

2020 Annual Report

Beresfield Public School



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Introduction

The Annual Report for 2020 is provided to the community of Beresfield Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

This year began with the drought, and then the bushfires. Then we had to deal with a little thing called a pandemic. COVID-19 has of course affected all our lives, and just before Easter it forced schools to start remotely teaching. This was challenging for all, but also presented some opportunities.

Beresfield seized the moment to invest in technology resources, and build capacity in our staff to learn more in utilising this technology, to support learning at home and at school. The students returned mid Term 2, and we did our best to get back to business-as-usual. However, we were without our annual community events, parents in the school, sports events or NAPLAN.

It did teach us how to be resilient, how to adapt, and how to properly wash our hands - often!

At least the rain is now falling more regularly!

We have been led this year by a terrific group of Year 6 students. We wish them well in their future endeavours in high school and beyond.

Thank you to our P&C who have worked hard to make things better for the students and supported us in so many other ways.

And lastly, thank you to all parents and community for your continued support and participation in our school.

Message from the students

Our 2020 student leaders share their perspective of their journey at Beresfield Public School.

Lyla Markowsky - Prefect

In Year 4, we went to the Great Aussie Bush Camp. We had lots of fun activities, we experienced canoeing, went to the sand dunes and travelled on the flying fox. The worst part of camping is sleeping on a thin mattress which is on a concrete floor. At night, the water soaked through the tent. Therefore, sleeping was quite uncomfortable. I know teachers put a lot of time in preparing excursions and we are grateful for the memories.

Emity Beeching - Prefect

Leadership has enabled me to have a say and share my thoughts. Organising our Personal Assistant for the day was fun. Being part of a Leadership Team is not just about having fun. We have responsibilities to our school and I have strived to be that best leader I can be. Thank Beresfield Public School for giving me the opportunity.

Layla Smith - Prefect

Our Bathurst Excursion is the most memorable as there has been lots of laughs and wonderful memories that I will cherish. You can always rely on teachers to teach well, however seeing them do First Aid can be a one off to personally see. I remember when a student was choking on an apple and Mrs Evans saved his life. Teachers here bring their best to our education and much more.

Oliver Gilson-Urquhart - Prefect

Being a leader comes with responsibility. Part of that is accepting the changes and challenges in our COVID year. I believe that as leaders we have worked together as a team to make decisions, accept that our Leadership year didn't pan out as we had thought - however, we have had opportunity to lead and I am grateful for that.

Zayne West - Vice-Captain

We have all come so far from Kindergarten. I will never forget the past seven years that I have had at Beresfield Public School. This school have all made my sporting dreams come true and my learning goals achievable. I remember scoring my first goal in Year 1 and I was on top of the world. Moral to my story, always persevere to achieve any goal.

Charlie Bristow - Captain

I would like to thank all of the lovely teachers for making me the person I am today. As a leader I have learnt to challenge myself. Getting to know each student at Beresfield Public School has been a major goal for me. I know the 2021 leaders next year will do a phenomenal job being prefect, vice-captain or captain. A really big thank you to Mrs Evans for helping me achieve any goal I have set.

School vision

Beresfield Public School engages students, parents and the community in a shared learning experience. We enable our students to become successful learners, confident and creative individuals, and active and informed citizens through equity and excellence in education. This vision is underpinned by our core values of respect, responsibility and achievement.

School context

Beresfield Public School is located in between Maitland and Newcastle. A medium-sized school, with an enrolment of approximately 300 students, it offers a full and varied curriculum which includes the core key learning areas, sport, performing arts, technology and values education. In addition to 13 mainstream classes the school has 3 support classes for students with multi-categorical disabilities from the wider local area. There is active involvement by many parents/caregivers, especially through the school's P&C. The school buildings, built over time since the establishment of the original school in 1883, are situated on land enclosed by four roads. Before and after school care is offered on the school site. A significant number of our students come from families with a low socio economic background and approximately 14% of our students identify as Aboriginal or Torres Strait Islanders. Beresfield Public School prides itself on being an inclusive and supportive learning environment. Our students experience quality literacy and numeracy programs from Kindergarten to Year 6. Beresfield Public School is proud of its outstanding staff who work closely with parents and the wider community to offer the best education to our students. Beresfield Public School has had a major focus on pedagogy and building a productive learning environment during the last few years. Over the next three years, the school intends to extend the model of systematic and explicit delivery of literacy and numeracy underpinned by quality teaching. The school is investing in upgrading its technology throughout the school so that interactive learning can be utilised thoroughly across the curriculum.

