

# 2021 Annual Report

## Beresfield Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Beresfield Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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## Message from the principal

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2021 was another year that could not have been predicted. We started the year with high hopes but by the end of Term 2 it was clear that 2021 was not going to go according to plan. The COVID-19 pandemic took hold and overnight, we changed the way schools operated again. At Beresfield Public School our teachers went from face-to-face teaching to online delivery within a few days. Our teachers did not complain, nor did they shirk from their responsibility to educate our leaders of tomorrow. They worked tirelessly to ensure that there were no gaps in the educational delivery. They monitored the learning. They were not only teachers to our Beresfield students, they were teachers for their own children and families. The relationships between our school staff and families were strengthened as parents and carers became acutely aware of the efforts our teachers and support staff go to each day to ensure the learning happens. Our teachers, SLSOs and office staff made contact with parents, grandparents and carers regularly to ensure that they were coping with the added responsibility that learning from home put upon the families.

To our parents and caregivers, thank you so much for your patience, flexibility, resilience, cooperation and understanding throughout this year. We have dearly missed your involvement within the school. We are really looking forward to reigniting our parent and community participation in our everyday life at school in 2022.

I am very proud to have fulfilled the role of Assistant Principal over the last 3 years and am looking forward to working with the students, staff and community in the role of Relieving Principal for 2022. I have some very big shoes to fill of our very own Mr Ridgway. We thank Mr Ridgway for his commitment and dedication to Beresfield PS over the last 10 years and wish him all the very best in his new ventures. We will miss him greatly but our staff are committed to continuing his legacy at Beresfield PS. Thank you Mr Ridgway, we promise that your standards of excellence will continue.

Mrs Walandouw

## Message from the students

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As your 2021 student leaders we would like to individually acknowledge our individual perspective of our journey at Beresfield Public School.

Breanna Fullick (Prefect): In Year 4 I went to the Great Aussie Bush Camp and we all wanted to sleep on the top bunk but we got told not to due to the moisture in the air that would seep through the tent. I guess when you go camping, don't expect it to be glamping. The memories that I will cherish is singing songs in the bus and climbing up the giant sand dunes. If you ever have gone on an excursion with Mr Ridgway, he will not disappoint. Mr Edwards and Mr Ridgway were playing commando. Mr Ridgway was the spotter while Mr Edwards attempted to be the commando. I think the roles

should have been reversed as Mr Ridgway had all the skills to be a commando. Quick in his thinking and quick to react when he spotted us. I don't know what Mr Edwards was doing as the students were letting loose and getting away from him. Thank you Mr Ridgway for the years you have been our principal.

Madison Caple (Prefect) : One thing I know that our teachers do well is expose us to learning in different ways. If you can't take the students to France, bring France to the students. In Kindergarten Mrs Smith and Miss Gash put together a day dedicated to France. We had a French themed outfit day so we could have a fashion parade. French food like caviar and really smelly cheese was brought in. I don't know what they were thinking when they decided to let us taste test fish eggs. For one of the students, they preferred to cover the floor with food they didn't like. It was an amazing day for us and quite memorable.

Emily Webb (Prefect): Learning is about doing things well, even if you need lots of practice. I remember when I was in Mrs Lyle's class and I had a particular way of writing the letter 'e'. Once I reached Year 2, Mrs Lyle encouraged me to correct this particular way, which was to cease writing my 'e's backwards. You could not imagine how much this drove Mrs Lyle up the wall. Let's just say I have never written the 'letter e' backwards since Year 2. Thank you Mrs Lyle for always expecting the best, even in the smallest things.

Brayden Haggath (Prefect): I have met a lot of nice students and teachers at Beresfield Public School and have a lot of wonderful memories that I will cherish. Due to going on The Great Aussie Bush Camp, I learnt to shoot a bow and arrow and to kayak. There was a competition between the boys and girls. It became a competition between Mrs Cusick and Mr Edwards. To win, Mr Edwards walked the arrow to the target and placed it on the bullseye. In a way, the boys won with a lot of help. These types of experiences become memorable and appreciated. Thank you, teachers, for the organisation behind running excursions.

