

2021 Annual Report

Beresford Road Public School



4405

Introduction

The Annual Report for 2021 is provided to the community of Beresford 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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School vision

Our Vision: At Beresford Road Public School students are empowered to shape their future. Striving together on the road to excellence, we foster an inclusive environment that inspires students to achieve their very best.

To make this vision a reality, all staff collaborate on and evaluate learning to maximise their impact on student outcomes, with a strong focus on the areas of reading and numeracy. Together, we have a shared responsibility to keep students at the centre of school life and commit to the Department of Education's goal of every student, every teacher, every leader and every school improving every year.

Our school values are the foundation of all we do at Beresford Road Public School and are seen in all areas of school life:

Be Safe

Respectful

Participate

Strive for excellence

School context

Beresford Road Public School is a Kindergarten to Year 6 school located in Western Sydney. Our distribution of socio-educational advantage is spread evenly across the 4 quartiles (between 21-29%). The school also has a support unit of three classes. Student enrolment has increased by 30% in the last five years, with current enrolments stabilising at 686. This is due to the development of the suburb Pemulwuy, west of Beresford Road Public School. Census data shows an increase of the estimated residential population of 1882 people from 2014 to 2019. Beresford Road Public School is above our student enrolment cap of 462.

Currently, 2% of students who are enrolled identify as Aboriginal and/or Torres Strait Islander, and this number has remained steady. English as an Additional Language or Dialect (EAL/D) background students remains consistent at 60%. There are no dominant language groups within our EAL/D background families. There are 48 different languages spoken within our school community. The breakdown of the dominant language groups is as follows: Arabic 7%, Gujarati 4%, Hindi 3%, Dari 2.8%, Turkish 2.5% and Mandarin 2.3%.

The full-time teacher staffing entitlement in 2021 is 40.235 and our non-teacher allocation is 7.262. There are currently 71 staff members in 2021 (including part time staff). There is mix of staff experience within the school, including permanently appointed staff, teachers employed on a temporary basis and early career teachers. A part time (0.5) Business Manager is employed to work alongside our School Administration Manager to ensure the efficient running of the school. Staff capacity building is supported by one non-teaching Deputy Principal Instructional Leader and one non-teaching Teacher Mentor. There is strong support within the school for the induction of beginning teachers, including supporting teachers with their accreditation at proficient and the maintenance of accreditation. One staff member is accredited at the level of LEAD. There has been an identified need to build the educational leadership capacity of staff.

Extra-curricular opportunities in sport, Science, technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

As a part of the situational analysis process, founded upon the extensive evaluation of staff, student and community contributions and the External Validation process, we have identified the following curriculum areas for future growth.

- Ensuring there are explicit systems for collaboration and feedback to sustain improvements in quality teaching practice across the school.
- Embedding an Instructional Leadership model across the school to ensure that teachers are supported in becoming increasingly skilled at explicit teaching techniques.
- Ensuring all lessons are systematically planned as a part of a coherent program that has been collaboratively designed and is responsive to changing student needs.
- Modelling a flexible repertoire of strategies for classroom management, promoting student engagement and personal responsibility for learning.
- Utilising quality assessment practices to enable staff to better reflect on teaching effectiveness and inform future directions.

These areas are addressed in the three strategic directions of the Beresford Road School Plan.

Strategic Direction 1: Student growth and attainment.

- Embedding high quality, evidence-based teaching practices in reading and numeracy.
- Strengthening assessment and feedback.
- Creating and maintaining a positive learning environment.

Strategic Direction 2: Collaborative Practices

- Enhancing staff capabilities.
- Enhancing curriculum design.

Strategic Direction 3: Evaluative Practices

- Use of data to inform teaching practice.
- Use of data to inform leadership.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
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 maximize our impact upon student learning outcomes in Reading and Numeracy, teachers will identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

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.

- Embed high quality, evidence-based teaching practices in reading and numeracy.
- Strengthen assessment and feedback.
- Create and maintain a positive learning environment.

