

2022 Annual Report

Beelbangera Public School



STRIVE FOR THE BEST

Introduction

The Annual Report for 2022 is provided to the community of Beelbangera 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.

School contact details

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School vision

As a school our commitment to the community is to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world.

Our school has quality staff, supporting quality learning every day for every student.

School context

Beelbanger Public School (170 students) is located in the Riverina, 8km North East of Griffith.

Our school is the hub of a caring and supportive rural community with a highly involved and proactive Parents and Citizens' Association. We are committed to providing a safe and secure environment through the promotion of strong values in learning and behaviour.

We believe that throughout the early years of learning and student development each individual child will be known and understood, and their individual potential developed.

As students progress, it means knowing that they are identified and supported as increasingly self motivated learners who are confident and creative individuals.

Our dedicated, professional and experienced staff promote a culture of family, school pride, and responsibility.

The school has completed a situational analysis that has identified two areas of focus for this school improvement plan.

Student Growth and Attainment

This new plan builds on from previous plans with a continued focus around consistent and explicit teaching across the school using assessment data to plan for student achievement, meet learning goals and cater for individual needs by differentiating the curriculum. Continued use of Curiosity and Powerful learning principles along with high impact teaching strategies will provide opportunities to improve teacher practice and establish more consistency across the school setting, ensuring students achieve expected growth and attainment in their learning. This will be achieved by providing effective self-directed learning opportunities for students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning practices that promote increased student achievement.

Well being

Continue to develop a school wide understanding of the departments well-being framework and effective well being practices to support student belonging. This ensures optimum conditions for student learning across the whole school, while developing healthy habits, self-care and learning routines in partnership with parents and the wider school community.

Self-assessment and school achievement

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

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to increase Literacy and Numeracy learning outcomes for every student, all staff will develop and sustain whole school processes for collecting and analysing data to determine the learning focus for each individual student and to inform differentiated teaching programs. Students learn how to become more self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

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 Processes
- High Expectations - meeting the needs of all learners -Students and Staff

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$120,456.00
English language proficiency: \$16,107.00
QTSS release: \$32,292.00
Per capita: \$42,197.00
Professional learning: \$16,663.00
Low level adjustment for disability: \$73,840.70
Socio-economic background: \$37,275.79
Location: \$27,323.00
Aboriginal background: \$4,995.00
Integration funding support: \$70,864.00
Refugee Student Support: \$687.68

Summary of progress

Whole School Processes

APCI

In 2022, the school's Assistant Principal Curriculum Implementation (APCI) led professional learning in reading, phonics and PLAN2, both online and face-to-face for all staff. This led to explicit five (5) weekly teaching rounds supporting these identified areas. Staff were released once a week to work one-on-one with the APCI to develop effective teaching programs, identify explicit strategies and analyse student results to inform teaching cycles, that resulted in significant change in teaching processes and student achievement in phonics and reading. While staff shortages impacted the one-on-one scheduled timetable during some terms, the initiative proved to be an effective model that will be continued in 2023.

The APCI focus for 2023 will be to implement the same process in Mathematics and monitor the continued five (5) weekly teaching rounds in reading and phonics.

Assessment

The school undertook a review of the current assessment tools utilised in Literacy and Numeracy and their effectiveness in identifying student achievement in line with reporting in PLAN2. As a result, a new assessment schedule has been developed to trial in 2023 that utilises the Universal Assessment Hub resources that input student data directly in to the PLAN2 database.

Numeracy

Due to time and staffing constraints, the school chose to narrow its focus to Literacy teaching and assessment in 2022 and move the review of Numeracy teaching, scope and sequences, assessment and explicit programming and teaching rounds to the forefront of the initiative in 2023.

High Expectations - meeting the needs of all learners -Students and Staff

Classroom Support

The school employs 6 SLSO's to provide significant support in all classrooms. This initiative resulted in all students having access to support on a regular basis that led to increased student achievement as identified in NAPLAN, Check-in and school-based data. When surveyed, 60% of students identified that they felt having another person in the room to ask for help encouraged them to do so more often rather than interrupting the teacher. 90% of students felt comfortable asking the SLSO for help during class time if they were unsure of what they were doing.

In 2023 in this strategic direction the school will analyse student results to inform teaching cycles with support from the APCI and trial a new assessment schedule that was developed in 2022. This will be reviewed and modified accordingly to ensure its effectiveness to continue to drive improved student learning and data analysis. The teachers will also continue to review Numeracy teaching, scope and sequences, assessment and explicit programming and teaching rounds. In 2023 the school will also continue to focus on high expectations through the provision of additional classroom support.

