

2020 Annual Report

Beacon Hill Public School



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Introduction

The Annual Report for 2020 is provided to the community of Beacon Hill 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

The annual report of 2020 provides us an opportunity to acknowledge our fabulous school community as we celebrate the successful completion of what has been a very unusual year of school- a year that not even our most powerful 2020 vision saw coming! I don't think anyone could have been quite prepared for what was around the corner when we started the year back in January! A period of 'Learning from Home' presented challenges for all and returning to school saw big changes to how our year would unfold. Events and activities to which we all look forward, were either cancelled or modified. School felt different and it was different!

However, we know how important it is to find the silver linings and try to see the glass as half full rather than half empty! Although there were things that were missed, it is important to remember what we have gained. I heard many of you share your appreciation for your family and the increased time you had together. You loved connecting with nature and exploring the great outdoors- by foot or bike! 2020 has shown us how resilient and adaptable we can be. Importantly, we showed how compassionate we can be by making sure we extended support to those who needed it. More than ever we realized just how critical social connection is- especially f2f.

It is hard to fathom how quickly this year has flown and what an amazing transformation we have seen in all of our children! When I reflect on 2020, 'Patience' and 'Fortitude', the two marble lion statues that stand steadfast at the entrance of the New York Public Library come to mind as representations of the strength and resilience our students, staff and community have demonstrated this year! We all stand incredibly proud of how well our students adjusted to the many, relentless changes of 2020. They are strong young people with a tenacity of spirit and resilience that will certainly stand them in good stead for a successful future. The BHPS staff members are incredibly proud of each and every one of them.

In saying that, it is with patience and fortitude that we look forward to 2021 with the promise of new opportunities and a return to normalcy. On behalf of us all at BHPS, we thank our community for the support, warmth and kindness extended to all of us. It touches us all more than you will ever know and we are immensely grateful to you all for your incredible efforts this year.

Ms Peta Hanson

Principal- Beacon Hill Public School

School vision

Beacon Hill Public School is committed to providing inclusive, evidence-based, quality education so that all students are inspired to connect, succeed, thrive and learn in an ever-changing, global society. Our staff is innovative and dynamic, working together as a whole school community where all learners aspire to reach/ exceed their potential through commitment to personal growth.

School context

Beacon Hill Public School is a unique NSW public school that maintains high quality teaching and learning programs and high academic outcomes through utilising innovative and emerging technologies which support classroom teaching and learning and a whole school focus on literacy and numeracy. The staff at Beacon Hill Public School are committed to creating a respectful, happy and friendly school environment for children. The school offers a wide range of integrated and challenging learning opportunities to inspire each child to reach their full potential. The school has excellent traditions and aims for excellence academically, in performing arts and sport. 'Be Proud to Achieve' is the school's motto and we are known as 'the friendly school'. Our school's core values of respect, responsibility and excellence underpin behaviour expectations to improve learning outcomes, supporting and strengthening the wellbeing of all students. Beacon Hill Public School is committed to providing inclusive, evidence-based, quality education so that all students are inspired to connect, succeed, thrive and learn in an ever-changing, global society. Our staff is innovative and dynamic, working together as a whole school community where all learners aspire to reach their potential through commitment to personal growth. Beacon Hill Public School has an active school community who value teamwork, collaboration and high expectations. The school actively promotes and fosters positive partnerships within and beyond our school community. This includes establishing connections with local organisations such as Bushlink and our membership with the Northern Beaches Learning Alliance (NBLA). The NBLA community of schools fosters positive school connections and consists of local primary schools and campuses of the Northern Beaches Secondary College. Shared professional learning opportunities enhance teaching and learning practices and improve student wellbeing.

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	Sustaining and Growing
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Empowered Learners

Purpose

To provide quality education for every student supporting empowered life-long learners who can successfully connect, succeed and thrive as responsible citizens of our community and society.

Improvement Measures

Increase the proportion of students demonstrating active engagement and driving their own learning using learning intentions, success criteria and feedback.

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Increase the percentage of students exceeding expected growth in Literacy and Numeracy (NAPLAN reading, writing and numeracy and school based data).

