

# 2021 Annual Report

## Beverly Hills North Public School



3944

# Introduction

The Annual Report for 2021 is provided to the community of Beverly Hills North 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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## School vision

As educators we believe it is our responsibility to inspire and enhance all students' academic, social and emotional growth. We empower students to have self-efficacy and be life long learners who thrive in a connected community. We work in partnership with our students and families. Our decision making is collaborative, transparent and student driven in order to provide equity and access for all.

## School context

Beverly Hills North Public School is located in South Western Sydney and has a student enrolment of 460. The school culture supports and encourages students, staff, parents and the wider community working together to promote school excellence.

Our school is supported by a strong and vibrant multi-cultural community. 85% of our students have a language background other than English and 1% of students identify as Aboriginal. There are currently 38 language backgrounds with 33% Arabic, 10% Greek, 8% Cantonese and 8% Mandarin speaking. Our students come from a wide range of socio-economic backgrounds.

The staff at Beverly Hills North Public School are a highly committed and diverse group of experienced, early career and temporary teachers working in full time and part-time capacities. In 2021 there are 58 teaching and non-teaching staff, including our Itinerant Support Teacher Vision team. The Leadership team consists of a Principal, Deputy Principal, 4 Assistant Principals, self-funded Instructional Leader and an Assistant Principal Itinerant Support Vision.

Students engage in a wide variety of learning experiences and extra-curricular opportunities are provided in sport, science, technology, and creative and performing arts, to enable our students to excel through a range of different experiences.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with teaching and non-teaching staff, students, and parents. We have identified a need to build consistency in teaching and learning from Kindergarten to Year Six. We will continue to build teacher professional knowledge and capacity around; quality literacy and numeracy practices and, consistent whole school assessment and data tracking of students.

Student wellbeing remains a focus to equip our students with the social and emotional skills required to successfully engage in learning. We will strengthen our home-school partnerships by engaging our parents and local community authentically in all aspects of school life.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student learning outcomes through enhanced evidence-based teaching practices and differentiated personalised learning in literacy and numeracy

### 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 Effective Teaching Practices
- Differentiated Personalised Learning

### Resources allocated to this strategic direction

**English language proficiency:** \$48,014.85

**Socio-economic background:** \$63,307.06

**Literacy and numeracy intervention:** \$44,847.20

**Low level adjustment for disability:** \$80,679.03

**Integration funding support:** \$90,318.00

### Summary of progress

All teachers have undertaken professional learning on effective teaching practices through examining What Works Best 2020 Update. Stage teams have used their learnings to inform planning and programming. Assessment data has been used to effectively group students, however we will continue to build our collective capacity in the area of differentiation.

### 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
<b>Greater than 37.5%</b> of Year 3 and Year 5 students achieving in the top 2 Bands in NAPLAN Reading.	Data indicates that 37.5% of Year 3 and Year 5 students achieved in the top 2 bands in NAPLAN reading, showing no change from baseline data.
<b>Greater than 27.9%</b> of Year 3 and Year 5 students achieving in the top 2 Bands in NAPLAN Numeracy.	Data indicates that 28.0% of Year 3 and Year 5 students achieved in the top 2 bands in NAPLAN numeracy, showing a slight increase from baseline data.
<b>Greater than 59.6%</b> of Year 3 and Year 5 students achieving achieving expected growth in NAPLAN Reading.	61.1% of Year 5 students achieved expected growth in NAPLAN in Reading, indicating an increase against baseline data.
<b>Greater than 66.9%</b> of Year 3 and Year 5 students achieving achieving expected growth in NAPLAN Numeracy.	72.6% of Year 5 students achieved expected growth in NAPLAN in Numeracy, indicating an increase against baseline data.
School self-assessment of the SEF element 'Effective Classroom Practice' indicates <b>improvement from Sustaining and Growing to Excelling</b> in the theme Explicit Teaching.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element 'Effective Classroom Practice' in the theme Explicit Teaching.
School self-assessment of the SEF element 'Curriculum' indicates <b>improvement from Sustaining and Growing to Excelling</b> in the theme Teaching and Learning Programs.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element 'Curriculum' in the theme Teaching and Learning Programs.