Bree Clacherty (Prefect) : In Year 3 we set off for our first overnight excursion to Sydney. The purpose of our excursion was to learn about early European colonization.

Alex Johnston (School Captain) : I'm certain that throughout all our learning we have all had our teachers address the importance of safety. Whether it is; sit on your chair correctly, walk on the concrete or be careful with your scissors. In Kindergarten, we were learning about dinosaurs and I was being creative with my cutting skills. As I used my scissors to cut the air I accidentally cut Harry Soper between his middle and index finger. At first, he didn't notice until he saw the bleeding and said, "OWWWW". Mrs Smith just put a Band-Aid on it and said, "There you go." I have learnt so much more from learning to cut in Kindy to arriving in my last year of Primary school to have different learning goals. This year my goal was to be better at spelling. Thanks to Mrs Evans, I feel that my spelling has improved due to using graphemes. I know for sure that if you have Mrs Evans at any point of your learning, you'll be extended with lots of strategies. Thank you, Mrs Evans.

## School vision

In order to attain expected or higher than expected growth in reading and numeracy, we will build strong whole school foundations for academic success to maximise student learning outcomes by developing and refining effective use of data practices that respond to the learning needs of individual students.

## School context

Beresfield Public School is located in between Maitland and Newcastle. A medium-sized school, with an enrolment of approximately 300 students, it offers a full and varied curriculum which includes the core key learning areas, sport, performing arts, technology and values education. In addition to 13 mainstream classes the school has 3 support classes for students with multi-categorical disabilities from the wider local area. The school buildings, built over time since the establishment of the original school in 1883, are situated on land enclosed by four roads.

Before and after school care is offered on the school site. There is active involvement by many parents/caregivers, especially through the school's P&C, and an alliance with the Maitland AECG. A significant number of our students come from families with a low socio-economic background and approximately 20% of our students identify as Aboriginal or Torres Strait Islanders. Beresfield Public School prides itself on being an inclusive and supportive learning environment. Our students experience quality literacy and numeracy programs from Kindergarten to Year 6. Beresfield Public School is proud of its outstanding staff who work closely with parents and the wider community to offer the best education to our students. Our community's aspirations for the students of Beresfield are to develop the holistic child, through a sense of belonging, resilience and contentment, in order to equip them for the best opportunities in later life.

After analysing the areas of enrolment, student performance, wellbeing, human resources and finance in late 2020, it is clear that the school is utilising its resources effectively in delivering pleasing student academic achievement and student growth. However, there is always room to improve, and a recent dip in results in Numeracy is cause for us to refocus our efforts in ensuring that this is addressed in the next school plan.

In the areas of wellbeing, and meeting the needs of individual students, the Learning Support Team is working successfully and the AP Wellbeing, in an off-class role is leading the LST and managing daily wellbeing effectively. In the past year some executive staff have been trained in the Berry Street model and have guided staff in beginning to implement this model in daily practice. We have been a pilot school in Trauma-Informed Practice PL, and with the Student Behaviour Policy being reviewed there is more to do in this space.

We are currently refining our assessment practices, so that we can gain a clear picture of where our students are at, to inform future teaching. Coupled with this, staff are working towards streamlining scopes and sequences to NESA requirements, and have them centrally located and continually reviewed so that the syllabuses are taught effectively across the school. This will be an important task as syllabuses are reviewed state-wide in the coming few years.

The importance of technology in education became apparent when remote learning became necessary during COVID-19. Beresfield very quickly had to add to its hardware by installing wi-fi throughout the school and issuing each teacher with a Surface Pro. We also upskilled staff with using online platforms to engage students while learning at home. This new knowledge has enabled staff to see the benefits of using technology more readily in daily lessons. The impetus is here to continue provisioning technology throughout the school and providing professional learning so that classroom pedagogy is aligned with the demands of technology in our modern world.