Resources allocated to this strategic direction

Literacy and numeracy: \$17,646.75

6100: \$12,657.99

Summary of progress

Throughout 2021, there was a focus upon teaching and learning in reading and numeracy to improve student growth and attainment. Consistent whole school teaching and learning programming structures were embedded and teacher professional development was employed to ensure there was a clear understanding of current evidence based teaching practices that were necessary to support positive learning outcomes in every classroom.

In reading, teacher professional development of The Big 6 reading strategies (oral language, phonological awareness, phonics, vocabulary, fluency and comprehension) were employed and explicitly taught to students to improve their ability to read for meaning. This improved the quality of teaching and learning programs and, combined with a strengthened approach to reading group rotations and modelled reading routines, supported an improvement in teaching practices throughout the continuum of learning.

In numeracy, the evidence based changes to programs focused upon making connections between big ideas. This has helped students to make become aware of the many links between the sub-strands of the mathematics syllabus and over time should deepen their understanding in order to flexibly apply their knowledge to real world contexts. Students have been supported to improve their ability to conceptualise and verbalise their mathematical understanding through the use of the 'talk moves' strategies. This teaching strategy supports a structured approach that enables students to reflect upon and articulate their thinking to their peers.

Based upon current research from a number of sources, assessment and feedback practices have been refined to ensure they enable staff to identify and support individual student needs at all levels of ability. Formative assessment practices have been refined and more effectively integrated into learning experiences. Class data sets have been used to track growth, guide teacher instruction and target learning and support intervention.

The success of these initiatives was supported through two full time instructional leader positions. These leaders supported teachers to further develop their capabilities in the teaching of literacy and numeracy, ensuring professional learning was effectively applied across all grades and learning areas. The mentoring process was individualised, supported teachers to contextualise the implementation of evidence-based practices and apply data analysis of student learning to inform their teaching.

The Assistant Principal of our support unit utilised their expertise in the design and implementation of our Wellbeing, Inclusion and Engagement framework. This framework has created clear and consistent whole school practices with the goal of creating a learning environment in which all children can experience success. Positive student interactions and the promotion of 'above the line' behaviors reflect our school values of *Be Safe, Respectful, Participate and Strive for Excellence*. A sense of belonging was fostered through the implementation of the whole school house points system that now enables all students to contribute to their colour house throughout the year. Reflective practices have also been reviewed to ensure whole school consistency in how we seek to address 'below the line' behavior so that social/emotional growth occurs in line with the school values. Student attendance, an essential aspect of student learning and wellbeing, has also been evaluated and improved processes developed to support increased attendance for all students and the minimisation of partial absences.

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
Greater than 35.4% of students to achieve top 2 bands in NAPLAN Reading .	Exceeded- 46.7% of students to achieve top 2 bands in NAPLAN Reading .
Greater than 64.56% of students to achieve expected growth in NAPLAN Reading .	Exceeded- 68.24% of students to achieve expected growth in NAPLAN Reading .
Greater than 34.22% of students to achieve top 2 bands in NAPLAN Numeracy .	Did not meet- 32.23% of students to achieve top 2 bands in NAPLAN Numeracy .
Greater than 69.68% of students to achieve expected growth in NAPLAN Numeracy.	Did not meet- 49.41% of students to achieve expected growth in NAPLAN Numeracy.
Greater than 82.21% of students achieve an overall attendance greater than 90%.	Did not meet- 79.39% of students achieve an overall attendance greater than 90%.
The proportion of students reporting expectations for success, advocacy, and sense of belonging at school is greater than 86.8%	Exceeded- The proportion of students reporting expectations for success, advocacy, and sense of belonging at school is 91.0%

Strategic Direction 2: Collaborative Practices

Purpose

In order to maximise our impact upon student learning outcomes and achieve whole school improvement, we will enhance staff capabilities to meet student needs by collaboratively applying evidence-based practices to design and deliver a quality curriculum.

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.

- Enhance staff capabilities
- Enhance curriculum design.

Resources allocated to this strategic direction

6100: \$7,200.00

Professional learning: \$44,719.00

Summary of progress

In 2021, collaborative practices became a core component of how we enhanced staff capabilities and curriculum design. Organisational practices were improved, allowing staff meetings to focus efforts upon collaborative activities that shared expertise, created new learning opportunities, refine the implementation of evidence-based teaching practices and engage in high-quality curriculum development. Our redesigned Performance and Development Process (PDP) enabled the school executive and instructional leaders to embed a robust approach staff development and whole school professional learning. This process ensured all teachers were individually supported in enhancing their capabilities through high impact, targeted professional learning where the instructional leaders collaborate with each teacher to develop personal learning goals that support them in delivering quality learning experiences that meet the needs of all students.

