

2021 Annual Report

Beaumont Road Public School



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Introduction

The Annual Report for 2021 is provided to the community of Beaumont Road 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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Message from the principal

Congratulations to teachers, students and parents for embracing the many challenges at school in 2021. The teaching staff provided quality programs to meet the many needs of students, as well as successfully implementing a range of online programs. In particular, I commend all participants for their involvement in home learning programs.

There was a strong focus in providing literacy and numeracy programs aligned to the individual needs of students. The Department of Education supported schools with many initiatives to achieve further improvements in these two key learning areas. School staff continued to support students with specific learning and social needs.

It was a pleasure working with a staff that remained committed and professional. Their energy and enthusiasm to implement home learning programs reflected a high level of professionalism and dedication. Their support for the many initiatives at the school was very much appreciated.

I thank parents for their ongoing support. They successfully participated in curriculum programs at school and in the home learning programs. Their commitment to supporting the school's programs and positive involvement in their children's education was evident.

Congratulations to the students at the school. They also embraced the many challenges and adapted to the home learning programs. There were continued high achievements in internal and external literacy and numeracy assessments. Students in Year 6 were given an excellent foundation to progress to secondary school.

It was a pleasure working with staff and parents to provide the best possible learning experiences for our students.

Malcolm McDonald

Principal

Message from the school community

The school's Parents and Citizens' Association continued to support staff and students. There was an active committee of parents contributing to fundraising and social activities, including the Bivouac, Grandfriend's Day, Men's Day and the Colour Fun Run.

Meetings at school and online, enabled parents to continue their contribution to school improvements. The canteen, uniform shop and band committees remained strong and were important components to the operation of the school.

When possible, parents generously contributed to the implementation of class programs.

Ashley Crawford

P & C President

Message from the students

2021 was a tough year for Beaumont Road Public School but with the encouragement from all teachers, staff, students and parents, we had another successful year. We had fun in 2021 thanks to all of the various events.

It all started with the swimming carnival at the beginning of the year. This was a day full of splashes, ribbons, laughter and excitement. Years 3-6 children went to West Pymble Swimming Pool and had the time of their lives competing in different races.

We had so many sports activities, which were run by excellent sports teachers. They worked really hard to encourage all students to get outdoors and participate in many team and individual sports.

What made this year even more exciting were all of the excursions that Years K-6 experienced. All the Kindergarten children enjoyed the Taronga Zoo excursion. The Year 5 camp to Point Wolstoncroft was a highlight and the Year 6 children enjoyed the special end of year activities.

Home schooling was quite a setback but with all of the dedicated staff and teachers, it was enjoyable for everyone. The teachers were very organised and had to be on their toes but they continued to put their students first and kept having faith in learning and education. We personally think that home schooling improved our knowledge about technology and

how to use Zoom!

We all needed a day to come together and forget about all the hard times. This day was Wellbeing Day. All of the students and teachers gathered under our new shade structure and sang songs together. We blended in with one another immersed in happiness.

Once Term 4 came along and everything was almost back to normal at school, we had a bike day for all children. We had bike tracks set up on the school grounds by our extremely helpful members of staff, and students rode their bikes and scooters all day. Almost everyone participated, including the Principal.

One of the biggest highlights for 2021 was the Colour Fun Run where students ran across the grass and were drenched in powdered paint. Teachers watched over their students, seeing their faces light up with smiles from ear to ear.

Overall, 2021 was such an amazing year. We had so many teachers helping and encouraging students to do their best and that led to the children becoming even more successful in grades and confidence. Beaumont Road Public School did their best in 2021 and it paved a way for the children's future.

Caelyn, Jasmine and Tom

School Leaders 2022

School vision

The Beaumont Road Public School's vision is to develop children academically, socially, physically and emotionally, resulting in confident and responsive individuals who aspire to achieve their full potential. This will be achieved by providing a productive, happy, safe and supportive learning environment in which every child is known, cared for, valued, and all achievements are celebrated. Every student and every staff member improves every year.

School context

Beaumont Road Public School has a reputation for high academic achievements, engaging programs, extra-curricula opportunities, and professional and caring staff who work together to promote school excellence.

The school is located in a quiet suburban location with flat, accessible and open grassy playgrounds and excellent facilities. The school has an "open door" policy where parents and community members are welcomed.

