

2021 Annual Report

Beacon Hill Public School



3971

Introduction

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

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

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School vision

Our vision at Beacon Hill Public School is to empower our learners to be self-motivated, confident, considered and creative individuals, with the personal resources for future success and wellbeing. We share a commitment to nurturing, guiding, inspiring and challenging our learners to find the joy in learning, build their skills and understanding, and make sense of their world.

School context

Beacon Hill Public School is a dynamic, medium sized public school (496 students) located on the Northern Beaches of Sydney. The staff at Beacon Hill Public School are committed to creating a respectful, happy and friendly school environment for our learners and delivering high quality teaching and learning programs utilising innovative and emerging technologies. A whole school, systematic approach to literacy and numeracy development supports students to reach personal growth targets.

The school offers a wide range of integrated and challenging learning opportunities to inspire each child to reach their full potential through a culture of high expectations. Proud of its enduring traditions, BHPS aims for excellence across academic, cultural and sporting pursuits. 'Be Proud to Achieve' is the school's motto and we are known as 'the friendly school'. Our school's core values of respect, responsibility and excellence underpin behaviour expectations to improve learning outcomes, supporting and strengthening the wellbeing of all students.

Our school is enriched through the support of purposeful and authentic community connections that strengthen a shared sense of responsibility for student engagement, learning, development and success. This includes establishing connections with local organisations such as Bushlink and our membership with the Northern Beaches Learning Alliance (NBLA). The NBLA community of schools fosters positive school connections and consists of local primary schools and campuses of the Northern Beaches Secondary College. Shared professional learning opportunities enhance teaching and learning practices and improve student wellbeing.

Students, staff and parents were consulted throughout the situational analysis process, informing the development of the strategic improvement plan. Through our situational analysis, we have identified a need to enhance the implementation of effective assessment practice and strengthen tracking strategies using the learning progressions and common assessment tasks to inform teaching and learning programs K-6, drive differentiation and quality teaching and develop assessment-capable learners. Engagement and empowerment of our learners through strengthening student voice, agency and leadership will also be a key focus for improvement.

Mentoring and professional learning around evidence-based practice, will strengthen the implementation of differentiated learning to meet the needs of all students including learning and support and high potential and gifted students in literacy and numeracy. Instructional leaders will work with teachers to reflect on curriculum delivery and teaching effectiveness, and prepare for future learning. Establishing a whole-school framework for the collection, recording and regular collaborative analysis of robust evidence of student learning, achievements and progress serves to further strengthen our commitment to ongoing improvement and success.

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 students, staff, parents, the local AECG and members of the broader community.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework 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	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To optimise learning progress for all students, across the full range of abilities, through implementation of the most effective evidence-based teaching methods. Student progress data is monitored regularly, supporting teachers to reflect on effectiveness and inform further learning and curriculum differentiation.

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.

- High Impact Teaching in Literacy and Numeracy
- Responsive Systems and Processes

Resources allocated to this strategic direction

Professional learning: \$9,900.00

Low level adjustment for disability: \$1,000.00

Socio-economic background: \$15,830.00

Summary of progress

In 2021, a significant period of Learning from Home resulted in implementation plans for this strategic direction being considerably modified. The focus for semester 2 centred on building staff capacity through high impact professional learning, while gradually introducing new learning and evidence-informed strategies consistently into planning and programming, alongside trialling enhanced tracking and monitoring procedures and regular data analysis to develop teaching and learning sequences that meet students' needs.

Professional Learning- High Impact Teaching

-Ten staff members participated in the introductory and intermediate courses of the '*Science of Reading*' through La Trobe University. Participation in this course strengthened our understandings around oral language foundations as the basis for learning to read as well as the Simple View of Reading and how it informs and supports classroom practice with respect to decoding and language comprehension.

-Our Mathematics Improvement Teams (K-2 and 3-6) completed 'Starting Strong' and the 'Big Ideas in Maths' led by the NSW Maths Strategy Professional Learning team.

-Two members of the Senior Leadership Team completed the Focus on Vocabulary- Blended Learning professional learning suite from the NSW DoE.