## Strategic Direction 2: Quality Teaching

### Purpose

To enhance teacher's capacity and capability to collect, interpret and analyse data, we will develop and embed effective school-wide data and assessment processes and practices, to ensure assessment is an integral part of teaching and learning programs, to improve student outcomes

### 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.

- School Wide Assessment Practices
- Data Driven Practices

### Resources allocated to this strategic direction

Professional learning: \$39,316.58

QTSS release: \$100,233.49

### Summary of progress

Some initial progress has been made on the development of a whole school assessment scope and sequence in reading but testing and evaluating this was postponed and will be conducted in 2022. Data has been collected for Understanding Texts and Vocabulary from the literacy progressions into PLAN2, with whole school analysis being conducted as a priority 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
Internal measures indicate a <b>baseline of staff capacity at Delivering</b> in using whole school assessment and data practices in High Impact Professional Learning school self-assessment tool in: Element 1- Professional learning is driven by identified student needs and, Element 5- Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement.	High Impact Professional learning school self-assessment tool was conducted, and a baseline of working towards delivering was established in Element 1- Professional learning is driven by identified student needs and Element 5- Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement.
Internal measures indicate a <b>baseline of staff capacity</b> in using whole school assessment and data practices in Collaboration for School Improvement in the areas of: Shared understanding and responsibility for improvement, Data capability and, Conversations for improvement.	Collaboration for School Improvement school self-assessment was conducted, and a baseline staff capacity in shared understanding of collaborative practice in assessment and data to drive teaching and learning was established.
School self-assessment of the SEF element 'Assessment' indicates <b>improvement from Sustaining and Growing to Excelling</b> in the theme Formative Assessment.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element 'Assessment' in the theme Formative Assessment.
School self-assessment of the SEF element 'Data Skills and Use' indicates	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element 'Data Skills and Use'

**improvement from Delivering to Sustaining and Growing** in the theme Data Literacy.

in the theme Data Literacy.

## Strategic Direction 3: Connecting and Belonging

### Purpose

To build a supportive learning environment where the school community feels connected and experiences a sense of belonging

### 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.

- Wellbeing
- Partnerships

### Resources allocated to this strategic direction

Aboriginal background: \$3,192.76

### Summary of progress

A strong focus on student wellbeing happened throughout the learning from home period, where all students were connected and supported with regular communication via numerous channels. Our community were engaged and supported through various online platforms and resources to ensure they remained connected to our school. We will continue to build upon our school wellbeing programs and our community partnerships.

### 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
<b>Greater than 83.5%</b> of students attending greater than 90% of the time.	83.04% of students attending greater than 90% of the time, indicating a slight decrease against baseline data, however this data is subject to all students being marked 'Flexible in attendance' for the entirety of time in remote learning (63 school days).
<b>Greater than 86.7%</b> of students reporting expectations for success, advocacy and sense of belonging at school in the Tell Them From Me survey.	84.95% of students reporting expectations for success, advocacy and sense of belonging in the Tell Them From Me survey, indicating a decrease against baseline data. (Expectations for success = 96.33%, advocacy = 84.33% and sense of belonging = 74.07%)
School self-assessment of the SEF element 'Wellbeing' indicates <b>improvement from Sustaining and Growing to Excelling</b> in the theme Caring for Students.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element 'Wellbeing' in the theme Caring for Students.
School self-assessment of the SEF element 'Educational Leadership' indicates <b>improvement from Sustaining and Growing to Excelling</b> in the theme High Expectations Culture.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element 'Educational Leadership' in the theme High Expectations Culture.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$90,318.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Beverly Hills North 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>• Differentiated Personalised Learning</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>• employment of Student Learning Support Officers (SLSOs) to provide additional support for students who have high-level learning needs in reading and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students who received Integration Funding Support were supported in their learning and engagement in Reading, Numeracy, Wellbeing and Attendance.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued employment of SLSOs to work with students on their individualised learning programs in Reading, Numeracy, Wellbeing and Attendance.</p>
<p>Socio-economic background</p> <p>\$63,307.06</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Beverly Hills North 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>• Differentiated Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• equitable access to specialist resources</li> <li>• employment of additional staff to support program implementation</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• Upgrading school resources to support learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students being targeted and supported in learning programs. Increased resources to support learning and engagement. Increased opportunities and experiences for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to support programs in reading and numeracy in classrooms and the playground. Resources to be allocated based on need.</p>
<p>Aboriginal background</p> <p>\$3,192.76</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Beverly Hills North 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</b></p>

<p>Aboriginal background</p> <p>\$3,192.76</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• Whole school celebration of significant Aboriginal events</li> </ul> <p><b>The allocation of this funding has resulted in:</b> SLSOs worked with Aboriginal students on their PLP learning goals in literacy, numeracy, attendance and wellbeing. Whole school increased understanding of and respect for Aboriginal culture.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue personalised support of our Aboriginal Students. Whole school acknowledgement and celebration of Aboriginal events.</p>
<p>English language proficiency</p> <p>\$227,403.65</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Beverly Hills North 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>• Evidence-based Effective Teaching 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>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students with an additional language or dialect were supported in their language acquisition and consolidation. Students were supported in class and in targeted withdrawal groups in literacy and numeracy and vocabulary development across all key learning areas.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to support students primarily in reading and numeracy in classrooms and in small groups. Moving forward, our reduction in English language Proficiency funding will mean identified students will receive less support.</p>
<p>Low level adjustment for disability</p> <p>\$237,644.23</p>	<p>Low level adjustment for disability equity loading provides support for students at Beverly Hills North 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>• Differentiated Personalised Learning</li> <li>• Other funded activities</li> </ul>

