

# 2021 Annual Report

## Beelbangera Public School



**STRIVE FOR THE BEST**

## Introduction

The Annual Report for 2021 is provided to the community of Beelbangerá 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.

### School contact details

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Beelbangerá Public School

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## School vision

As a school our commitment to the community is to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world.

Our school has quality staff, supporting quality learning every day for every student.

## School context

Beelbanger Public School (170 students) is located in the Riverina, 8km North East of Griffith.

Our school is the hub of a caring and supportive rural community with a highly involved and proactive Parents and Citizens' Association. We are committed to providing a safe and secure environment through the promotion of strong values in learning and behaviour.

We believe that throughout the early years of learning and student development each individual child will be known and understood, and their individual potential developed.

As students progress, it means knowing that they are identified and supported as increasingly self motivated learners who are confident and creative individuals.

Our dedicated, professional and experienced staff promote a culture of family, school pride, and responsibility.

The school has completed a situational analysis that has identified two areas of focus for this school improvement plan.

### Student Growth and Attainment

This new plan builds on from previous plans with a continued focus around consistent and explicit teaching across the school using assessment data to plan for student achievement, meet learning goals and cater for individual needs by differentiating the curriculum. Continued use of Curiosity and Powerful learning principles along with high impact teaching strategies will provide opportunities to improve teacher practice and establish more consistency across the school setting and ensure students achieve expected growth and attainment in their learning. This will be achieved by providing effective self-directed learning opportunities for students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning practices that promote increased student achievement.

### Well being

Continue to develop a school wide understanding of the departments well being framework and effective well being practices to support student belonging that ensures optimum conditions for student learning across the whole school., while developing healthy habits, self-care and learning routines in partnership with parents and the wider school community.

## 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                 | Sustaining and Growing |
| TEACHING: Effective classroom practice                 | Sustaining and Growing |
| TEACHING: Data skills and use                          | Sustaining and Growing |
| TEACHING: Professional standards                       | Sustaining and Growing |
| TEACHING: Learning and development                     | Sustaining and Growing |
| LEADING: Educational leadership                        | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources                              | Sustaining and Growing |
| LEADING: Management practices and processes            | Sustaining and Growing |

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to increase Literacy and Numeracy learning outcomes for every student, all staff will develop and sustain whole school processes for collecting and analysing data to determine the learning focus for each individual student and to inform differentiated teaching programs. Students learn how to become more self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

### 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 Processes
- High Expectations - meeting the needs of all learners -Students and Staff

### Resources allocated to this strategic direction

**Location:** \$25,058.18  
**Literacy and numeracy intervention:** \$23,544.78  
**Professional learning:** \$17,014.15  
**Socio-economic background:** \$52,342.24  
**Low level adjustment for disability:** \$75,243.97  
**English language proficiency:** \$28,920.28  
**Aboriginal background:** \$6,350.28  
**Per capita:** \$33,876.00  
**Literacy and numeracy:** \$6,621.37  
**QTSS release:** \$34,644.46  
**Integration funding support:** \$97,175.00  
**Refugee Student Support:** \$1,439.95  
**School support allocation (principal support):** \$6,802.00

### Summary of progress

#### Whole School Processes

In 2021 the main focus this initiative centered around whole school processes that combined collaboration, feedback and effective teaching practice to ensure student outcomes were achieved in Literacy and Numeracy. Staff participated in professional learning to support this in using PLAN2 software, the teaching of Writing through the Think It, Write It program, completion of the What Works Best modules and several individual literacy based online training along with professional readings. Staff collegial meetings included set times for collaboration, work sample moderating and professional development along with mentoring. The mentoring aspect of this initiative provided the opportunity for targeted feedback between staff and additionally, included increased staff learning walks into classroom done as part of the process and also done independently by staff. The school scheduled time to allow the learning walks to happen and also the flexible approach to support learning walks when opportunities arose. The school worked to ensure these mentoring opportunities could happen however a combination of interruptions to the continuity of implementation and the inconsistencies of staff engagement reduced the effectiveness and impact. Even with the disruption of continual face to face teaching, staff showed great flexibility and personal growth in their own ability to adapt to online learning and transferred their programs to incorporate the use of multi-modal delivery techniques.