Responsive Systems and Processes

Following the professional learning, our whole-school framework for collection, recording and regular collaborative analysis of robust evidence of student learning, achievements and progress in English and mathematics was reviewed and a new framework drafted. Complementing this framework was the development of working data walls in literacy and numeracy to enable staff to authentically monitor student progress as needed, as well as for Case Management Meetings. On return to face to face learning, instructional leaders worked collaboratively with teachers to reflect on student learning data, curriculum delivery and teaching effectiveness, and prepare for future learning to meet students' needs, embedding evidence-based practices.

Although the year was disrupted, a combination of professional learning with data gathering and analysis aligned more closely to evidence-based practice, resulted in some significant changes to programming and instruction. Year 1 and 2 teachers strengthened their systematic and explicit phonics instruction as a key component of effective, evidence-based reading practice fundamental to our multi-tiered system of support. School Learning Support Officers supported the implementation of differentiated groups in Years 1 and 2, ensuring instruction was effectively targeted to point of need. In Years 3 and 4, data analysis and syllabus gap analysis saw teachers engage in targeted teaching around measurement concepts and persuasive texts.

Next year in this initiative, our aim is to further develop our understanding and application of the five key components of effective, evidence-based reading instruction by strengthening our understanding of the importance of fluency in the development of successful readers and the role it has in comprehension. Our updated whole school 'Tracking and Monitoring' procedures will be implemented and reviewed mid year to ensure we are effectively assessing the five

essential skills for reading, as well as using the information gained to modify programs of learning, support systems, and meet the needs of all of our students. Year 1 teachers will be part of the curriculum implementation and trial of units for new K-2 English and mathematics syllabus documents. These initiatives support our shared commitment to optimising learning progress for all students, across the full range of abilities, across our whole school, through implementation of the most effective evidence-based teaching methods.

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
NAPLAN- Numeracy and Reading <ul style="list-style-type: none"> Students performing above target baseline as measured by NAPLAN Reading and Numeracy for Years 3 and 5. 	<ul style="list-style-type: none"> The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 68.12% reflecting an increase of 14.79%. The proportion of Year 5 students achieving expected growth in NAPLAN reading is 66.67% reflecting an increase of 3.51%.
NAPLAN- Numeracy and Reading (Expected Growth) <ul style="list-style-type: none"> Students performing above target baseline as measured by NAPLAN Reading and Numeracy for Years 3 and 5. 	<ul style="list-style-type: none"> Data indicates that 54.23% of students in top 2 bands reading and 50.7% of students in top 2 bands numeracy showing a slight decline from baseline data.
School-based targets (PAT-R and PAT-M) Increase the percentage of students in Years 2-6 achieving expected growth when comparing scales scores in the Progressive Achievement Tests (PAT) in Mathematics and Reading.	<ul style="list-style-type: none"> In 2021, data indicates that 52.3% of students achieved at or above their expected growth target in PAT Reading and 44.4% of students achieved at or above their expected growth target in PAT Mathematics showing a decline from baseline data.
School-based targets (Literacy and Numeracy progressions) Increase the percentage of students (K-6) achieving school determined, end of stage based Mathematics (Measurement) and Reading (Understanding Texts) targets.	<ul style="list-style-type: none"> Due to interruptions from an extended period of home learning in 2021, this target will be modified for 2022 and will focus on fluency and comprehension.
School-based targets (PAT-R and PAT-M) <ul style="list-style-type: none"> Increase the percentage of students in Years 2-6 achieving above the 75th percentile by 2% when comparing scale scores in the Progressive Achievement Test (PAT) in Reading. Increase the percentage of students in Years 2-6 achieving above the 75th percentile by 2% when comparing scale scores in the Progressive Achievement Test (PAT) in Mathematics. 	<ul style="list-style-type: none"> In 2021, data indicates that 36.8% of students achieved above the 75th percentile in PAT Reading showing an increase of 5% from 2020, and 43.4% of students achieved above the 75th percentile in PAT Mathematics showing a slight decline from 2020.

Strategic Direction 2: High expectations culture with a focus on continued improvement in teaching and learning

Purpose

To strengthen our commitment to a culture of high expectations where we implement high impact initiatives to deliver high quality teaching and learning to optimise student growth. A shared commitment to a collaborative, inquiry based approach to professional learning fosters positive relationships, consistency in expectation, professional dialogue and reflective practice, while building the capacity of all team members.

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.