Students entering Kindergarten come with excellent foundations in literacy, numeracy, and other skills to further develop at school. The school is dedicated to ensuring students continue their growth. Programs are implemented to cater for all students, including talented students, students performing in lower bands and EAL/D students. Advice from nearby secondary schools indicates that students from Beaumont Road Public School are well-equipped with the necessary skills and knowledge to successfully further their education.

Parents provide very dedicated support to their children at home and school. At a curriculum, organisational and social level, parents are outstanding supporters and contribute to the success of the school's many policies and programs. A high level of consultation ensures successful home/school partnerships.

All members of staff actively contribute in a caring, supportive and professional manner. They have a strong desire to work with parents to provide engaging, individualised and effective learning experiences. The collaborative and loyal culture that exists with staff is impressive.

The situational analysis confirmed the importance placed on effective planning and implementation of literacy and numeracy programs at the school. Future delivery of additional teacher professional learning in data skills and use, and systematic collation and evaluation of data from a range of sources, will further enhance student outcomes. In literacy there will be a focus on the explicit teaching of reading strategies and writing skills, and in mathematics, the situational analysis indicated a focus on the sub-strand of measurement and geometry would improve student outcomes. Continued consideration of cross-curriculum priorities will enable students to develop understanding about and address the contemporary issues they face.

The school will continue to value the perspectives and opinions of staff, students and parents and act on them in a way that genuinely shapes learning and decision-making at the school.

The school is fortunate to have a wide range of teachers and parents with particular expertise and interests. Efforts will be made to better utilise these strengths in class programs, professional learning and parent led initiatives.

Beaumont Road Public School is a community school encouraging its students to become life-long learners in the 21st century.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

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	Delivering
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	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 improve student learning outcomes in literacy and numeracy, the school will develop and sustain whole school processes for collecting and analysing data. This will ensure that the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Student learning outcomes will be improved in literacy and numeracy by developing a whole school process in the collection and analysis of data. This will ensure all teachers implement appropriate teaching and learning programs aligned to the needs of all students.

Initiatives

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

- Literacy
- Numeracy

Resources allocated to this strategic direction

Professional learning: \$11,740.00

Literacy and numeracy intervention: \$22,000.00

English language proficiency: \$43,647.00

Low level adjustment for disability: \$78,235.00

QTSS release: \$75,600.00

Literacy and numeracy: \$23,821.00

School support allocation (principal support): \$21,323.57

Summary of progress

In 2021, the school continued to provide education and offer the best possible learning environment and curriculum delivery. Extensive home learning programs were implemented during a challenging period.

NAPLAN, Check-In assessments and school based assessments were used to assess and monitor student growth and attainment in literacy and numeracy. Progress was consistently monitored through a greater school-wide analysis of the data. Evidence indicated trends towards the achievement of targets.

A key initiative was the development of a school-wide system and database for tracking student academic performance in literacy and numeracy. An updated scope and sequence for assessment was developed. Professional learning enhanced staff confidence and collaboration in analysing and utilising student performance data.

The Executive team's participation in professional development courses, including the LEED and Curiosity and Powerful Learning projects, led to an increased focus on evidence-based best practice in a range of domains.

There was a high level of engagement in literacy programs across the school aligned with the school's Strategic Improvement Plan. Staff collaboratively implemented programs including Stage 3 online comprehension, the Stage 2 MS Reader fluency program, school-wide writing initiatives and a revised library book borrowing system.

In numeracy, the provision of practical activities each term, focused on developing student knowledge and skills in measurement and geometry. The NAPLAN Guided Data Package had identified this as an area for improvement. During the home learning period, there was increased and accelerated exposure to learning numeracy utilising technology, including the use of tutorial videos, which aimed to maximise student engagement.

Throughout the year, the Assistant Principals continued to liaise closely with Learning Support Team members to plan and deliver programs to meet individual needs of identified students. There was a continued focus on supporting the literacy needs of students in their early years through the MiniLit and MultiLit programs. Small group sessions were used to support identified students in numeracy, focusing on the consolidation of core concepts.

