

2021 Annual Report

Balgowlah Heights Public School



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Introduction

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

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

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School vision

We believe that a happy, engaged child is a successful one. Our community is committed to providing a positive, safe and stimulating environment for children to learn, have a voice and be valued. We aim for all children to enjoy their learning, be active citizens, become life-long learners and achieve their potential.

School context

Balgowlah Heights Public School was established in 1933 and proudly serves the local community of Balgowlah Heights and Clontarf. We currently have 719 students in Years K-6. There are 31 classes, two of which are Opportunity Classes in Years 5 and 6.

The school has strong relationships with our P&C and values parent/carer involvement in our school and their child's learning programs. We value student wellbeing and student voice; and promote respect, responsibility and personal best.

Our school enjoys extensive grounds and resources. Opportunities in sport, music, technology and Japanese enable our students to excel through a range of different experiences. A wide range of extra-curricular activities in areas such as band, dance, choir, drama, strings, chess, debating and public speaking are provided.

In developing our Strategic Improvement Plan a situational analysis was undertaken where students, parents, staff and AECG were consulted. As a result we have identified the following areas of focus:

- *Implementation of quality, evidence-based programs in literacy and numeracy which are differentiated to account for student needs. (SD1-Student growth and attainment)

- *Continued emphasis on student wellbeing and personalised learning. (SD3-Engaged and successful learners)

- *Implementation of collaborative pedagogical practices such as learning walks, data walls and consistent teacher judgement; based on research. (SD2-Explicit systems for collaboration and feedback)

- *Development of quality summative and formative assessment tasks. (SD1-Student growth and attainment, SD3-Engaged and successful learners)

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
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 maximise student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

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.

- Evidence-Based Teaching Strategies
- Data Driven Practices

Resources allocated to this strategic direction

Aboriginal background: \$693.00
Integration funding support: \$58,855.00
English language proficiency: \$45,947.00
Literacy and numeracy intervention: \$47,089.00
Low level adjustment for disability: \$98,182.00
Socio-economic background: \$2,736.00
Professional learning: \$3,000.00
Literacy and numeracy: \$45,726.00

Summary of progress

In 2021 our areas of emphasis in Student Growth and Attainment were:

- *Learning Support- Co-teaching, enhancing teacher pedagogy and implementation of targeted programs;
- *High Potential and Gifted Education- Introduction of a new Department of Education policy;
- *Parent Information- Providing parent information sessions;
- *Reading- Professional learning for staff;
- *Data- Group and individual teacher use and interpretation of student learning data; and
- *Mathematics- use of quality formative assessment to determine and record student progress.

The majority of the activities were undertaken as planned. Home learning in Term 3 did impact on some planned practices.

Professional learning in reading and HPGE provided staff with strong background in 'best practice' in these areas. Significant progress in collaborative analysis of student assessment data (NAPLAN, Check-In, learning progressions and standardized tests) occurred which resulted in enhanced understanding of student learning needs.

The NAPLAN assessment data indicated boys were achieving our established targets, particularly Year 3, but reflection on the progress of the girls is required.

The assessment data also indicates that aspects of numeracy and grammar/punctuation will be focus areas in 2022.

In supporting our students in 2022 our school will continue to invest significantly, as we did this year, in additional teachers and school learning support officers.

Aspects of our 2021 program which were not able to occur due to home learning for a significant amount of time, such as lesson studies and learning walks (refer to Strategic Direction 2- Explicit systems for collaboration and feedback), will be implemented in 2022.

