



2020 Annual Report

Beecroft Public School



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Introduction

The Annual Report for 2020 is provided to the community of Beecroft 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.

School contact details

Beecroft Public School

98 Beecroft Rd

Beecroft, 2119

www.beecroft-p.schools.nsw.edu.au

beecroft-p.school@det.nsw.edu.au

9484 8844

School vision

To strive for continual improvement and excellence for every student in an environment which values inclusion and connectedness within the whole school community. Students will celebrate and value high levels of personal success by being authentically engaged, challenged and self-regulated learners. Dynamic and high quality teachers and leaders work in collaboration to provide innovative, future-focused and supportive learning environments for every student.

School context

Beecroft Public School is located in the Metropolitan North Operational Directorate with a student population of 898, including 63% who have English as an additional language or dialect. The school has a proud record of high academic achievement across all Key Learning Areas. The school has two opportunity classes for gifted students.

High quality curriculum provision, differentiation in literacy and numeracy underpinned by formative assessment practices are key drivers of school growth. The school continues to deliver a balanced education with opportunities in performing and creative arts, debating, chess and sport, including PSSA.

Parents and the community are actively involved in our students' education, support school programs and are proud of the school's achievements. The P&C operates a wide variety of additional services to the students and community, including the Arts and Crafts, Band and Strings' programs, the canteen, school banking, uniform shop and the greening group.

The broad base of educational opportunities offered at Beecroft Public School contributes to our whole of department mission 'to prepare young people to lead rewarding and productive lives in a complex and dynamic world.'

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in Learning

Purpose

To maximise all student learning through high quality teaching, curriculum planning and assessment that promotes learning excellence and responds to student need. An innovative learning environment will enhance student engagement.

Improvement Measures

All Year 5 students to meet or surpass their expected growth in NAPLAN writing.

To increase the number of students performing in the proficiency bands in writing by 5% each year (2017: Year 3 - 78%, Year 5 - 49%).

80% of students achieve at or above their literacy learning progression expectations in the area of writing.

95% of students achieve at or above their numeracy (EAS 2017 data) learning progression expectations.

100% of teaching and learning programs and practices reflect current syllabus and NESA requirements.

Overall summary of progress

Through ongoing school evaluation of teaching and learning priorities our focus shifted and evolved over the period of the plan. When analysis was conducted against the student performance measures it was evident that targeted differentiation to enhance performance in the top two bands in both Reading and Numeracy would be an area for explicit focus in the new school plan. Target areas in Reading and Numeracy have been identified through analysis of existing external and internal data and will be a focus for whole school professional learning.

Progress towards achieving improvement measures

Process 1: High Quality Curriculum Delivery

Teachers and leaders are committed to high quality curriculum delivery with a focus on formative assessment, explicit teaching and evidence-based pedagogy.

Evaluation	Funds Expended (Resources)
<p>Question: What did we learn about the delivery of high quality curriculum in English and Mathematics and what impact did this have on students?</p> <p>Data Source: Program review, teacher performance and development planning, collaborative planning days, reading pod, check-in assessment data 2020, NAPLAN data 2019, reading benchmark data.</p> <p>Analysis: Beecroft PS students consistently achieve high results in English and Mathematics. There was a correlation between the Check-in and NAPLAN results as well as school-based assessment data that highlighted specific focus areas. In reading, student results show a relative weakness in vocabulary, comprehension and fluency. In mathematics, student results show a relative weakness in measurement and geometry strands and working mathematically skills.</p> <p>Teachers are beginning to refer to and embed the five elements of reading instruction to address improvement areas including fluency, vocabulary and student comprehension. Teachers are beginning to adapt their pedagogy and teaching and learning cycle in Mathematics</p> <p>Implications:</p>	<p>Literacy Consultancy - \$7,500</p> <p>Executive Mentoring - \$5,600</p> <p>Course related fees - \$12,000</p> <p>Casual Relief Days - As per QTSS funding table</p> <p>Professional Learning Funds Total - \$51 632</p> <p>Professional Learning Texts - \$5575</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$51632.00)

Progress towards achieving improvement measures

Through our consultation and planning process considering all the evidence it was determined that the school needs to continue to develop a shared vision of reading and numeracy instruction and move from theory to practice. Teaching will be built on: strong formative assessment processes, collaborative analysis of student data, responsive differentiated teaching, consistent pedagogy K-6 that addresses CESE's *Five elements of effective reading instruction* and CESE's *What Works Best: Update 2020*.

