



2021 Annual Report

Beecroft Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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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School vision

Beecroft Public School is committed to continual educational excellence in an environment where every student, every staff member, and every member of the community is valued and cared for. We are partners in high quality learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners.

There is a collective ambition among students, staff and the wider community to maintain high expectations through contemporary learning opportunities that stimulate and challenge all students. Students recognise, achieve and celebrate their personal best in a positive environment founded upon kindness, belonging, dignity and respect.

School context

Beecroft Public School is located in the Metropolitan North Operational Directorate with a student population of 886, including 67% who have English as an additional language or dialect. The high socioeconomic context of the school contributes to its academic success and proud record of high academic achievement. There are 2 Opportunity Classes (OC) at Beecroft Public School. Parents and the community are actively involved in our students' education, support school programs and are proud of the school's achievements.

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 and sport, including PSSA.

Through our situational analysis, the school has identified three key areas of focus for this Strategic Improvement Plan.

1. Student Growth & Attainment

Beecroft PS student performance in reading and numeracy is in the top third of statistically similar schools. Historically the school has high student achievement levels but there are specific areas within reading and numeracy that require explicit focus. Areas include reading comprehension, retelling/summarising, self-correction, fluency and vocabulary development. In Numeracy, the emphasis is on the measurement and geometry strands and working mathematically. The Situational Analysis determined that the school needs to continue to develop a shared vision of reading and numeracy instruction and move from theory to practice. This vision will be built on: strong formative assessment processes, collaborative analysis of student data and the implementation of data-driven practices, responsive differentiated teaching and consistent pedagogy K-6.

2. Best Practice in Pedagogy

The Situational Analysis highlighted the school's successful professional learning processes which build teacher capacity and targets student needs. It was found that there is a need for further engagement in explicit, targeted and sustained teacher and leader improvement practices. The school needs to explore ways to strengthen and embed systems that enable teachers to see theory in practice through, and with, teacher experts. These opportunities will be directly linked to reading and numeracy focus areas including strong formative assessment processes, collaborative analysis of student data and the implementation of data-informed practices, responsive differentiated teaching and consistent pedagogy K-6. Our whole school focus to improve pedagogy and embed best practice is underpinned by the evidence base provided by What Works Best: 2020 update.

3. Student Wellbeing

A key focus area for Beecroft PS is 'A planned approach to Wellbeing' as identified through the Situational Analysis. Consultation and reflection around existing Wellbeing systems highlighted a particular need to establish consistent and clear tracking and monitoring systems that connect with, and reflect, the explicit teaching and reinforcement of whole school expectations. In line with current literature and research including 'The Wellbeing Framework' and CESE's 'What Works Best in Practice' document, we will aim to ensure all students feel valued and cared for through the consistent and collective implementation of positive whole school Wellbeing systems, structures and programs.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	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	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy by focusing on embedding and refining sustainable data driven practices to ensure student growth through explicit, consistent and research-informed teaching that is responsive to the learning needs of all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly Effective Teaching Practices
- Data Driven Practices

Resources allocated to this strategic direction

Professional learning: \$21,450.00

Literacy and numeracy: \$11,955.74

QTSS release: \$850.00

Summary of progress

Staff engaged in a range of professional learning opportunities to unpack highly effective teaching practices and data driven practices within the domains of reading and numeracy. Throughout the professional learning cycle, data analysis was prioritised and executive and pod leaders lead staff through data literacy professional learning examining NAPLAN data, Check In data and the Literacy & Numeracy Progressions.

In reading, all staff participated in a Spiral of Inquiry through grade-based reading pods. Teachers engaged in a process of data analysis, identified a target area for additional and differentiated professional learning and worked collaboratively to connect new learning to current teaching and learning programs. K-6 teachers also engaged in professional learning that deepened their skills and knowledge around the theory and process of Case Management. From here, Case Management was embedded within the Inquiry process and as a result teachers identified target students and their individual needs.

Positive changes are evident in teaching and learning programs where some elements of effective reading instruction have been collaboratively planned and incorporated. Staff reported an increase in confidence in analysing student assessment data (reading) to reflect on and evaluate teaching effectiveness and plan responsively.