During the period of home learning, staff reflected on and continually evaluated the delivery of literacy and numeracy programs. Department of Education resources assisted in catering to diverse student needs. Students attending school each day during the home learning period were supported with access to the class home learning programs. The technological and communication aspects of the school's delivery of home learning were valued by staff, students and parents. Effective teamwork, professional development, ICT assistance and regular communication systems ensured

staff, students and parents were well supported to facilitate learning. These quality systems allowed for continued student engagement in literacy and numeracy.

The next steps of the Strategic Improvement Plan for 2022 include the implementation of two new staff roles, Instructional Leader Literacy and Instructional Leader Numeracy, to oversee the continued development of literacy and numeracy programs and practices across the school. 'Curiosity and Powerful Learning Theories of Action' will be utilised to support staff in the implementation of enhanced teaching practice, and will be embedded into the school's class observation program. Efforts will be made to re-engage parents to support staff in literacy and numeracy programs. Data skills and use will continue to be a focus for development.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Top 2 Bands - Reading</p> <p>The percentage of students achieving in the top 2 bands of NAPLAN reading is above the system-negotiated baseline target of 82.4%.</p>	<p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading is 77.48% and the school continues to progress towards the baseline target.</p>
<p>Top 2 Bands - Numeracy</p> <p>The percentage of students achieving in the top 2 bands of NAPLAN numeracy is increased to be above the system-negotiated baseline target of 80%.</p>	<p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 79.28% and is progressing toward the baseline target.</p>
<p>Expected Growth - Reading</p> <p>The percentage of students achieving expected growth in NAPLAN reading is increased to 69%, with an uplift of 3.4%.</p>	<p>The proportion of Year 5 students achieving expected growth in NAPLAN reading has decreased by 2.8%, to 66% which indicates progress yet to be seen towards our baseline target.</p>
<p>Expected Growth - Numeracy</p> <p>The percentage of students achieving expected growth in NAPLAN numeracy is increased to 56.2%.</p>	<p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased by 19.15%, to 68.1% which exceeds our baseline target.</p>
<p>Progressive Achievement Test - Reading</p> <p>A baseline achievement result determined for each cohort showing a % of students achieving at or above 70%.</p>	<p>The baseline percentage of students achieving at or above 70% in the Progressive Achievement Test Reading has been determined as 61%.</p>
<p>Progressive Achievement Test - Numeracy</p> <p>A baseline achievement result determined for each cohort showing a % of students achieving at or above 60%.</p>	<p>The baseline percentage of students achieving at or above 60% in the Progressive Achievement Test Numeracy has been determined as 73%.</p>
<p>Data Skills and Use</p> <p>A whole-school database is established to show growth and attainment in literacy and numeracy.</p>	<p>A new data system was established for literacy and numeracy, which enabled staff to more easily access and analyse relevant data.</p>

Purpose

Initiatives will be implemented with the aim for the school to attain excellence in educational leadership. A culture of high expectations, high performance and wellbeing of students, a professional learning community focused on continuous improvement in teaching and learning, and responsiveness to community needs, will underpin the aim of achieving continuous whole school improvement.

Initiatives

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

- Educational Leadership
- Professional Learning
- Community Engagement
- Student Voice

Resources allocated to this strategic direction

Professional learning: \$12,569.00

Summary of progress

The school's Executive participated in the 'LEED' and 'Curiosity and Powerful Learning' professional learning courses. These courses provided the team with opportunities to collaborate and engage with educational specialists and colleagues, and utilise the latest research and literature. In 2022, all staff will be involved in the design and implementation of a plan of action to further improve teaching and learning across the school.

An outcome of strategic planning, the external validation process and professional learning during 2021, was a decision to establish Instructional Leader roles in literacy and numeracy for 2022. The Principal and Assistant Principals planned an outline for a desired model for these roles. It was decided that the Assistant Principals would continue to coordinate Stages to guide teaching and learning. Two of the Assistant Principals would fulfil the Instructional Leader roles across Kindergarten to Year 6.

Staff continued to be provided with opportunities to further develop their leadership skills. This included involvement in professional development initiatives. Opportunities will continue to be provided for staff to further their leadership capacity, including participation in K-2 curriculum reform, the library book borrowing program, professional learning workshops, stage based initiatives, and creative and performing arts programs.

Home learning provided staff members with opportunities to implement effective and alternative teaching and learning programs. Resilience and a shared positive attitude was evident across the staff. Each brought their own strengths and shared online teaching skills with team members. Feedback indicated a high level of confidence and satisfaction was gained through these experiences.

