

2022 Annual Report

Beechwood Public School



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Introduction

The Annual Report for 2022 is provided to the community of Beechwood 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 is to develop and empower learners who are confident and creative individuals who value learning and skills that will support them as lifelong learners, to participate in and contribute to the global world and practise the core values of the school: Best Effort, Care and Respect, and Safety. We are committed to providing a safe and supportive environment with a culture of high expectations in which everyone is known, valued and cared for. We aim for all learners to progress and achieve beyond their expectations, embracing a growth mindset. We commit to engage students, families, carers and the community as partners in supporting student learning and wellbeing.

School context

Beechwood Public has an excellent reputation across the Port Macquarie district as a dynamic and effective centre of learning where students grow to be strong, independent learners. The school endeavours to provide strong wellbeing processes in conjunction with quality education, which generates, through communication and cooperation, a highly effective and productive environment for students, staff and parents/carers.

In 2023, Beechwood Public School has an enrolment of 175 students, with approximately 10% of these students identifying as having Aboriginal or Torres Strait Islander descent.

Our Family Occupation and Education Index (FOEI) currently sits at a value of 103 with a state wide average of 100.

Beechwood Public School is located in the NSW North Coast, in the Hastings Valley, some 7 kilometres from the township of Wauchope. The school was built in 1869 and proudly celebrated 150 years of educational delivery in 2019.

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>

Strategic Direction 1: Student growth and attainment

Purpose

Development, implementation and ongoing review of dynamic, differentiated teaching and learning programs utilising the most effective evidence-based teaching methods will ensure student achievement, growth and performance across the full range of student abilities is maximised.

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.

- Dynamic evidence-based teaching and learning programs
- Expert knowledge and evidence informed teaching practice

Resources allocated to this strategic direction

QTSS release: \$32,500.00

AP Curriculum & Instruction: \$150,571.00

Low level adjustment for disability: \$34,476.30

Per capita: \$12,500.00

Professional learning: \$7,759.06

Summary of progress

Instructional Leadership Supporting Dynamic evidence-based teaching and learning programs/expert knowledge and evidence informed teaching practice.

- Throughout the year, the instructional leadership model was embedded from K - 6 to support the ongoing pedagogical improvement of class teachers.
- Staff have been given an additional hour of release per week and funds have been allocated to release a Deputy Principal/Instructional Leader to drive and support Strategic Direction 1 and 3.
- With the allocation of a full time APC and I, K-4 staff were supported by the APC&I while Stage 3 were supported by DP/IL.

The School was expecting to see;

- all teachers using Learning Intention and Success Criteria, and collecting and using formative assessment data related to literacy and numeracy progressions.
- staff initiated professional discussions to evaluate practice to improve teacher pedagogy and student outcomes.
- teachers using visible learning in the form of 'what, why and how.'
- as identified in Learning Walks, teachers utilising and valuing the use of Learning Intention and Success Criteria. Over time, we could see a shift in the quality of the Learning Intention and Success Criteria that were driven by Syllabus and Progression documents. Close Reading is being implemented in all Year 2 to 6 classrooms, including Learning and Support Teachers. It is evident that Close Reading sessions are driven with student literacy progression data and that texts are selected based on student academic and engagement need.
- All K-2 staff implementing the use of decodable texts in the area of guided reading.
- All K-2 staff are following a Scope and Sequence (DoE) when teaching phonemes.

As a result, we will continue the following practices in 2023;

- Continuation of the instructional leadership model. Within this model, teachers will be supported during an hour per week with the APC and I. In addition to this, teachers will be provided with a collaborative planning session at the end of each term.

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
System Negotiated: NAPLAN Top Two Bands	2022 NAPLAN data indicates 34% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system-negotiated target.