Progress towards achieving improvement measures

Process 1: *Strengthening Learner Wellbeing and Connectedness*

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Positive Behaviour for Learning (PBL) continues to be embedded across the school to increase learner engagement in the classroom. Our core values of Respect, Responsibility and Excellence are consistently reinforced in all settings across the school and reflected in our awards system. Further supporting our Visible Learning project, Learner Disposition characters have continued to increase learner engagement across the school. The learner dispositions of <i>Creativity, Engagement, Risk taking, Collaboration, Optimism, and Never Giving Up</i> are used to model and guide positive learner mindsets. Specific awards are dedicated to recognising students who are displaying these attributes and are presented fortnightly. The PBL team in conjunction with the Learning and Support Team (LAST) are guided by the Wellbeing Framework to assist us to support the social and emotional development of our students enabling them to connect, succeed and thrive as life-long learners. During 2020 all staff participated in professional learning in "Smiling Minds" to support the mental health and social/ emotional wellbeing of our students through implementation of regular mindfulness sessions.</p> <p>In Term 2, student leaders initiated the inaugural "challenge week" at BHPS. This evolved from student feedback and provided an opportunity to strengthen connectedness across the school with classes participating in a week of challenges.</p> <p>2020 Tell Them From Me data analysis revealed;</p> <p>Engagement-</p> <p>42% of students (11% below NSW norm) fall in desirable quadrant of High Skills/High Challenge. 31% did not find classes challenging, but are confident in skills. 22% are not confident and are challenged. 5% lack confidence and do not feel challenged.</p> <p>Attitude towards homework- 51% of students in Years 4-6 reported doing homework for their classes with a positive attitude and in a timely manner.</p> <p>Parents feel they are well informed about their child's progress in school</p>	<p>Smiling Minds Curriculum Resources \$500</p>

Progress towards achieving improvement measures

subjects. (6.0)

Connectedness:

While 89% of students report **positive wellbeing**, students feeling accepted and valued by their peers and by others at their school was 75%.

Parents feel they are **informed** about their **child's social and emotional development**. (5.9)

Implications- Tell Them From Me trend data analysis has identified that our students' sense of belonging, attitude towards homework and intellectual engagement will be areas of focus for our next school plan. Continuing to strengthen parent partnerships remains a key priority.

Process 2: *Assessment Capable Learners*

*Implement effective assessment practice and strengthen tracking strategies using the learning progressions/ PLAN 2 and common assessment tasks to inform teaching and learning programs K-6, drive differentiation and quality teaching and develop assessment-capable learners.

*Through mentoring and professional learning around evidence-based practice, strengthen the implementation of differentiated learning to meet the needs of all students including learning and support and gifted and talented students in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>In 2020, Year 3 and 5 students participated in the Check-In assessments during Term 3. Analysis of the data alongside 2019 NAPLAN analysis indicates common areas of focus for our new plan.</p> <p>Reading: To achieve the 2022 school target of 64% of students in the Top 2 bands (or equivalent) we need an uplift of approximately 3% from our 2019 results.</p> <p>Numeracy: To achieve the 2022 school target of 61% of students in the Top 2 bands, we need an uplift of 5% from our 2019 results. Gap analysis indicates the need to focus on measurement and geometry as well as language/ vocabulary development across KLAs. Furthermore, Year 3 student achievement in the top 2 bands of numeracy has shown that boys are performing better than our girls with 57% of boys in the top 2 bands and 48% of girls. Of interest for our school is that although we have a large percentage of boys in the top 2 bands in numeracy in Year 3, ensuring that they meet their growth targets in Year 5 will be a focus.</p> <p>Gap analysis indicates the need to focus on: language forms, features and structures, vocabulary, comprehension as well as engagement. Instructional coaching and support around the key focus areas will continue to be a priority in 2021.</p>	<p>Collaborative planning and data analysis sessions. Casual relief for staff from PL and LN funds.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$10000.00) • Literacy and numeracy (\$5000.00)

Process 3: *Increased Learner Engagement*

Targeted professional learning and instructional leadership supports planning and delivery of engaging, future focused, inquiry based pedagogy fostering innovation and the development of an entrepreneurial mindset for all students K-6.