The ability to give timely, constructive feedback has developed but needs to remain more of a targeted focus to see the improvement in the students ability to take this feedback and act upon it to drive their own independent learning. Staff have supported and mentored each other particularly in the area of utilising technology and how to deliver their learning cycles via online mediums. Staff continued to develop this skill after returning to face to face learning by implementing 40% more student self-paced learning tasks in Stages 2 & 3 that are communicated to students through an online platform. K-2 teachers have incorporated 45% more technology into their student learning during group time in Literacy and Numeracy by using software that enhances and supports their teaching programs.

In 2022, in this initiative, we will continue to focus on collaboration and feedback with the aim to create consistent approaches and processes across the whole school. Further systems will be developed to ensure consistent use across the whole school in recording assessment data within PLAN2 and some differentiated professional learning to support new and existing staff utilise all its features. Additionally the new role of APC&I will begin in Term 2 2022 and will be central in leading the collection, recording and analysis of literacy and numeracy data and next steps in learning for students.

## High Expectations - meeting the needs of all learners -Students and Staff

In 2021 the focus was to build collaboration between staff in the co-design of learning programs and the integral role assessment plays within this process. Staff completed their PDP's and participated in collegial and supervisor observations and discussions to support teacher development in a professional and productive manner. PDPs were linked to school & state targets, AITSL standards and the interest of staff. Two teachers completed their accreditation at proficient level and 1 at maintenance with the support and guidance of a school mentor.

The need for further technology professional learning was evident to allow teachers to program effectively together and having access to the same documents at the same time. Professional development in using Teams will be a focus in 2022.

The professional dialogue between all staff has increased along with mentoring and sharing of program and assessment resources.

In 2022, in this initiative, we will move to an online collaboration platform ie Teams because this will allow all staff access to documents, files, resources and a forum to ask questions and provide feedback. With assessment being a focus in this year's plan we have identified the need to further overhaul Mathematics; scope and sequence, teaching methods based on current research, assessment and staff professional learning in 2022. We will look at trialing the Essential Assessment platform in Semester 2 as a basis to help centralise the assessment of Literacy and Numeracy. Data collection, storage, analysis, feedback and use is also a focus for 2022.

## 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   |
|---|--|
| Students in Year 3 and 5 achieving in the top 2 NAPLAN bands in reading and numeracy increase by 2.5% (system-negotiated target). | <b>Reading</b> <ul style="list-style-type: none"><li>• The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading is 35.3% and indicates progress yet to be seen toward the lower-bound system negotiated target.</li></ul> <b>Numeracy</b> <ul style="list-style-type: none"><li>• The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 30% and indicates progress toward the lower-bound system negotiated target.</li></ul> |
| Students achieving expected NAPLAN growth increases by 2.5% in reading and numeracy (system-negotiated target).                   | <b>Reading</b> <ul style="list-style-type: none"><li>• The percentage of students achieving expected growth in reading is 58.6% indicating achievement of the system negotiated lower-bound target.</li></ul> <b>Numeracy</b> <ul style="list-style-type: none"><li>• The percentage of students achieving expected growth in numeracy is 44.4% indicating progress yet to be seen toward the system negotiated lower-bound target.</li></ul>  |

## Strategic Direction 2: Wellbeing

### Purpose

To ensure that each and every student is known, valued and cared for by deepening the partnership with parents and the wider community to foster positive wellbeing, academic success and regular monitoring and review of individual student learning needs. Positive, respectful relationships that are built on values, high expectations and genuine feedback to ensure optimum conditions for student learning will be evident across the school.