Process 2: Differentiation

All individual students are challenged through differentiated curriculum that leads to high engagement and improved learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Question: How are assessment practices driving differentiation to improve student outcomes?</p> <p>Data Sources: Scope and Sequence review, collaborative planning days, check-in assessment data 2020, NAPLAN data 2019</p> <p>Analysis:</p> <p>The Numeracy planning and consultation process: Teacher representatives from each grade took part in a series of reflection and planning days to analyse student growth and attainment in Numeracy and used key documents and research to facilitate looking inwards, outwards and forwards. Teachers shared SCOUT data and internal assessment data and discussed the implications with reference to Beecroft's Numeracy targets. Using the SEF and CESE's <i>What Works Best</i> to frame the discussion, the Numeracy teams shared and reviewed current teaching, learning and assessment practices K-6.</p> <p>Broadly speaking, students possess strengths in Number that support their overall engagement and achievement in Mathematics. Throughout the school, groupings are used during Mathematics lessons to cater for the range of abilities in every class. There are a broad array of achievement levels in every grade with students working beyond and below grade expectations. Many grades have moved towards a fortnightly programming model that utilises pre- and post-testing to support explicit teaching and targeted differentiation. This is well-established in Year 5, and in 2020 both Year 3-4 and Year 1-2 have also trialed this model.</p> <p>Assessment is seen by teachers as purposeful to decide on next steps in teaching and learning. Teachers are focusing on students' mindsets to address motivation and effort.</p> <p>Implications:</p> <p>Through our consultation and planning process considering all the evidence it was determined that the school needs to continue to develop a shared vision of numeracy instruction and move from theory to practice. The teaching of numeracy will be built on: strong formative assessment processes, collaborative analysis of student data, responsive differentiated teaching, consistent pedagogy K-6 that addresses Visible Learning, CESE's <i>What works best: update 2020</i>, Lyn Sharratt's <i>Clarity - What matters most in learning, teaching and leading</i> and Dylan William's <i>Embedding Formative Assessment</i>.</p> <p>To embed an overarching school philosophy will require:</p> <p>-A shared vision for Numeracy across the school through a review of the K-6 Scope and Sequence, including a planned approach to assessment K-6 and ongoing collaborative analysis of student achievement data. Ensure</p>	<p>Mathematics Planning Days x3 - 16 casual release days = \$8800</p>

Progress towards achieving improvement measures

emphasis on Measurement and Geometry strands and focus on mathematical language, working mathematically, and conceptual links and progression of learning.

-Documentation of systems and structures to reflect the school pedagogical approach K-6 and track/monitor students achievement K-6 (this may look different between stages but transfers smoothly across) - collaboration within grade and stage teams, ongoing professional learning through shared use of best practice documents, duration and frequency of maths instructions, programming storage guidelines, regular auditing of high quality and engaging maths resources (concrete and digital).

-Working Mathematically considerations - problem-solving, communicating and reasoning (literacy and comprehension), integration of mathematical skills and concepts through problem-solving (Kindy - maths play measuring cups, play clocks, play money and calculators and cash register, Year 1-6 fortnightly problem-solving focus).

Short term goals - Share Data with all staff - Mathematics Scope and Sequence to trial for 2021 K-6 - Sharing practice through planned classroom observations (encouraging teachers to arrange to observe colleagues Numeracy teaching).

Process 3: Learner focused design

Students are confident and creative individuals who are engaged and connected with their learning through innovative use of resources and teaching practices.

