

2022 Annual Report

Beresfield Public School



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Introduction

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

At Beresfield Public School, we strive to ensure that our students are confident and responsible individuals who aspire to achieve their full potential.

In order to attain expected or higher than expected growth in reading and numeracy, we will build strong whole school foundations for academic success to maximise student learning outcomes by developing and refining effective use of data practices that respond to the learning needs of individual students.

We work in partnership with the community to provide an inclusive environment in which all students, staff and the community thrive.

School context

Beresfield Public School is located in between Maitland and Newcastle. A medium-sized school, with an enrolment of approximately 300 students, it offers a full and varied curriculum which includes the core key learning areas, sport, performing arts, technology and values education. In addition to 13 mainstream classes the school has 3 support classes for students with multi-categorical disabilities from the wider local area. The school buildings, built over time since the establishment of the original school in 1883, are situated on land enclosed by four roads.

Before and after school care is offered on the school site. There is active involvement by many parents/caregivers, especially through the school's P&C, and an alliance with the Maitland AECG. A significant number of our students come from families with a low socio-economic background and approximately 20% of our students identify as Aboriginal or Torres Strait Islanders. Beresfield Public School prides itself on being an inclusive and supportive learning environment. Our students experience quality literacy and numeracy programs from Kindergarten to Year 6. Beresfield Public School is proud of its outstanding staff who work closely with parents and the wider community to offer the best education to our students. Our community's aspirations for the students of Beresfield are to develop the holistic child, through a sense of belonging, resilience and contentment, in order to equip them for the best opportunities in later life.

After analysing the areas of enrolment, student performance, wellbeing, human resources and finance in late 2020, it is clear that the school is utilising its resources effectively in delivering pleasing student academic achievement and student growth. However, there is always room to improve, and a recent dip in results in Numeracy is cause for us to refocus our efforts in ensuring that this is addressed in the next school plan.

In the areas of wellbeing, and meeting the needs of individual students, the Learning Support Team is working successfully and the AP Wellbeing, in an off-class role is leading the LST and managing daily wellbeing effectively. In the past year some executive staff have been trained in the Berry Street model and have guided staff in beginning to implement this model in daily practice. We have been a pilot school in Trauma-Informed Practice PL, and with the Student Behaviour Policy being reviewed there is more to do in this space.

We are currently refining our assessment practices, so that we can gain a clear picture of where our students are at, to inform future teaching. Coupled with this, staff are working towards streamlining scopes and sequences to NESA requirements, and have them centrally located and continually reviewed so that the syllabuses are taught effectively across the school. This will be an important task as syllabuses are reviewed state-wide in the coming few years.

The importance of technology in education became apparent when remote learning became necessary during COVID-19. Beresfield very quickly had to add to its hardware by installing wi-fi throughout the school and issuing each teacher with a Surface Pro. We also upskilled staff with using online platforms to engage students while learning at home. This new knowledge has enabled staff to see the benefits of using technology more readily in daily lessons. The impetus is here to continue provisioning technology throughout the school and providing professional learning so that classroom pedagogy is aligned with the demands of technology in our modern world.

Our Aboriginal student population has grown steadily in the last few years. We have shown in our data that our Aboriginal students perform well academically. We have taken steps to increase the rigour of our PLP process, as well as provide more opportunities for Aboriginal students to experience cultural activities. Aboriginal perspectives and ways of learning are embedded throughout the curriculum, so that all students can learn and understand Aboriginal viewpoints. We look to improve on our Aboriginal Education through strengthening systems and professional learning.

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Build strong foundations for academic success to maximise student learning outcomes by developing and refining data driven teaching practices that respond to the learning needs of individual 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.

- Data skills and use

Resources allocated to this strategic direction

Socio-economic background: \$108,150.39

AP Curriculum & Instruction: \$210,799.00

Aboriginal background: \$86,610.82

Summary of progress

Our focus in 2022, was on triangulating data sets and identifying areas of focus in reading and numeracy reflecting on PLAN2, NAPLAN and Check In assessments. This led to engagement in professional readings and discussions with the K-2 and 3-6 numeracy guides, research into the Science of Reading and What Works Best. Staff were guided by the School Strategic Support team to utilise our data to identify whole school strengths and areas for improvement as well as deliver TPL on formative and summative assessment practices. Assessment practices were reviewed to identify validity and reliability and a new assessment schedule developed. What Works Best High Expectations Professional Learning was undertaken by staff in the school.