<p>Reading</p> <p>Achieve an uplift of 4.5% from baseline in students achieving in the top 2 bands for NAPLAN reading to achieve the lower-bound target.</p>	
<p>System Negotiated: NAPLAN Top Two Bands</p> <p>Numeracy</p> <p>Achieve an uplift of 11% from baseline in students achieving in the top 2 bands for NAPLAN numeracy to achieve the lower-bound target.</p>	<p>2022 NAPLAN data indicates 12% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system-negotiated target.</p>
<p>System Negotiated: Student growth Reading</p> <ul style="list-style-type: none"> • Achieve an uplift of 4.5% in students achieving expected growth in NAPLAN reading. 	<p>There is no expected growth data for 2022.</p>
<p>System Negotiated: Student growth Numeracy</p> <ul style="list-style-type: none"> • Achieve an uplift of 7% in students achieving expected growth in NAPLAN numeracy. 	<p>There is no expected growth data for 2022.</p>

Strategic Direction 2: Connect, succeed, thrive and learn

Purpose

To further strengthen and improve on a strong school-wide culture of success, support and improvement, nurture student agency, attendance habits and voice. To enable all students to connect and thrive with their local country and community.

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.

- Personal learning journey / Culture of learning
- Pastoral Care / Connecting to culture

Resources allocated to this strategic direction

Per capita: \$11,000.00

Integration funding support: \$78,638.00

Socio-economic background: \$67,260.52

Low level adjustment for disability: \$28,966.15

Location: \$6,676.35

Aboriginal background: \$22,045.48

Summary of progress

Personal Learning Journey;

- **Learning Walks**

A number of learning walks have taken place this year with the inclusion of most teaching staff. During learning walks, observers were looking at the physical learning environment, Learning Intention and Success Criteria, and students' ability to articulate what they were learning and how they would know if they have been successful. This articulation has moved on to the creation of learning journals. Learning journals are in the early phase and will continue in 2023, moving into 3-way interviews with parents/carers, staff and students.

Pastoral Care;

- **Rock and Water**

One staff member attended advanced Rock and water training in 2022. This will allow that staff member to train other staff onsite in 2023. Lessons continued to take place for all students from Year 3-6, on a weekly basis.

- **Award System**

In 2022, Beechwood Public School embedded a new whole-school award system and shared this with parents and the community. After discussions with staff and community, it was agreed upon that a tiered/hierarchical approach is not effective to create a positive learning environment. All staff have read and discussed 'When the adults change, everything changes,' by Paul Dix. This led to the implementation of *Above and Beyond* recognition certificates.

- **Fix-it Club**

Fix it club continued each Thursday after lunch and has become an embedded support within the school for students to develop social/emotional skills and abilities. Headed by our Learning Support teacher and supported by our General Assistant, students developed the physical environment around the school - namely the gardens and play equipment in the playground. This program was highly successful and will continue into 2023.

Connecting to Culture;

- **Birpai Buddies**

Aboriginal and Torres Strait Islander students were invited to join a weekly "yarning circle" to learn, engage and explore their cultural understandings and connection to Country. 100% of the current Aboriginal and Torres Strait Islander cohort participate weekly. The student's language and engagement have grown throughout 2022. The Birpai Buddies created the whole school Acknowledgement of Country shared at various events and with other organisations.

As a result, we will continue the following practices in 2023;

All practices mentioned above will continue in 2023. Further support in the implementation of student learning journals

with the creation of a K-2 and a 3-6 template in the area of literacy and numeracy. Birpai Buddies will be supported by Aboriginal and Torres Strait Islander students from a local high school. This will occur once a fortnight and will support students to further connect to country/culture.