Our Aboriginal student population has grown steadily in the last few years. We have shown in our data that our Aboriginal students perform well academically. We have taken steps to increase the rigour of our PLP process, as well as provide more opportunities for Aboriginal students to experience cultural activities. Aboriginal perspectives and ways of learning are embedded throughout the curriculum, so that all students can learn and understand Aboriginal viewpoints. We look to improve on our Aboriginal Education through strengthening systems and professional learning.

## 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	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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

Build strong foundations for academic success to maximise student learning outcomes by developing and refining data driven teaching practices that respond to the learning needs of individual 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.

- Data skills and use

### Resources allocated to this strategic direction

**Aboriginal background:** \$72,087.00

**Professional learning:** \$18,000.00

**Literacy and numeracy:** \$9,210.74

**Per capita:** \$79,748.18

### Summary of progress

Our focus in 2021 was on using assessment data as a tool to monitor student progress. This data was used to inform future teaching practices and building the capacity of staff to deliver explicit Literacy and Numeracy programs, driven by whole school inquiries in Reading and Maths. This involved refining practices of assessment collection, collating and tracking to provide a uniformed approach across K-6. Aboriginal students were closely monitored through NAPLAN and internal school assessments, along with the development of individualised PLPs.

As a result, teachers felt confident in their delivery of quality reading programs and explored the Big Ideas concept in their day to day Numeracy lessons.

Next year our focus will be to continue to deliver quality TPL to ensure innovative teaching pedagogies are embedded. The role of Assistant Principal, Curriculum Instruction in 2022 will further support improvements towards ensuring a consistent K-6 approach to develop scope and sequences and assessment schedules will refine and create succinct whole school programs.

### 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
38% of students in top two bands (or above) for reading	31.8% of students are in the top two skill bands for reading. In Year 3, 39% of students are in the top two bands for reading . In Year 5, 24% of students are in the top two bands for reading.
50% of Aboriginal students in top three bands (or above) for reading	All Aboriginal students are in the top three skill bands for reading indicating achievement of the annual progress measure.
58% of students achieving expected growth in reading	32.43% of students achieved expected growth.
32% of students in top two bands (or above) for numeracy	15.1% of students are in the top two skill bands for numeracy. In Year 3, 13% of students are in the top two bands for numeracy . In Year 5, 17% of students are in the top two bands for numeracy.
50% of Aboriginal students in top three bands for Numeracy	50% of students are in the top three skill bands for numeracy indicating achievement of the annual progress measure. In Year 3, 50% of Aboriginal students are in the top three bands for numeracy. In Year 5, 50% of Aboriginal students are in the top three bands for numeracy.
60% of students achieving expected growth in numeracy	45.95% of students achieved expected growth in numeracy indicating progress towards the annual progress measure.

## Strategic Direction 2: Deliver a digital teaching and learning experience

### Purpose

To ensure all students are equipped to function in a digital world as confident, creative and successful users of technology.

### 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.

- Creating sustainable School systems
- Build our digital capability

### Resources allocated to this strategic direction

**Carry Forward 6101:** \$100,000.00

### Summary of progress

Our focus in 2021 was on strengthening the use of technology to support learning across all KLA's. This involved increasing our fleet of technological devices to ensure equity among classrooms where teachers can deliver explicit teaching lessons in a whole class setting. We developed systems to ensure strategic use of resources across the school. Our second initiative in regards to technology was to increase the capacity of teacher knowledge and skills to ensure best practice at BPS.

As a result, a technology team was established to support both teachers and students through a team teaching approach with the goal of developing scope and sequences in Technology. This ensured consistency across stages at BPS in improving the skillset and learning outcomes for staff and students. A class set of laptops and iPads were purchased during 2021.

Next year our focus will be expanding our fleet yet again and to refine systems to continue to build the capacity of staff and students to be competent users of digital technology in their everyday teaching and learning.