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

Strategic Direction 1

To create a culture of high expectations

Purpose

When students have high expectations, receive specific and timely feedback, and see effort as a positive behaviour, they seek more challenging SMART learning goals, which results in higher academic outcomes.

Improvement Measures

In the TTFM survey, students at Beresfield equal or better the state norm in aspects of Expectations for Success (-0.3), Positive learning climate (-0.8), Rigour (-0.4), and Effort (-2%). (2017 difference in scores in brackets)

Progress towards achieving improvement measures

Process 1: Challenging SMART Learning Goals

Research, develop and implement a school-wide system to set monitor and evaluate challenging SMART learning goals for students.

Evaluation	Funds Expended (Resources)
This year the focus was on the process of providing quality feedback by both teacher and student. The learning gained from the process of quality feedback will be applied to the context of goal setting.	

Process 2: Quality Feedback

Staff undertake professional learning on staff/student feedback that is specific, timely and praises effort.

Evaluation	Funds Expended (Resources)
<p>Over the last two years, Beresfield has used Teaching Sprints as a vehicle to build capacity in its teachers to develop quality written feedback to students in Writing. A series of 3 sprints were delivered in 2019 with a fourth planned for 2020. Unfortunately, COVID interrupted plans for 2020 and the final sprint about student-to-student feedback was not delivered.</p> <p>Teachers at Beresfield have a more thorough knowledge of feedback. They are aware that:</p> <ul style="list-style-type: none">• feedback should be derived from Learning Intentions and Success Criteria• it is more effective to praise effort rather than intellect• effective feedback is more work for the student than the teacher• effective feedback should inform the student of where to next• the display of exemplars assist students in improving their writing. <p>Most professional learning was done in 2019, with 2020 allowing teachers to embed their new learning and practices. Evaluations from an internal survey and the TTFM survey suggest that there is more learning and embedding to do yet to ensure that practices are effective and embedded.</p>	

Strategic Direction 2

To improve Literacy and Numeracy

Purpose

We are continuing to utilise professional learning to focus on collaboration and evidence-driven pedagogy to further improve student results which are equivalent or better compared to the state mean.

Improvement Measures

To increase the percentage of students who display greater than average growth between Years 3 and 5 in Literacy and Numeracy in NAPLAN. (2015- 2017 average growth 62% Literacy and 71% Numeracy)

In Literacy 80% of Kinder, Year 1 and Year 2 students will achieve L3 monitoring levels for reading. (Kinder- 9+, Year 1- 18+, Year 2- 22+)

Year 3 and 5 cohort results in NAPLAN to be equivalent or better compared to the state mean in all aspects of literacy and numeracy.

Year 3 and 5 percentages in NAPLAN to increase in the top two bands (Year 3 - Bands 5&6; Year 5 - Bands 7&8)

2015-2017 average:

- Reading: Yr3 33% and Yr5 19.5%
- Writing: Yr3 38% and Yr5 8.5%
- Spelling: Yr3 43% and Yr5 27%
- Gram & Punct: Yr3 46% and Yr5 34%
- Numeracy: Yr3 26% and Yr5 21%

Progress towards achieving improvement measures

Process 1: Tracking Student Progress and Growth

Establish systems to track and assess the progression of students in literacy and numeracy based on EAFS methodology throughout the school K-6.

Evaluation	Funds Expended (Resources)
<p>Assessments that have been implemented for Maths and Reading, to generate a progressive assessment and immediate results for Year 1 - 6, is the PAT Assessment. Teachers have had teacher professional learning on how to implement the assessment, how to generate and read data. This is an online assessment which accessible by all staff anytime.</p> <p>Our processes for tracking data is still different for K-2 and 3-6. K-2 track their 5 week tracking of reading data each 5 weeks. Primary classes need more systematic methods.</p> <p>K-2 classes are working together to discuss specific assessments for writing across KLAS, based on common learning experiences. These however are still in the beginning stage and will be part of the Assessment Schedule while 3-6 have these in place.</p> <p>The whole-school assessment schedule requires further improvement:</p> <ul style="list-style-type: none">* Infants and Primary need a timeline of when assessments should be carried out through K-6.* Infants run their assessments based on the L3 expectations and storage of data is not stored on Sentral.* Decisions on introducing, continuing or removing specific assessments require further discussion. Teacher input and executive discussions about these has occurred on some level however hasn't enabled the school to put	<ul style="list-style-type: none">* Sentral Markbook for storing of data* Assessment Schedule document to have a link to each assessment, embedded for easy access.