- Curiosity and Powerful Learning
- A rigorous curriculum- High Potential and Gifted Education implementation

Resources allocated to this strategic direction

Professional learning: \$11,750.00

Summary of progress

In 2021, our school-wide professional learning plan and structures were developed with the principles and framework of Curiosity and Powerful Learning at its core. Although we revisited our whole school theories of actions at the beginning of the year, staff agreed to continue with our focus on high expectations and harnessing learning intentions, narrative and pace of lessons. This was due to be reviewed for semester 2; however, after an extended period of learning from home, staff decided to review our theories of action at the beginning of the 2022 school year. Implementing triads (school based professional learning communities) enabled us to enhance and narrow our key focus areas, transferring theory into practice. Triads in 2021 were grade based with a priority focus on developing quality mathematics learning sequences, with particular emphasis on strengthening the vocabulary and language used during a mathematics lesson. All staff were involved in triads this year, a consistent approach to lesson planning was utilised and explicit teaching practice was the mode of instruction.

Staff acknowledged that collaboration through triads has become more authentic, intentional, purposeful and rewarding. Sharing and working collaboratively has provided staff valuable opportunities to plan, reflect, discuss, observe, co-teach and regularly engage in professional dialogue. It has promoted a shared use of lesson proformas, rubrics, reflection guides and resources which helps staff use a common language. A shared google drive for collaboration and resources was created and evolved considerably when staff were working from home.

Although COVID presented some difficulties with sustained implementation, staff were able to maintain some momentum through use of technology. Moving forward, formation of triads could become more fluid/ aligned more closely to performance development goal setting. However, in 2022 we will revisit our whole school approach. Collaborating, reflecting on practice and trusting professional relationships has been valued by all staff members who have greatly appreciated the time to work closely and engage with their colleagues around best practice. Next year, BHPS staff will evaluate our current theories of actions to determine next steps of our improvement journey and introduce Learning Walks and Talks as a data collection tool for us to monitor the impact of our professional learning, as well as support our teachers and leaders to effectively meet the diverse learning needs of the students in their care.

An additional focus of this strategic direction in 2021 was the implementation of the High Potential Gifted Education policy. Following a rigorous school self evaluation, the focus area for our school centred around building teacher and leadership capacity. Our school based HPGE coordinator planned a series of professional learning sessions for BHPS staff including; exploring the characteristics of HPGE students, examining Tony Ryan's Thinkers Keys, Williams Model, Visual Thinking strategies as well as utilising department resources/ differentiation tool. Additionally, some staff completed some of the department's HPGE canape sessions. Using PAT-Reading and Check-In data gathered, target HPGE students participated in growth conversations with members of the executive team where they set learning goals for Term 4.

Next year, priority areas in this initiative. include planning for enrichment literacy groups for stage 2 and 3 students focusing on quality text discussion, higher order skills and critical and creative thinking. Further developing student growth conversations with our target HPGE students will also be prioritised.