In association with these practices, professional learning in new K-2 syllabuses in literacy and numeracy will be implemented.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>*Achievement of 2022 system-negotiated targets:</p> <p>-81% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading</p> <p>-71% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy</p>	<p>Data indicates that 68% of students in top 2 bands reading and 60% of students in top 2 bands numeracy, showing a decline from baseline data. Boys' achievement was commensurate with the targets.</p>
<p>*Achievement of 2023 system-negotiated targets:</p> <p>-80% of Year 5 students achieve expected reading growth</p> <p>-71% of Year 5 students achieve expected numeracy growth</p>	<p>70% of students achieved expected growth in reading. 82% of students achieved expected growth in numeracy.</p>
<p>*70% or more of students in Years 2-6 achieve 0.4 growth (calculated through effect size formula) in:</p> <p>-reading comprehension</p> <p>-spelling</p> <p>-numeracy</p>	<p>The percentage of students who achieved expected growth in Years 2-6 was:</p> <p>*Reading- 59%</p> <p>*Spelling- 56%</p> <p>*Numeracy- 64%</p>
<p>*70% or more of students in Years K-6 achieve grade appropriate levels in the following learning progressions:</p> <p>-spelling</p> <p>-understanding texts</p> <p>-quantifying numbers</p> <p>-additive strategies</p> <p>-multiplicative strategies</p>	<p>This progress measure could not be determined because data was not complete. A progress measure has been determined for 2022.</p>
<p>*Value added data in SCOUT:</p> <p>-Years K-2: Sustaining and Growing</p> <p>-Years 3-5: Delivering</p> <p>-Years 5-7: Delivering</p>	<p>Value added data shows the school growth in Years 3-5 and Years 5-7 was delivering. Data for Years K-3 was not available due to a change in Best Start methodology.</p>
<p>*Improvement as measured by the School Excellence Framework:</p> <p>-Learning culture- Sustaining and Growing</p> <p>-Curriculum- Sustaining and Growing</p>	<p>Self assessment against the School Excellence Framework shows our school currently performing at sustaining and growing in the elements of learning culture, curriculum, data skills and use and effective classroom practice. In the elements of assessment and student performance measures we are delivering.</p>

<ul style="list-style-type: none"> -Assessment- Delivering -Student performance measures- Delivering -Data skills and use- Sustaining and Growing -Effective classroom practice- Sustaining and Growing 	
<p>*80% of K-2 students achieve grade appropriate reading levels</p>	<p>School reading benchmarking data indicates the percentage of students who reached grade benchmarks was:</p> <ul style="list-style-type: none"> *Kindergarten- 79% *Year 1- 87% *Year 2- 69%

Strategic Direction 2: Explicit systems for collaboration and feedback

Purpose

In order for every student, every teacher, every leader and every school to improve every year then consistent, high expectations based on evidence is required. Together we have a responsibility to develop constructive, informed and insightful professional relationships to continuously improve our professional practice involving collaboration and feedback.

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.

- Instructional Leadership
- Shared Understanding and Responsibility for Improvement

Resources allocated to this strategic direction

QTSS release: \$130,730.00

Beginning teacher support: \$4,485.00

Professional learning: \$22,000.00

Summary of progress

In 2021 our areas of emphasis in Explicit Systems for Collaboration and Feedback were:

Instructional Leadership -

- engagement of two instructional leaders to develop school based knowledge in school based programs and apps;
- engagement of Learning and Support team leaders to demonstrate best practice and work with whole grades implementing targeted, specific instruction;
- engagement of wellbeing teacher to demonstrate and upskill teachers in explicit teaching and best practice in the area of wellbeing and behaviour management;
- further develop assistant principal leadership skills to lead weekly collaboration meetings involving data discussions, data analysis and identification of needs; and
- develop leadership skills in aspiring leaders.

Collaboration

- implement weekly grade collaboration time; and
- implement collaboration planning days every five weeks.

Lesson Study/ Learning Walks

- collaboratively plan a Lesson Study;
- implement own grade Learning walks; and
- implement adjacent grade Learning walks.

Early Career Teacher Development

- mentoring and accreditation support.

As a result of the activities undertaken in the area of instructional leadership class teachers were supported in technology across the school on a needs basis. Learning and Support teachers worked with selected grades to upskill teachers in the teaching and best practice of literacy which led to the development of K-6 professional learning in reading. The Wellbeing teacher worked with specific grades and classes to upskill teachers in explicit teaching and best practice in the area of wellbeing through the implementation of Smiling Mind, Zones of Regulation and behaviour management.

Collaboration time enhanced planning of teaching and learning across all grades K-6. Data discussions were valuable and significant progress was made in the collaborative analysis of both internal and external assessment data. Data analysis led to changes in scope and sequences across various grades. Results of data discussions led to the focus of numeracy and grammar/ punctuation for 2022.

Remote learning had a significant impact on the implementation of Lesson Study/ Learning Walk activities and these activities will be implemented in 2022.

