2022 Annual Report

Beecroft Public School

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Introduction

The Annual Report for 2022 is provided to the community of Beecroft 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

Beecroft Public School is committed to continual educational excellence in an environment where every student, every staff member, and every member of the community is valued and cared for. We are partners in high quality learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners.

There is a collective ambition among students, staff and the wider community to maintain high expectations through contemporary learning opportunities that stimulate and challenge all students. Students recognise, achieve and celebrate their personal best in a positive environment founded upon kindness, belonging, dignity and respect.

School context

Beecroft Public School is located in the Metropolitan North Operational Directorate with a student population of 886, including 67% who have English as an additional language or dialect. The high socioeconomic context of the school contributes to its academic success and proud record of high academic achievement. There are 2 Opportunity Classes (OC) at Beecroft Public School. Parents and the community are actively involved in our students' education, support school programs and are proud of the school's achievements.

High quality curriculum provision, differentiation in literacy and numeracy underpinned by formative assessment practices are key drivers of school growth. The school continues to deliver a balanced education with opportunities in performing and creative arts, debating and sport, including PSSA.

Through our situational analysis, the school has identified three key areas of focus for this Strategic Improvement Plan.

1. Student Growth & Attainment

Beecroft PS student performance in reading and numeracy is in the top third of statistically similar schools. Historically the school has high student achievement levels but there are specific areas within reading and numeracy that require explicit focus. Areas include reading comprehension, retelling/summarising, self-correction, fluency and vocabulary development. In Numeracy, the emphasis is on the measurement and geometry strands and working mathematically. The Situational Analysis determined that the school needs to continue to develop a shared vision of reading and numeracy instruction and move from theory to practice. This vision will be built on: strong formative assessment processes, collaborative analysis of student data and the implementation of data-driven practices, responsive differentiated teaching and consistent pedagogy K-6.

2. Best Practice in Pedagogy

The Situational Analysis highlighted the school's successful professional learning processes which build teacher capacity and targets student needs. It was found that there is a need for further engagement in explicit, targeted and sustained teacher and leader improvement practices. The school needs to explore ways to strengthen and embed systems that enable teachers to see theory in practice through, and with, teacher experts. These opportunities will be directly linked to reading and numeracy focus areas including strong formative assessment processes, collaborative analysis of student data and the implementation of data-informed practices, responsive differentiated teaching and consistent pedagogy K-6. Our whole school focus to improve pedagogy and embed best practice is underpinned by the evidence base provided by What Works Best: 2020 update.

3. Student Wellbeing

A key focus area for Beecroft PS is 'A planned approach to Wellbeing' as identified through the Situational Analysis. Consultation and reflection around existing Wellbeing systems highlighted a particular need to establish consistent and clear tracking and monitoring systems that connect with, and reflect, the explicit teaching and reinforcement of whole school expectations. In line with current literature and research including 'The Wellbeing Framework' and CESE's 'What Works Best in Practice' document, we will aim to ensure all students feel valued and cared for through the consistent and collective implementation of positive whole school Wellbeing systems, structures and programs.

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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy by focusing on embedding and refining sustainable data driven practices to ensure student growth through explicit, consistent and research-informed teaching that is responsive to the learning needs of all students.

Initiatives

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

- Highly Effective Teaching Practices
- Data Driven Practices

Resources allocated to this strategic direction

Integration funding support
New Arrivals Program
Socio-economic background
QTSS release
Literacy and numeracy
English language proficiency
Literacy and numeracy intervention

Summary of progress

Highly Effective Teaching Practices

All teachers regularly engaged in inquiry based professional learning throughout the year. Each inquiry grade or stage team reflected on research, evidence-based teaching practices and student achievement data to enhance effective pedagogy across the school in reading and numeracy.

The structure of the professional learning made it purposeful and contextualised and gave teachers ownership of their own development and student progress. Teacher feedback and evaluation indicated a high level of teacher engagement and student results reflected a positive impact.

The repercussions of COVID on staffing, created unforeseen challenges in consistency and participation, which therefore required flexible scheduling and revision of professional learning focus areas.

The impact of this initiative was adapted teaching and learning programs to reflect evidence-based teaching practices, as well as new curriculum requirements in K-2.

In 2023, in this initiative, we will extend the focus to strengthen formative assessment practices and inform individual student learning goals.

Data Driven Practices

All teachers regularly engaged in inquiry based professional learning throughout the year. Each inquiry grade or stage team reflected on research, evidence-based teaching practices and student achievement data to collaboratively analyse, interpret and extrapolate data to inform planning, teaching and learning.