There was a high level of community engagement at the school in Semester 1. However, during the time when students were participating in home learning, engaging the community was very difficult. Communication systems implemented were informative and helped parents support their children. Effective home school learning partnerships resulted in students being motivated to deliver their best and engage in programs. Feedback gained from parents indicated that online programs were well received by students. In 2022, the school will seek to rebuild community engagement while adhering to Department of Education policy guidelines.

The school continued to seek ongoing feedback from parents and valued their input. The Principal attended all P and C meetings, including the Uniform Shop and Canteen subcommittees. This provided opportunities to maintain excellent relationships and manage these important components of the school. A member of staff also attended the school band committee meetings and encouraged feedback. At the beginning of the year parent information evenings, parents were invited to complete a goal sheet outlining parent social, curriculum and other expectations for their child. Teachers were engaged in analysing this information for classroom planning. In addition, parents are always encouraged to contact the school to provide relevant information regarding their child's learning and wellbeing. Social functions throughout the year are always well attended by staff and another opportunity to seek and receive feedback. Extensive data was also collected during the home learning program when all families received two phone calls. Generally, feedback received was positive and indicated a high level of appreciation.

Student voice continued to be highly valued within the school culture. During the year, there were limitations placed on

congregations, assemblies and cohort mixing. However, in classrooms students were given opportunities to participate with their teachers in discussing feedback in a range of activities. They were also active in communicating with their peers in class group sessions. In 2022, the school will take steps to further enhance the scope of student voice and influence.

As the school returns to normal operations in 2022, the Instructional Leaders will lead staff in the planning and implementation of literacy and numeracy programs. They will also utilise current research to ensure best possible teaching practice. Regular professional learning sessions will include a focus on data driven practices, discussions of class observations and a focus on student work samples.

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>Educational Leadership</p> <p>Develop a model for instructional leader roles within the school.</p>	<p>Executive and teacher discussion, and feedback used to develop literacy and numeracy instructional leader roles for implementation in 2022.</p>
<p>Professional learning</p> <p>Leadership team supports 50% of staff in contributing to and/or leading whole-staff professional learning sessions in explicit teaching practices in literacy or numeracy and progressing to 100%.</p>	<p>Home learning resulted in staff contributions to professional learning in literacy and numeracy adapting to a new online form. Professional learning records indicate the target of 50% staff participation was exceeded and additional progress was also made in the capacity of staff to deliver professional learning in online forums.</p>
<p>Community Engagement / Positive Sense of Belonging</p> <p>Tell Them From Me Student survey 'Positive Sense of Belonging' data is moving towards the school's agreed upper bound target of 87.99%.</p>	<p>Volunteer literacy and numeracy groups were unable to be re-established in 2021.</p>
<p>Student Voice</p> <p>Tell Them From Me Student survey 'Wellbeing' data is moving towards the school's agreed upper bound target of 94.3%.</p>	<p>Limitations placed on interactions across school cohorts allowed for limited implementation of a Student Representative Council and student leader groups.</p>

Strategic Direction 3: Dynamic teaching and learning programs

Purpose

In order to provide outstanding teaching and learning programs aligned to student needs, teachers will participate in regular collaborative planning. A dynamic cycle of planning, developing, implementing and evaluating will ensure programs engage our learners.

Initiatives

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

- Collaborative Programming
- Teaching and Learning Programs

Resources allocated to this strategic direction

Socio-economic background: \$2,997.53

Summary of progress

Teaching staff continued to collaborate in the design and evaluation of enhanced teaching and learning programs. The provision of extra release time supported teachers to collaborate more effectively with grade partners, stage teams and across K-6.

Alternative digital methods and schedules were established during home learning, to allow time for the continuation of effective collaborative programming.

Teacher feedback indicated that staff appreciated the initiatives for enhancement of collaborative planning and look forward to continued advances.

A parent survey demonstrated a strong degree of support and satisfaction in the provision of specialist programs, including music, visual art, language and physical education. Expanded music and visual art programs enriched the curriculum and were designed to further enhance engagement of students across K-6. These programs also provided opportunities for professional development as classroom teachers could benefit from observing the subject expertise of specialist staff. A new focus on early years music in 2022 will aim to provide a further learning experience and to motivate future band program membership.