### 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.

- Learning and Leading Culture

### Resources allocated to this strategic direction

**Per capita:** \$10,000.00

**School support allocation (principal support):** \$6,802.80

**Location:** \$3,000.00

### Summary of progress

#### Learning and Leading Culture

In 2021 the focus for the school had been to develop structures that encourage strong collaboration between staff, parents, students and the community however, the year proved extremely challenging to foster a deepening partnership with parents and the wider community. Periods of home learning saw the partnership dynamics change dramatically. Parents took on the teaching role with varying degrees of success and enjoyment. A positive result of the initiative saw many positive, respectful relationships were developed along with an increase in parents directing their child's learning and being more in tune with what their needs are and what skills they needed to develop to achieve their expected outcomes. Teachers developed effective online ways to connect with both their students and parents with the school beginning to use Class Dojo with strong engagement of parents interacting with the platform. Teachers were completing regular check-ins with students and parents about how they were learning from home but also how they were coping with isolation. A barrier to the initiative was due to periods of home-learning and then transitioning back to the school setting, many students felt disengaged from their peers and required support to reconnect. The efforts that staff went to ensure that they remained connected was directly reflected in the way that students re engaged when they returned to the school site. Communication with families about the importance of attendance became even more important as students began to return to school and settle back into daily routines. A positive aspect of this initiative and a key enabler was the important role the Chaplain played in implementing programs to support students including separation anxiety and classroom engagement, relationship and social skills, and conflict resolution. Additionally the school implemented the revised Behaviour Program. Negative behaviours started to reduce with the implementation of the leveled system and the implementation of the trial policy was dramatically impacted by COVID19 and will need to run during Semester 1, 2022 before it is evaluated fully and any modifications are made.

In 2022 in this initiative, the school will continue monitoring of the new Behaviour Program and complete the evaluation through input from students, parents and teachers and determine any final adjustments. The school will become familiar with the new IER policy and the implementation timeline through involvement in any relevant professional learning and readiness activities. Additionally apply for further funding to continue the valuable work and support the Chaplaincy program provides students, families and staff. Further work will focus on fostering increased community/parent involvement within the daily life of the school. Finally the school will begin working with the newly appointed Wellbeing and Health In-reach Nurse (WHIN) to develop new pathways with medical outside agencies.

### 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  |
|--|---|
| Whole-school percentage of students attending over 90% of the time | The number of students attending greater than 90% of the time is 73.3% indicating progress toward the system negotiated lower-bound target. |

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| increases by 2.5% (system-negotiated target).   |  |
| Tell Them From Me results in students experiencing a positive sense of belonging increases by 5%. | There was a decrease of 13% in the positive sense of belonging area in the Tell them from me survey results. |



| Funding sources                                       | Impact achieved this year  |
|---|--|
| <p>Refugee Student Support</p> <p>\$1,439.95</p>      | <p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations - meeting the needs of all learners -Students and Staff</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• release time to engage staff in targeted professional learning</li> <li>• employment of additional SLSO staff for in-class targeted student support</li> <li>• strengthening orientation and transition program for identified students with Murrumbidgee Regional High School</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All students access to support on a regular basis both in the classroom setting and in a small withdrawal group. This allowed for greater student participation and engagement within the language and numeracy lessons and for them to gain more confidence in the school environment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* continue the model of implementation of both in class and small group withdrawal.</li> <li>* the development of a school based EaLD resource area which will allow teachers greater access to the resources being developed to use with students.</li> <li>*continued employment of additional staff to support students.</li> </ul>   |
| <p>Integration funding support</p> <p>\$97,175.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Beelbangera Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations - meeting the needs of all learners -Students and Staff</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs to allow each classroom to have access to an SLSO at least twice a week.</li> <li>• staffing release for targeted professional learning around Autism and Trauma Informed Practice.</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* students being supported in their mainstream classroom both academically and socially.</li> <li>* all eligible students demonstrating progress towards their personalised learning goals.</li> <li>* teaching and SLSO staff enhancing their knowledge and skills to support students.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* to continue to employ additional staff to support identified students with additional needs</li> <li>* ongoing professional learning activities for staff</li> <li>* the use of integration funding will be adjusted throughout the year in response to student ILP reviews to ensure funding is used to specifically address each student's support needs.</li> </ul> |
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| <p>Socio-economic background</p> <p>\$52,342.24</p>    | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Beelbanger Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Processes</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support identified students with additional needs in class</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* individualised support for identified students in literacy and numeracy.</li> <li>* the majority of supported students demonstrating progress towards their personalised learning goals.</li> <li>* increased explicit 1:1 teaching opportunities for identified students.</li> <li>* increased opportunities for all students to participate in school activities such as excursions and extra curricula activities.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* continue to employ additional teachers and SLOS's who are timetabled to provide regular in class support in literacy and numeracy to identified students.</li> <li>* continue to subsidise school activities to support student participation and wellbeing.</li> </ul> |
| <p>Aboriginal background</p> <p>\$6,350.28</p>         | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Beelbanger 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Processes</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional SLSO staff to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* All Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting.</li> <li>* Aboriginal students reporting that they feel well supported in both classrooms and the playground.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Continue to employ additional staff to provide personalised support to Aboriginal students</li> <li>* Professional learning for all staff in Aboriginal Histories and Culture.</li> </ul>   |
| <p>English language proficiency</p> <p>\$28,920.28</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Beelbanger Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>  |