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><i>Curiosity and Powerful Learning- strengthen agreement annually on the 10 point scale (TTFM)</i></p> <p>Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback (meet 6.7 baseline)</p> <p><i>Collaboration- strengthen agreement annually on the 10 point scale (TTFM)</i></p> <p>Teachers have given me helpful feedback about my teaching. (meet 6.2 baseline)</p> <p><i>Teaching Strategies- strengthen agreement annually on the 10 point scale (TTFM)</i></p> <p>I help students set challenging learning goals. (meet 7.3 baseline)</p>	<ul style="list-style-type: none"> • Delay in implementing initiatives and staff not participating in Tell them From Me in 2021 mean progress measures for this initiative have been postponed to 2023. • In 2021, ALL BHPS staff were involved in Triads (professional learning communities of 3 within school) as part of Curiosity and Powerful Learning implementation and ALL staff participated in at least two observation cycles where teachers provided feedback about teaching aligned to CPL priorities (goal setting, learning intentions, success criteria and feedback).
<p><i>Curiosity and Powerful Learning- strengthen agreement annually on the 10 point scale</i></p> <p>School leaders have provided me with useful feedback about my teaching. (meet 5.7 baseline)</p> <p>School leaders have taken time to observe my teaching. (meet 5.9 baseline)</p> <p><i>High Potential Gifted Education</i></p> <p>Increase the percentage of target HPGE students achieving expected growth in NAPLAN reading by 3% from school-negotiated target baseline (HPGE students).</p> <p>Increase the percentage of target HPGE students achieving expected growth in NAPLAN mathematics by 3% from school-negotiated target baseline (HPGE students).</p>	<ul style="list-style-type: none"> • In 2021, ALL BHPS staff were involved in Triads (professional learning communities of 3 within school) as part of Curiosity and Powerful Learning implementation and ALL staff participated in at least two observation cycles where teachers provided feedback about teaching aligned to CPL priorities (goal setting, learning intentions, success criteria and feedback). • In 2021, 95% of target HPGE students achieved expected growth in NAPLAN reading which is a significant increase from our target baseline. • In 2021, 96% of target HPGE students achieved expected growth in NAPLAN mathematics which is a significant increase from our target baseline.
<p><i>Curiosity and Powerful Learning- strengthen agreement annually on the 10 point scale (TTFM)</i></p> <p>Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback (meet 6.7 baseline)</p> <p><i>Collaboration- strengthen agreement annually on the 10 point scale</i></p>	<ul style="list-style-type: none"> • Delay in implementing initiatives and staff not participating in Tell them From Me in 2021 mean progress measures for this initiative have been postponed to 2023. • In 2021, ALL BHPS staff were involved in Triads (professional learning communities of 3 within school) as part of Curiosity and Powerful Learning implementation and ALL staff participated in at least two observation cycles where teachers provided feedback about teaching aligned to CPL priorities (goal setting, learning intentions, success criteria and feedback).

(TTFM)

Teachers have given me helpful feedback about my teaching. (meet 6.2 baseline)

Teaching Strategies- *strengthen agreement annually on the 10 point scale (TTFM)*

I help students set challenging learning goals. (meet 7.3 baseline)

Strategic Direction 3: Engagement and Connectedness

Purpose

To enable purposeful and authentic community connections that cultivate a shared sense of responsibility for student engagement, learning, development and success.

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.

- Engagement
- Connectedness

Resources allocated to this strategic direction

Aboriginal background: \$5,146.00

Summary of progress

Our focus in 2021 was to strengthen purposeful and authentic community connections that cultivate a shared responsibility for student engagement, learning, development and success. Disruptions due to Covid-19 saw a shift in school initiatives in this strategic direction with some being delivered remotely and others being modified.

Story Squad is a student-led mentoring program designed to inspire and motivate talented, passionate writers ready to take their writing to the next level. Year 6 student mentors designed and implemented the program via Zoom and focused on supporting younger writers to write their own book using a sequence of creative techniques.

A series of virtual National Disability Insurance Scheme presentations was organised for our community to support awareness of how the NDIS can help people with disability get the support they need to achieve their goals, including engaging with Providers.

A review of school based processes for developing Personalised Learning Plans (PLPs) for Aboriginal students was conducted. An improved format was created for teachers to support the development of learning goals for our Aboriginal students in consultation and collaboration with their families.

In 2021, our School Administrative and Support (SASS) team completed the PLNTS- Enhancing Capacity project. This was an intensive 20 week professional program designed to support our SASS team to deliver excellence in service to the entire school community - students, teachers, principals, parents/caregivers and visitors, build a high performing and well-functioning team and develop best practices in administration.

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
Engagement: Increase in the percentage of students (from 42% to 45%) reporting "high skill high challenge" on the student Tell Them From Me survey. Parents feel they are well informed about their child's progress in school subjects. (exceed TTFM baseline of 6.0 by .2 to 6.2) Connectedness: Percentage of students reporting	 Tell them From Me survey analysis indicates that 59% of students are interested and challenged by the learning in their classroom. In 2021, BHPS completed the shortened survey and the questions were not reflective of our progress measure. Tell them From Me survey analysis indicates that parents feeling well informed about their child's progress in school subjects sits at 5.8 on the Likert scale. 84.94% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating a slight dip in progress towards this school-based progress measure.