Evaluation	Funds Expended (Resources)
<p>Through school based professional learning and developing their expertise in formative assessment practices, teachers are strengthening their commitment to increasing the proportion of students demonstrating active engagement in the classroom, ensuring students are working towards driving their own learning through a cycle of goal setting, collaboration and feedback.</p>	<p>Collaborative planning and data sessions, PLP and adjustment writing and review sessions. Staff casual release.</p>

Progress towards achieving improvement measures

Specifically, staff are more regularly using exemplars and WAGOLL (What A Good One Looks Like) walls to support individual goal setting for students. Learning intentions and success criteria are used in all classrooms across the school.

Teachers are consistently recording learning adjustments for students in Sentral and there continues to be an increase in Personalised Learning Plans developed in consultation with parents and students.

During 2020 collaborative caseload sessions continued with five weekly data cycles involving analysis of student work samples enhancing professional dialogue and continuously building teacher capacity by enabling ongoing reflection and support for teachers through sharing ideas for the delivery of quality teaching and learning programs with individual learning goals aligned to student need and the Literacy and Numeracy Progressions. In 2021, our HPGE students will be prioritised with a case management focus.

Professional Learning- Instructional Rounds, Curiosity and Powerful Learning.

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$96000.00)
- Professional learning (\$10000.00)
- Integration funding support (\$4000.00)

Strategic Direction 2

Collective Teacher Efficacy

Purpose

To strengthen our committed whole school approach to delivering quality teaching and learning so that there is consistency in expectation, professional dialogue and reflective practice. A continued commitment to ongoing, collaborative professional learning, aligned to the Australian Professional Standards for Teachers, fosters positive relationships and builds the capacity of all team members.

Improvement Measures

Annual increase in BHPS teacher programs of learning and programs of assessment embedding effective formative assessment to inform quality differentiated practice.

100% of staff Performance Development goals reflect clear links to the Australian Professional Standards and progress towards goals is substantiated by meaningful gathered evidence.

Data gathered from Instructional Rounds and observational practices reflect improvement in teacher understanding and application of evidence-based practice across the school.

Progress towards achieving improvement measures

Process 1: *Inquiry-based Professional Learning- Collaborative, Reflective and Evaluative Practitioners*

Engaging all staff in an inquiry-based approach to professional learning around the most effective evidence-based teaching methods with explicit systems in place for collaboration and reflective practices to improve student outcomes and sustain quality teaching practices.

Evaluation	Funds Expended (Resources)
<p>In 2020, all teachers in Stage 1-3 strengthened their implementation of the teaching of writing using an evidence-based writing model called "The 7 Steps to Writing". Staff were involved in cycles of co-planning, co-teaching and co-reflection with the support of an Instructional Leader to model/guide the teaching and learning program and work collaboratively with staff to build the capacity of all team members. All staff were actively involved in the collection and collaborative analysis of writing samples aligned with the Literacy Progressions to formulate individual writing goals for students as well as drive the next phase of learning based on quality differentiated teaching practice, particularly in the area of language and vocabulary.</p> <p>Alongside this, through the use of school based professional learning communities, a learning sprint model was utilised where staff members worked in partnership to develop and implement data informed, differentiated lesson sequences supporting students to work towards personal literacy or numeracy goals.</p> <p>Although disrupted due to Covid-19, collaborative models for professional learning continue to be implemented with BHPS Instructional Learning Rounds Day in Term 3. This collaborative model provided opportunities for groups of teachers and leaders to engage with current research and professional readings focused on evidence based practices and then observe learning and the impact of teaching.</p> <p>The rounds team worked together observing classroom practice, analysing evidence gathered around the problem of practice "What evidence is there that students are engaged and secure in their learning?" and a collaborative theory of action, "When we harness learning intentions, narrative, and pace so students are more secure about their learning, and more willing to take risks then achievement and understanding will increase and curiosity will be enhanced."</p>	<p>Curiosity and Powerful Learning Seminar Fees (\$3295.45) and casual release (\$5000)</p> <p>Instructional Rounds- casual release.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$96149.00)• Professional learning (\$9000.00)

Progress towards achieving improvement measures

Evidence collected and analysed through this process highlighted the areas of celebration for 2020 including: the increase in use of learning intentions and success criteria in classrooms, high expectations and enthusiastic peer collaboration, positive peer relationships and enjoyment for working together was observed. Our learners are very proud of their achievements, demonstrated resilience as learners and were active participants in their learning experiences.