Early Career Teacher development model will be expanded in 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
*Enhanced teacher pedagogy as evidenced by 70% or more of students achieving grade appropriate learning progression levels in learning walk focus areas.	Incomplete data sets due to delay in implementation of some initiatives during Term 3 means this progress measure has not been captured. A progress measure has been determined for 2022.
<p>*Improvement as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> -Learning culture- Sustaining and growing -Assessment- Delivering -Student performance measures- Sustaining and growing -Effective classroom practice- Sustaining and growing -Data skills and use- Sustaining and growing -Professional standards- Sustaining and growing -Learning and development- Sustaining and growing -Educational leadership- Sustaining and growing 	Self assessment against the School Excellence Framework shows our school currently performing at sustaining and growing in the elements of learning culture, professional standards, learning and development, educational leadership, data skills and use and effective classroom practice. In the elements of assessment and student performance measures we are delivering.
<p>*6 % increase in the Teacher Tell The from Me Teacher Survey in the domains of:</p> <ul style="list-style-type: none"> -Leadership -Collaboration -Learning culture 	The majority of staff participated in the Teacher Tell Them from Me Survey. The domain of leadership was down 0.4 to a score of 6.8, collaboration was down 0.3 to a score of 7.9 and learning culture was up 0.1 to a score of 8.1.
<p>*2% increase in the People Matter Survey in the domains of:</p> <ul style="list-style-type: none"> -Feedback and performance management -Teamwork and collaboration 	30% of the school staff participated in the People Matter Survey. There was a 10% increase for feedback and performance management to 63% and a 7% increase for teamwork and collaboration to 83%.

Strategic Direction 3: Engaged and successful learners

Purpose

Our school will be a teaching and learning environment that enables the development of healthy, happy, successful and productive individuals. In turn, our students will be expected to contribute to their own wellbeing and ownership of their learning, the wellbeing of their peers and the collective wellbeing of our community. In this way, our school in partnership with parents and carers, will equip our children to be active and positive contributors to the society in which we live.

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.

- Personalised Learning
- Connect-Succeed-Thrive

Resources allocated to this strategic direction

Professional learning: \$2,000.00

Summary of progress

In 2021 our areas of emphasis in Engaged Successful Learners were:

*Learning Goals- Students determined a literacy, numeracy and wellbeing goal each term which was shared with parents;

*Smiling Mind- Implemented Smiling Minds program;

*PBL- Use of data to determine wellbeing priorities;

*Buddy program- Enhanced K-6 Buddy program;

*Parent Information- Parent workshops on school programs; and

*Peer Support- Introduction of Peer Support program.

The majority of the programs were undertaken as planned. However, due to home learning Peer Support did not proceed and the Buddy Program was limited.

Learning Goals K-6 were undertaken for Terms 1 and 2 and were shared with parents using Seesaw Family. The feedback received on this program from parents was positive. Part of our future plan in this area is to include samples of student work shared with parents.

A Parent Wellbeing Workshop was held in Term 2 and was very successful with almost 100 parents participating in a range of workshops. Wellbeing information was also provided via the school newsletter on a weekly basis.

Progress towards our student improvement measures was commensurate with the targets. Progress towards our parent improvement measure was limited, particularly in the aspect of 'inclusive school'.

Aspects of the 2021 programs that were not able to be fully implemented (Peer Support and Buddy Program) will be activities scheduled in 2022. In association with these programs, professional learning in the new Inclusive, Engaging and Respectful Schools Policy and a review of student reports will be focus areas.

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
*Achievement of 2022 system-negotiated targets:	Tell Them from Me Survey data indicates 86% of students report a positive sense of wellbeing (Expectations for success, advocacy and sense of