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| <p>English language proficiency</p> <p>\$28,920.28</p>        | <ul style="list-style-type: none"> <li>• Whole School Processes</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Staff collaboration to identify, plan, develop and implement individual programs for each student.</li> <li>* Resources were created to support differentiation within the classroom and small group withdrawal lessons</li> <li>* EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* to continue to employ additional teachers to support EAL/D students who are beginning and emerging on the EAL/D progressions.</li> <li>* to provide teachers with professional learning around EAL/D, for students who are developing and consolidating, to support students in classrooms.</li> </ul>  |
| <p>Low level adjustment for disability</p> <p>\$75,243.97</p> | <p>Low level adjustment for disability equity loading provides support for students at Beelbanger Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Processes</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers, each classroom has access to a SLSO on a weekly basis.</li> <li>• targeted students are provided with an evidence-based intervention program developed through the Multi-sensory Institute to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* increased student confidence to participate in whole class or small group work.</li> <li>* 95% of students supported by the SLSO program felt that they were more successful and would take a risk with their learning when they knew that there was someone there to provide support and assistance.</li> <li>* a more consistent approach to student learning support and interventions.</li> <li>* Increased % of students in the top 2 bands of Yr 3 NAPLAN numeracy to be above SSG</li> <li>* Increased % of students in the top 2 bands of Yr 3 NAPLAN writing to be above SSG and the state</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* continuing this model in 2022 with each classroom having access to an SLSO timetabled at least once a week.</li> <li>* further expand the impact of the learning support team by reviewing the operational processes.</li> </ul> |
| <p>Location</p> <p>\$28,058.18</p>                            | <p>The location funding allocation is provided to Beelbanger Public School to address school needs associated with remoteness and/or isolation.</p>   |