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
An increase in students in Year 3 and 5 achieving in the top 2 NAPLAN bands in reading by 7.2% from the base-line of 36.9% (system-negotiated target)	<p>2022 NAPLAN data indicates 7% of students in the top two skill bands for Year 3 reading, indicating that the school is working towards the system negotiated target.</p> <p>However, there was a decrease of students out of the top two bands to 31% of students achieving in Band 7 in Year 5 Reading due to a significantly reduced enrolment number and 25% of this group having received learning and support assistance and also supported by the COVID ILSP program.</p>
An increase in students in Year 3 and 5 achieving in the top 2 NAPLAN bands in numeracy by 7.6% from the base-line of 25.3% (system-negotiated target)	<p>2022 NAPLAN data indicates 8% of students in the top two skill bands for Year 3 numeracy indicating the school is working towards the system negotiated target.</p> <p>There was 6% increase of students in the top two skill bands for Year 5 numeracy indicating the school is working towards the system negotiated target. This 6% increase was movement into the top Band 9 compared to the last 2 years.</p>
2022 The percentage of students achieving expected NAPLAN growth in Reading increases by 9% from the base-line in reading. (system-negotiated target).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
2022 The percentage of students achieving expected NAPLAN growth in Reading increases by 6% from the base-line in Numeracy. (system-negotiated target).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Wellbeing

Purpose

To ensure that each and every student is known, valued and cared for by deepening the partnership with parents and the wider community to foster positive wellbeing, academic success and regular monitoring and review of individual student learning needs. Positive, respectful relationships that are built on values, high expectations and genuine feedback to ensure optimum conditions for student learning will be evident across the school.

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.

- Learning and Leading Culture

Resources allocated to this strategic direction

Low level adjustment for disability: \$500.00

Professional learning: \$1,500.00

Summary of progress

Learning and Leading Culture

3-Way Conferences

The school developed and delivered 3-way conferences with all students K-6. 96% of students had a parent or family member attended the 3-way conferences. The school surveyed students, parents and staff on the effectiveness of the new interview process to support reporting to parents and increase community engagement. 98% of the whole school community provided positive feedback and indicated that they would like to continue the process. Parents indicated this initiative was effective in communicating student achievement, increased student/parent engagement and demonstrated that students understand what they are learning, where their strengths lie and a positive environment to set learning goals. This will continue in 2023.

Aboriginal Cultural Education

All staff participated in externally provided professional learning that opened up new opportunities for more respectful and authentic inclusion of Aboriginal culture and perspectives in teaching programs and an improved awareness of history and protocols.

A new collaboration was formed with Maurice Goolagong, who has worked extensively with students, staff and the Aboriginal community to enhance understanding of culture, directly through art and narrative. Mr Goolagong directed students in a collaborative artwork that is displayed in the administration building. The design is unique to Beelbangera Public School and tells the story of Beelbangera. This artwork has also been incorporated into the staff uniform. Mr Goolagong also performed with Murrumbidgee Regional High School students in a smoking ceremony for the school's Centenary celebrations to promote knowledge of Aboriginal culture.

Inclusive, Engaging, Respectful School

All staff commenced professional learning and engaged with the new Inclusive, Engaging and Respectful Schools policy. An audit of current practices was completed to determine if the new policy guidelines were being met. Only minimal rewriting of the school's Wellbeing and Behaviour policy will be need in 2023. Community input has begun and will help drive changes to the draft policy, with student input commencing in Term 1 2023. Beelbangera Public is already very proactive in the area of inclusivity with positive feedback from the community as reflected in the Tell Them from Me surveys.

In 2023 in this strategic direction the school will continue to develop new and exciting ways to interact, communicate and enhance our partnership with parents and the local community to develop authentic connections with country and to foster a positive wellbeing in all students and staff.

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
The percentage of students attending at or above 90% of the time is at or above 80.2% (lower end target).	The number of students attending greater than 90% of the time has decreased from 93% to 87%.
Proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) to be at or above 79.3% (baseline)	Tell Them From Me survey results remained the same as 2021 at 60% identifying a sense of belonging while Expectations for Success and Advocacy had slight increases. The way students are interpreting the questions will be an area for further investigation in 2023 as there have not been changes in data for several years.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.68</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations - meeting the needs of all learners -Students and Staff <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: An increase in the number of students accessing support on a regular basis from identified and trusted SLSO's. A significant increase in parents feeling comfortable with communicating with the school.</p> <p>After evaluation, the next steps to support our students will be: To sustain and continue to develop authentic relationships with culturally and linguistically diverse parents and community members.</p>
<p>Integration funding support</p> <p>\$70,864.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Beelbanger 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"> • High Expectations - meeting the needs of all learners -Students and Staff <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>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.</p> <p>After evaluation, the next steps to support our students will be: The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$44,275.79</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Beelbanger 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"> • High Expectations - meeting the needs of all learners -Students and Staff • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: All students across K-6 had access to support staff on a rostered basis for</p>