### 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
In the SEF element Leading, School Resources: the theme of Technology is validated at Delivering.	Self-assessment against the School Excellence framework shows the theme of Technology to be at delivering.
<b>Tell Them From Me Survey</b> <ul style="list-style-type: none"><li>• Increase the rating of Technology (one of the eight drivers of student learning) from the baseline (5.3) by 0.3 to 5.6</li><li>• Increase the proportion of students who are interested and motivated from the baseline (68%) by 2% to 70%.</li></ul>	<p>Tell Them From Me data has shown Technology as a driver of student learning to increase significantly to equal that of the state norm.</p> <p>The data also indicated that the percentage of students who are interested and motivated has not increased to the goal of 70%.</p>

### Strategic Direction 3: Excellence in wellbeing

#### Purpose

We will promote the growth of positive relationships and meet the needs of individual students, to develop quality and inclusive wellbeing processes that support the wellbeing of all students 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.

- Meeting Individual Needs
- Wellbeing Practices

#### Resources allocated to this strategic direction

**Integration funding support:** \$118,794.00

**English language proficiency:** \$2,400.00

**Low level adjustment for disability:** \$119,574.40

**Professional learning:** \$9,010.00

**Socio-economic background:** \$112,117.50

#### Summary of progress

Our focus in 2021 was on ensuring our strong Learning Support Team (LST) procedures and policies were reviewed with staff and ensure LST practices were consistent and well communicated.

This has involved all staff participating in Berry Street Education training which has focused on the wellbeing of all students, staff and the wider community. This training has also equipped teachers with strategies to ensure students are feeling known, valued and cared for. Attendance data, whilst impacted by COVID was a focus for staff to develop a new and more rigorous approach to attendance monitoring. Regular LST and communication meetings were scheduled to support strong communication in regards to wellbeing.

As a result, student behaviour management across the school is consistent and expectations by students, staff and parents are known. Regular attendance data was collated and shared with staff on a regular basis and a whole school attendance tracking system was developed.

Next year our focus will be to further develop our attendance monitoring systems and practices to further increase student attendance rates and continue to build the capacity of staff to ensure wellbeing of all students and staff to optimise the learning environment for all.

#### 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
In the Tell Them From Me survey: <ul style="list-style-type: none"><li>• 88% of students with positive wellbeing</li><li>• the percentage of Aboriginal students with positive wellbeing is comparable</li></ul>	Overall student positive wellbeing is 72.6%. Aboriginal student wellbeing is comparable.
<ul style="list-style-type: none"><li>• 71% of students attending school 90% of time or more</li><li>• attendance of Aboriginal students is comparable with the student body</li></ul>	75% of all students and 75% of Aboriginal students attended school 90% of the time during 2021.  While the target was met, we were on track to exceed the target before COVID hit our school community.
SEF Wellbeing themes of: Individual Learning Needs and A Planned Approach About Wellbeing validated at	Progress towards achievement is validated at above sustaining and growing.



sustaining and growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$118,794.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Beresfield 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>• Meeting Individual Needs</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>• Maintain and develop school-based tracking and monitoring of vulnerable student to support individual needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> SLSOs being employed to assist funded students and their peers to access learning and increase engagement, and positive attitudes to school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to use Integration funds strategically to ensure that we match SLSOs to students to maximise connection and engagement.</p>
<p>Socio-economic background</p> <p>\$402,518.16</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Beresfield 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>• Wellbeing Practices</li> <li>• Other funded activities</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>• Curriculum Provision through Effective Use of Data</li> <li>• Establishing a whole school approach to wellbeing processes and practices</li> <li>• An additional class has been established in K-2 to allow for smaller class sizes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an innovative staffing mix which allows the school to maximise teaching and learning resulting in pleasing achievement of student learning outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to use socio-economic funds to create an innovative mix of staffing to maximise impact in the future and increase support with additional staffing to support wellbeing practices by employing a school social worker/chaplain for 2 days a week.</p>
<p>Aboriginal background</p> <p>\$72,087.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Beresfield 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>• Data skills and use</li> </ul>