Progress towards achieving improvement measures

in place the final schedule. Executives need to come to a decision that benefits the flow on effect of data being shared across K-6.

K-2 have, over several years, used PLAN each term to update student learning on Creating Texts and Quantifying Numbers on the progressions. Through the Check In Assessment for Years 3 and 5, an optional online reading and numeracy assessment was designed to assist schools following the disruptions to schooling in 2020. The assessments covered similar aspects of literacy and numeracy as in NAPLAN reading and numeracy tests. Our students participated in this and once the results were generated through PLAN2 platform, teachers could monitor student progress and create 'Areas of Focus' for targeted teaching and skill development. This is something that K-2 staff have done as part of the EAfs incentive. Choosing the 'Areas of Focus' will be something that the K-6 teams will work towards. For K-2 possibly add another element and what 3-6 will focus on, with further discussions on will they be the same? or what is best for 3-6.?

3-6 staff will do a 5 hour online training on PLAN2 which will be implemented in 2021. K-2 will do a modified version to this 5 hour training.

Process 2: Best Practice in Literacy and Numeracy K-6

A strong collaborative approach is used to further develop capabilities of teachers through mentoring and research-based professional learning.

Evaluation	Funds Expended (Resources)
<p>During 2020 K-6 collectively looked at the readings of Carol Dweck and specifically areas where we can change the mindset of learners to a positive mindset in the area of Maths. Teachers assisted students to understand how our brains respond to difficult tasks and strategies to deal with these normal responses. The research teachers looked at in readings and discussions was aimed at providing students with the tools that would describe the importance of making errors and statistically those who made more errors during learning demonstrated evidence of effort and this can lead to improved understanding rather than a fixed mindset of "I can't do this".</p> <p>On the cusp of COVID our school engaged a specialist member of the , NSW Mathematics Growth Team (Corrine Vingerhoed) to discuss how we can change practices in the teaching of Mathematics in K-6. These TPL meetings were prior to COVID and our direction and focus at this point had shifted to remote learning, online curriculum/learning and students attending school as normal. During this period, although disruptive, the collaboration of staff to deliver curriculum was a fantastic achievement across K-6. Staff developed their capabilities in technology and collaborated efficiently and effectively to deliver the best possible experience for students while learning from home/school. We should not underestimate the value of this experience and the qualities that staff demonstrated to deliver a diverse selection of learning experiences under difficult circumstances.</p> <p>In late term one, our school did a Maths survey that allowed staff to reflect on their strengths and areas of development. The findings from the survey identified that there was a high interest in assessment techniques. TPL was planned to be lead by Corrine Vingerhoed around various assessment techniques in Maths.</p> <p>During Term 3, Years 3-6 staff attended an L3 writing lesson and used a PMI to identify and reflect how these practices would enhance the 3-6 learning environment. Feedback was documented and reported to strategic team. Feedback from staff was highly focused on the importance of the feedback from teacher to student/s during the lesson and how learning was differentiated.</p> <p>Stage supervisors discussed the purpose of the Peer Observation Proforma</p>	<p>Survey sent to primary staff regarding L3 Methodologies.</p>

Progress towards achieving improvement measures

in stage meetings and whole K-2 and 3-6 team meetings. Staff were assisted with processes and timelines during mentoring. Some discrepancy arose around Peer Observations and Go Observe a Teacher (GOAT). The Peer Observations will be where a colleague requests another colleague to observe their lesson and focus on feedback regarding identified area.

The GOAT observations will be where a staff member can go and observe a colleague informally in order to reflect on their own practices in a particular area of the individual, stage or school. The benefit of both of these processes allowed staff to identify a peer to give them feedback on an identified teaching aspect. This can only strengthen the teaching and learning outcomes across our school and this has been embraced by most teachers with mainly positive feedback from the teacher survey in Term 4.