In a challenging year, Tell Them From Me student survey data, indicated that 70% of students had a high level of 'interest and motivation' in their learning. Home learning is considered to have had a strong influence on student responses. The school will continue to focus on implementing dynamic teaching and learning programs moving into 2022, and is aiming to move towards the 2024 progress measure target of 75%.

Tell Them From Me survey data also indicated a very high rate of participation in extra-curricular activities, with a school average of 74% (NSW norm of 55%). The provision of extra-curricular activities will continue to be implemented to meet student and parent demand in 2022.

In 2022, there will be a focus on the leadership team aiming to better utilise the knowledge and expertise of teaching staff to enhance teaching practice of other teachers. The school is fortunate to have a diverse group of teachers who can effectively contribute in many ways to the implementation of the school's curriculum. There will also be a focus on encouraging a greater level of collaboration in the sharing of work samples and the analysis of data.

The school has an excellent library facility with current literature. It is funded through the parent's voluntary Library Fund. The literacy program will be enhanced through strategies to improve the library aesthetics and function, and by increasing the number of books borrowed by students. Teachers will have a greater ownership in this process.

Learning intentions and success criteria, challenging tasks, higher order thinking skills and effective feedback connected to data, will continue to be embedded in all teaching and learning programs. A cycle of continual evaluation of initiatives across curriculum will aim to provide best practice programs that actively connect students to their learning, allowing them to grow and flourish.

The value the school community places on education is demonstrated by the excellent attendance by students. Moving in to 2022, teachers, parents and the community will continue to work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. The school community demonstrates

aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

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>Collaborative Programming</p> <p>Increased time allocated to teachers for collaboratively designing programs.</p>	<p>There was approximately a 25% increase in release from face-to-face teaching time for collaborative planning across year groups and stage groups.</p>
<p>Teaching and Learning Programs</p> <p>Baseline of 75% of students interested and motivated in their learning.</p>	<p>The Tell Them From Me student survey, indicated 70% of students responded as being interested and motivated in their learning. After home learning, there was a school-wide focus on providing programs to support student return to school and enhance engagement and motivation in learning.</p>
<p>School Attendance</p> <p>The proportion of students attending more than 90% of the time is moving towards the negotiated lower bound target of 94%.</p>	<p>The number of students attending greater than 90% of the time or more has increased by 2.14% and moving towards the negotiated lower bound target.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$2,997.53</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Beaumont Road 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"> • Teaching and Learning Programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in: support of families affected by socio-economic circumstances in attending excursions and extra-curricular events such as sports, which enables significant experiences for these students, and contributes importantly to their positive sense of belonging.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further identify families in need and continue the level of support.</p>
<p>English language proficiency</p> <p>\$43,647.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Beaumont Road 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"> • Literacy <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 • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in:</p> <ol style="list-style-type: none"> a) SLSOs assisting students to achieve sound growth in English language proficiency b) the establishment of teaching and learning schedules that align literacy lessons to maximise identified students' literacy practice, including support sessions <p>After evaluation, the next steps to support our students with this funding will be: to continue prioritising lesson scheduling and SLSO timetabling to ensure maximum daily English language practice with intensive support.</p>
<p>Low level adjustment for disability</p> <p>\$78,235.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Beaumont Road 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"> • Literacy • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$78,235.00</p>	<ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in:</p> <p>a) consistent, targeted teaching to enable identified students to access the curriculum successfully</p> <p>b) allowing the school and the students to have high expectations for success</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>a) to monitor progress through assessment data analysis</p> <p>b) to evaluate literacy support programs, pedagogy, scheduling and resources appropriately</p>
<p>Literacy and numeracy</p> <p>\$23,821.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Beaumont Road 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"> • Literacy • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>literacy and numeracy programs enhanced by the use of online resources, the purchase of new resources and the provision of staffing to implement learning support programs across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continuation of resourcing and implementation of programs to meet the changing needs of students across the school.</p>
<p>QTSS release</p> <p>\$75,600.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Beaumont Road 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"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in:</p> <p>a) teachers participating in the school's class observation program and quality teaching rounds to enable teachers to observe other classroom teaching practices</p>