Evaluation	Funds Expended (Resources)
<p>Online platforms for learning became a driver of innovation due to the need for learning from home in the context of COVID-19. The significant expenditure on purchasing laptops for in-class use enabled the loaning of devices as needed during the learning from home period.</p> <p>Please refer to the evaluation surveys in the parent/caregiver satisfaction section of this report.</p>	Educational Technology \$144,062

Strategic Direction 2

Excellence in Teaching

Purpose

To enhance teacher practice through collaboration and self-reflection. Deep knowledge and understanding of visible learning pedagogy will be embedded in teaching and learning. The capacity of staff to lead and mentor, share and develop expertise at all career stages will enhance professional growth.

Improvement Measures

Instructional and mini rounds data will show evidence of formative assessment strategies in all classrooms.

Increased use of formative assessment strategies.

Increased number of teachers achieving higher levels of accreditation.

Embedded systems of self reflection (Performance and Development Plans PDPs, Collaborative Program Policy and Instructional Rounds) are evident.

Overall summary of progress

Through ongoing school evaluation of teaching and learning priorities our focus shifted and evolved over the period of the plan. Collaborative inquiry and formative assessment were the pivotal focal points of staff professional development. To address identified arising student and staff needs in the school, we considered CESE's *What Works Best: update 2020* and *What works best in practice*. These guides provide practical strategies for translating educational theory into classroom practice. To drive instructional shifts we have drawn on up to date research in effective professional learning and through the School Improvement Plan we will embed the Spiral of Inquiry process and continue to draw on Lyn Sharratt's *Clarity* and Dylan William's *Embedding Formative Assessment*.

Progress towards achieving improvement measures

Process 1: Reflective Practice

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Evaluation	Funds Expended (Resources)
<p>Question: How have sustained collaborative inquiry models of professional learning supported teacher and student learning and growth?</p> <p>Data Sources: collaborative planning evaluation, PDPs, Reading Pod evaluation, Case Management data, check-in assessment data 2020, NAPLAN data 2019, reading benchmark data.</p> <p>Analysis:</p> <p>The Reading Pod Spiral of Inquiry process commenced this year, using current research to engage all Class Teachers in rigorous conversation about the teaching of Reading at Beecroft PS. This provided ongoing collaborative team-driven professional learning (following the spiral of inquiry framework), which included: reading current research; collegial discussion; reflecting on the teaching of reading and student achievement within classes/grades; and compiling student case management documents for our identified target students (approach based on Lyn Sharratt's <i>Putting Faces on the Data</i>). The continued aim is to build capacity and consistency across the school through the strategies and systems in place to assess and teach reading. In Term 4 2020, support was given for the collation of comprehensive baseline data through 1:1 professional support and mentoring for benchmarking across</p>	<p>Educational Research Texts: \$5575</p> <p>Literacy Assessment Kits: \$3499</p> <p>Literacy Assessment PL course fees: \$1303</p> <p>Reading Pod Leader Planning Days x3: \$11,550</p> <p>PDP Conversation Days x3: \$1650</p>

Progress towards achieving improvement measures

Stage 1 and Stage 2 (with some expansion into Kindergarten and Year 5). K-2 used the PM Benchmark Kit and procedures and identified staff, including early career teachers, received additional training workshops. Years 3 and 4 adopted the Fountas and Pinnell Kit and staff participated in training.

The 2020 Reading Pod Leaders for each grade took part in a series of reflection and planning days to analyse student growth and attainment in Literacy and used key documents and research to facilitate looking inwards, outwards and forwards. Teachers shared SCOUT data and internal assessment data and discussed the implications with reference to Beecroft's Literacy targets. Using the SEF and CESE's *What Works Best: 2020 update*, *What works best in practice* and *Effective reading instruction in the early years of school* to frame the discussion, the Reading Pod Leaders shared and reviewed current teaching, learning and assessment practices K-6, in order to identify short, medium and long term goals.

Implications:

Through our consultation and planning process considering all the evidence it was determined that the school needs to continue to develop a shared vision of reading instruction and move from theory to practice. The teaching of reading will be built on: strong formative assessment processes, collaborative analysis of student data, responsive differentiated teaching, consistent pedagogy K-6 that addresses CESE's *Five elements of effective reading instruction*.