<p>Aboriginal background</p> <p>\$72,087.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Monitoring and analysis of Aboriginal data</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the provision of individualised support for Aboriginal students and the tracking and monitoring of individual learning goals and progress. PLPs for all Aboriginal students were developed and regularly monitored. These were clearly communicated with parents and teachers. Cultural activities such as Aboriginal dance, Deadly Breaky and a youth mentorship program were provided.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to use the funds to ensure the school maximises learning outcomes for Aboriginal students and connect with community to increase the number of cultural programs and experiences for Aboriginal students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Beresfield 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>• Meeting Individual Needs</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>• Refining LST processes.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> assisting EAL/D students to gain proficiency in English.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to deliver TPL to all staff around EALD progressions to further support and build the capacity of all staff to cater for the learning needs of all EALD students,</p>
<p>Low level adjustment for disability</p> <p>\$119,574.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Beresfield 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>• Wellbeing Practices</li> <li>• Meeting Individual Needs</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>• Refining LST processes.</li> <li>• Curriculum Provision through Effective Use of Data.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> LaST and SLSOs being employed to assist funded students and their peers to access learning and increase engagement, and positive attitudes to school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> further deepen the understanding and skill set of SLSO's and LaST to meet the needs of students and maximise connection and engagement by providing quality professional learning opportunities.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the</p>

<p>\$27,010.00</p>	<p>Professional Learning for Teachers and School Staff Policy at Beresfield 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>• Data skills and use</li> <li>• Wellbeing Practices</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>• Mathematics Professional Learning</li> <li>• Wellbeing</li> </ul> <p><b>The allocation of this funding has resulted in:</b> staff building capacity in knowledge and skills in delivering quality Maths programs, and wellbeing and trauma-informed practices through Berry Street practices.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the Berry Street training for all staff, and to offer the Maths training to staff who didn't get the opportunity in 2021.</p>
<p>Literacy and numeracy</p> <p>\$9,210.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Beresfield 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>• Data skills and use</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>• Curriculum Provision through Effective Use of Data.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> staff training in the Starting Strong and Big Ideas TPL resulting in building the capacity of teachers in improve their skills to teach Numeracy and improve learning outcomes for all students. 50% of teaching staff completed this training. Trained staff are now confident to share their knowledge and have prepared to lead a deep inquiry into Mathematics in 2022.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to provide staff and resources to assist students' literacy and numeracy results and extend the opportunity for all staff to attend quality Starting Strong and Big Ideas professional learning.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,512.97</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Beresfield Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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>• Other funded activities</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>• employment of Instructional Leader to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> quality professional learning being delivered to staff and regular mentorship for staff. Our IL has continued to build the capacity of teachers to explicitly</p>

<p>Early Action for Success (EAfS)</p> <p>\$171,512.97</p>	<p>teach, assess and implement quality literacy and numeracy learning opportunities for all students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The EAfS program will not continue in 2022. Instead the school has an allocation of 1.4FTE Assistant Principal Curriculum and Instruction. The school will fund an additional 0.6 APCI to total two full positions - one in K-2 and one in Years 3-6.</p>
<p>QTSS release</p> <p>\$64,804.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Beresfield 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>• Other funded activities</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>• Provide additional release for Executive teachers to lead and manage quality educational programs across the school.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the QTSS funding has gone into the RFF timetable to enable all teaching staff to have additional release. In 2021, teachers have an additional 45 mins RFF per week to allow stage meetings to occur in the school day. Teaching executive receive a full school day as well as an hour's release in library in order for them to attend to their leadership needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to allow teaching executive additional release in order for them to attend to their leadership needs and employ a teacher 3 days a week to build the digital capacity of all staff and students aligned with SD2.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Beresfield 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>• Other funded activities</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>• Curriculum Provision through Effective Use of Data.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> providing intensive learning support for students requiring additional support, focusing on literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to provide staff to assist students' improve their literacy and numeracy results and build the capacity of the team through establishing networking opportunities with colleagues and provision of data days to collaborate and review student progress,</p>
<p>COVID ILSP</p> <p>\$194,207.95</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</b></p>