In numeracy, the evidence showed that the mathematics team shared numeracy achievement data and targets with K-6 staff. Through this examination, teachers reported that they had an increased understanding of the importance of Measurement and Geometry and Working Mathematically. To address the identified needs, the mathematics team participated in sustained professional learning underpinned by current research and as a result identified key understandings to explore as a whole staff in the future.

Executive conducted regular conversations and planning sessions with the mathematics team to ensure effective planning for the implementation of the revised Mathematics Scope and Sequence. Adjustments to assessment and programming for numeracy, as well as ongoing evaluation of the Scope & Sequence were discussed and delivered within stage collaborative planning. Positive changes were evident in the way teaching and learning programs now emphasise measurement and geometry and working mathematically.

Covid restrictions and lockdowns over the last 2 years have limited the ability for teachers to transfer new learning and evaluate classroom practice. Adjustments had to be made during the Learning From Home period to continue to meet the needs of targeted students identified through the Case Management process. Small group targeted intervention was established online lead by classroom and specialist teachers.

To move towards achieving our progress measures we will continue to expand and refine the inquiry process in reading and amend our numeracy process to reflect the Spiral of Inquiry. Formative assessment will be prioritised as a focus for staff professional learning with the aim of embedding these practices into the teaching and learning cycle through programming.

A greater focus on the implementation of effective reading instruction will become a priority and we will aim to confirm this through classroom observations of explicit teaching strategies. There will also be increased emphasis on embedding and refining the ways we collect and analyse data on a regular basis.

The release of the new K-2 English and Mathematics Syllabus documents has meant a change in focus for K-2 staff in particular. To prepare for mandatory implementation in 2023, targeted professional learning for both syllabus documents is required. This professional learning will continue to embed the Inquiry process and link into Case Management.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>TOP 2 NAPLAN BANDS</p> <ul style="list-style-type: none"> Percentage of students achieving in the top 2 bands in reading to be moving towards the school's lower bound system-negotiated target of 80.8%. Percentage of students achieving in the top 2 bands in numeracy to be moving towards the school's lower bound system-negotiated target of 80.1%. 	<ul style="list-style-type: none"> 80.97% of students achieved in the top two bands in NAPLAN reading indicating achievement exceeding the lower-bound target. 73.78% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
<p>EXPECTED GROWTH</p> <ul style="list-style-type: none"> Percentage of students achieving expected growth in reading to be moving towards the school's lower bound system-negotiated target of 73.7%. Percentage of students achieving expected growth in numeracy to be moving towards the school's lower bound system-negotiated target of 69.5%. 	<ul style="list-style-type: none"> The percentage of students achieving expected growth in NAPLAN reading increased to 72.45% indicating progress towards the lower bound target. The percentage of students achieving expected growth in NAPLAN numeracy increased to 73.47% indicating achievement exceeding the system negotiated target.

Strategic Direction 2: Best practice in pedagogy

Purpose

To build teacher capacity and professional practice by embedding reflective and evaluative processes that promote best practice and embed a culture of effective, evidence-based teaching and ongoing student improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative and Reflective Practice
- Evaluative Systems and Processes

Resources allocated to this strategic direction

Professional learning: \$31,750.00

QTSS release: \$48,400.00

Beginning teacher support: \$43,145.00

Literacy and numeracy intervention: \$56,286.40

Summary of progress

The school has maintained a strong focus on distributed and instructional leadership which has been promoted through a range of activities. Aspiring leaders across the school were provided opportunity to lead in different domains. Reading Pod Leaders worked closely with senior executive to enhance their skills in leading staff through Inquiry professional learning and connect with current research and evidence-based best practice. Maths leaders engaged in Department run professional learning and worked closely with the school's instructional leader. To build capacity of the executive team, targeted and individualised mentoring occurred twice each term to enhance leadership skills working with a Principal Mentor.