To embed an overarching school philosophy will require ongoing professional dialogue in Grade Teams/Reading Pods/Consistent Teacher Judgement meetings, sharing and observation of teaching practice (demonstration lessons, lesson studies, observations, rounds or team-teaching), K-6 assessment schedule. Longer term, the aim will be to establish documented systems for programming and tracking student progress K-6.

Implications for teaching: explicit teaching to support comprehension, fluency, vocabulary and EALD learners.

Process 2: Visible Learning:

A whole-school approach ensures the most effective evidence-based teaching methods, including individual goal setting, formative assessment and feedback, are used to improve learning for all students.

Evaluation	Funds Expended (Resources)
<p>Question: How does embedded formative assessment and specific teacher to student feedback improve student growth?</p> <p>Data Sources: PDPs, Professional Learning Evaluations, formative assessment evaluation, student achievement data.</p> <p>Analysis: Teachers and leaders sustained the work in formative assessment from 2019. New staff were inducted into school practices and the research of Dylan William through a 'taster day'. This introduced them to the research in "Embedding Formative Assessment" with a practical focus on teacher to student feedback.</p> <p>Staff survey responses with regards to efficacy with Visible Learning indicate that many strategies are being implemented such as Learning Intentions and Success Criteria, exemplars and exit slips, however there is still further work and professional development to be done. This staff survey assisted with strategic planning for teacher professional learning going forward.</p> <p>Implications:</p>	<p>Visible Learning Induction for new staff x4 casual days (\$2200)</p> <p>Leading Visible Learning professional learning at Cheltenham Girls High School</p>

Progress towards achieving improvement measures

Visible Learning continues to be an important focus and this will be sustained through Reading Pods and Mathematics initiatives with a particular emphasis on building success criteria and identifying individual student goals.

Stage teams have also continued work towards a K-6 Assessment Schedule in Reading and Mathematics that incorporates ongoing formative assessment and consistent teacher judgement meetings.

Strategic Direction 3

Wellbeing and Community Connections

Purpose

To ensure every student is known, valued and cared for in our school community. A strategic and planned approach will develop whole school wellbeing processes to support all students so they can connect, succeed, thrive and learn.

Improvement Measures

- 90% of students report positive engagement in school welfare based programs in Tell Them From Me (TTFM).
- 100% of teachers are delivering explicit lessons on social and emotional learning capabilities each year.
- Regular, high quality and needs-based parent/carer information sessions are held on topics related to student wellbeing, success, progress and achievement in learning.
- Students, teachers and parents have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing.

Overall summary of progress

The Wellbeing planning and consultation process: Teacher representatives from each grade, as well as the Learning and Support Teacher and Deputy Principals, took part in evaluative processes to analyse current wellbeing practices and align these to the SEF. A shared understanding of wellbeing was established to springboard into the evaluation and engage in reflective practices through a similar lens. The Wellbeing Framework and CESE's What Works Best in Practice document underpinned discussions and provided a benchmark to analyse current systems, processes and practices. Scout data was closely examined and internal assessment data, including the Tell Them From Me Survey, supported the team to identify current practices, evaluate the effectiveness of these practices and make an on-balanced judgement and justification. It was from here that we were able to determine areas of focus and identify 'A Planned Approach to Wellbeing' as our key focus area.

Progress towards achieving improvement measures

Process 1: Wellbeing

A whole school integrated approach to student wellbeing will enhance the students' ability to connect, succeed and thrive at each stage of learning.