<p>Low level adjustment for disability</p> <p>\$237,644.23</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning Support Officers</li> <li>• targeted students are provided with Rip-It-Up, evidence-based intervention program to increase reading learning outcomes</li> <li>• support for students in implementing their individual education plan goals</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A range of in-class and intervention programs catered for students requiring additional learning and support. Learning and support teachers worked with school learning support officers to ensure programs were effectively implemented and students were well supported.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Learning and support teachers will continue to target students in class and withdrawal of small groups, with the addition of supporting K-2 Initialit program. Resources to be allocated based on need.</p>
<p>Literacy and numeracy</p> <p>\$20,533.93</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Beverly Hills North 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>• 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>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in K-2 Initialit literacy program</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Implemented new evidence-based online literacy programs. Implemented Spelling Mastery spelling program across years 3-6. Quality literature in classrooms. Additional staff trained in Initialit.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to implement online programs K-6 and Spelling Mastery 3-6.</p>
<p>QTSS release</p> <p>\$100,233.49</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Beverly Hills North 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 Driven 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>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul>

<p>QTSS release</p> <p>\$100,233.49</p>	<p><b>The allocation of this funding has resulted in:</b> Assistant Principals supported teachers in classrooms in literacy and numeracy. Self-funded Instructional leader worked with teachers in Stage One, Two and Three, gathering data in Understanding Texts, with a focus on vocabulary, comprehension and processes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Assistant Principals allocated additional release face-to-face time to work with stage teams on collaborative teaching, planning. and assessment. Assistant Principal Curriculum and Instruction will continue to work in classrooms, with an initial focus on gathering data in Understanding Texts; vocabulary, comprehension and processes in Stages 2 and 3.</p>
<p>Literacy and numeracy intervention</p> <p>\$44,847.20</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Beverly Hills North 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>• Differentiated Personalised Learning</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 an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Self-funded Instructional leader worked with teachers in Stage One, Two and Three ensuring that all students were supported with teaching and learning programs. Instructional Leader gathered data in Understanding Texts, with a focus on vocabulary, comprehension and processes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Assistant Principal Curriculum and Instruction will continue to work in classrooms, with an initial focus on gathering data in Understanding Texts; vocabulary, comprehension and processes in Stages 2 and 3.</p>
<p>COVID ILSP</p> <p>\$143,566.39</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <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>• employment of teachers to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition and monitor progress of students</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Experienced classroom teachers coordinated and implemented COVID ILSP groups, supporting students with building skill in literacy and numeracy, primarily in literacy - reading and phonics. Teachers tracked and analysed student data in PLAN2.</p>

<p>COVID ILSP</p> <p>\$143,566.39</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>COVID ILSP will continue to support identified students with literacy and numeracy. Students will also be supported in Spelling Mastery and Mathematics groups each week.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	300	286	282	251
Girls	258	248	253	206

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.3	93.8	92.8	92.8
1	95.1	89.6	93.8	92.6
2	96.3	93.1	94.4	95
3	93.9	95.4	93.6	93.8
4	92.9	92.5	95.9	94.1
5	94.2	93.2	95.7	95.1
6	92.1	93.5	93.3	94.3
All Years	94	93.1	94.3	94
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	19.79
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	1.6
School Administration and Support Staff	3.78

\*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>	389,482
<b>Revenue</b>	5,415,938
Appropriation	5,237,508
Sale of Goods and Services	60,254
Grants and contributions	117,900
Investment income	277
<b>Expenses</b>	-5,196,522
Employee related	-4,696,644
Operating expenses	-499,878
<b>Surplus / deficit for the year</b>	219,416
<b>Closing Balance</b>	608,898

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>	90,318
<b>Equity Total</b>	531,548
Equity - Aboriginal	3,193
Equity - Socio-economic	63,307
Equity - Language	227,404
Equity - Disability	237,644
<b>Base Total</b>	3,421,015
Base - Per Capita	131,886
Base - Location	0
Base - Other	3,289,128
<b>Other Total</b>	880,439
<b>Grand Total</b>	4,923,320

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2021 we surveyed our student, parents and staff about school management:

- 90% of parents agreed that; the school cares about the students and the discipline is fair and that; the school communicates effectively with students and parents.
- All staff agreed that; monitoring and evaluation of the school's plans, policies, programs and practices are planned and ongoing; and the school is continually looking at ways to improve its performance.
- All students responded positively about our school agreeing that students are friendly and teachers are fair and our school playground - undercover areas and gardens are nice. However, sometimes the rules weren't consistent with every teacher and the library needed new books.

# 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.