammar and writing, using the Accelerated Literacy pedagogy.

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 the Hon Michael Kirby AC was welcomed to the school for the official launch of the National Aboriginal Keeping Place. This museum will celebrate Indigenous survival and provide a space for the expression of contemporary Aboriginal culture and heritage. Two students, Angus and Mathew Tyers-Halloran had requested donations in lieu of gifts for their birthday parties and were able to raise an impressive $800 for this special initiative. Next year the school will celebrate the famous artwork titled 'Fruit Bats' by Indigenous artist Lin Onus. Each classroom will be provided with a replica 'clothes line' to hang and display art works. Planning has also commenced for an Aboriginal themed play activity area for the grounds of the school.

Indigenous artworks created by the students of Beauty Point School were exhibited at the Mosman Art Gallery to much acclaim.

Multicultural education
Beauty Point School continues the Multicultural Project in partnership with the University of Western Sydney which commenced in 2012. A further funding grant of $3500 was made available to continue our project. This funding has been put towards:

- A program of staff visits to Westmead Public School (NESB 98%) in 2014 to enable staff to observe exemplary multicultural programs and allow staff to experience firsthand the ramifications and possibilities of teaching in a multicultural setting.
- “Multicultural Cafes” every second year incorporating the principles of “Imagination First” and applying the Community Engagement Tool in encouraging parental participation.
- The “Mandarin Day” project for Stage 2 and their buddy classes, featuring the construction of abacuses and calligraphy, to further the goals of the Mandarin Project.
- The incorporation of heightened multicultural perspectives into all aspects of teaching and learning at Beauty Point.

National partnerships and significant Commonwealth initiatives

- In 2014, Beauty Point Public School received an Empowering Local Schools national grant. This project funding was used to support the state-wide implementation of Local Schools Local Decisions. As part of this, teaching and administrative staff were in-serviced in the new finance (SAP) and student administration learning and management (SALM) software programs. Teaching staff were also funded to participate in the Accelerated Literacy program, which was a core component of the whole school professional learning strategy in 2014.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Ongoing analysis of student curriculum works samples and assessment results, ensuring the
improvement of student learning outcomes were achieved.

- Term reviews of the classroom curriculum programs and the whole school professional learning strategy to ensure quality teaching practice.
- Student, parent and staff survey evaluations to ensure the school priorities were achieved effectively.

School planning 2012—2014: progress in 2013

School priority 1 - Literacy
To maintain and improve a quality school-wide focus on writing skills to improve comprehension, spelling, vocabulary 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.

Evidence of progress towards outcomes in 2013:
- 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 PAT Comprehension and Reading tests in years 1-6.
- A uniform assessment task in literacy developed for each semester from K-6.
- Increased participation in the Premier’s Reading Challenge (33% participated in 2012) and Home Reading Scheme (to average 150 nights of reading per K-6 class)
- Whole staff professional learning in the Accelerated Literacy Program.
- Year 5 NAPLAN growth in Literacy – over 60% at achieving expected growth between Year 3 and Year 5 data.

Strategies to achieve these outcomes in 2014
- Stage analysis of reading and writing benchmark assessments from Kindergarten to Year 6 each term, to support differentiated curriculum design and teaching practices.
- The ongoing implementation of the Reading Project for K-6 students – ensuring one-to-one matching to instructional texts.
- School-wide consolidation of Accelerated Literacy Program in K-6 classes.
- Continuation 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 and PAT assessments.
- All children with literacy difficulties referred to the Learning Support Team and Learning and Support Teacher for assistance and continued monitoring.
- Implementing the K-6 Literacy Continuum to support the teaching of Reading, Writing, Grammar, Spelling and Vocabulary in line with the new National Curriculum.
- Updated design of the K-6 Grammar Scope and Sequence, in line with the new National Curriculum.
- Whole staff participation in the 2014 Spelling Action Learning project BPPS.
- In-depth analysis of NAPLAN results by all staff to provide evidence-informed strategies for in-class support.
- Professional learning in implementing the new K-6 English syllabus and National Curriculum outcomes.

School priority 2 - Numeracy
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.

Evidence of progress towards outcomes in 2013:
- 80% staff application of Applied Mathematics, quality pedagogy in Numeracy, higher order level use of digital and IWB resources for programming and K-6 lesson delivery.
SEN A targets for exit testing: 100% of Kindergarten at Figurative, 100% of Year 1 at Counting On and 100% of Year 2 at Facile.

60% of students in Years 3 and 5 achieving the top 2 bands in NAPLAN Numeracy.