<p>QTSS release</p> <p>\$75,600.00</p>	<p>b) executive staff providing mentorship and thorough feedback regarding quality teaching practice, with explicit reference to teachers' PDP goals</p> <p>After evaluation, the next steps to support our students with this funding will be: to integrate components of the 'Theory of Action' project into the school's observation program.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Beaumont Road 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"> • Literacy • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: the provision of intensive reading programs to targeted students across K-2, including Minilit and Multilit programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuation of programs to support targeted students.</p>
<p>COVID ILSP</p> <p>\$11,308.00</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"> • Funding of one learning support teacher for half a day a week for the year • Provision of targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Regular and consistent support for the children in most need • The majority of students in the program achieving significant progress towards their personal learning goals • Anecdotally, significant improvements in confidence in reading and enjoyment of reading. <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy individual/small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students to evaluate their progress to better tailor their learning. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	203	209	206	201
Girls	197	199	196	171

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.4	95.4	94	96.5
1	94.3	96.3	92.1	95.4
2	95.4	96	94.2	94.3
3	95.7	97.3	95.7	98.2
4	96.7	96.1	94.8	96.3
5	96.7	96.4	96.5	97.4
6	96.7	97.1	96.8	96.7
All Years	95.9	96.4	94.9	96.5
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
Assistant Principal(s)	3
Classroom Teacher(s)	13.91
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	3.12

*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	118,546
Revenue	3,489,825
Appropriation	3,112,908
Sale of Goods and Services	-621
Grants and contributions	364,139
Investment income	292
Other revenue	13,107
Expenses	-3,500,621
Employee related	-2,979,050
Operating expenses	-521,571
Surplus / deficit for the year	-10,796
Closing Balance	107,750

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	0
Equity Total	124,882
Equity - Aboriginal	0
Equity - Socio-economic	2,998
Equity - Language	43,648
Equity - Disability	78,237
Base Total	2,715,622
Base - Per Capita	99,100
Base - Location	0
Base - Other	2,616,522
Other Total	169,055
Grand Total	3,009,559

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.

In 2021, 57 Year 3 students and 59 Year 5 students participated in NAPLAN at Beaumont Road Public School.

Overall, in reading, 77% of students achieved results in the top two bands for their year group and 20% were in 'High Middle' bands. In numeracy, 80% of students achieved results in the top two bands for their year group and 16% were in 'High Middle' bands. In 2022, reading and numeracy will be focus areas in the school's 2022 Strategic Improvement Plan with the aim of enhancing teaching and learning to achieve improved growth and attainment for all students.

The following provides a more detailed overview of results:

Year 3

In all domains, Beaumont Road Public School achieved above State average NAPLAN scores. While Beaumont Road also achieved above statistically similar school groups (SSSG) for writing, spelling and numeracy, test scores in reading and grammar and punctuation dipped slightly below the SSSG score this year (reading 3%, grammar and punctuation 0.8%).

Percentage of Year 3 students in the top two skill bands:

- Reading - 78.9%
- Writing - 91%
- Spelling - 82.5%
- Grammar and Punctuation - 82.5%
- Numeracy - 77.2%

Year 5

In all domains, Beaumont Road Public School achieved well above State average NAPLAN scores. Beaumont Road also achieves above statistically similar school groups (SSSG) in all domains, significantly in writing (15% above) and numeracy (14% above).

Percentage of Year 5 students in the top two skill bands:

- Reading - 75.9%
- Writing - 64.8%
- Spelling - 74.1%
- Grammar and Punctuation - 75.9%
- Numeracy - 81.5%

Parent/caregiver, student, teacher satisfaction

Many positive emails and comments were received by the school throughout 2021. There was widespread praise for teachers, particularly during and after the home learning period, not only for the continued progress students achieved, but for the continued contributions of teaching and office staff to student well-being.

Two parent surveys were conducted with each family by phone during home learning (July and September) as a check-in to gauge the level of satisfaction with programs. Overwhelming numbers of positive responses and appreciation for the support of student learning and well-being taking place at Beaumont Road Public School were received.

Volunteer support for the highly valued Class Parent Program, reading and mathematics groups and school wide events not only provided many avenues for parent/student partnerships, but also displayed a satisfied sense of belonging to a learning community. 'Tell Them From Me' student data indicated overall positivity around engagement and wellbeing. Initiatives in the school's Strategic Improvement Plan, 2022, will focus on further enhancing student satisfaction in these domains.