As a result, staff have strengthened their capacity to engage in stage-based data conversations and teachers were supported by our AP Curriculum Instruction to collaboratively and regularly analyse data within stages and as a whole school to ensure that students are taught at the point of need.

In 2023, we will embed a systematic approach to the collection, analysis and use of data to inform teaching and ensure student academic achievement can be monitored at school-wide level. There will be a focus on consistent teacher judgement in the analysis of data across the whole-school.

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
Increase the proportion of students achieving in the top two NAPLAN Reading bands from the baseline (28.3%) by 10.8% (upper-bound target of 39.1%)	2022 NAPLAN data indicates 28.6% of Year 3 students in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 0.3%. 2022 NAPLAN data indicates 27.8% of Year 5 students in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 4%.
Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in Reading to be 55%.	2022 NAPLAN data indicates 36.4% of Year 3 Aboriginal students in the top three skill bands for reading indicating the school did not achieve the system negotiated target. 2022 NAPLAN data indicates 87.5% of students are in the top three skill bands for reading indicating the school did achieve the system negotiated target, exceeding the target baseline by 32.5%.
60% of students achieving expected growth in reading	Student growth could not be calculated for 2022 as the NAPLAN test was not run in 2020.

Increase the proportion of students achieving in the top two NAPLAN Numeracy bands from the baseline (29.4%) by 4.5% (lower-bound target of 33.9%)	2022 NAPLAN data indicates 18% of students are in the top three skill bands for numeracy indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 6.2% .
Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in Numeracy to be 55%.	2022 NAPLAN data indicates 44.4% of Year 3 students and 23.3% of Year 5 students are in the top three skill bands for numeracy indicating the school did not achieve the system negotiated target.
66% of students achieving expected growth in numeracy	Student growth could not be calculated for 2022 as the NAPLAN test was not run in 2020.

Strategic Direction 2: Deliver a digital teaching and learning experience

Purpose

To ensure all students are equipped to function in a digital world as confident, creative and successful users of technology.

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.

- Build our digital capability
- Creating Sustainable Systems

Resources allocated to this strategic direction

Socio-economic background: \$68,952.60

Summary of progress

Our focus in 2022 was to continue to increase our fleet of technological devices to ensure equity among classrooms where teachers can deliver explicit teaching lessons in a whole class setting. The upgrade of our technology lab with new computers has ensured a quality learning environment for all students to further embed technology into their daily learning.

We refined systems including using school resources to allocate a teacher to work shoulder to shoulder with staff to further build their capacity to embed the use of computer technology in their daily practice. Staff training was provided on Microsoft Teams to support a move to the Teams platform as a whole school in 2023. A technology survey was sent out to all staff to gather information on classroom technology devices and professional learning. A whole school draft scope and sequence was also developed.

As a result, students and teachers are now using computer technology everyday and Stage 3 students engaged in E-Safety training to ensure safe practices were implemented with the plan to roll out training, K-6 in the future. The introduction of a staff & student website links page has continued to be highly successful in ensuring staff and students have streamlined access to quality digital resources.

Next year our focus will be to utilise our Digital Classroom Officer to further support staff to ensure sustainable improvement and lead support contextual to the needs of the school, continuing our journey of digital transformation. We will also provide further professional learning as we move to using Microsoft Teams for storage of school documents as well as for staff communication and collaboration.

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
In the SEF element Leading, School Resources: the theme of Technology is shifting to sustaining and growing.	Self-assessment against the School Excellence framework shows the theme of Technology to be at sustaining and growing.
Increase the rating of Technology (one of the eight drivers of student learning) from the baseline (5.3) by 0.6 to 5.9 Increase the proportion of students who are interested and motivated from the baseline (68%) by 4% to 72%.	Tell Them From Me data has shown Technology as a driver of student learning increased by 0.3% in 2022. The data also indicated that the percentage of students who are interested and motivated has not increased to the goal of 72%.

Strategic Direction 3: Excellence in wellbeing

Purpose

We will promote the growth of positive relationships and meet the needs of individual students, to develop quality and inclusive wellbeing processes that support the wellbeing of all students 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.

- Meeting Individual Needs
- Wellbeing Practices

Resources allocated to this strategic direction

Integration funding support: \$146,438.00

English language proficiency: \$2,951.68

Low level adjustment for disability: \$127,534.29

Socio-economic background: \$142,421.00

QTSS release: \$66,160.00

Summary of progress

Attendance was a focus area for our school plan in 2022. Evidence of successful implementation included: regular analysis of our attendance data, our 'Bluey' attendance award, updating attendance procedures and flowcharts and the "Beresfield PS" attendance pyramid poster to monitor class and whole school attendance on a weekly basis. Our Assistant Principal Wellbeing monitors attendance with the Home School Liaison Officer each week.