-90% of Years 4-6 students report advocacy, a sense of belonging and high expectations.	belonging at school). Advocacy results were improved, while there was a decline in sense of belonging.
*Achievement of 2022 system-negotiated targets: -89% students have a school attendance rate of 90% or higher	The number of students attending greater than 90% of the time or more has remained steady at 85% for our school.
*70% students can articulate the purpose of their learning as determined by a Critical Analysis Interview	This progress measure could not be determined because data was not complete. A progress measure has been determined for 2022.
*Improvement as measured by the School Excellence Framework: -Wellbeing- Sustaining and growing -Learning culture- Sustaining and growing -Curriculum- Sustaining and growing -Assessment- Delivering -Reporting- Delivering -Management practices and processes- Delivering	Self assessment against the School Excellence Framework shows our school currently performing at sustaining and growing in the elements of wellbeing, assessment, learning culture, curriculum and management practices and processes. In the elements of reporting we are delivering.
*10% increase in the Parent Tell Them from Me Survey in the domains of: -Inclusive school -Parents are informed	Parent Tell Them from Me data shows a decline of 0.4 in inclusive school to a score of 6.1 and in the area of parents are informed a decline of 0.1 to a score of 6.0.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$58,855.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Balgowlah Heights Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-Based Teaching Strategies <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Funds used to provide School Learning Support Officers (SLSO) support for targeted students. • Funds also contributed to SLSO professional learning initiatives to build capacity in meeting the needs of students. • Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy. • Implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> *Students involved in targeted programs all exhibited appropriate learning growth in the identified learning area. *A number of SLSOs were trained to deliver specific reading programs. *Additional SLSOs were engaged to support student learning. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> *Continue to provide best practice programs in literacy and numeracy. *Continue to work in conjunction with parents to support students in their learning. *Continue to fund additional SLSOs to assist students.
<p>Socio-economic background</p> <p>\$2,736.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Balgowlah Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-Based Teaching Strategies <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Funds used to provide School Learning Support Officers (SLSO) support for targeted students. • Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy. • Funds also contributed to SLSO professional learning initiatives to build capacity in meeting the needs of students. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> *Students involved in targeted programs all exhibited appropriate learning growth in the identified learning area. *A number of SLSOs were trained to deliver specific reading programs. *Additional SLSOs were engaged to support student learning. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> *Continue to provide best practice programs in literacy and numeracy. *Continue to work in conjunction with parents to support students in their learning.

<p>Socio-economic background</p> <p>\$2,736.00</p>	<p>*Continue to fund additional SLSOs to assist students.</p>
<p>Aboriginal background</p> <p>\$693.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Balgowlah Heights Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-Based Teaching Strategies <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of specialist additional staff (SLSO) to support Aboriginal students. <p>The allocation of this funding has resulted in:</p> <p>*Students involved in targeted programs all exhibited appropriate learning growth in the identified learning area.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>*To engage parents more deeply in the process of establishing and monitoring Personalised Learning Plans for students.</p>
<p>English language proficiency</p> <p>\$45,947.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Balgowlah Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-Based Teaching Strategies <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support delivery of targeted initiatives. • Provision of additional English as an Additional Language/Dialect (EAL/D) support in the classroom and as part of differentiation initiatives. • Withdrawal lessons for small group (developing) and individual (emerging) support. <p>The allocation of this funding has resulted in:</p> <p>*Identifying EAL/D students, assessing their English language proficiency and prioritising their support needs.</p> <p>*Understanding students' language skills and curriculum language demands. It has enabled the classroom teachers to gauge the level of challenge and support required to scaffold learning.</p> <p>*The EAL/D teacher to assess, monitor and report EAL/D students' English language development using specialised tools such as the EAL/D learning progressions.</p> <p>*EAL/D students provided with a supplementary school report to inform parents on their child's English language proficiency.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>*Continue to support EAL/D students with their language skills.</p> <p>*Collaborate with class teachers to co-design learning, drawing on knowledge of the assessed language needs of the EAL/D learner.</p> <p>*Providing advice and appropriate models of delivery for the schools EAL/D support strategy based on identified EAL/D needs.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$98,182.00</p>	<p>students at Balgowlah Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-Based Teaching Strategies <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Funds used to provide School Learning Support Officers (SLSO) support and Learning and Support Teacher support for targeted students. • Engaging a Learning and Support Teacher to work with individual students and in a case management role within the classroom/whole school setting. • Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. • Funds also contributed to SLSO professional learning initiatives to build capacity in meeting the needs of students. • Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy. • Learning and Support Teachers worked with classroom teachers and SLSOs to enhance pedagogical practices. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> *An increase of students across the school having access to small group and individual support in literacy. *Increased opportunities for the Learning and Support teachers to work in classrooms assisting and mentoring. *Improved collaboration between Learning and Support teachers and classroom teachers. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> *Increase the number of small group targeted programs conducted by School Learning and Support Officers. *Continuation of in-class support and assisting by the Learning and Support teachers across more grades and classes in our school. *Increase areas of support to include numeracy in addition to continued literacy support.
<p>Literacy and numeracy</p> <p>\$45,726.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Balgowlah Heights Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-Based Teaching Strategies <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff training and support in literacy and numeracy. • Literacy and numeracy programs and resources, to support teaching, learning and assessment. • Targeted professional learning to improve literacy and numeracy. • Purchasing of literacy resources such as quality picture books for guided and shared instruction. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> *Significant professional learning on approaches to teaching reading was undertaken. *Year 3 NAPLAN results were high. *Progressive Achievement Test (PAT) comprehension and numeracy results indicated satisfactory progress, but not to the same level as previous years.