Stage team meetings have transitioned to a framework where 60% of their professional development meetings are focused upon the collaborative development and review of teaching and learning programs. Teachers are supported to work as a team to co create programs using the collective expertise of the stage team. Professional learning has focused upon aligning internal and external expertise with current best practice. Senior executive and instructional leaders attend stage meetings and support teams to work together to share, reflect and improve their practice in a culture of teacher high expectations. Two executive staff have also applied for recognition at the higher levels of teacher accreditation, with additional staff also working towards having their expertise recognised through formal accreditation at Highly Accomplished and Lead Teacher levels.

Our strategy to better engage parents as partners in learning, Learning Connections are now released three times a term and enables every parent to be kept up-to-date with current learning in the class and strategies they can use at home to further support their child.

The Curriculum and Assessment Monitoring Process team (CAMP Team) was established in 2021. This team embeds a culture of excellence through the regular review our school programs in line with NESA requirements and to ensure each program contains the elements of quality teaching necessary at Beresford Road PS to promote high expectations for all students (differentiation, formative assessment, data analysis and feedback).

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
TTFM Teacher Survey indicates an uplift in the following areas of 'Focus on Learning-Leadership.' Increase of 0.3 in 'School leaders have provided me with useful feedback about	TTFM Teacher Survey indicates an uplift in the following areas of 'Focus on Learning-Leadership.' Exceeded- Increase of 1.0 in 'School leaders have provided me with useful feedback about my teaching. '

<p>my teaching. '</p> <p>Increase of 0.3 in 'School leaders have helped me improve my teaching.'</p>	<p>Exceeded- Increase of 1.7 in 'School leaders have helped me improve my teaching.'</p>
<p>TTFM Teacher Survey indicates an uplift in the following areas of 'Focus on Learning-Collaboration.'</p> <p>Increase of 0.2 in 'I discuss my learning goals with other teachers.'</p> <p>Increase of 0.3 in 'Teachers have given me helpful feedback about my teaching.'</p>	<p>TTFM Teacher Survey indicates an uplift in the following areas of 'Focus on Learning-Collaboration.'</p> <p>Exceeded- Increase of 0.7 in 'I discuss my learning goals with other teachers.'</p> <p>Exceeded- Increase of 0.9 in 'Teachers have given me helpful feedback about my teaching.'</p>
<p>At least 42% students place themselves in the TTFM high skills and high challenge quadrant.</p>	<p>Achieved- 42% students place themselves in the TTFM high skills and high challenge quadrant.</p>

Strategic Direction 3: Evaluative Practices

Purpose

In order to maximise our impact upon student learning outcomes and achieve whole school improvement, the school leadership team will foster instructional leadership, utilising data to reflect on teaching effectiveness and inform future directions.

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.

- Use of data to inform teaching practice.
- Use of data to inform leadership.

Resources allocated to this strategic direction

Summary of progress

In 2021, whole school data practices have transformed the decision-making process in both teaching and learning, with analysis of data guiding the school leadership decisions.

Data to inform teaching practice ensures curriculum adjustments are made for all students. Whole school student data systems have been created and embedded in 2021. The data collected enables teachers to analyse reading and numeracy results and enables improved differentiation within the classroom. A whole school assessment schedule is aligned with teaching and learning programs and formative and summative assessment analysis. Data meetings facilitate consistency in teacher judgement and has been used to refine the design and creation of differentiated teaching and learning programs that better cater for all students. Collaboration around program differentiation supports teachers to explicitly deliver these programs. Student learning data has been used to identify and target learning intervention through the learning support team. This includes identifying High Potential students, identifying students with learning needs that require additional attention and EALD students. In 2022, the previous year's academic student data enabled classes to be formed that facilitated targeted funding to be applied more effectively.