Collaboratively we have identified future directions, including professional learning activities, to enhance quality teaching and learning practice across the school. This has fostered and supported the conditions for a professional growth culture with opportunities to reflect on practice and celebrate, what's working well and consider next steps, I wonders to improve. This has had a significant impact with all teachers, across all stages of learning, opening their classrooms for feedback resulting in enhanced teachers' self-awareness about their own teaching practice and its impact. Our teachers are committed to implementing evidence-based strategies in their classrooms which has had a positive impact and cultural shift around teaching and learning within and across networks of schools.

Process 2: *High Performing Teachers/ Performance Development Processes*

Implementing effective Performance and Development processes to support the development of a high performing teaching staff as measured against the Australian Professional Standards.

Evaluation	Funds Expended (Resources)
<p>In 2020, we continued to build teachers capacity to deliver high quality, evidence-based programs that are directly linked to teachers' Performance and Development goals.</p> <p>All staff were involved in Instructional Learning Rounds and classroom observations and walkthroughs in 2021, enabling staff to observe and reflect on visible learning in classrooms. The findings were then used to direct professional learning needs to improve teaching practice as well as determine directions for our 2021-2024 school plan.</p> <ul style="list-style-type: none"> • Further exploring student engagement and on task/ in task behaviours • Further embedding learning dispositions into our whole school learning framework • Professional learning on T4L tools-popplet, bookcreator, for collaboration to improve writing outcomes • Investigating co-construction of success criteria, making learning visible, referring to the LISC, feedback and reflection • Ensuring our learning tasks are authentic, rigorous and differentiated to ensure students are working within their ZPD. 	<p>Curiosity and Powerful Learning Seminar Fees (\$3295.45) and casual release (\$5000)</p> <p>Instructional Rounds- casual release.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$9000.00) • Quality Teaching, Successful Students (QTSS) (\$96149.00)

Process 3: *Quality Programs of Learning and Assessment*

Strengthening collaborative, reflective and evaluative processes to ensure learning and assessment programs are dynamic and of the highest quality promoting learning excellence and responsiveness in meeting the needs of all students.

Evaluation	Funds Expended (Resources)
<p>Utilising the literacy and numeracy progressions to guide discussions, staff engaged in collegial discussions around learning in key elements of maths and literacy. In addition, target students from years 2-4 were selected, and teachers monitored progress in literacy and numeracy for these students as well. A key factor in the success of this project was the case management approach; including collegial discussions around data, charting progress against the progressions and student movement on the data wall.</p>	<p>Curiosity and Powerful Learning Seminar Fees (\$3295.45) and casual release (\$5000)</p> <p>Instructional Rounds- casual release.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful

Progress towards achieving improvement measures

A consolidated and collaborative whole school approach to programming, assessment and tracking of student achievement in Literacy and Numeracy against the Learning Progressions, utilising SENA, PAT-Reading, PAT-Maths, Running Records, as well as staff moderation of student work samples enabled staff the opportunity to discuss, interpret and extrapolate data and collaboratively use findings to inform planning, identify interventions and modify teaching practice.

In teams, staff then determined evidence-based practices to support student progress and meet students' needs based on the findings from their data analysis. Utilising a 5 week Action Learning Cycle/ Learning Sprint Cycle staff implemented evidence-based practices such as systematic and synthetic phonics, 7 steps to writing success and targeted maths intervention to move students' learning forward.

Whole school tracking of student progress has strengthened our identification of students requiring additional assistance, those not achieving their expected growth, as well as the identification of students requiring opportunities for extension.

Students (QTSS) (\$96149.00)
• Professional learning (\$9000.00)

Strategic Direction 3

Effective Communication and Connections

Purpose

To strengthen meaningful partnerships and connections through a planned and proactive approach to engagement that addresses the changing needs of the community. Striving for excellence through facilitating and fostering active community participation in school leadership, wellbeing and family partnership projects so that our students grow into confident, creative and resilient global citizens.