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>Aboriginal Culture - Tell Them From Me</p> <ul style="list-style-type: none"> Tell Them From Me data indicates that 95% of Aboriginal students respond <i>Agree or Strongly Agree</i> to "I feel good about my culture when I am at school" Tell Them From Me data indicates that 95% of Aboriginal students respond <i>Agree or Strongly Agree</i> to "My teachers have a good understanding of my culture." 	<p>2022 Tell them From Me (TTFM) data indicates that 89% of Aboriginal and Torres Strait Islander (ATSI) children 'feel good about their culture when they are at school.' indicating the school did not achieve the system negotiated target.</p> <p>2022 TTFM data indicates 100% of students of ATSI students reported that their 'teachers have a good understanding of their culture,' indicating the school exceeded the system negotiated target.</p>
<p>Attendance Data (System Negotiated)</p> <ul style="list-style-type: none"> Increase percentage of students attending 90% of the time to 78%. 	<p>Students attending 90% of more of the time is sitting at 46.2%. This is down from 75.2% in 2021.</p>
<p>School Excellence Framework</p> <ul style="list-style-type: none"> Wellbeing - School evidence sets can demonstrate excelling in the domain of wellbeing through school self assessment. Learning Culture - School evidence sets can demonstrate excelling in the domain of Learning Culture through school self assessment 	<ul style="list-style-type: none"> Self-assessment against the School Excellence framework shows the school currently performing at excelling in the element wellbeing while the element of learning culture has remained at sustaining and growing. Educational Leadership did not maintain at excelling in Community Engagement. This will be addressed in 2023.

Strategic Direction 3: Creating a collaborative high performance culture

Purpose

Establish and grow a high performance professional learning community across school sites driven by continuous improvement of teaching and learning with a clear focus on student progress and achievement and innovative collaborative practice.

Initiatives

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

- Collective Efficacy
- High impact PL

Resources allocated to this strategic direction

Per capita: \$13,900.00

Professional learning: \$7,800.00

Summary of progress

Collective Efficacy through Data Skill and Use

- **Data analysis**

In Term 4, stage based data analysis against Progressive Achievement Tests and NAPLAN was conducted in stage and team meetings to determine strengths through areas of high growth, areas of consolidation by analysing questions with low growth, cohort effect size and next steps. Data analysis was developed throughout the year with class teachers internally. Data collection in Weeks 5 and 10 was organised to support the ongoing evaluation and tracking of student outcomes against literacy and numeracy progressions. Stage based data analysis occurred in mentoring meetings, through ensuring the data was consistent is an area for ongoing development. From here, teachers were able to identify gaps of understanding at a class and stage level. This was shared with the executive team. Teachers will gain further understanding of deeply analysing their internal and external data and use this information to inform their next steps in teaching.

Throughout the year, teachers are tracking and monitoring student growth in the area of Literacy Progressions (Understanding Texts, Phonological Awareness and Phonic Knowledge and Word Recognition) and Numeracy Progressions (Quantifying Numbers). Each term, teachers provide their Stage Supervisor with their classroom data. This is then analysed at a classroom and whole school level in the Week 10 executive meeting.

As a result, we will continue the following practices in 2023;

- Teachers will be provided with professional learning to support the use and implementation of the Literacy and Numeracy Progressions, Version 3. Teachers will continue to monitor growth and achievement of their students using the Literacy and Numeracy progressions. Executive staff will continue to support teachers to analyse their classroom/stage data and use this data to make whole school decisions such as resource purchases and professional learning directions.

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
School Level - Teacher Practice <ul style="list-style-type: none">• 90% of teachers can use classroom programs, assessment data and PDP reflections to evidence an increased collective capacity to meet the needs of all learners across the Professional Learning Community.	School Level <ul style="list-style-type: none">• Classroom program observation indicated that classroom teachers are meeting the needs of all learners, however, this was not evidenced with RFF teachers. This will be a focus in 2023.• Teacher Professional Development Plan (PDP) reflections indicate enhanced capabilities and practices against the teaching standards, with most provisional teachers achieving proficient, and all proficient teachers