Evaluation	Funds Expended (Resources)
<p>Question: How did the school cater for students with additional needs in social and emotional learning?</p> <p>Data: Google surveys and check-ins, learner profiles, Zones of Regulation, Personalised Learning Plans, P&C Parent Information evening (Big Feelings), Sue Larkey professional learning.</p> <p>Analysis: Tracking and monitoring systems are being established to support teachers in collaboratively identifying, documenting and catering for the specific needs of students. Through targeted professional learning (including specialist consultation), teacher confidence in implementing a variety of targeted strategies and interventions improved.</p> <p>Social and emotional programs such as Zones of Regulation have provided targeted support for students and communication about students' welfare needs at stage and whole school levels and engaged all staff in addressing the individual needs of students.</p> <p>Implications:</p> <p>A key focus area is to continue to develop a planned approach to wellbeing</p>	<p>Autism Spectrum Disorder PL (Sue Larkey) whole school twilight sessions - course fees - \$4500</p> <p>Professional Learning/Mentoring Learning and Support - PLP Days x 12 (\$6600)</p>

Progress towards achieving improvement measures

with particular emphasis on continuing to establish consistent and clear tracking and monitoring systems. An overarching planned and tiered approach will provide a strong, positive foundation for all students and families and effectively identify and address the additional need of students.

Process 2: Community Connections

Trusting and respectful relationships with parents and the wider school community will continue to grow and enhance community confidence in public education. Beecroft Public School will continue to nurture, guide, inspire and challenge every student.

Evaluation	Funds Expended (Resources)
<p>Question: In light of the COVID-19 restrictions, how did the school continue to foster community connections and confidence.</p> <p>Data: Google Classroom and check-in data, parent and student surveys, online communication platforms (e.g. school enrolment hub, virtual Presentation Day assembly)</p> <p>Analysis: Community connection was enhanced as parents had greater insight into their child's learning and wellbeing when face to face options were not possible. Teachers embedded aspects of these online communication platforms into day to day teaching when onsite face to face teaching recommenced due to this positive impact it had on teaching and learning and student wellbeing.</p> <p>Staff worked collaboratively to ensure strong communication channels were established and routine school events such as parent teacher interviews and Silver assemblies were still possible albeit through a different channel. Adapting regular school routines and structures to ensure community connections were maintained assisted the school to foster community confidence.</p> <p>Implications: The school will continue to explore and embed online platforms of communication that provide positive and successful connections for students and parents. Fostering strong community connections will continue to be a priority for the school.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>\$2049 (Aboriginal Background Flexible Funding)</p> <p>Professional Learning x 4 Teachers (course fees \$200, casual release \$2200)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$2 049.00) Professional learning (\$351.00) 	<p>Personalised Learning Pathways were developed for each Aboriginal student in consultation with the class teacher, parents and students and where appropriate the Learning and Support Team. Plans identified individual and caregiver goals for each student. The plans were reviewed to maximise their effectiveness.</p> <p>Teachers attended Professional Learning to enhance their understanding of Aboriginal Perspectives.</p>
<p>English language proficiency</p>	<p>2.6 FTE English as an Additional Language or Dialect (EAL/D) Teacher \$284,398</p> <p>Additional staffing \$38,309 (EALD Flexible Funding)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$322 707.00) 	<p>Equity funding was used to employ EAL/D specialist teachers. Students were supported to access the curriculum both in classrooms and through withdrawal groups, where appropriate. As a result, all students progressed on the EAL/D scales. This support involved programs based upon vocabulary, parts of speech, sentence structure, reading, comprehension and writing.</p> <p>The EAL/D teachers worked collaboratively with a stage team, as both participants and mentors, within literacy professional learning and programming across the year. EAL/D teachers began mentoring class teachers in using the EAL/D progressions to assess the needs of EAL/D students within the classroom. The team also developed a new onboarding process for EAL/D students and data collection system.</p>
<p>Low level adjustment for disability</p>	<p>0.6 FTE Learning & Support Teacher \$65,630</p> <p>0.2 FTE Learning & Support Teacher \$21,876 (Literacy and Numeracy Intervention)</p> <p>1 x 1.0 FTE & 4 x 0.5 FTE School Learning and Support Officers: Integration Funding (5 students) / Flexible Funding / School-based Funding</p> <p>Multilit and Minilit resources - \$392</p> <p>(P&C Funded \$15,000 Multilit)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Literacy and numeracy (\$21 876.00) Low level adjustment for disability (\$56 695.00) Integration funding support (\$83 906.00) 	<p>Personalised Learning Plans were developed for students requiring additional support. PLPs were created in consultation with students, staff, caregivers and where appropriate, other specialist providers. PLPs were used to guide and target the support delivered by the SLSOs and were monitored and adjusted according to the changing needs of the students. In 2020, twenty students participated in the MiniLit program in Stage 1 and eleven students participated in the MultiLit program in Stages 2 and 3 assisting them to further access the mainstream classroom curriculum.</p> <p>Significant professional learning for teachers and SLSO's in catering for students with Autism Spectrum Disorder, allowed for the successful participation of students with ASD in the mainstream classroom program. The continuation of Playspace and the Zones of Regulation small group intervention program has provided physical spaces and opportunities for students to develop strategies that encourage self-regulation with the support and guidance of specialist staff.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>0.8 FTE Executive Relief Casual relief x 140 QTSS Total - \$159,372</p>	<p>Quality Teaching, Successful Students (QTSS) funding was utilised to employ casual teachers to release teams of teachers to work collaboratively with their teams in both English and mathematics. Staff participated in professional learning that allowed them to develop a deep understanding of syllabus content, in both English and Mathematics. Teachers participated in sustained collaborative professional learning around reading instruction and developed assessment strategies in English and Mathematics to measure and monitor student progress for effective, targeted differentiation. Professional learning projects in both English and Mathematics will continue in 2021.</p>
<p>Socio-economic background</p>	<p>Allocation towards School Learning and Support Officers \$4,450 (Equity - Flexible Funding)</p>	<p>As per Low level adjustment for disability funding.</p>
<p>Support for beginning teachers</p>	<p>3 x Beginning Teachers Support Funding - First Year</p> <p>5 x Beginning Teachers Support Funding - Second Year</p> <p>Beginning Teachers Support Funding Total - \$66,674</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$66 674.00) 	<p>Three beginning teachers received first year funding and five teachers received second year funding. Support strategies were negotiated and included timetable concessions, enabling the beginning teacher to also work with their identified mentors. Beginning teachers participated in significant professional learning. Teachers were supported in relation to student wellbeing, programming, assessment and reporting, including the use of formative assessment strategies to guide and inform their teaching.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>0.4 FTE EAL/D Teacher for the New Arrival Program</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$42 325.00) 	<p>An additional EAL/D support teacher was provided for students who qualified for the refugee and new arrivals program. This involved supporting students in developing functional communication and literacy skills.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	412	416	421	438
Girls	436	447	469	458