Data analysis was embedded into purposeful team based professional learning to support the triangulation of internal and external assessment measures in reading and numeracy. K-2 and 3-6 teams established systems for collating and sharing student data. Further to this, community engagement workshops provided families with insights into our results and effective practices in reading, in order to strengthen a common understanding between home and school.

The repercussions of COVID on staffing, created unforeseen challenges in consistency and participation, which therefore required flexible scheduling and delayed the planned focus on effective formative assessment practices and data collection.

The impact of this initiative was increased engagement of teachers with recognising areas of relative weakness in reading and numeracy through the triangulation of data. Most students achieved in the top two bands for NAPLAN reading and numeracy and student progress has been confirmed as greater than students at statistically similar schools.

In 2023, in this initiative, we will further embed data from formative assessment practices to provide individualised, explicit, differentiated and responsive learning opportunities. We will also engage the community further with our results and effective practices in the area of numeracy.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NAPLAN Top 2 Bands - Reading Improvement in the percentage of students achieving in the top 2 bands in **reading** to be at or above the school's lower bound system-negotiated target of 80.8%.	• 83.09% of students achieved in the top two bands in NAPLAN **reading** indicating achievement of the lower-bound target.
NAPLAN Top 2 Bands - Numeracy Improvement in the percentage of students achieving in the top 2 bands in **numeracy** to be at or above the school's lower bound system-negotiated target of 80.1%.	• 73.65% of students achieved in the top two bands in NAPLAN **numeracy** indicating progress yet to be seen toward the lower-bound target.
NAPLAN Expected Growth - Reading Percentage of students achieving expected growth in **reading** to be moving towards the school's lower bound system-negotiated target of 73.7%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
NAPLAN Expected Growth - Numeracy Percentage of students achieving expected growth in **numeracy** to be moving towards the school's lower bound system-negotiated target of 69.5%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

Strategic Direction 2: Best practice in pedagogy

Purpose

To build teacher capacity and professional practice by embedding reflective and evaluative processes that promote best practice and embed a culture of effective, evidence-based teaching and ongoing student improvement.

Initiatives

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

- Collaborative and Reflective Practice
- Evaluative Systems and Processes

Resources allocated to this strategic direction

QTSS release
Professional learning

English language proficiency

Summary of progress

Collaborative and Reflective Practice

Using the Spiral of Inquiry high impact professional learning model, teachers worked together, propelled and challenged by expert others within the school, as well as evidence-based research, to learn, shape and strengthen teaching practice for ongoing student progress and achievement throughout the year.

All staff participated in a Spiral of Inquiry through weekly grade-based inquiry pods. This professional learning model included all teachers, and enabled learning and growth in every teacher. It was also differentiated to build on the strengths of expert and experienced teachers while providing adequate support for beginning teachers.

The repercussions of COVID on staffing, created unforeseen challenges in consistency and participation, delaying some aspects of this initiative. A further barrier was the need to maintain greater consistency across professional learning, collaborative planning and team meetings.

The impact of this initiative was the whole school focus on a professional learning culture that is embedded into everyday practice in every classroom to ensure the most effective evidence-based pedagogy.

In 2023, in this initiative we will maintain and strengthen distributed leadership through cohesive connections between expert others and middle leaders. We will sustain the professional learning culture to continue to drive all aspects of our school improvement plan.

Evaluative Systems and Processes

Throughout the year, regular pause points were embedded into team meetings, executive meetings, professional learning and teacher performance and development conversations to promote planned and purposeful feedback and evaluation.

Evaluation of collaborative practices and pedagogy was facilitated by a tiered approach that sought individual, team and overall feedback through a variety of collection methods.

The repercussions of COVID on staffing, created unforeseen challenges in consistency and participation, delaying some aspects of this initiative.

The impact of this initiative was strengthened evaluative practices through targeted and collaborative professional learning. The school was able to utilise feedback and evaluation to plan 'where to next'.

In 2023, in this initiative we will maintain and strengthen our Performance and Development Plan (PDP) cycle for teachers, eliciting purposeful feedback and evaluation at the individual, stage and school level. We will drive best practice in pedagogy through systems of collaborative inquiry with an emphasis on embedded evaluative practice.