Teacher commitment to a wide range of extra-curricular programs and school wide events, and the resultant quality of student outcomes, demonstrated a high level of teacher pride and satisfaction in their work. There was continued positive teacher discussions and feedback during one-on-one, stage and whole-school meetings, regarding a range of school operational aspects. This confirmed teacher commitment to student growth and attainment, and to the high level of satisfaction. Further evidence of staff satisfaction is shown through the high retention rate of staff.

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.

Aboriginal Education - School statement

At Beaumont Road Public School, we acknowledge and pay respects to the Elders both past, present and future, for they hold the memories, the traditions, the culture and hope of Aboriginal Australia. Students participate in programs to learn about the history of Aboriginal culture, current Aboriginal Australia and the importance of Aboriginal history. Teacher professional learning and time taken to source current resources, enhances the inclusion of Aboriginal perspectives across the curriculum. Teachers integrate specific discussion and lessons for significant calendar events throughout the year, including National Sorry Day, National Reconciliation Week and NAIDOC Week.

The school's sister school, Gol Gol Public School, is situated adjacent to the Murray River, 6 kilometres from Mildura, and a bus ride from the World Heritage Mungo National Park. Mungo is rich in Aboriginal history and home of the famous Mungo Lady and Mungo Man. In April 2021, a Beaumont Road teacher representative took part in the City Country Alliance Conference, in Gol Gol, for the opening of Gol Gol Public School's Environment and Culture Immersion Centre. Plans were made to follow this visit with all Year 6 students. The experience would have been an invaluable opportunity for Beaumont Road students to experience Aboriginal history and culture. Unfortunately, the trip had to be cancelled for 2021. Looking forward, the school is aiming to take all Year 6 students in 2022 to Mungo National Park.

A Stage 2 excursion to Kamay Botany Bay National Park and Stage 1 and 3 excursions to Gibberagong Environmental Education Centre provided students with a broader perspective of Aboriginal life prior to European settlement, and the impacts of settlement on Aboriginal peoples in and around Sydney.

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.

Anti-Racism - School statement

Anti-racism is promoted at Beaumont Road Public School through school policy, personal development programs and teacher led class discussions. Students, teachers and community members are expected to treat others fairly and behave in a non-racist way so that every student is able to feel a sense of belonging and have a positive learning experience at school.

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.

Multicultural and anti-racism education - School Statement

Teachers continued to implement teaching and learning activities to further develop students' understanding of others' cultural practices and cultural diversity.

Harmony day activities aimed to foster inclusiveness and respect for the cultural and diverse backgrounds of students and their families and to develop student skills for participating in a multicultural world.

Participation of students in Years 3 to 6 in the Multicultural Perspectives Public Speaking Competition encouraged students to explore ideas of multiculturalism in Australia.

Other School Programs (optional)

Home Learning

Through 14 weeks of home learning, teachers provided an extensive range of tasks and activities to engage students in their learning. Special events, including whole school fun days, virtual excursions, STEAM tasks, daily storytime, trivia sessions and writing competitions enhanced student participation and sense of achievement.

Band Program

Three school bands provided 120 students the opportunity to enhance their musical skills and participate in performances. A very strong parent band committee continued to provide support to this highly valued school program.

Choir

A school choir consisting of 30 students from Years 3 - 6 were given opportunities to perform at various times throughout the year.

Visual Arts

A specialist visual arts teacher provided extensive art activities to all students across the school. The lessons were provided in Coinda, which also provides the before and after school care program.

Catapult

Students were provided the opportunity to digitally submit their creative arts, performance and or technology projects that were then celebrated in a webinar, extended to over 200 families across the school.

Physical Education/Sport

All students participated in a weekly physical education program implemented by outside providers. Extensive use was made of the school hall and outdoor playing areas. The school also participated in internal and external sports programs, including involvement in the Kuring-gai PSSA.

Public Speaking

Public speaking programs across the school enhanced student confidence and ability in presenting to an audience. All students prepared and presented speeches to their peers and finalists were selected to present to their stage group and visitors.

Before and After School Care

Excellent before and after school care was provided on site in a purpose built room named Coinda. A cap of 85 students between 3:00 pm and 6:00 pm ensured all families had access to the service. Holiday programs were also provided to Beaumont Road Public School families.