Alongside a strong distributed leadership model, significant emphasis has been placed on collaborative and reflective practices that involve all staff. Reflective practice was established within the inquiry model of professional learning and through collaborative planning days. Staff engaged in a tiered cycle of evaluation through grade-based pod reviews, during Collaborative Stage-based Planning days and via aspiring leader reflection during executive meetings.

To embed systems of collaborative, reflective inquiry and evaluation there is a need to explicitly upskill Lead Learners in High Impact Professional Learning and draw on middle leadership as the critical component to link whole school goals with stage-specific actions.

Connecting whole school professional learning into Stage Collaborative Planning Days remains an important focus to ensure staff recognise that Planning Days are an extension of the whole school Inquiry process. Staff have identified that collaboration is important and valued, however there is a need to continue to build a shared definition of collaboration and redefine the expectations, purpose and outcomes of Collaborative Planning Days. Covid restrictions and lockdown over the last 2 years have limited the ability for the school to engage in lesson studies, Instructional Rounds, walkthroughs and demonstration lessons. Many of our planned initiatives under this Strategic Direction were adapted to align with covid guidelines and restrictions.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• School assessment against the School Excellence Framework indicates that the school is moving towards excelling in the element of Learning and Development.• Percentage of teachers using the inquiry model and case management process as an embedded practice	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development.• Analysis of Pod Groups and teaching and learning programs indicates that 100% of teachers are using the inquiry model process.• All K/6 Literacy and Numeracy programs have been collaboratively developed and show evidence of differentiation.

across the school is moving towards the school identified target of 100%.

- Percentage of teaching and learning programs showing evidence of data-informed differentiated activities drawing on a combination of data sources is moving towards the school identified target of 100%.

- Percentage of teachers are engaged in sustained and authentic reflective and evaluative practices through embedded school-wide systems is moving towards the school identified target of 100%.

- Delayed initiatives in term 3 and 4 have required aspects of this work to be postponed to 2022.

Strategic Direction 3: A planned approach to Wellbeing

Purpose

To empower the whole school community to embed evidence-based wellbeing approaches that strengthen the cognitive, physical, social, emotional and spiritual development of all students. We will refine whole school wellbeing processes and practices to ensure that every student has the opportunity to connect, succeed and thrive.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole school wellbeing processes
- Wellbeing in practice

Resources allocated to this strategic direction

QTSS release: \$3,850.00

Aboriginal background: \$550.00

Low level adjustment for disability: \$4,400.00

Summary of progress

Wellbeing focus areas throughout 2021 include Attendance, Learning & Support structures and processes, Aboriginal Education and Student/Staff wellbeing. Student attendance has continued to improve with the number of students attending being greater than 90%, increasing to 92.55%. The school continues to refine attendance monitoring and processing systems with the introduction of the attendance SMS messaging system and embedded school-wide attendance monitoring through stage and executive meetings. All staff engaged in professional learning to upskill them in recording attendance via Sentral; a school-wide system.

Learning & Support systems and structures were consolidated and implemented across the school. Due to Covid and the learning from home period, the Learning & Support program was modified and adapted to be responsive and proactive in supporting students at home and those who remained at school. MiniLit & Maqlit continued in a revised form with students engaging in an adapted program to align with online learning. The Learning & Support team, along with classroom teachers, continued to support ATSI students to ensure high aspirations and expectations.

Student and staff wellbeing was prioritised throughout 2021, particularly during the Covid lockdown and learning from home periods. Professional learning with the school counsellor was offered to all staff with a focus on self-care in times of crisis. Ongoing wellbeing check-ins were implemented across the school to support students and regular communication with parents and carers was maintained. Covid restrictions and lockdown over the last 2 years have limited the ability for the school to review current implementation of the PDHPE K-6 Syllabus along with whole school wellbeing processes and programs.