<p>School Level - Teacher Practice</p> <ul style="list-style-type: none"> • 90% of teachers can use classroom programs, assessment data and PDP reflections to evidence an increased collective capacity to meet the needs of all learners across the Professional Learning Community. 	<p>identifying highly accomplished and lead standard goals in their Professional Development Plans. Plans for 2023, indicate the inclusion of PDP discussions in Stage meetings.</p>
<p>School Excellence Framework</p> <ul style="list-style-type: none"> • Assessment - School evidence sets can demonstrate sustaining and growing in the domain of assessment through a school self assessment. • Data Skills and Use - School evidence sets can demonstrate achievement at the sustaining and growing level for data use in teaching. 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of data skills and use while the element of assessment has remained at sustaining and growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$78,638.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Beechwood 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"> • Personal learning journey / Culture of learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: All students who receive IFS were allocated an SLSO to support curriculum and wellbeing engagement.</p> <p>After evaluation, the next steps to support our students will be: Continuing to support students in small group, whole class and individual support when required.</p>
<p>Socio-economic background</p> <p>\$67,260.52</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Beechwood 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"> • Personal learning journey / Culture of learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students with economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Strategic allocation of funding allows for all students to access devices to support learning. Students were supported to articulate their learning goals and next steps in learning while being recorded on these devices. These recordings were sent home, resulting in increased community engagement.</p> <p>After evaluation, the next steps to support our students will be: Continuation of resources allocation to support a ratio of 1:2 devices in K-6 classrooms. With the employment of a Digital Classroom Officer, these devices will be used in a greater capacity to support student engagement and learning.</p>
<p>Aboriginal background</p> <p>\$22,045.48</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Beechwood 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"> • Pastoral Care / Connecting to culture <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 deliver personalised support for

<p>Aboriginal background</p> <p>\$22,045.48</p>	<p>Aboriginal students</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language <p>The allocation of this funding has resulted in the following impact: All staff received training in Aboriginal Pedagogies. Staff were supported to embed this learning into their teaching and learning programs. K-2 Stage AP led the implementation of Aboriginal Pedagogies in Literacy and will continue in 2023.</p> <p>After evaluation, the next steps to support our students will be: Further time and Professional Learning is required to deeply embed this practice into all areas of the curriculum in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$63,442.45</p>	<p>Low level adjustment for disability equity loading provides support for students at Beechwood 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"> • Dynamic evidence-based teaching and learning programs • Personal learning journey / Culture of learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Throughout the year, School Learning and Support Officers were supported with ongoing professional learning in the area of literacy to support small group instruction. This was written into their PDPs and followed up throughout the year. Teachers were also supported to utilise formative assessment techniques to identify student needs, allowing for multiple entry points when teaching a new unit of learning.</p> <p>After evaluation, the next steps to support our students will be: Continuation of PL for SLSOs throughout 2023 as well as mentoring opportunities for teaching staff.</p>
<p>Location</p> <p>\$6,676.35</p>	<p>The location funding allocation is provided to Beechwood Public School to address school needs associated with remoteness and/or isolation.</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"> • Pastoral Care / Connecting to culture <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: Front office staff communicated with families who were experiencing financial difficulty throughout 2022 and supported those families to access school resources and excursions. Each week, the school fund raises (Tucker Tuesday) and equitably shares these funds across the year to allow all students to benefit from this fundraising such as subsidised excursions/camps.</p> <p>After evaluation, the next steps to support our students will be: Continuation of in school fundraising opportunities as well as flexible funding to be utilised when required throughout 2023.</p>

<p>Professional learning</p> <p>\$15,559.06</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 Beechwood 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"> • Dynamic evidence-based teaching and learning programs • High impact PL <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 <p>The allocation of this funding has resulted in the following impact: Teachers were supported with 1 hour per week of mentoring, based on individual and stage based need. Teachers were supported to develop their skills and understanding in the area of assessment, data skills and use and dynamic programming. Teachers demonstrated reflective and evaluative practices.</p> <p>After evaluation, the next steps to support our students will be: to continue with the mentoring program in 2023. This will be targeted at individual and stage based level, depending in teacher's PDP goals and the school SIP.</p>
<p>QTSS release</p> <p>\$32,500.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Beechwood 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"> • Dynamic evidence-based teaching and learning programs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • 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 following impact: Staff were supported with collaborative practice opportunities at the end of each term. Staff were asked to bring data sources in the area of reading, writing and numeracy. Staff demonstrated reflective and evaluative practices by analysing class and stage trends, allowing time to plan and discuss next steps in learning for teachers and students.</p> <p>After evaluation, the next steps to support our students will be: continuing to engage in learning walks to allow collaborative practice as well as data snapshots of the whole school, driving further HiPL.</p>
<p>COVID ILSP</p> <p>\$79,453.00</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 2022.</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>