<p>positive wellbeing is above the agreed baseline of 86.2%.</p>	
<p>Engagement:</p> <p>Attitude towards homework- increase the percentage of students (from 51%) doing homework for their classes with a positive attitude and in a timely manner.</p> <p>Parents feel they are informed about their child's social and emotional development. (exceed TTFM baseline of 5.9 by .2 to 6.1)</p> <p>Connectedness:</p> <p>Students with a positive sense of belonging- increase the percentage of students (from 75%) feeling accepted and valued by their peers and by others at their school.</p>	<p>Tell them From Me survey analysis indicates that 75% of students acknowledge that their teacher guides them to set personal learning goals and gives helpful feedback on how they can improve their work. In 2021, BHPS completed the shortened survey and the questions were not reflective of our progress measure.</p> <p>68% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating a dip in progress towards this school-based progress measure.</p>
<p>Attendance</p> <p>Percentage of students attending >90% of the time stays above system target baseline.</p>	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more currently sits below our school determined lower bound target. This is due to covid related disruptions in 2021. .

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$119,532.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Beacon Hill Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • School Learning Support Officers (SLSOs) are employed to support the provision of additional learning adjustments for students with targeted funding support and support effective differentiation in the classroom for these students. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>-impactful, differentiated learning for students accessing IFS through collaboratively developed Individual Learning Plans, regular and ongoing evaluation.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>- to continue to review the use of integration funding through Learning and Support processes, adjusting throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$15,830.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Beacon Hill 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"> • Responsive Systems and Processes <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement HPGE programs to support identified students • supplementation of extra-curricular activities • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <p>Year 5 NAPLAN growth in Reading above state and on par with statistically similar school group (SSSG). Year 5 NAPLAN growth in Numeracy well above state and statistically similar school group (SSSG). Students are engaged in programs developed to meet their point of need, with small group learning for students requiring additional support or extension. All students have access to technology and quality resources to support their learning.</p>

<p>Socio-economic background</p> <p>\$15,830.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> -continue to engage instructional leader support and review our instructional grouping arrangements to continue our trajectory towards achieving targets for all students -continue to embed a whole school approach to ensure the most effective, evidence-based teaching methods are being utilised in every classroom to optimise student learning outcomes.
<p>Aboriginal background</p> <p>\$5,146.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Beacon Hill Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> -an increase (>50%) in families engaging in the PLP process and, more importantly, conversations became more authentic -students working towards achieving their personal goals, with regular reviews of progress towards achievement. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to continue to strengthen the PLP process and engage with community members to strengthen our teaching of history and culture.
<p>English language proficiency</p> <p>\$52,239.13</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Beacon Hill 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - student progress showing pleasing growth on the EAL/D learning progressions, with 96% of EAL/D students achieving expected or above expected growth and 76% of EAL/D students achieving in Top 2 Bands NAPLAN Reading and 72% in Numeracy. - EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. - Early Stage 1 participated in professional learning, where the EAL/D teacher supported teachers to plan mathematics lessons with an emphasis on developing vocabulary. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and reflected on observations of lessons taught.

<p>English language proficiency</p> <p>\$52,239.13</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to capitalise on teacher confidence and their capacity to design mathematics lessons that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.
<p>Low level adjustment for disability</p> <p>\$121,572.37</p>	<p>Low level adjustment for disability equity loading provides support for students at Beacon Hill 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"> • Responsive Systems and Processes • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results are also steadily improving. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities - all students identified as requiring adjustments for learning received support through small group tuition or short, sharp intensive programs. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to further expand the impact of the learning support team, the school will provide additional support for identified students through a more targeted learning and assessment process used by SLSOs in the classroom - continue to supplement the COVID ILSP program for small group learning in 2022 with a focus on student growth and attainment.
<p>Literacy and numeracy</p> <p>\$29,157.25</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Beacon Hill 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students achieving expected growth in NAPLAN increased in both Reading and Numeracy in 2021. <p>After evaluation, the next steps to support our students with this</p>

<p>Literacy and numeracy</p> <p>\$29,157.25</p>	<p>funding will be:</p> <ul style="list-style-type: none"> - engagement of additional teaching staff using other flexible funding to extend intensive, targeted small group reading intervention programs.
<p>QTSS release</p> <p>\$96,533.60</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Beacon Hill 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have embedded evidence-based, high impact teaching strategies within their classroom practice. - all staff attending regular data meetings to ensure teaching practice was targeting the needs of their students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continue to release executive staff to provide shoulder to shoulder instructional support to teachers to assist them to best meet the needs of their students.
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Beacon Hill 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>Year 1 Phonics Screening results indicated that over 90% of our Year 1 students are on track. Year 2 PAT-Reading growth data showed that 78% of students met their expected growth in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - teacher release to present home reading workshops for Early Stage 1/ Stage 1 parents to increase awareness of the use of decodables in the home reading program.
<p>COVID ILSP</p> <p>\$55,558.22</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</p>