<p>Literacy and numeracy</p> <p>\$45,726.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: *A focus in 2022 on numeracy teaching and learning.</p>
<p>QTSS release</p> <p>\$130,730.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Balgowlah Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Funds were used to provide a day release for each Assistant Principal and Deputy Principal to undertake instructional leadership. • Practices such as lesson demonstrations, lesson feedback, co-teaching, programming, assessment, data discussions and personalised feedback were implemented. <p>The allocation of this funding has resulted in: *In Semester I significant work in data discussions was undertaken involving all teaching staff. *In Semester II planned activities were changed to supporting staff to assist students with home learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: *Continue the AP/DP instructional leader model but with greater emphasis on learning walks associated with lesson studies.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Balgowlah Heights Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-Based Teaching Strategies <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of additional Learning and Support Teacher to address the identified needs for students who require additional support in literacy and numeracy. • Engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice. <p>The allocation of this funding has resulted in: *An increase of students across the school in Years K-2 having access to small group and individual support in literacy. *Increased opportunities for the Learning and Support teachers to work in classrooms co-teaching and mentoring. *Improved collaboration between Learning and Support teachers and classroom teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: *Increase the number of small group targeted programs conducted by School Learning and Support Officers. *Continuation of in-class support and co-teaching by the Learning and Support teachers across more grades and classes in our school. *Increase areas of support to include numeracy, in addition to continued literacy support.</p>

<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition. • Releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. • Providing targeted, explicit instruction for student groups in literacy. • Development of resources and planning of small group tuition. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> *Small group tuition for K-6 students, targeting those who need extra support with literacy. *Students having access to additional support programs within the school. *Working alongside the classroom teacher to best support individual students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> *Continue additional support program which helps students improve their literacy skills. *Review the model implemented to support our students with additional support programs.
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Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	350	348	334	361
Girls	354	363	375	377

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.9	95	95.5	94.9
1	95.2	95	95.6	95.1
2	95	95	94	94.1
3	95.6	95.6	95.6	95.5
4	95.1	93.4	93.6	93.8
5	95.5	95.2	96.9	94.8
6	95.2	94.3	94.5	93.4
All Years	95.3	94.8	95.1	94.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	26.63
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
School Administration and Support Staff	4.67

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

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

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

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

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

	2021 Actual (\$)
Opening Balance	633,025
Revenue	7,019,982
Appropriation	5,673,141
Sale of Goods and Services	14,250
Grants and contributions	1,331,486
Investment income	1,005
Other revenue	100
Expenses	-6,941,866
Employee related	-5,691,634
Operating expenses	-1,250,232
Surplus / deficit for the year	78,116
Closing Balance	711,141

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	60,324
Equity Total	147,560
Equity - Aboriginal	693
Equity - Socio-economic	2,737
Equity - Language	45,947
Equity - Disability	98,182
Base Total	4,978,313
Base - Per Capita	174,780
Base - Location	0
Base - Other	4,803,533
Other Total	355,575
Grand Total	5,541,772

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Student, parent and staff feedback was sought in 2021 through the Tell Them from Me Survey. Key findings were:

Parents

*56 parents responded to the survey.

**Parents feel welcome, parents support learning at home and school supports learning* ratings increased from the previous year.

**Parents are informed* and an *inclusive school* ratings decreased from the previous year.

*At parent forums the Tell Them from Me Report from the previous year was discussed, in particular the *inclusive school* measure, as there was a disparity between the parent and teacher rating.

Students

**Positive relationships, positive behaviour at school, advocacy at school and positive teacher-student relations* ratings increased from the previous year.

**Sense of belonging, expectations for success and effort* ratings decreased from the previous year. These domains were also below state average.

Staff

**Inclusive school, parent involvement, learning culture and teaching strategies* ratings increased from the previous year.

**Leadership and collaboration* ratings decreased from the previous year. Both of these domains were also below state average.

The next steps to support our students and community are:

*To increase the number of parents completing the survey.

*To continue to share the survey results at parent, staff and student forums and discuss implications.

*To reflect on the domains of inclusivity, leadership and collaboration.

*To implement strategies aimed at enhancing students' sense of belonging.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.