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.9	96.5	97.2	96.4
1	95.9	96.7	95.2	95.4
2	96.5	95.8	96.7	94.5
3	96.4	96.8	95.3	94.8
4	96	96.3	96	94.6
5	96.5	96.4	96.4	95.8
6	95.9	94.5	94.2	93.6
All Years	96.3	96.1	95.8	95
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	33.37
Literacy and Numeracy Intervention	0.8
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	5.17

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,139,535
Revenue	9,503,997
Appropriation	7,085,413
Sale of Goods and Services	146,945
Grants and contributions	2,267,019
Investment income	4,538
Other revenue	83
Expenses	-8,416,141
Employee related	-6,508,012
Operating expenses	-1,908,129
Surplus / deficit for the year	1,087,856
Closing Balance	2,227,391

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The closing balance in the financial summary reflects funds that have been allocated to three major capital works projects.

\$1,600,000 - BOOSH building redevelopment

\$200,000 - Climbing playground

\$180,000 - Metro Renewal Program - School contribution to toilet refurbishments

The total amount of \$1,980,000 will be transferred to the Department's Asset Management Unit in Term 1 2021.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	62,726
Equity Total	451,532
Equity - Aboriginal	2,049
Equity - Socio-economic	4,450
Equity - Language	322,707
Equity - Disability	122,326
Base Total	5,795,122
Base - Per Capita	214,049
Base - Location	0
Base - Other	5,581,073
Other Total	505,026
Grand Total	6,814,406

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - 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. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Education in 2020 was shaped by the COVID-19 pandemic and the ability of all schools to transition rapidly to the learning from home model. The learning generated from this period, at both a school and system level was significant. Beecroft Public School surveyed parents and staff to seek feedback regarding their experiences throughout this time.