With further work required in the areas of K-6 Scope and Sequences in all KLAs, K-6 Maths scope and sequences and K-2 KLAs have been developed in part. With changing syllabus content, 2021 will focus on completing K-6 scope and sequences in all areas of learning with the opportunity of rich experiences and the use of technology (ICT/digital).

Strategic Direction 3

To enhance wellbeing, learning and engagement

Purpose

We recognise that student wellbeing is dynamic and integral to learning. Promoting the development of positive relationships, self-regulation and meeting the needs of individuals will contribute to a high quality, inclusive and nurturing environment so that students may learn to the best of their ability. Students will become self-disciplined, tolerant, resilient and contributing members of the school and community.

Improvement Measures

An increase in the maintenance of positive relationships as measured by the decrease in annual Reflection Room visits to 80 and suspensions to 20. The average student numbers attending the Reflection Room in the 3 years previous to 2018 was 98. The average number of suspensions in the 3 years previous to 2018 was 39.

In the TTFM survey, students at Beresfield equal or better the state norm in aspects of Advocacy at school (-0.2), Positive teacher-student relations (-0.3), Student positive sense of belonging (-10%), Students with positive relationships (-4%). (2017 difference in scores in brackets)

Our school attendance rate equals or exceeds the state average.

Learning Support Team procedures and protocols will better meet the needs of staff and community. This will be measured through the LST rubric.

Progress towards achieving improvement measures

Process 1: Wellbeing Across the School

A strategic and planned approach to wellbeing incorporating curriculum, partnerships and systems to support students to connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
<p>During 2020 the SD3 team incorporated many valuable programs into the school.</p> <p>The Berry Street Educational Model morning circle has now been embedded in our classroom practice and feedback has been extremely positive. Morning Circles have strengthened relationships between students and staff and with their peers. They have helped create a forum where staff and students feel comfortable to discuss topics openly in a safe and supportive environment.</p> <p>As part of morning circles, a core value is introduced and discussed each day. This has helped develop student's understanding of values and qualities everyone can strive towards. The value of Unity, provided a good opportunity to build a positive team culture amongst friendships, class groups, stages, whole school and staff. Resilience was chosen as a focus in Term Four to help build and strengthen children's skill set when things go wrong.</p> <p>Beresfield Public Schools' reward system for classroom and playground behaviour has been modified this year and the impact has seen an improvement in student's behaviour. Bluey's are now used to recognise students following school expectations. This has been a successful reward program as there has been an increase in the amount of "blueys" handed out each week.</p> <p>All staff have been trained in Trauma Informed Practice which has created an awareness of the diverse needs students bring to school and how staff can best cater for these needs at a holistic level.</p> <p>Students at Beresfield were given the opportunity to participate in the Children's University program in 2020. Students who participated in this</p>	

Progress towards achieving improvement measures

program engaged in enriching extracurricular activities that developed and fostered their curiosity and love of learning.

The whole school attendance process and procedures have been reviewed. This has resulted in staff regularly monitoring student absences and using Sentral data to facilitate open communication with students and parents/caregivers. A weekly attendance award has been introduced to recognise and promote class improvement or 100% attendance.

The TTFM survey showed that teachers would like to be upskilled in ICT and increase the use of technology in the classroom to better cater for future-focussed learners. There were mixed responses from the parents. Some comments that the school is meeting their expectations and others making suggestions on improving communication between home and school and physical aspects of the school that could be more user friendly.

This year several programs have been affected by COVID-19 and the changes to DET guidelines. We were unable to hold the annual Student-Led Conferences, the Father's day breakfast was cancelled, staff did not participate in planned TPL on learning sprints - de-escalation strategies and Restorative Practice, the review of the Welfare and Discipline Policy was postponed and we were not able to provide parents with the opportunity to observe our morning circle routine.

Process 2: Meeting the Needs of Individual Students

The school implements professional learning as well as a comprehensive and integrated system to support the cognitive, emotional, social, physical, and spiritual wellbeing of students.