<p>COVID ILSP</p> <p>\$194,207.95</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></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>• Implement intensive small group tuition program, meeting students 'point of need' in literacy and/or numeracy as identified through rigorous student assessments.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>a dedicated teacher in both K-2 and Year 3-6 to work in small groups to provide targeted intervention for students to improve literacy and numeracy outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to continue to provide dedicated teachers in both K-2 and Year 3-6 to work in small groups to provide targeted intervention. This will support students to improve literacy and numeracy outcomes. Quality TPL in reading will be delivered to increase the impact of intervention on student learning.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	152	163	162	155
Girls	137	145	140	132

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.1	94.2	93.8	94.3
1	92.3	92.3	94.9	91.3
2	93.7	93.1	94.2	91
3	93.1	94.3	94.7	90.1
4	87.3	94.7	95.2	92.8
5	88.4	88.8	93.7	88.9
6	90.7	90.2	89.3	91
All Years	91.5	92.6	93.8	91.1
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)	4
Classroom Teacher(s)	12.13
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	6.02

\*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>	250,004
<b>Revenue</b>	4,217,429
Appropriation	4,158,172
Sale of Goods and Services	1,273
Grants and contributions	57,879
Investment income	105
<b>Expenses</b>	-4,205,855
Employee related	-3,889,761
Operating expenses	-316,094
<b>Surplus / deficit for the year</b>	11,574
<b>Closing Balance</b>	261,578

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>	118,794
<b>Equity Total</b>	594,918
Equity - Aboriginal	70,424
Equity - Socio-economic	402,518
Equity - Language	2,400
Equity - Disability	119,575
<b>Base Total</b>	2,755,657
Base - Per Capita	79,748
Base - Location	0
Base - Other	2,675,909
<b>Other Total</b>	378,557
<b>Grand Total</b>	3,847,927

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

The Tell Them From Me (TTFM) survey was used to measure Parent/caregiver, student and teacher satisfaction. The results are as follows:

### Student

Students from Year 3 to 6 completed the TTFM survey in 2021. In the 'Student Outcomes and School Climate' report, 82% of our students reported that they have friends at school they can trust and who encourage them to make positive choices. Expectations for Success refers to the extent to which teachers value academic achievement and hold high expectations of all students. 85% of students reported a positive outcome which is comparable to 2020. 93% of our students believe that schooling is useful in their everyday life and will have a strong bearing on their future. 85% of our students try hard to succeed in their learning. These results are similar to the 2020 data.

### Teachers

Teachers completed the 'Focus on Learning' survey in 2021. The Eight Drivers of Student Learning are reported on a 10-point scale. Out of the Eight Drivers, our school was above the NSW Government Norms in seven out of the eight drivers. The only driver we scored below the NSW Government Norm was in Parent Involvement. Questions that received high scores related to the "Leadership" and "Learning Culture" drivers. 89% of teachers believed that the leadership team creates a safe and orderly school environment and 91% agreed that high expectations are set for student learning at Beresfield PS. Results also indicated that our inclusive practices and environment sits at 8.5 compared to the state norm of 8.2.

### Parents

Parents completed the 'Partners in Learning' parent survey in 2021. 81% of parents believed that teachers have high expectations for their child to succeed at school and 92% indicated their child was clear about the rules for school behaviour. Beresfield PS achieved results above that of state norm in the three aspects of 'School supports positive behaviour', 'School supports learning' and 'Parents support learning at home.' 65% of parents surveyed expected their children to complete Year 12.

# 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.