To move towards achieving our progress measures and ensure students feel a strong sense of belonging further evaluation of the whole school process will be prioritised. The school will continue to build on the Learning Support structures and processes to strengthen the expertise of all staff in the areas of behaviour management, PLP processes to support First Nations students and build the confidence and knowledge of staff when managing the learning and support needs of students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Wellbeing <ul style="list-style-type: none">• School self assessment of the School Excellence Framework (SEF), Element: Wellbeing (A Planned Approach to	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the element of wellbeing.• Analysis of Tell Them From Me survey data indicates that 71% of Yr 4-6

<p>Wellbeing), is moving towards the school identified target of Excelling.</p> <ul style="list-style-type: none"> • The percentage of Yr 4-6 students indicating they have a positive sense of belonging at school as indicated through the TTFM survey is moving towards state mean. • The percentage of students who indicate high challenge and high skills in English and Mathematics through the TTFM survey is moving towards the state mean. 	<p>students have a positive sense of belonging at school.</p> <ul style="list-style-type: none"> • Analysis of Tell Them From Me survey data shows that 82% of students are showing high challenge and high skills in English and Mathematics.
<p>Attendance</p> <ul style="list-style-type: none"> • The percentage of students attending school more than 90% of the time is moving towards the system negotiated lower bound target of 94.8% 	<p>The number of students attending greater than 90% of the time or more has increased to 92.55%.</p>
<p>Aboriginal Education</p> <ul style="list-style-type: none"> • Percentage of teaching and learning programs authentically embedding local Aboriginal perspectives to enhance learning for all students is moving towards the school identified target of 100%. 	<ul style="list-style-type: none"> • Delayed initiatives in terms 3 and 4 have required this work to be postponed to 2022. To date, staff have undertaken initial training in the DoE policy and have had stage discussions around the embedding of explicit teaching of First Nations histories and culture and embedding strategies into all KLA teaching and learning programs.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$8,260.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Beecroft Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: students progressing to the next phase of English learning proficiency.</p> <p>After evaluation, the next steps to support our students with this funding will be: professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$147,801.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Beecroft Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$3,649.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Beecroft Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Socio-economic background</p> <p>\$3,649.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs <p>The allocation of this funding has resulted in: students being supported in the classroom to improve literacy and numeracy outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: used to employ additional SLSO to support students.</p>
<p>Aboriginal background</p> <p>\$2,650.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Beecroft Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing in practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: First Nations families engaging in the PLP process through authentic conversations.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to build on the PLP process to ensure First Nations students are meeting their educational, social and emotional goals through differentiated and personalised support.</p>
<p>English language proficiency</p> <p>\$342,623.95</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Beecroft Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms

<p>English language proficiency</p> <p>\$342,623.95</p>	<p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • student progress showing high growth on the EAL/D learning progressions, with EAL/D students achieving expected or above expected growth. • EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. • all stage teachers participated in professional learning, where the EAL/D teacher guided how to plan an integrated units of using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed student work samples. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to capitalise on teacher confidence and their capacity to design integrated units of work that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Literacy and numeracy</p> <p>\$11,955.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Beecroft Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>targeted literacy programs for identified students performing below the expected level for their stage which led to improved student outcomes in reading.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to ensure that formative assessment for identified students is ongoing and leads to differentiation of the curriculum.</p>
<p>QTSS release</p> <p>\$165,218.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Beecroft Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices • Collaborative and Reflective Practice • Whole school wellbeing processes • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff

<p>QTSS release</p> <p>\$165,218.00</p>	<p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. teachers reported lessons differentiated according to students' needs teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students with this funding will be: implementation of instructional rounds, structured lesson observations and learning walks to strengthen quality teaching practices. to continue to reflect on and refine the inquiry based professional learning model focused on reading and numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$89,694.40</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Beecroft Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative and Reflective Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice • employment of literacy expert (other) to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs. provide mentoring and coaching to teachers to improve their capacity to explicitly teach literacy and numeracy using differentiation.</p>
<p>COVID ILSP</p> <p>\$13,766.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>COVID ILSP</p> <p>\$13,766.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding • development of resources and planning of small group tuition • providing intensive small group tuition for identified students <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. regular monitoring of students as they transition back into classrooms with additional teacher support. providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. supplement the program with school funds to capture more identified targeted students.</p>
<p>Low level adjustment for disability</p> <p>\$128,965.60</p>	<p>Low level adjustment for disability equity loading provides support for students at Beecroft Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing in practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [MultLit and MiniLit] to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to monitor and evaluate the impact of the learning support team in providing additional support for identified students through the PLSP process and the employment of trained SLSOs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	416	421	438	426
Girls	447	469	458	467