60% of students achieving above the 60th percentile in PAT Maths assessments.

Year 5 NAPLAN growth – 60% achieving expected growth between Year 3 and Year 5 data.

Strategies to achieve these outcomes in 2014:

- Term analysis of 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 1-6.
- Ongoing professional learning in Applied Mathematics to promote quality teaching of Mathematics in all K-6 classrooms.
- The consolidation of Newman’s Error Analysis and Reciprocal Numeracy teaching strategies for Mathematics in all K-6 classes.
- Using explicit teaching strategies, classroom reflection and scripted lessons for Measurement.
- Implementing the K-6 Numeracy Continuum to ensure Quality Teaching and Consistency in Teacher Judgment.
- Increased use of differentiated assessment strategies such as digital recording, standardised and uniform stage-based assessment tasks.
- Ongoing development of explicit teaching lessons and Smartboard notebooks to increase our digital curriculum library for mathematics.

Whole school focus on differentiating Mathematical teaching strategies as part of the Team Leadership for School Improvement program.

School priority 3 – Community Engagement

To consolidate the Imagination First project and Community Engagement tools in 2013 to support student and parent engagement with The Leader in Me and Positive Behaviour for Effective Learning (PBEL) programs at Beauty Point Public School. This will improve creativity, gifted and talented strategies and peer coaching opportunities for all students, as well as increase student engagement in our school leadership programs.

Evidence of progress towards outcomes in 2013:

- The Imagination First Teacher and Student teams designing a new whole school projects for 2013, to further consolidate this innovative program K-6.
- 100% participation of elected Years 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 and staff engagement shown by a 4:1 (positive to negative) ratio on the number of students recorded receiving positive awards through House Points, White Cards, Silver Cards, Gold Cards, Principal awards or Banner Awards on Sentral Welfare.
- Positive Buddy systems K-6 that reduce the number of Bullying Complaints by 60% within the second year of implementing the PBEL and The Leader in Me programs.
- Improved staff culture and cohesion across K-6 staff, resulting in professional respect and appreciation for all staff members.
- Student attainment of school NAPLAN and assessment targets through The Leader in Me data journal process.

Strategies to achieve these outcomes in 2014:

- Whole staff training and development in the Imagination First project
- Ongoing staff participation and integration of The Leader in Me and PBEL programs into school-wide Student Welfare and Discipline systems.
• Consistency in the distribution and recording of positive behaviour awards on Sentral Welfare e.g. White Cards, Silver Cards, 7 Habits merit certificates and Principal awards.

• The consolidation of new school Leadership assemblies and news team announcements based on the 7 Habits and leadership values.

• An increase in the number of student leadership positions in Year 6.

• The active involvement of the Imagination First Student Team and Student Representative Committee to develop our whole school Imagination First projects for 2014.

• Continued staff focus on Wildly Important Goals (WIGS) meetings to support the attainment of School Plan targets.

• Whole School Implementation of Weekly Goal Setting and Data Notebooks in K-6 classrooms, as per The Leader in Me Professional learning

Professional learning

The School’s Strategic Plan and our targets for 2013 were central to the provision of Professional Learning provided for all staff members.

This year all staff were involved in a spelling action learning project, National Curriculum training, Accelerated Literacy (incorporating phase one of reading and writing strategies based on the new curriculum), and ongoing curriculum learning.

Professional Learning sessions involved the use of specialist consultants and executive mentors. All staff were involved in professional learning activities that focused on quality pedagogy, differentiated teaching strategies, and teaching strategies to improve whole school literacy and numeracy outcomes.

Teaching staff were involved in a 6-month Spelling Action Learning project led by Toni Campbell, Learning and Support teacher. It focused on the explicit teaching of spelling knowledge and proof reading and editing skills. Staff also engaged in training for the new English Curriculum, with a focus on new concepts and multimodal texts. Training in Accelerated Literacy complimented this focus by highlighting the pedagogy of teaching explicit literacy skills in context.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Students

Students believe what they are asked to do in the classroom is important (81.9%). A high number of students (93.3%) feel the school expects them to do their best. There was also strong agreement from students (93%) that they try to do their best and take pride in their learning.

A majority of students (80.3%) responded usually or almost always that their teacher tells them what they are learning and why. Furthermore, students (90.2%) feel their teacher knows what they can do and what they need to learn. This highlights the school wide focus of differentiation.

There was a strong agreement (85.1%) that what students are asked to do in the classroom is important. Furthermore, students feel teachers manage the class in a way to help them learn (81.4%).