Developments in school data collection have enabled significant improvements in the ability of the leadership team to use data to drive change initiatives and make educational decisions for the school. The leadership team have received professional development in using data to inform leadership through LEED training (Leading Evaluation, Evidence and Data) with the Centre for Education Statistics and Evaluation and are also completing a Certificate in School Leadership and Management (CSML). This course is delivered collaboratively between Harvard Graduate School of Education and Harvard Business School.. These important leadership development courses strengthen school-wide systems that align curriculum, instruction and data.

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
TTFM Teacher Survey indicates an uplift in the following areas of 'Focus on Learning-Data Informs Practice.' Increase of 0.4 in I use formal assessment tasks to discuss with students where common mistakes are made. Increase of 0.3 in I give students feedback on how to improve their performance on formal assessment tasks.	Did not meet- 0.3 increase in "I use formal assessment tasks to discuss with students where common mistakes are made." Exceeded- 0.4 increase in "I give students feedback on how to improve their performance on formal assessment tasks."

<p>On internal measures, Senior Executive can evidence that strategies implemented reflect research on best practice and include ongoing monitoring of success.</p>	<p>Grew from <i>Delivering</i> to <i>Sustaining & Growing</i>-The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan. (SEF-School Planning implementation and reporting; School plan)</p> <p>Grew from <i>Delivering</i> to <i>Excelling</i>-The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice. (SEF-School resources; Staff deployment)</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$62,148.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Beresford Road 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"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of [strategy] • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: Employment of Student Learning Support Officers to assist teachers with creating resources and implementing personalised learning and support for funded students in the classroom and playground. Students were given 1:1 and small group support that targeted their specific needs. This resulted in explicit support and instruction for our targeted students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ Student Learning Support Officers to assist in implementing personalised learning and behaviour support for our students with integration funding.</p>
<p>Socio-economic background</p> <p>\$97,268.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Beresford 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"> • Other funded activities <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 • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: employment of Students Learning Support Officers to assist students in reaching literacy goals. School DIBELS data indicates a steady growth in Oral Reading Fluency (ORF) across the school. We provided inclusive education and equitable opportunities to improve student well being and create a sense of belonging.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support reading goals of low socio-economic students across the school with funding allocated to employ SLSOs who will run literacy intervention for targeted students. We will continue to provide equitable opportunities for students to improve well being.</p>
<p>Aboriginal background</p> <p>\$10,870.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Beresford Road 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</p>

<p>Aboriginal background</p> <p>\$10,870.00</p>	<p>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"> • Other funded activities <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 • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: All ATSI students have a PLP with targeted individual student learning goals. These goals have been communicated with the ATSI students families. Staff have received professional development of ATSI culture with opt in workshops during Staff Development Days to deepen their cultural understanding. The ATSI staff team have raised the schools cultural awareness of ATSI local culture with an Acknowledgement to Country sign at the entrance of the school office using local language. The school has also commissioned a local indigenous artist to tell our school story in a school artwork, Walking Together, Working Together. The Koori Kids program has built cultural respect and understanding of ATSI culture within the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: The ATSI team plan on deepening the community links with the ATSI students families and engage with them in learning experiences provided by the school.</p>
<p>English language proficiency</p> <p>\$203,691.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Beresford 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Literacy and numeracy program adjustments to incorporate language skills and targeted vocabulary needed for EaL/D students to access the curriculum. As a result students in the Developing Phase made a reduction in Band 1 and Band 2 in NAPLAN Reading Year 3.</p> <p>After evaluation, the next steps to support our students with this funding will be: Targeting EAL/D students in Consolidating Phase in literacy and numeracy to increase their language skills and targeted vocabulary to access the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$216,575.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Beresford 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</p>