Improvement Measures

Increased levels of communication and engagement with parents/ carers, interested inter-agencies and students on the development of students' learning goals and their learning progress.

Increased school and wider community engagement and interconnectedness through enhanced communication methods, increased parent attendance at assemblies and community forums, community days and in family partnership projects.

Increased levels of student engagement with an increase in the number of students adopting a growth mindset as confident, creative and resilient global citizens.

School self-evaluation against the School Excellence Framework reflects progression towards excelling in the Leadership element.

Progress towards achieving improvement measures

Process 1: *Community, Communications and Engagement*

Effective communication systems and processes which engage the school and wider community.

Evaluation	Funds Expended (Resources)
<p>In 2020 we continued to strengthen collaborative partnerships with students, staff, parents and wider school community to support a collective responsibility and culture of student learning, high expectations and community engagement. In 2020, parent teacher sessions were conducted via Zoom which generated positive feedback from our school community. We expanded opportunities for community members to provide timely feedback with short, sharp questionnaires at key events throughout the year as well as introducing Parent Focus groups, assisting us to further explore findings from the Tell Them From Me parent survey.</p> <p>Assessment and reporting practices were enhanced as teacher awareness of the power of feedback, student self-regulation and ability to drive their own learning deepened in alignment with our participation in Curiosity and Powerful Learning. Student reports were modified and an additional comment section outlining next steps in learning was embedded into the report.</p>	<p>Casual release enabling executive staff to coordinate and evaluate focus group sessions X 2 days. \$1000</p> <p>Casual release for staff to conduct parent teacher interviews via Zoom. \$10000</p>

Process 2: *Community and Family Partnership Projects*

Implement a whole school integrated approach to engagement through community projects in school leadership, wellbeing and family partnership projects.

Evaluation	Funds Expended (Resources)
<p>In 2020, especially during the Learning from Home period, staff worked hard to strengthen collaborative partnerships with students, staff, parents and wider school community to support a collective responsibility and culture of student learning, high expectations and community engagement. The use of online platforms such as SeeSaw and Google Classroom provided parents a greater opportunity to engage with their child's learning. We look forward to</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$2000.00)• Professional learning (\$1000.00)

Progress towards achieving improvement measures

further exploring the use of these platforms in 2021 to maximise student learning outcomes.	
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Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$4 257.00) 	During 2020, Aboriginal Background funding was utilised for the development or review of Personalised Learning Pathways for students of Aboriginal background. Aboriginal funding also supported staff to work in consultation and partnership with Aboriginal Education Consultants for the development of plans that incorporated personalised cultural and language elements, including connection to country experiences, as well as Literacy and Numeracy goals.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$55 616.00) 	During 2020, English Language Proficiency funding was used to employ specialist staff to develop individual language programs for students who needed more intense tuition, thereby meeting the English language needs of our EALD students. Students have progressed and gained confidence in reading and writing activities, increasing their English language proficiency and positively impacting on their participation and engagement in learning.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$42 090.00) 	During 2020, low level adjustment for disability funding was utilised to supplement learning and support programs and the employment of School Learning Support Officers (SLSOs) for the provision of additional learning adjustments and support effective differentiation in the classrooms for these students. This resulted in increased levels of student participation and engagement in learning and supported consultative and collaborative processes to personalise learning and support reflecting students' needs through engaging students and their parents/carers in the development, implementation and evaluation of Individual Learning Plans (ILPs).
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$96 149.00) 	School executive staff were provided with additional release time to coach and mentor teaching staff in data analysis and evidence-based teaching practice.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$16 289.00) 	<p>During 2020, socio-economic funding strengthened partnerships between our school, families and community organisations. Funds were utilised for the provision of financial assistance to enhance students' access to a wider range of curriculum learning experiences including excursions, camps and extra-curricular activities.</p> <p>Funding was also utilised to supplement existing learning support programs and employment of SLSOs (School Learning Support Officers) for the provision of additional learning support in the classroom for these students. This resulted in increased level of students' participation and engagement in learning and supported continuous improvement in student achievement through the development, implementation and evaluation of Individual</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$16 289.00) 	Learning Plans. Use of this funding enhanced students' access to a wider range of curriculum learning experiences, specialist teachers and sources of knowledge, improved the quality of teaching and learning and increased the level of participation and engagement in learning.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$14 845.00) 	Early career teachers are invited (and encouraged) to attend induction sessions throughout the year facilitated by the Deputy Principal or Principal, observe lessons and co-teach, as well as attend external professional learning opportunities throughout the year. Beginning Teacher programs and plans are negotiated with the beginning teacher, reflect assistance by supervisors, mentors and induction programs and are clearly outlined and monitored as part of the PDP process with clear links to the accreditation process and the APSTs (Australian Professional Standards for Teachers).