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| <p>Location</p> <p>\$28,058.18</p>             | <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Processes</li> <li>• High Expectations - meeting the needs of all learners -Students and Staff</li> <li>• Learning and Leading Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Engaging in Professional Learning that supports all students across the school</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* teachers reporting improved confidence and teaching practice in the teaching of writing.</li> <li>* teacher collaboration to understand and implement explicit teaching practices in writing that have high impact on student learning</li> <li>* Yr 3 and Yr 5 NAPLAN writing is above SSSG and state average.</li> <li>* Yr 5 NAPLAN reading is above SSSG and state average.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* the focus of PL provided through this funding will now shift away from Writing to Reading inline with the 2022 SIP and State Wide targets.</li> <li>* provide additional release for staff to attend PL and collaborate to refine and enhance their teaching practice.</li> </ul>  |
| <p>Literacy and numeracy</p> <p>\$6,621.37</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Beelbanger Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Processes</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• employ additional SLSO to support classroom programs in Literacy and Numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Reading Eggs, Numbots and Timestables rock and maths online subscriptions have been purchased to help support Literacy and Numeracy programs.</li> <li>* Yr 3 and Yr 5 NAPLAN writing is above SSSG and state average.</li> <li>* Yr 5 NAPLAN reading is above SSSG and state average</li> <li>* Yr 3 and Yr 5 NAPLAN numeracy is above SSSG and state average</li> <li>* Increased % of students in the top 2 bands of Yr 3 NAPLAN numeracy to be above SSG</li> <li>* Increased % of students in the top 2 bands of Yr 3 NAPLAN writing to be above SSG and the state</li> <li>* Yr 5 NAPLAN reading is above SSSG average.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The school will no longer receive these funds from the beginning of 2022</p> |
| <p>QTSS release</p> <p>\$34,644.46</p>         | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Beelbanger Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Processes</li> </ul>  |

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|--|---|
| <p>QTSS release</p> <p>\$34,644.46</p>                       | <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• employment of additional SLSO staff to support classroom program implementation and provide support for students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* improved staff confidence and teaching practice.</li> <li>* teachers are embedding evidence-based, high impact teaching strategies within their classrooms</li> <li>* teachers collaborating to understand explicit teaching and implement improved teaching practices.</li> <li>* individualised support for identified students in literacy and numeracy.</li> <li>* the majority of supported students demonstrating progress towards their personalised learning goals.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* continue to employ additional staff to support explicit and focused teaching.</li> <li>* to release staff to work with the Assistant Principal Curriculum and Instruction on improving literacy and numeracy teaching practices.</li> <li>* increase opportunities for staff to collaborate to enhance their skills in explicit teaching in literacy and numeracy.</li> </ul>  |
| <p>Literacy and numeracy intervention</p> <p>\$23,544.78</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Beelbanger Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Processes</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• employ additional SLSO staff to help implement Literacy and Numeracy programs in class and support student achievement.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Yr 3 and Yr 5 NAPLAN writing is above SSSG and state average.</li> <li>* Yr 5 NAPLAN reading is above SSSG and state average</li> <li>* Yr 3 and Yr 5 NAPLAN numeracy is above SSSG and state average</li> <li>* Increased % of students in the top 2 bands of Yr 3 NAPLAN numeracy to be above SSG</li> <li>* Increased % of students in the top 2 bands of Yr 3 NAPLAN writing to be above SSG and the state</li> <li>* Yr 5 NAPLAN reading is above SSSG average.</li> <li>* explicit teaching of writing in all KLA's.</li> <li>* data being used expertly by teachers to inform teaching and learning.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The school will no longer receive these funds from the beginning of 2022.</p> |
| <p>COVID ILSP</p> <p>\$116,033.11</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>   |

|                                       |   |
|---------------------------------------|---|
| <p>COVID ILSP</p> <p>\$116,033.11</p> | <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> <li>• employing additional SLSO staff to coordinate the COVID ILSP program</li> <li>• providing professional learning for COVID educators</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* identified students received explicit intervention in developing basic skills and knowledge in literacy and numeracy</li> <li>* the majority of the students in the program achieving significant progress towards their personal learning goals.</li> <li>* a clearer focus on the explicit teaching of reading and numeracy skills.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* COVID ILSP groups will continue for students identified through Learning and Support as not having achieved expected growth or require intervention. The programs implemented are targeted specifically to student identified needs.</li> <li>* providing additional in-class support for students to continue to meet their personal learning goals is a school priority.</li> <li>* continue employment of teachers/educators to deliver small group tuition</li> </ul> |
|---------------------------------------|---|