<p>Low level adjustment for disability</p> <p>\$216,575.00</p>	<p>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"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: Implementation of professional learning for staff in the use of data to inform practice.. Teachers applied this professional learning to collaborate on program differentiation to support our targeted students. Data collection resulted in differentiation for small group instruction to meet the needs of our targeted students. Small group differentiation focused on reading across the school with a focus on fluency, phonics and comprehension in reading and number sense in numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to support our targeted students in their literacy and numeracy goals across the school.</p>
<p>Professional learning</p> <p>\$90,271.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Beresford 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"> • Enhance curriculum design. • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • Designing and implementing whole school professional learning cycles to improve staff ability to implement evidence based reading practices • Designing and implementing whole school professional learning cycles to improve staff ability to implement evidence based mathematics practices • Executive staff complete Harvard Certificate in School Leadership and Management • Continuous and coherent beginning teacher support. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Whole school, small group and 1:1 mentoring to support the design and delivery of high-quality evidence based practices across the school. - Improved staff understanding of the theory and practices of effective evidence-based instruction. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Refine mentoring cycles to further target individual staff need. - Add a third mentor to the existing mentoring team. - Continue to lead school-wide professional learning cycles driven by student, staff and school need.

<p>Beginning teacher support</p> <p>\$68,532.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Beresford Road Public School during their induction period.</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"> • Provide additional support time for beginning teachers. This provided teacher mentor time and additional collaborative professional development. <p>The allocation of this funding has resulted in: Beginning teachers are supported through effective instructional leadership. They are provided additional release time to work with their allocated teacher mentor to foster applied professional learning of the schools strategic directions and initiatives. This has improved the beginning teacher capabilities in delivering quality teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to foster applied professional development of beginning teachers through 1:1 targeted mentoring.</p>
<p>School support allocation (principal support)</p> <p>\$35,297.00</p>	<p>School support allocation funding is provided to support the principal at Beresford Road Public School with administrative duties and reduce the administrative workload.</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 0.5FTE Business Manager to support the Principal in the efficient management of the school's business functions including administration, asset management, procurement, finance and work health and safety. <p>The allocation of this funding has resulted in: Reduced Principal time spent on administrative functions and increased focus on leading learning for improved student outcomes. Streamlined asset management and financial operations.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue this process as it has been highly effective in reducing administration burden on Snr Executive staff.</p>
<p>Literacy and numeracy</p> <p>\$41,385.75</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Beresford 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"> • Embed high quality, evidence-based teaching practices in reading and numeracy. • Other funded activities <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

<p>Literacy and numeracy</p> <p>\$41,385.75</p>	<ul style="list-style-type: none"> • updating reading resources to meet the needs of students • purchasing of literacy resources such as quality picture books for guided and shared instruction • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Improved staff capacity in the design and implementation of evidence based pedagogies. Development and resourcing of a school decodable reader library to support early literacy instruction. Professional learning to support the use of these texts. Purchase of a range of rich texts to support effective and engaging reading units of work. Professional learning to support the use of these texts. Continuous professional learning, 1:1 support and resourcing to support the development and effective implementation of high quality mathematics programs to support students relational understanding of mathematics. Collaborative partnership with GHS and GPS through the Ready Set Connect network to design and implement transition programs and develop consistency of high quality literacy practices across the network. Improved student achievement in internal and external literacy and numeracy assessments.</p> <p>After evaluation, the next steps to support our students with this funding will be: School-wide review of mathematics cluster-based scope and sequence and assessment processes Creation, implementation and resourcing of mathematics fluency assessments. Refine reading practices by creating, implementing and resourcing knowledge based comprehension programs for Stage 2 and 3. Review and improve explicit systematic phonics instruction in Stage 1. Improve comprehension and vocabulary instruction in Stage 2 and 3.. Refine systematic phonics practices in ES1. The creation of a range of high quality resources to support student learning.</p>
<p>QTSS release</p> <p>\$138,466.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Beresford 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"> • 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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: The employment of an expert teacher at AP higher duties to build a system and process of teacher mentoring and instructional leadership. Teacher mentors support curriculum design and implementation. Lesson observations and demonstrations were provided along with high quality professional learning guided by the HIPL document. Teachers were supported to work towards their individual PDP goals which resulted in best practice in the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support teachers through mentoring and instructional leadership to reach their PDP goals. This will impact best teacher practice in teaching and learning.</p>
<p>Literacy and numeracy intervention</p>	<p>The literacy and numeracy intervention staffing allocation supports early</p>