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	296	280	278	267
Girls	294	279	255	250

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97	96.3	94.4	96.8
1	96.6	95.4	95	95.3
2	95.9	95.1	95.5	95.6
3	95.2	96.3	94.6	96.8
4	93.7	95.3	95.8	96
5	94.5	94.9	94.9	95.6
6	95	94.8	94	96
All Years	95.3	95.4	94.8	96
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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.52
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	3.96

*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	415,687
Revenue	4,600,562
Appropriation	4,297,771
Sale of Goods and Services	21,796
Grants and contributions	279,522
Investment income	1,173
Other revenue	300
Expenses	-4,664,510
Employee related	-3,961,946
Operating expenses	-702,565
Surplus / deficit for the year	-63,948
Closing Balance	351,739

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	106,626
Equity Total	194,821
Equity - Aboriginal	4,257
Equity - Socio-economic	16,289
Equity - Language	55,616
Equity - Disability	118,659
Base Total	3,682,810
Base - Per Capita	128,189
Base - Location	0
Base - Other	3,554,621
Other Total	229,367
Grand Total	4,213,624

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

In 2020, students from Years 4 to 6, staff and parents participated in the Tell Them From Me surveys. In most cases, scores were converted to a 10 point scale, then averaged and reported by question. A score of 0 indicates strong disagreement, 10 indicates strong agreement and 5 shows a neutral position.

Student Perspectives:

Overall, 90% of BHPS students acknowledged that they tried hard to succeed. The NSW Govt norm for these years is 88%. 92% of students had positive relationships at school (friends they can trust and who encourage them to make positive choices). The NSW Govt norm for these years is 85%. 88% of students felt that they demonstrated positive behaviour at school. The NSW Govt norm for these years is 83%.

*Students also felt strongly that there was positive teacher relations (8.0) and high expectations for success (8.3).

Staff Perspectives:

*Staff acknowledged the importance of a collaborative school culture and that they valued working with other teachers in developing cross-curricular or common learning opportunities (7.5).

*Staff strongly valued the opportunity to talk with other teachers about strategies that increase student engagement (8.0) and use results from assessment to inform lesson planning (8.4).

*Staff felt they set high expectations for student learning (8.3) and that they carefully monitor the progress of individual students (8.5).

*Staff felt strongly that they supported students to set challenging learning goals (7.3) and that they understand the learning needs of students with special learning needs (8.1), they establish clear expectations for classroom behaviour (8.9) and they create opportunities for success for students who are learning at a slower pace (8.2).

Parent Perspectives:

52 parents responded to the *Tell Them From Me* survey in 2020.

Parents felt that:

*they were made to feel welcome at Beacon Hill Public School (7.4) and that they were well informed about school activities (7.2)

*Beacon Hill Public School supports learning (7.0), positive behaviour (7.5) and provides a safe environment for their children (7.5).

Future Directions:

*We will further embed and align our learning superheroes (dispositions) to a high quality evidenced based framework for learning as part of our schools participation in Curiosity and Powerful Learning.

*Continue to build our capacity to assist our families to support learning at home through innovative mediums including the use of See Saw and Google Classroom for homework in Years 3-6.

*Continue to support staff with instructional support to embed technology into their practice in more meaningful ways, including to give students immediate feedback on their learning and to track their learning goals.

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.