<p>Socio-economic background</p> <p>\$44,275.79</p>	<p>two Literacy and Numeracy lessons a week. This saw a shift of students in the lower 2 NAPLAN bands move into band 3 for Reading in Year 3.</p> <p>After evaluation, the next steps to support our students will be: To continue to engage the literacy and numeracy mentor to support our trajectory towards achieving school and state targets.</p>
<p>Aboriginal background</p> <p>\$4,995.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Beelbangera 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"> • High Expectations - meeting the needs of all learners -Students and Staff <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 Aboriginal students <p>The allocation of this funding has resulted in the following impact: a 20% increase in Aboriginal families engaging in the PLP process, collaborative conversations that allowed plans to be more authentic.</p> <p>After evaluation, the next steps to support our students will be: engaging a literacy and numeracy focused program to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$16,107.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Beelbangera 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"> • Whole School Processes <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$74,340.70</p>	<p>Low level adjustment for disability equity loading provides support for students at Beelbangera 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"> • Whole School Processes • High Expectations - meeting the needs of all learners -Students and Staff • Learning and Leading Culture

<p>Low level adjustment for disability</p> <p>\$74,340.70</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: 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.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$27,323.00</p>	<p>The location funding allocation is provided to Beelbangera 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"> • High Expectations - meeting the needs of all learners -Students and Staff <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: identified students across the school K-6 had access to supported opportunities like excursions, access to resources and small group learning situations.</p> <p>After evaluation, the next steps to support our students will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$18,163.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Beelbangera 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"> • Whole School Processes • Learning and Leading Culture <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 reading and explore modelled, interactive, guided and independent Reading. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$32,292.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Beelbangera Public School.</p>

<p>QTSS release</p> <p>\$32,292.00</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"> • Whole School Processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>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.</p> <p>After evaluation, the next steps to support our students will be: employing a teacher to support the APCI position to allow mentoring and collaboration that will lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$92,826.00</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> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>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.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	91	81	78	80
Girls	101	97	89	82

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.3	93.3	92.2	88.6
1	91.4	96.2	86.3	86.8
2	91.5	96.4	92.3	87.2
3	91.8	95.6	94.3	87.4
4	93.4	95.5	92.9	90.3
5	90.2	93.5	93.6	85.5
6	94.1	93.8	93.8	87.3
All Years	91.7	94.9	92.0	87.6
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)	2.8
Classroom Teacher(s)	7.92
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.94

*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	154,090
Revenue	2,403,416
Appropriation	2,315,090
Grants and contributions	87,369
Investment income	757
Other revenue	200
Expenses	-2,516,458
Employee related	-2,201,249
Operating expenses	-315,209
Surplus / deficit for the year	-113,042
Closing Balance	41,049

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	71,552
Equity Total	139,720
Equity - Aboriginal	4,995
Equity - Socio-economic	44,276
Equity - Language	16,108
Equity - Disability	74,341
Base Total	1,632,662
Base - Per Capita	42,197
Base - Location	27,324
Base - Other	1,563,141
Other Total	353,009
Grand Total	2,196,943

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/CARER VOICE SURVEY

Parent /carer feedback indicates that they feel welcome and valued as members of the school community. They indicated that they feel respected and listened to, and that the school considers their feedback and acts on it accordingly. Tell Them From Me survey data indicates that parents believe teachers have high expectations, set realistic goals for their child's learning and that they are able to approach teachers to discuss their child. Communication channels and protocols have been further strengthened by the introduction of Class Dojo.

Through the Tell Them From Me (TTFM) survey, parents and carers indicated higher than NSW Government norms in the following areas:

- Parents feel welcome,
- Inclusive school,
- Safety at school,
- School supports positive behaviour,
- Parents support learning at home and
- Parents are informed.

School supports learning was an area that was just under the NSW Government norm.

STUDENT VOICE SURVEY

Students indicated they enjoy coming to school each day. The implementation of the new consistent Behaviour Sticker program has had a positive influence on most students' behaviour. They would like all students to do the right thing so the teachers could teach them and not have to deal with the issues, but said that most of the students do the right thing.. 78% of students agreed or strongly agreed to having a pride in our school. 13% improvement in demonstrating a high perseverance with tasks was rewarding to see.

STAFF VOICE SURVEY

Staff are passionate about educating and supporting students at Beelbanger Public School. Students learning needs are catered for consistently and data is collected to track student growth. Teachers indicated they would like to engage in professional learning to support students further in the areas of:

- comprehension,
- number awareness,
- logical thinking and reasoning strategies, including problem solving.

81% of staff identified that the behaviour sticker system is helping to promote consistent behaviour. 92% felt that the school was a culturally safe place for all students.

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.