We reviewed and updated our schools Learning and Support Team (LST) procedures and introduced a new e-referral system across K-6. Evidence of successful implementation included: a review of LST procedures by departmental staff, the school's LST updating procedures and documents based on feedback provided and communicating these procedures and documents to school staff. Storage of documentation and the efficiency of the LST have improved because of this.

As a result, teachers used data analysis and accessed quality school systems to ensure the best possible wellbeing outcomes for every student. Alongside learning, wellbeing continues to be of the highest priority at Beresfield PS and supports the learning journey of every student.

Next year our focus will support the LST to undertake an internal review and refine our procedures around teacher and parent feedback from the LST to ensure we are on our way to achieving excellence in wellbeing. We will continue to refine our practices to support the wellbeing and learning of our students, incorporating Zones of Regulations, Berry Street Education model and Restorative Practice through a trauma informed lens.

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
<ul style="list-style-type: none">• Increase the proportion of students with positive wellbeing from the baseline (86.3%) by 3.6% (lower-bound target of 89.9%)• The percentage of Aboriginal students reporting positive wellbeing is comparable with the student body.	<p>Students reporting positive wellbeing outcomes has increased by 6.68%, to 79.2%, indicating we have not met this target.</p> <p>80.3% of Aboriginal students reported positive wellbeing at school, exceeding that of the student body by 0.9%.</p>
<ul style="list-style-type: none">• Increase the proportion of students attending school 90% of time or more from the baseline (68%) by 5.4% (lower-bound target of 73.4%)	<p>The number of students attending greater than 90% of the time or more has decreased to 39.7%, however this figure was significantly affected by the pandemic.</p>

<ul style="list-style-type: none"> • The attendance of Aboriginal students is comparable with the student body. 	50% of all Aboriginal students attended school greater than 90% of the time during 2022. This exceeded that of the student body by 10.3%.
SEF Wellbeing themes of: Individual Learning Needs and A Planned Approach About Wellbeing moving towards excelling.	Progress towards achievement is validated at sustaining and growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$146,438.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Beresfield 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"> • Meeting Individual Needs <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: PLSPs are regularly reviewed by class teachers and SLSOs have been employed to assist funded students and their peers to access learning and increase engagement, and positive attitudes towards school.</p> <p>After evaluation, the next steps to support our students will be: to use integration funds strategically to ensure that we continue to provide the best supports to students to maximise connection and engagement in their learning. Next year the school will review student support plans and use SLSO's to undertake specific learning programs to increase student phonological awareness.</p>
<p>Socio-economic background</p> <p>\$354,000.29</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Beresfield 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"> • Data skills and use • Build our digital capability • Wellbeing Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • employment of additional staff to support [name] program implementation. <p>The allocation of this funding has resulted in the following impact: employing additional staff to support the school to maximise teaching and learning resulting in pleasing achievement of student learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: to increase support with additional executive staff released to build the capacity of staff to analyse and triangulate data and to model best practice.</p>
<p>Aboriginal background</p> <p>\$86,610.82</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Beresfield 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"> • Data skills and use

<p>Aboriginal background</p> <p>\$86,610.82</p>	<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 • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: the provision of individualised support for Aboriginal students and the tracking and monitoring of individual learning goals and progress has been supported by employment of additional staff. Review of PLP template for all Aboriginal students led to adopting a more user friendly and purposeful document to record learning goals. These PLPs are clearly communicated with parents and teachers. Cultural activities such as Aboriginal dance, Deadly Breaky, youth mentorship program and basket weaving were provided.</p> <p>After evaluation, the next steps to support our students will be: to ensure the school maximises learning outcomes for Aboriginal students through engaging literacy and numeracy programs. A teacher will be allocated additional release time to further connect with community to increase the number of cultural programs and experiences for our Aboriginal students.</p>
<p>English language proficiency</p> <p>\$2,951.68</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Beresfield 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"> • Meeting Individual Needs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • review of school-based tracking and monitoring systems as an LST. <p>The allocation of this funding has resulted in the following impact: assisting EAL/D students to gain proficiency in English and providing professional learning opportunities for teachers to build their capacity to support students with additional needs.</p> <p>After evaluation, the next steps to support our students will be: to deliver TPL to all staff around EALD progressions to further support and build the capacity of all staff to cater for the learning needs of all EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$127,534.29</p>	<p>Low level adjustment for disability equity loading provides support for students at Beresfield 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"> • Meeting Individual Needs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: LaST and SLSOs being employed to assist identified students and their peers to access learning and increase engagement, and positive attitudes to</p>