<p>COVID ILSP</p> <p>\$55,558.22</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - growth an improvement for all students in targeted areas of literacy and numeracy - intensive small group instruction in reading and maths for children making below average academic progress in those subjects - regular use is made of a wide range of concrete materials to help the children grasp more maths number concepts - highly engaging decodable levelled readers are chosen and children regularly participate in oral reading of each text. They also complete related comprehension skills tasks. In addition, they play word knowledge vocabulary building games as well as phonetic rules word games. - regular observations and small assessments conducted to check on the progress of each child. Each term the composition of each group is reviewed with the Learning Support Team to ensure that the children who are in most need at that time are accessing the support. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to continue the implementation of literacy and numeracy 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 in their classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	280	278	267	247
Girls	279	255	250	244

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.3	94.4	96.8	95.8
1	95.4	95	95.3	94.7
2	95.1	95.5	95.6	94.7
3	96.3	94.6	96.8	95.3
4	95.3	95.8	96	95
5	94.9	94.9	95.6	93.8
6	94.8	94	96	93.1
All Years	95.4	94.8	96	94.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.5
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
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 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	351,739
Revenue	4,612,625
Appropriation	4,307,456
Grants and contributions	304,590
Investment income	480
Other revenue	100
Expenses	-4,651,285
Employee related	-3,926,379
Operating expenses	-724,905
Surplus / deficit for the year	-38,659
Closing Balance	313,080

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	113,780
Equity Total	193,788
Equity - Aboriginal	5,146
Equity - Socio-economic	15,830
Equity - Language	52,239
Equity - Disability	120,572
Base Total	3,595,093
Base - Per Capita	127,449
Base - Location	0
Base - Other	3,467,644
Other Total	256,332
Grand Total	4,158,993

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

In 2021, students from Years 4 to 6 and parents participated in the shortened Tell Them From Me surveys. In most cases, scores were converted to a 10 point scale, then averaged and reported by question. A score of 0 indicates strong disagreement, 10 indicates strong agreement and 5 shows a neutral position.

Student Perspectives:

Overall, 90% of BHPS students feel proud of their school. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice (7.5). However, 68% of students feel accepted and valued by their peers and by others at their school.

*88% of students also felt strongly that they demonstrate positive behaviour at school and 74% display a positive growth orientation.

Parent Perspectives:

52 parents responded to the *Tell Them From Me* survey in 2021.

Parents felt that:

*they were made to feel welcome at Beacon Hill Public School (7.9) which is an increase of 0.5 from the year before, and that they felt they were well informed and involved in their child's education (6.7) which is an increase of 0.2 from 2020.

*Beacon Hill Public School supports learning (7.2), positive behaviour (7.8) and provides a safe environment for their children (7.7). All of these results reflect an increase from 2020.

Throughout the extended learning from home period, regular short surveys (fortnightly) were emailed home to families to complete to provide a snapshot of how learning from home was going and where additional support needed to be directed. Approximately 28% of families responded to each survey. On average, 78% of families felt that BHPS remote learning packs provided for students were targeted to the right level and provided the right amount of support. The surveys assisted our staff to provide the best level of support (including regular check-ins via phone or zoom) possible to our families during this challenging time.

Staff Perspectives:

In 2021, BHPS staff did not participate in the TTFM survey. Feedback was sought from staff around collaborative school culture through our participation in Curiosity and Powerful Learning. ALL BHPS staff were involved in Triads (professional learning communities of 3 within school) as part of Curiosity and Powerful Learning implementation and ALL staff participated in at least two observation cycles where teachers provided feedback about teaching aligned to CPL priorities (goal setting, learning intentions, success criteria and feedback).

Future Directions:

*We will continue to develop strategies to nurture a sense of belonging for all students of BHPS.

*Continue to support staff with instructional support to embed technology into their practice in more meaningful ways, including to give students immediate feedback on their learning and to track their learning goals.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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