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 Excellence • School assessment against the School Excellence Framework indicates that the school is moving towards excelling. • Percentage of teachers using the inquiry model and case management process as an embedded practice across the school is moving towards the school identified target of 100%. • Percentage of teaching and learning programs showing evidence of data-informed differentiated activities drawing on a combination of data sources is moving towards the school identified target of 100%.	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development. • Analysis of Pod Groups and teaching and learning programs indicates that 100% of teachers are using the collaborative inquiry model and engaged in data analysis relating to identified school targets. • Analysis of teaching and learning programs indicates that 100% of teachers are embedding differentiated activities into classroom practice.
Evaluative Practice Percentage of teachers are engaged in sustained and authentic reflective and evaluative practices through embedded school-wide systems is moving towards the school identified target of 100%.	• 100% of teachers engaged in observation week which demonstrated sustained and authentic reflective and evaluative practices. • Delayed initiatives in term 3 and 4 have required aspects of this work to be postponed to 2023.

Strategic Direction 3: A planned approach to Wellbeing

Purpose

To empower the whole school community to embed evidence-based wellbeing approaches that strengthen the cognitive, physical, social, emotional and spiritual development of all students. We will refine whole school wellbeing processes and practices to ensure that every student has the opportunity to connect, succeed and thrive.

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.
- Whole school wellbeing processes
- Wellbeing in practice

Resources allocated to this strategic direction

Aboriginal background

Professional learning

Summary of progress

Whole school wellbeing processes

A whole-school approach was taken to improve student engagement and outcomes by promoting collective responsibility throughout the year. Through increased community engagement opportunities, which included parent volunteering opportunities, assemblies, open classrooms and a parent and carer 'expo' on learning focus areas, teachers, parents and the community worked together for student learning and success.

Parents and carers had a high degree of enthusiasm for all these opportunities and shared positive feedback with staff. Parent and staff feedback strongly indicates the desire for continued and increased community engagement between the school and families.

The continued COVID safe settings and gradual reduction over the year, delayed some aspects and required flexible planning for some aspects of this initiative. For instance, Meet the Teacher evenings went ahead remotely at the start of the year.

The impact of this initiative was enhanced collaboration between school staff and the community as a foundation for continuous improvement.

In 2023, in this initiative, we will consolidate wellbeing processes to develop and embed a school-wide approach informed by student outcomes.

Wellbeing in practice

All teachers and students were engaged in a range of purposeful wellbeing practices and programs throughout the year to strengthen students' sense of engagement, connection and belonging.

An emphasis on student wellbeing was evident through staff and team meetings with regular updates around individual or cohort focus areas. K-6 students took part in the school Peer Support program in Term 2 which strengthened teacher capacity K-6 in the explicit teaching of school-wide wellbeing and social and emotional learning.

The continued COVID safe settings and gradual reduction over the year, delayed some aspects and required flexible planning for some aspects of this initiative. However, a large focus was on re-introducing effective wellbeing practices.

The impact of this initiative, was that positive, respectful relationships were evident and widespread among students and staff to promote wellbeing. Greater opportunities were reinstated for transition programs which had an immediate positive impact for students, teachers and families.

In 2023, in this initiative, we will deepen teacher understanding through sustained professional learning in the initial year of the "Growing Strong Minds" program. Staff will be engaged with the evidence-base and our current progress measures in order to consolidate and expand on current wellbeing practices so that all students can succeed and thrive.

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
Wellbeing • School self assessment of the School Excellence Framework (SEF), Element: Wellbeing (A Planned Approach to Wellbeing), is moving towards the school identified target of Excelling. • The percentage of Yr 4-6 students indicating they have a positive sense of belonging at school as indicated through the TTFM survey is moving towards state mean. • The percentage of students who indicate high challenge and high skills in English and Mathematics through the TTFM survey is moving towards the state mean.	• Self-assessment against the School Excellence Framework shows the school is currently performing at Sustaining and Growing in the element of wellbeing. • Analysis of Tell Them From Me survey data indicates that 69% of Yr 4-6 students have a positive sense of belonging at school. • Analysis of Tell Them From Me survey data shows that 37% of students are showing high challenge and high skills in English and Mathematics.
Attendance Increase in the percentage of students attending school more than 90% of the time to be moving towards the lower-bound system negotiated target of 94.8%.	• The number of students attending greater than 90% of the time or more has decreased by 17.58%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.
Aboriginal Education • Percentage of teaching and learning programs authentically embedding local Aboriginal perspectives to enhance learning for all students is moving towards the school identified target of 100%.	• Analysis of teaching and learning programs indicates that 60% have authentically embedded local Aboriginal perspectives to enhance learning for all students indicating progress toward the school identified target of 100%.