Evaluation	Funds Expended (Resources)
<p>Additionally, Beresfield Public School appointed a Chaplain during 2020. Annette will be with us for 3 years and during that time will be implementing the Seasons for Growth program. This program builds the knowledge and skills necessary to strengthen social and emotional wellbeing of our students.</p> <p>Our playground roster now includes teacher supported activities that students can choose to participate in at recess each day. These activities provide students with the opportunity to engage in a more structured activity with peers. Some of these activities include gardening, ball sports and Uno.</p> <p>The Rock and Water Program was implemented during Term 3. Mr Edwards spent time with nine Stage 2 boys developing their physical-social skills with a focus on body awareness, emotional awareness and self-awareness.</p> <p>All staff completed the NSW Departmental Disability Standards training. Discussions and planning meetings amongst staff continue to ensure we support all students with disabilities with our mainstream and support classes.</p> <p>Beresfield Public Schools' Learning and Support team have developed new policies and procedures during 2020. These have been introduced to staff and have now formed the basis for a very systemic approach to meeting the needs of individual students at Beresfield Public School.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$25 000.00) 	<p>This year the school's Aboriginal budget became more substantial because of a growing number of Aboriginal students. With the greater amount of funding, the decision to employ an Aboriginal Education teacher to lead all aspects of Aboriginal Education throughout the school was made. Originally a one-day-per-week position was envisaged, but COVID-19 meant a two-day-per-week position for Semester 2.</p> <p>Vicki Winters was chosen from an EOI process and has been able to work closely with the Aboriginal SLSO, establish a rigorous educational timetable to support Aboriginal students in monitoring their PLP goals, and establish a cultural dance activity once per week.</p> <p>Additional to this is the establishment of a Deadly Breakfast each Mon and Tue morning to encourage better attendance and sense of belonging. The position has proved successful in the short term and the school has decided to continue the position into 2021.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$400.00) 	<p>The nominal amount received this year to support students with EALD backgrounds was spent to support their needs. eg resources, paying for interpreters for a LST meeting with parents.</p>
Low level adjustment for disability	<p>\$117,388 TOTAL</p> <p>\$87,507 = 0.8 FTE for our LaST teacher</p> <p>\$29,881 = flexible funding for SLSOs</p>	<p>Funds for low level adjustment for disability were spent on employing SLSOs. These SLSOs support students who may need additional support, but aren't able to access individual integration funding.</p>
Quality Teaching, Successful Students (QTSS)	<p>Utilise 0.593 FTE staffing allocation to supplement the school's commitment to additional RFF.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$64 865.00) 	<p>The school utilised 0.593 FTE staffing allocation to supplement the school's commitment to the systematic enabling of collaborative professional discussion in teams through providing additional RFF to each teacher, and additional time for executive teachers to perform their tasks effectively.</p>
Socio-economic background	<p>Employment of an Interventionist = \$109,383.57 (Paul Mantle)</p> <p>Non-teaching AP Wellbeing = \$109,383.57 (Kayla Sanger)</p> <p>Additional RFF - Michael Gabrielides @ 2 days/wk = \$43753.43</p> <p>Additional RFF - Jayde Kernahan @ 2 days/wk =</p>	<p>Employment of an Interventionist to support K-2 literacy and numeracy.</p> <p>Employment of a class teacher to allow for a non-teaching AP to lead Wellbeing K-6.</p> <p>Provide additional RFF to enable greater collaborative time for teachers.</p> <p>2020 residual staffing.</p>

Socio-economic background	<p>\$43753.43</p> <p>Additional RFF - Jessica O'Brien @ 2 days/wk = \$43753.43</p> <p>Additional RFF - Katherine Aitken @ 3 days/wk = \$65630.14</p> <p>Gateway Early Intervention Term 1 = \$28699.65 (Caroline Wilson)</p> <p>0.3 FTE staffing = \$32,815</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$450 538.00) 	<p>Employment of an Interventionist to support K-2 literacy and numeracy.</p> <p>Employment of a class teacher to allow for a non-teaching AP to lead Wellbeing K-6.</p> <p>Provide additional RFF to enable greater collaborative time for teachers.</p> <p>2020 residual staffing.</p>
Support for beginning teachers		<p>We have no teachers eligible for Beginning Teacher Support in 2020. However, Kim Newton took leave during her Beginning Teacher Support in 2019 and has a total of \$11924 to spend on return to duty. The school is holding this to utilise when she returns.</p>
Targeted student support for refugees and new arrivals	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$0.00) 	<p>Beresfield PS did not receive any funding to support refugees or new arrivals in 2020.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	148	152	163	162
Girls	130	137	145	140