<p>Low level adjustment for disability</p> <p>\$127,534.29</p>	<p>school.</p> <p>After evaluation, the next steps to support our students will be: to 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>Professional learning</p> <p>\$29,020.69</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 Beresfield Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff engage in Berry Street Education trauma informed practice professional learning. • Teachers released to engage in lesson observations and quality teaching rounds. <p>The allocation of this funding has resulted in the following impact: staff building capacity in knowledge and skills in delivering quality Maths programs, and wellbeing and trauma-informed practices through Berry Street practices.</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 to support the implementation of Explicit Teaching and a culture of High Expectations.</p>
<p>QTSS release</p> <p>\$66,160.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Beresfield 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"> • Wellbeing Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: An AP Wellbeing to be off class, supporting the additional needs of all students. This has supported the CT to focus on the teaching and learning in a calm and supported environment, whilst the needs of individual students are being met.</p> <p>After evaluation, the next steps to support our students will be: to increase the impact of our AP Wellbeing to support the rigorous focus on teaching and learning by establishing an alternative learning space for dis-regulated students, ensuring all students learning needs are being met.</p>
<p>COVID ILSP</p> <p>\$183,282.00</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>COVID ILSP</p> <p>\$183,282.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy- focus on reading <p>The allocation of this funding has resulted in the following impact: a dedicated teacher in both K-2 and Year 3-6 to work in small groups to provide targeted intervention for students to improve literacy and numeracy outcomes.</p> <p>After evaluation, the next steps to support our students will be: to support students to improve literacy and numeracy outcomes and provide additional focus on building phonological awareness through the lens of Explicit Instruction.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	163	162	155	157
Girls	145	140	132	142

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.2	93.8	94.3	85.5
1	92.3	94.9	91.3	87.7
2	93.1	94.2	91.0	85.4
3	94.3	94.7	90.1	87.6
4	94.7	95.2	92.8	85.2
5	88.8	93.7	88.9	87.8
6	90.2	89.3	91.0	87.1
All Years	92.6	93.8	91.1	86.5
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)	5.4
Classroom Teacher(s)	12.12
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	6.32

*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	162,004
Revenue	4,445,473
Appropriation	4,351,324
Sale of Goods and Services	1,530
Grants and contributions	91,816
Investment income	703
Other revenue	100
Expenses	-4,295,457
Employee related	-3,917,743
Operating expenses	-377,715
Surplus / deficit for the year	150,016
Closing Balance	312,020

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	146,438
Equity Total	571,097
Equity - Aboriginal	86,611
Equity - Socio-economic	354,000
Equity - Language	2,952
Equity - Disability	127,534
Base Total	2,827,479
Base - Per Capita	77,300
Base - Location	0
Base - Other	2,750,179
Other Total	409,931
Grand Total	3,954,945

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 from Year 3 to 6 completed the TTFM survey in 2022. In the 'Student Outcomes and School Climate' report 73% of our students reported that they have friends at school they can trust and who encourage them to make positive choices. Effort refers to the extent to which students try hard to succeed in their learning and value academic achievement, 75% of students reported a positive outcome in this domain. 77% of students reported that they do not get in trouble at school for disruptive or inappropriate behaviour.

Teachers

Teachers completed the 'Focus on Learning' survey in 2022. The Eight Drivers of Student Learning are reported on a 10-point scale. Questions that received high scores related to the "Leadership" and "Collaboration" drivers. 88% of teachers believe that the school environment is well maintained and 73% agreed that supportive effective teaching practices are evident across the school. In the key driver of 'Learning Culture' results indicated that our school sits at 7.8, just below the state norm of 8.0.

Parents

Parents completed the 'Partners in Learning' parent survey in 2022. 83% of parents believed that the school provides enough resources to help students with additional needs. 62% of parents reported that they expected their child will go to university indicating an increase from 47% in 2021. Beresfield PS achieved results at or above that of state norm in the three aspects of 'School supports positive behaviour', 'School supports learning' and 'Parents support learning at home.' 79% of parents surveyed reported that the schools physical environment is welcoming and 92% of parents informed us that attending school events are easiest for them if they are held in the evenings or after school.

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.