Funding sources	Impact achieved this year
New Arrivals Program $36,985.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Beecroft Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Highly Effective Teaching Practices **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling **The allocation of this funding has resulted in the following impact:** students progressing to the next phase of English learning proficiency. **After evaluation, the next steps to support our students will be:** professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.
Integration funding support $157,532.00	Integration funding support (IFS) allocations support eligible students at Beecroft Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Highly Effective Teaching Practices **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around CPI Verbal Intervention. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSP) • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) **The allocation of this funding has resulted in the following impact:** all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. **After evaluation, the next steps to support our students will be:** to continue to incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.
Socio-economic background $5,076.25	Socio-economic background equity loading is used to meet the additional learning needs of students at Beecroft Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

Socio-economic background $5,076.25	• Highly Effective Teaching Practices • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • additional staffing and resources to support identified students with additional needs. **The allocation of this funding has resulted in the following impact:** students being supported in the classroom to improve literacy and numeracy outcomes. **After evaluation, the next steps to support our students will be:** used to employ additional SLSO to support students.
Aboriginal background $2,152.88	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Beecroft 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Whole school wellbeing processes **Overview of activities partially or fully funded with this equity loading include:** • community consultation and engagement to support the development of cultural competency **The allocation of this funding has resulted in the following impact:** the development of stronger consultation processes that were evidenced in teaching and learning programs. **After evaluation, the next steps to support our students will be:** to continue to build on the PLP process to ensure First Nations students are meeting their educational, social and emotional goals through differentiated and personalised support.
English language proficiency $345,721.46	English language proficiency equity loading provides support for students at all four phases of English language learning at Beecroft Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices • Collaborative and Reflective Practice **Overview of activities partially or fully funded with this equity loading include:** • 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 • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • host and facilitate EALD network meetings. **The allocation of this funding has resulted in the following impact:** student progress showing high growth on the EAL/D learning progressions, with EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. EAL/D teachers participated in collaborative professional learning, guiding

English language proficiency $345,721.46	and supporting teachers to integrate and reflect on EAL/D students and targeted teaching strategies. EAL/D teachers reviewed student data, including student English language proficiency using the EAL/D learning progression, and analysed student work samples. **After evaluation, the next steps to support our students will be:** to capitalise on teacher confidence and their capacity to design integrated units of work that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.
Professional learning $53,213.24	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 Beecroft Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaborative and Reflective Practice • Wellbeing in practice **Overview of activities partially or fully funded with this initiative funding include:** • Developing our 3/6 Reading Pod Leaders to unpack evidence based approaches to teaching reading. **The allocation of this funding has resulted in the following impact:** a whole school focus on developing a professional learning culture that is embedded into everyday practice in every classroom to ensure the most effective evidence-based pedagogy. **After evaluation, the next steps to support our students will be:** to maintain and strengthen distributed leadership through cohesive connections between expert others and middle leaders. We will sustain the professional learning culture to continue to drive all aspects of our school improvement plan.
Literacy and numeracy $11,955.74	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Beecroft Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Highly Effective Teaching Practices **Overview of activities partially or fully funded with this initiative funding include:** • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy **The allocation of this funding has resulted in the following impact:** targeted literacy programs for identified students performing below the expected level for their stage which led to improved student outcomes in reading. **After evaluation, the next steps to support our students will be:** to ensure that formative assessment for identified students is ongoing and leads to differentiation of the curriculum.
QTSS release $168,244.34	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Beecroft Public School.

QTSS release $168,244.34	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Highly Effective Teaching Practices • Collaborative and Reflective Practice • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • Overview of activities partially or fully funded with this initiative funding include: • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum **The allocation of this funding has resulted in the following impact:** improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. teachers reported lessons differentiated according to individual student needs. teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria. **After evaluation, the next steps to support our students will be:** to develop structured lesson observations and learning walks to strengthen quality teaching practices. to continue to reflect on and refine the inquiry based professional learning model focused on reading and numeracy.
Literacy and numeracy intervention $91,936.80	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Beecroft Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices **Overview of activities partially or fully funded with this initiative funding include:** • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice • employment of literacy expert (other) to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students **The allocation of this funding has resulted in the following impact:** differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN

Literacy and numeracy intervention $91,936.80	decreased and the students attaining the middle bands significantly increased from 2021 to 2022. **After evaluation, the next steps to support our students will be:** engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs. provide mentoring and coaching to teachers to improve their capacity to explicitly teach literacy and numeracy using differentiation.
COVID ILSP $12,644.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding • development of resources and planning of small group tuition • providing intensive small group tuition for identified students **The allocation of this funding has resulted in the following impact:** the majority of the students in the program achieving significant progress towards their personal learning goals **After evaluation, the next steps to support our students will be:** continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. regular monitoring of students as they transition back into classrooms with additional teacher support. providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. supplement the program with school funds to capture more identified targeted students.
Low level adjustment for disability $124,379.40	Low level adjustment for disability equity loading provides support for students at Beecroft Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • 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 [MulitLit and MiniLit] 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 • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • employment of LaST and interventionist teacher