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.9	94.1	94.2	93.8
1	94.1	92.3	92.3	94.9
2	94.3	93.7	93.1	94.2
3	90	93.1	94.3	94.7
4	88.1	87.3	94.7	95.2
5	91.1	88.4	88.8	93.7
6	91.9	90.7	90.2	89.3
All Years	92.2	91.5	92.6	93.8
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
Assistant Principal(s)	4
Classroom Teacher(s)	12.15
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	6.32

*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	287,018
Revenue	4,002,096
Appropriation	3,955,508
Sale of Goods and Services	1,496
Grants and contributions	41,658
Investment income	435
Other revenue	3,000
Expenses	-4,039,111
Employee related	-3,720,184
Operating expenses	-318,927
Surplus / deficit for the year	-37,014
Closing Balance	250,004

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.

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	94,811
Equity Total	624,936
Equity - Aboriginal	56,610
Equity - Socio-economic	450,538
Equity - Language	400
Equity - Disability	117,388
Base Total	2,754,753
Base - Per Capita	78,832
Base - Location	0
Base - Other	2,675,920
Other Total	350,709
Grand Total	3,825,209

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

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2020, the Tell Them From Me surveys were used to appraise students, parents and staff. Their responses are presented below.

Parent Survey: Respondents 2020 = 19

Parents feel welcome at Beresfield PS 6.7 NSW DoE norm 7.4

Parents are informed at Beresfield PS 6.1 NSW DoE norm 6.6

Parents support learning at home 7.8 NSW DoE norm 6.3

Support for learning at Beresfield PS 7.4 NSW DoE norm 7.3

Support for positive behaviour at Beresfield PS 8.1 NSW DoE norm 7.7

Safety at Beresfield PS 6.8 NSW DoE norm 7.4

Inclusion at Beresfield PS 6.9 NSW DoE norm 6.7

Staff Survey: 2020 Respondents = 20

Eight Drivers of Student Learning

Leadership 7.7 NSW DoE norm 7.1

Collaboration 7.7 NSW DoE norm 7.8

Learning Culture 8.1 NSW DoE norm 8.0

Data Informs Practice 7.4 NSW DoE norm 7.8

Teaching Strategies 8.1 NSW DoE norm 7.9

Technology 5.3 NSW DoE norm 6.7

Inclusive School 8.3 NSW DoE norm 8.2

Parent Involvement 6.5 NSW DoE norm 6.8

Four Dimensions of Classroom and School Practices

Challenging and Visible Goals 7.4 NSW DoE norm 7.5

Planned Learning Opportunities 7.4 NSW DoE norm 7.6

Quality Feedback 6.9 NSW DoE norm 7.3

Overcoming Obstacles to Learning 7.9 NSW DoE norm 7.7

Student Survey: Respondents 2020 = 99 in Years 4-6

Drivers of Student Outcomes

Effective Learning Time 8.0 NSW DoE norm 8.2

Relevance 8.0 NSW DoE norm 7.9

Students who are victims of bullying 38% NSW DoE norm 36%

Advocacy at school 7.3 NSW DoE norm 7.7

Positive Teacher-Student Relations 8.3 NSW DoE norm 8.4

Positive Learning Climate 7.0 NSW DoE norm 7.2

Expectations for Success 8.5 NSW DoE norm 8.7

Social-Emotional Outcomes

Student participation in school sports 63% NSW DoE norm 83%

Student participation in extracurricular activities 22% NSW DoE norm 55%

Students with a positive sense of belonging 62% NSW DoE norm 81%

Students with positive relationships 82% NSW DoE norm 85%

Students that value schooling outcomes 97% NSW DoE norm 96%

Students with positive homework behaviours 42% NSW DoE norm 63%

Students with positive behaviour at school 81% NSW DoE norm 83%

Students who are interested and motivated 68% NSW DoE norm 78%

Effort: Students try hard to succeed in their learning 81% NSW DoE norm 88%

Students feel challenged in English and Maths classes and feel confident of their skills 45% NSW DoE norm 53%

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.