<p>\$70,634.00</p>	<p>literacy and numeracy intervention to students in Kindergarten to Year 2 at Beresford 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"> • 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 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: Strong instructional leadership within the school to support all teachers with implementing evidence based practices in literacy and numeracy. A strong PDP process was implemented and all teachers individual professional goals in implementing quality literacy and numeracy practices.</p> <p>After evaluation, the next steps to support our students with this funding will be: Instructional leaders will continue to support evidence based literacy and numeracy practices. The team of instructional leaders will grow from two to three.</p>
<p>6101 Carry Forward Funds</p> <p>\$129,511.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Beresford 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"> • Other funded activities <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Purchase update equipment <p>The allocation of this funding has resulted in: Classroom technology and furniture upgraded to ensure all rooms have quality touch-screen displays and mobile teacher table to enable greater flexibility in teaching strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to develop teacher capabilities in the use of specific technologies within the classroom in ways that enhance learning experiences.</p>
<p>6100</p> <p>\$161,721.99</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Beresford 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"> • Embed high quality, evidence-based teaching practices in reading and numeracy. • Enhance curriculum design. • Other funded activities <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Additional Learning and Support Teacher to focus on targeted literacy and numeracy support for structured interventions. • Additional staffing to enable staff to develop curriculum materials and innovate on current practice alongside mentors. • Increase of executive team to ensure targeted staff are leading strategic improvement.

<p>6100</p> <p>\$161,721.99</p>	<p>The allocation of this funding has resulted in: Strong systems of support and leadership that ensure continuous improvements in practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with these additional staffing allocations as needed.</p>
<p>Refugee Student Support</p> <p>\$3,390.64</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in: 1:1 and small group support was provided for students to reach their literacy and numeracy targets with the support of SLSOs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued support for refugee students to meet their literacy and numeracy goals.</p>
<p>COVID ILSP</p> <p>\$206,008.00</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"> • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing staff to supervise and monitor progress of student groups engaging in online tuition in [program] <p>The allocation of this funding has resulted in: Targeted support for students identified as making limited growth during the COVID period. These students have been given explicit instruction in foundational skills so that they can better access the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with intervention model and expand successful practices into other learning support activities.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	354	351	350	346
Girls	323	350	345	337

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.6	93.4	94.8	92.8
1	94.1	94.3	92.7	93.7
2	94.5	92.9	94.4	93.3
3	95.1	93.1	93.4	93.4
4	93.8	94.8	93.3	93.6
5	94.8	93.4	94.1	93.3
6	92.8	94.1	92.8	93.8
All Years	94.3	93.7	93.7	93.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	26.81
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	7.26

*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	1,454,264
Revenue	6,932,480
Appropriation	6,758,696
Sale of Goods and Services	20,317
Grants and contributions	152,658
Investment income	810
Expenses	-7,491,605
Employee related	-6,520,336
Operating expenses	-971,269
Surplus / deficit for the year	-559,124
Closing Balance	895,139

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	37,791
Equity Total	528,403
Equity - Aboriginal	10,870
Equity - Socio-economic	97,268
Equity - Language	203,691
Equity - Disability	216,574
Base Total	5,293,543
Base - Per Capita	175,781
Base - Location	0
Base - Other	5,117,762
Other Total	517,148
Grand Total	6,376,885

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

The Tell Them From Me student survey was conducted with Year 4, 5 & 6 students in 2021.

The framework on student engagement includes measures of social, institutional and intellectual engagement. Perseverance relates to students' intellectual engagement and is closely connected to optimism, academic self-concept and academic buoyancy measures. Combined, these measures provide information about students' self-perceptions of positive emotions and their ability to navigate everyday school life.

BRPS students reported above the NSW government norm in the following areas of Driving Student Outcomes: *Explicit Teaching Practices and feedback, Advocacy at school and Positive-teacher relationships*.

In the area of Social -Emotional Outcomes, 87% of students agree with *Students have friends at school that they can trust and who encourage them to make positive choices*.

The 2021 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Parents identified in this survey that *Parents Support Learning at Home* with a score greater than the NSW Government norm.

Beresford Road Public School staff completed the 2021 TTFM survey. Comparison to previous staff TTFM survey results demonstrated pleasing growth in all areas. Staff feedback identified the areas of *leadership, teaching strategies* and *collaborative practices* as being higher than the NSW government norm.

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.