Low level adjustment for disability $124,379.40	**The allocation of this funding has resulted in the following impact:** an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. **After evaluation, the next steps to support our students will be:** to continue to monitor and evaluate the impact of the learning support team in providing additional support for identified students through the PLSP process and the employment of trained SLSOs.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	421	438	426	413
Girls	469	458	467	459

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	97.2	96.4	96.3	92.4
1	95.2	95.4	96.1	92.2
2	96.7	94.5	97.2	92.9
3	95.3	94.8	96.8	93.1
4	96.0	94.6	96.5	92.6
5	96.4	95.8	96.0	93.4
6	94.2	93.6	94.8	88.7
All Years	95.8	95.0	96.2	92.2
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.

Beecroft Public School 1166 (2022)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	32.33
Literacy and Numeracy Intervent	0.8
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	5.17

*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	1,641,346
Revenue	8,575,497
Appropriation	7,422,588
Sale of Goods and Services	130,972
Grants and contributions	995,026
Investment income	26,211
Other revenue	700
Expenses	-7,625,504
Employee related	-6,772,655
Operating expenses	-852,850
Surplus / deficit for the year	949,993
Closing Balance	2,591,339

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	179,838
Equity Total	477,330
Equity - Aboriginal	2,153
Equity - Socio-economic	5,076
Equity - Language	345,721
Equity - Disability	124,379
Base Total	5,854,501
Base - Per Capita	225,643
Base - Location	0
Base - Other	5,628,858
Other Total	596,404
Grand Total	7,108,072

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

Students:

Students (Years 4-6) were surveyed through the online Tell Them From Me (TTFM) survey regarding social and emotional wellbeing at school. The survey includes students' sense of belonging at school, the extent to which students value schooling and their psychological investment in learning. A score of 0 indicates strong disagreement, 10 indicates strong agreement with 5 as neutral (neither agree or disagree).

Social-Emotional Outcomes

73% of students reported a positive sense of belonging. (NSW Govt Norm 83%)

92% of students reported positive behaviour at school. (NSW Govt Norm 83%)

90% of students valued schooling outcomes. (NSW Govt Norm 96%).

88% of students try hard to succeed in their learning. (NSW Govt Norm 88%).

Drivers of Student Outcomes

Explicit teaching practices and feedback - 7.6 (NSW Govt Norm 7.5)

Expectations for success - 8.5 (NSW Govt Norm 8.7)

Parents:

Parents were surveyed through the online Tell Them From Me (TTFM) survey. The '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. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey includes separate measures, which were scored on a ten-point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

Parents feel welcome - 7.2 (NSW Govt Norm 7.4)

Parents are informed - 6.4 (NSW Govt Norm 6.6)

School supports positive behaviour - 7.3 (NSW Govt Norm 7.7)

Safety at school - 7.6 (NSW Govt Norm 7.4)

Inclusive school - 6.8 (NSW Govt Norm 6.7)

93% of respondents identified Beecroft Public School as their first choice of public school.

Teacher:

Teacher feedback is obtained regularly throughout the year, through the ongoing evaluative processes embedded within strategic direction initiatives. This feedback helped to shape and change the course of these initiatives along the way. Summative feedback regarding the whole-school teacher collaborative inquiry professional learning was collated through surveys, evaluations and exit slips and a celebration of learning event. Findings included:

Observation week/explicit teaching:

During teacher analysis of explicit teaching practices through classroom observations, teachers reported -

"I am using questioning more effectively by asking more explicit and effective questions."

"Improved understanding of learning intentions and success criteria."

Gradual release of responsibility was evident in all stages.

Differentiation was evident in all classrooms.

Curriculum reform professional learning:

100% of respondents found this additional fortnightly professional learning time valuable.

93% of respondents have adapted their teaching practice because of the professional learning opportunities.

93% of respondents feel that they know their students as learners better because of the additional professional learning.

Collaborative Inquiry Pods:

Teacher feedback from the Inquiry Pod focus groups highlighted the following:

Teachers developed more confidence on how to teach reading.

Increase in collaboration and team building.

Addition of new assessments to track student progress

Improvement in teaching ability of literacy areas of focus

Throughout 2022 teachers also provided feedback In the People Matter's survey staff reported the following:

95.45% agreed that their work-group worked collaboratively to achieve its goals.

89% agreed that their work-group was encouraged to keep improving the work they do.

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.