Students are also aware of how their learning will be assessed (79.1%) and strongly feel school reports and parent interviews provide information about their learning (83%).

An improvement from the 2012 survey was teachers plan class activities that are interesting and help students learn. 84.4% of students responded always or usually with only 15.6% responding sometimes or rarely compares to 25% in 2012.

A continued focus for 2014 will be the use of reciprocal teaching strategies in the classroom to balance individual and group work activities. 71.4% of students feel there is a balance however 28.6% believe group work is used rarely or sometimes.

Also, 75.7% of students highlighted that they use the 7 Habits in the class and playground, which indicates the successful continuation of The Leader In Me program.
Parents

28.6% of parents responded to the survey about school management at Beauty Point Public School. The following results show parent perception in each criteria of the survey:

**Learning Environment** – 89.7% strongly agreed teachers provide class activities that are interesting and appropriate to student’s needs and abilities. Furthermore, 91.4% believe what students are asked to learn is important. 84.5% of parents agree that teachers manage their class to maximise student achievement.

**Student Engagement** – 86.2% of parents agree that students have access to good equipment to help learning. Parents believe (89.7%) that class teachers have a strong understanding of their child’s strengths and areas of development. 81% of parents feel that teachers try to provide learning experiences that are new and different.

**School Expectations** – 87.9% of parents strongly agree that the school expects students to achieve to the best of their ability. Additionally, these parents feel that students at Beauty Point demonstrate pride in their learning.

**Communication of student achievement** – 77.6% of parents feel the school provides clear information about student achievement through the school’s reporting process. An area for improvement is parents and students understanding of how students’ learning will be assessed as only 62% responded almost always or usually.

**Valuing Staff** – 82.8% of parents feel teachers work collaboratively, sharing ideas about teaching and learning with other teachers.

Teachers

During Term 4, all teachers participated in the Classroom Conditioning survey, which analyses 6 educational practices relating to quality teaching. The percentage of teachers responding “Nearly Always”, “Often”, “Sometimes” and “Rarely” to the survey is shown below:

**Authentic Relationships** – 91% of teachers responded ‘nearly always’ or ‘often’ to this area of classroom practice, demonstrating teachers’ dedicated commitment to providing a harmonious learning environment for all students.

**Setting clear boundaries and expectations** – 100% of teachers feel they set clear boundaries and expectations for student behaviour. Staff also strongly believed they used active management strategies to create and maintain an appropriate and positive classroom environment. This highlights the successful use of PBEL strategies aligned with The Leader In Me values, which will continue to be a focus in 2014.

**Planning for teaching** – Teachers feel they build variety into lessons and employ strategies that allow students to find meaning in lessons with 91% responding ‘nearly always’ and ‘often’. These improved results are linked to the enhanced focus on collaborative planning and providing curriculum differentiation.

**Teaching repertoire** – 100% of teachers indicated that they employ various teaching strategies or models within their lessons and consistently reflect on their classroom practice. Action learning projects and collaborative planning sessions have provided teachers with the skills to trial and refine new teaching models in their classroom.

**Pedagogical partners** – 81.7% of teachers agree they discuss teaching strategies and classroom application. 90.8% if teachers agree on standards used to assess student progress as a result of employing a range of teaching methods. An area for improvement will be engaging in mutual observations and partnership teaching during lessons, with only 54.5% of teachers agreeing they establish explicit teaching based on new teaching strategies. It will be important to incorporate Accelerated Literacy teaching strategies and the new English curriculum in 2014.

**Reflection on teaching** – All teachers indicated (100%) that nearly always or often that they employ effective strategies for reviewing progress and the impact of classroom innovation on students. Teachers are widely involved in the process of data collection and use systematically collected classroom-base data to in their decision making.
Future directions
The school will continue to focus on providing quality learning opportunities for all students across the curriculum. We will specifically address the feedback presented by our students, parents and teachers to show improvements in our educational management and practices in 2014.

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.

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.

Shanti Clements Principal
Kevin Gallagher Assistant Principal
Danni Duffield R/Assistant Principal
Adam Baker R/Assistant Principal
Mandy Sigaloff P & C President
David Rutter School Council President

School contact information
Beauty Point Public School
17 Medusa Street, Mosman 2088
Ph: 9969 4260
Fax: 9968 1210
Email: beautypt-p.school@det.nsw.edu.au
Web: www.beautypt-p.schools.nsw.edu.au
School Code: 5212

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: http://www.schools.nsw.edu.au/asr