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.5	97.2	96.4	96.3
1	96.7	95.2	95.4	96.1
2	95.8	96.7	94.5	97.2
3	96.8	95.3	94.8	96.8
4	96.3	96	94.6	96.5
5	96.4	96.4	95.8	96
6	94.5	94.2	93.6	94.8
All Years	96.1	95.8	95	96.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	33.39
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	2,227,391
Revenue	7,664,355
Appropriation	7,133,546
Sale of Goods and Services	93,229
Grants and contributions	433,753
Investment income	3,027
Other revenue	800
Expenses	-8,149,089
Employee related	-6,656,435
Operating expenses	-1,492,653
Surplus / deficit for the year	-484,734
Closing Balance	1,742,657

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.

Funding for a building project of \$1,400,000 is represented in the 2021 closing balance. These funds were donated to the school by the P&C and Beecroft Out of School Hours (BOOSH) centre to fund this approved capital works project.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	119,590
Equity Total	472,339
Equity - Aboriginal	2,100
Equity - Socio-economic	3,649
Equity - Language	342,624
Equity - Disability	123,966
Base Total	5,851,716
Base - Per Capita	220,879
Base - Location	0
Base - Other	5,630,837
Other Total	566,225
Grand Total	7,009,871

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.

Parent/caregiver, student, teacher satisfaction

Students

Students (Years 4-6) were surveyed through the online Tell Them From Me (TTFM) survey regarding social and emotional wellbeing at school. The survey includes students' sense of belonging at school, the extent to which students value schooling and their psychological investment in learning. A score of 0 indicates strong disagreement, 10 indicates strong agreement with 5 as neutral (neither agree or disagree).

Social-Emotional Outcomes

71% of students reported a positive sense of belonging. (NSW Govt Norm 81%)

95% of students reported positive behaviour at school. (NSW Govt Norm 83%)

80% of students know where to seek help if they or someone else is bullied.

Drivers of Student Outcomes

80% of students set challenging goals for themselves in their schoolwork and aim to do their best. (NSW Govt Norm 79%)

Explicit teaching practices and feedback - 7.4 (NSW Govt Norm 7.5)

Positive learning climate - 7.2 (NSW Govt Norm 7.2)

Expectations for success - 8.6 (NSW Govt Norm 8.7)

Parents

Parents were surveyed through the online Tell Them From Me (TTFM) survey. The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects

of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey includes separate measures, which were scored on a ten-point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

Parents feel welcome - 7.5 (NSW Govt Norm 8.7)

Parents are informed - 6.8 (NSW Govt Norm 6.6)

School supports positive behaviour - 7.6 (NSW Govt Norm 7.7)

Safety at school - 7.4 (NSW Govt Norm 7.4)

Inclusive school - 6.8 (NSW Govt Norm 6.7)

98% of respondents identified Beecroft Public School as their first choice of public school.

Teachers

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms 'effective schools' and 'Dimensions of Classroom and School Practices'. The survey includes separate measures, which were scored on a ten-point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

Leadership - 7.0 (NSW Govt Norm 7.1)

Collaboration - 8.0 (NSW Govt Norm 7.8)

Learning culture - 8.0 (NSW Govt Norm 8.0)

Data informs practice - 7.7 (NSW Govt Norm 7.8)

Teaching strategies - 7.9 (NSW Govt Norm 7.9)

Technology - 7.0 (NSW Govt Norm 6.7)

Inclusive school - 8.1 (NSW Govt Norm 8.2)

Parent involvement - 7.0 (NSW Govt Norm 6.8)

The findings from these surveys are used in conjunction with a range of evaluative tools to identify areas of achievement and determine future areas for development. These areas are addressed each year within the School Improvement Plan.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.