<p>COVID ILSP</p> <p>\$79,453.00</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. <p>The allocation of this funding has resulted in the following impact: Students were provided with intense explicit instruction 4 days a week in the area of reading and numeracy. These students were identified through both internal (progressions) and external (NAPLAN and PAT) data. The staff member created Areas of Focus through PLAN 2 to support targeted and needs based instruction.</p> <p>After evaluation, the next steps to support our students will be: Continuation of small group instruction in 2023.</p>
<p>Per capita</p> <p>\$37,400.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Beechwood 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"> • Dynamic evidence-based teaching and learning programs • Expert knowledge and evidence informed teaching practice • Personal learning journey / Culture of learning • Pastoral Care / Connecting to culture • Collective Efficacy • High impact PL <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Opportunities for CTJ in the area of writing and reading. <p>The allocation of this funding has resulted in the following impact: Teachers were able to determine consistent A-E grade scaling for reporting in the area of writing and reading.</p> <p>After evaluation, the next steps to support our students will be: Continuation of CTJ opportunities in both literacy and numeracy in 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	102	100	105	100
Girls	66	66	73	78

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.3	92.7	90.3	91.0
1	94.4	95.5	90.6	85.7
2	93.2	92.8	92.8	89.1
3	93.0	93.2	88.1	91.1
4	91.0	88.1	91.6	87.5
5	93.5	89.8	88.4	85.9
6	90.2	92.4	87.8	85.2
All Years	92.9	92.1	89.7	88.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	6.92
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	186,391
Revenue	2,568,602
Appropriation	2,474,219
Sale of Goods and Services	12,628
Grants and contributions	80,040
Investment income	1,716
Expenses	-2,517,952
Employee related	-2,235,221
Operating expenses	-282,731
Surplus / deficit for the year	50,651
Closing Balance	237,041

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.

	2022 SBAR Adjustments (\$)
Targeted Total	78,638
Equity Total	152,748
Equity - Aboriginal	22,045
Equity - Socio-economic	67,261
Equity - Language	0
Equity - Disability	63,442
Base Total	1,603,071
Base - Per Capita	44,977
Base - Location	6,676
Base - Other	1,551,418
Other Total	271,578
Grand Total	2,106,035

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

Beechwood Public school is supported by a very active Parent and Citizen Body. With more than 20 members, the school regularly seeks feedback from the P&C in regard to curriculum delivery, school planning, staffing and extra-curricular events. The school actively listens to parent/carer input and acts upon feedback when given.

Communication and creating a welcoming culture has been a focus of improvement for parent/carers throughout 2022, as indicated in Tell Them From Me data. (see below).

Aboriginal students have demonstrated an increase in their teacher's understanding of their culture (see data below). With the continuation of Birpai Buddies, we hope to see this continuing to increase.

Students across Years 4-6 have indicated that the school is scoring above State in the area of students feeling that they have someone at school who consistently provides encouragement and can be turned to for advice. (See data below).

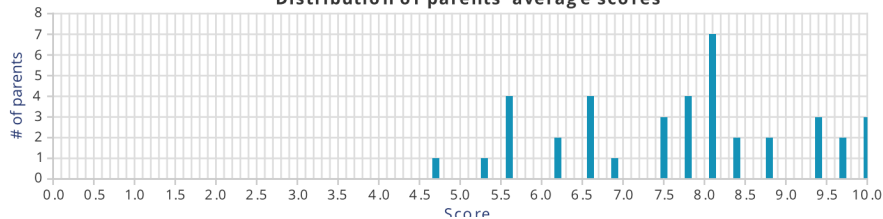
Staff Tell Them From Me data indicates strength in leadership, particularly in the area of supporting staff to establish challenging learning goals for students. (See data below). Staff are supported through a culture of trust, respect and continuous growth.