For many students and their families, the learning from home experience was a positive one. 'Learning from home' allowed for many families to get a closer insight into their child's learning performance and academic interests. Some students thrived working independently, however many students missed the structure of school, the guidance of their teacher and the friendship of their peers. Equally, many parents felt stretched between the competing priorities of work and school.

A number of themes were repeated throughout the survey. The most common themes included:

- Parents/carers had a much greater understanding of the syllabus content and their child as a learner, in particular, their own child's strengths and needs in literacy and numeracy.
- Parents/carers learnt more about their child's learning behaviours, interests and passions. Parents described how persistent, diligent, curious or resilient their child was or whether they quickly gave up when the work became more difficult.
- Parents/carers value the explicit instruction and feedback that teachers are able to provide on a daily basis and reported that these aspects of face-to-face teaching were difficult to replicate at home.
- Children missed their teachers, friends and the social aspects of school.
- The majority of senior students were more self-directed and independent in their use of the online learning platform. The younger students required intensive one-to-one support in order to be successful in their learning at home.
- Parents appreciated the quick production of the online learning platform, however, in some cases the complex nature of accessing the various platforms caused frustration.
- Parents highlighted the demanding and complex role of the teacher and said that they were both incredibly grateful to their child's teacher but also had a new found appreciation for teachers across the board.
- Parents/carers and teachers rated the partnership between home and school as essential to a child's success at school. Where strong communication had been established between the teacher and the parents there was high levels of satisfaction.
- Parents/carers valued the email and telephone contact that was made by teachers to parents during the 'learning from home' period. Parents/carers also highly valued the ability to see firsthand how well their child was doing with their learning in 'real-time' rather than waiting for a semester report or parent-teacher interview.
- Teachers reported they had innovated and collaborated in ways they never had before. Teachers utilised videoed lessons, online tools and apps to support their online lessons.
- Teachers trialed the use of ZOOM, TEAMS and Google classrooms and continued using these after students returned to school.

Student voice has been sought to shape many aspects of our students' experiences at school. In 2020, the students gave feedback through the SRC related to improvements to the playground and outdoor learning spaces, including activities that they valued. A workshop and student focus groups were conducted where student leaders gathered information and provided input into the design characteristics and activities for a new playground. The feedback from these workshops included:

- Elements of the local natural environment should be reflected in the design.
- Students wanted opportunities to climb, move and explore in free-flowing ways, in preference to using playground equipment that restricted movement to a prescribed pathway.
- Students requested safe and calm quiet areas to enjoy socialising, playing games and eating their morning tea and lunch.

Teachers provided feedback throughout the year through the ongoing evaluative processes embedded within strategic direction initiatives. This feedback helped to shape and change the course of these initiatives along the way. Summative feedback regarding the whole-school teacher professional learning collaborative inquiry process was collated through a 'celebration of learning event' where teachers worked in mixed groupings to share and document their feedback.

Findings from the 'celebration of learning' event included:

- Teachers continued to find the inquiry-driven professional learning 'reading pod' process as a valuable tool for collaboration.
- The case-management approach was acknowledged as a useful process for collaborating with colleagues and determining next steps in teaching for identified target students.
- Teachers were appreciative of the professional learning in conducting and utilising the data from running records (PM benchmarking and/or Fountas and Pinnell). Teachers highlighted the value of employing running records as a quality formative assessment tool. Teachers were keen to continue building on this knowledge in 2021 and to explore time efficient and streamlined systems for implementing running records.
- Teachers are seeking to build on their theoretical learning and collegial discussions by having more structured opportunities to see expert colleagues in action in their classrooms as a tool for enhancing and reflecting on their own teaching practice.

- Teachers believed that strengthening feedback processes between colleagues would enhance teacher growth and improvement and was a natural next step for the school's professional learning focus.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.