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2018       | 2019 | 2020 | 2021 |
| Boys     | 91         | 91   | 81   | 78   |
| Girls    | 97         | 101  | 97   | 89   |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 92.8 | 90.3 | 93.3 | 92.2 |
| 1         | 91.4 | 91.4 | 96.2 | 86.3 |
| 2         | 91.8 | 91.5 | 96.4 | 92.3 |
| 3         | 92.1 | 91.8 | 95.6 | 94.3 |
| 4         | 92.7 | 93.4 | 95.5 | 92.9 |
| 5         | 92.2 | 90.2 | 93.5 | 93.6 |
| 6         | 94.7 | 94.1 | 93.8 | 93.8 |
| All Years | 92.4 | 91.7 | 94.9 | 92   |
| 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

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

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



# Workforce information

## Workforce composition

| Position                                | FTE* |
|---|------|
| Principal(s)                            | 1    |
| Assistant Principal(s)                  | 2    |
| Classroom Teacher(s)                    | 7.95 |
| Literacy and Numeracy Intervention      | 0.21 |
| Learning and Support Teacher(s)         | 0.5  |
| Teacher Librarian                       | 0.4  |
| School Administration and Support Staff | 1.94 |

\*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 <sup>1</sup> | 2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| 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 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 299,445                 |
| <b>Revenue</b>                        | 2,271,604               |
| Appropriation                         | 2,245,850               |
| Sale of Goods and Services            | -100                    |
| Grants and contributions              | 24,986                  |
| Investment income                     | 68                      |
| Other revenue                         | 800                     |
| <b>Expenses</b>                       | -2,416,960              |
| Employee related                      | -2,014,598              |
| Operating expenses                    | -402,361                |
| <b>Surplus / deficit for the year</b> | -145,355                |
| <b>Closing Balance</b>                | 154,090                 |

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

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

|                         | 2021 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 98,615                            |
| <b>Equity Total</b>     | 162,857                           |
| Equity - Aboriginal     | 6,350                             |
| Equity - Socio-economic | 52,342                            |
| Equity - Language       | 28,920                            |
| Equity - Disability     | 75,244                            |
| <b>Base Total</b>       | 1,605,200                         |
| Base - Per Capita       | 43,880                            |
| Base - Location         | 28,058                            |
| Base - Other            | 1,533,262                         |
| <b>Other Total</b>      | 224,827                           |
| <b>Grand Total</b>      | 2,091,499                         |

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

During 2021 parents, teachers and students completed the Tell Them From Me surveys. This has given the school an indication of areas that can be incorporated into the next strategic improvement plan. The areas that were identified for review are providing effective and timely feedback to both students about their academic learning and to parents about behaviour incidents.

Parent survey responses were calculated above the NSW government mean in all areas. It identified that parents felt that the school administrative staff were helpful, it is easy to speak to their child's teacher and the Principal. Parents felt that they were listened to when they had a concern. Only 24% of parents indicated that they were involved in any school committees such as P&C, we have been trying to increase the attendance at P&C meetings by offering a zoom link as well as attending in person which has led to a higher number of parents contributing in the later part of 2021. Parents identified that they felt that their child was encouraged to do their best work and that teacher's showed a genuine interest in their child's learning. Parents felt that their child understood the rules of school behaviour and expected them to be paying attention during class and that their child felt safe at school.

Student results were quite mixed which prompted further clarifying discussions particularly in the area of belonging. Students identified that being away from the face to face learning had made them feel disconnected from their teachers and peers. They felt that they had to start again with some friendships. We will be monitoring these thoughts over the next 12 months to ensure that students once again reconnect in a positive way. 86% of students said they tried hard to succeed in their learning.

Staff identified that school leaders had supported them during stressful times and had provided guidance. Discussing learning goals, student behaviour and ways to increase student engagement were clearly identified as being a positive aspect to the school.

Overall it was nice to see that 89% of parents would recommend the school to other parents and that 77% of staff identified that the school leaders clearly communicate their strategic vision and values for the school and that 90% of students feel proud of their school and 72% were interested and motivated in their learning. Combined, these results show that all stakeholders are communicating and working towards the same goals in an achievable manner.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.