Two-way Communication with Parents

Parents feel welcome

School Mean (NSW Govt Norm)	7.7 (7.4)
I feel welcome when I visit the school.	8.7
I can easily speak with my child's teachers.	8.2
I am well informed about school activities.	7.5
Teachers listen to concerns I have.	7.9
I can easily speak with the school principal.	6.5
Written information from the school is in clear, plain language.	7.9
Parent activities are scheduled at times when I can attend.	6.3
The school's administrative staff are helpful when I have a question or problem.	9.0

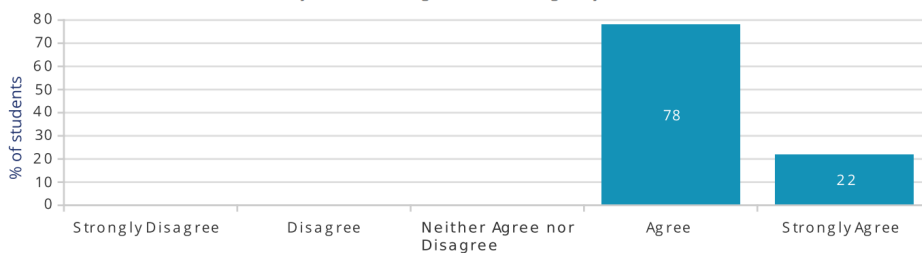
Distribution of parents' average scores



Data collection from September 2022, indicates an average of 7.7/10 for parents/carers feeling welcome at Beechwood Public School.

Aboriginal Students: Teachers understand culture

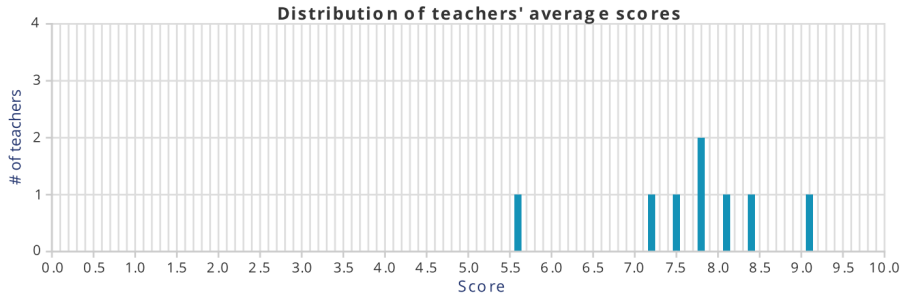
My teachers have a good understanding of my culture.



Data collection from September 2022 from students in Year 4-6.

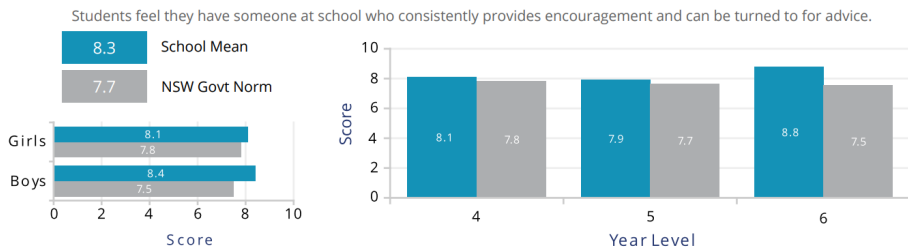
Leadership

School Mean (NSW Govt Norm)	7.7 (7.1)
School leaders have helped me establish challenging and visible learning goals for students.	8.4
School leaders have helped me create new learning opportunities for students.	7.5
School leaders have provided me with useful feedback about my teaching.	7.5
School leaders have helped me improve my teaching.	7.2
School leaders have provided guidance for monitoring student progress.	7.5
I work with school leaders to create a safe and orderly school environment.	8.4
School leaders have taken time to observe my teaching.	7.2
School leaders have supported me during stressful times.	7.8



Data collection from September 2022 from school staff.

Advocacy at school



Data collection from September 2022 from students in Year 4-6.

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.