

2022 Annual Report

Berowra Public School



Berowra

Public School

1205

Introduction

The Annual Report for 2022 is provided to the community of Berowra 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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Message from the principal

2022 has been a year of both challenge and triumph for Berowra Public School.

Although we did not have any extended community lockdowns, we had the challenges of Covid isolations which saw the absence of many students and staff members through-out the year. This resulted in students having to be resilient and flexible to cope with changing teachers and routines and it saw teachers and SAS Staff changing their roles daily to ensure the best for our students and to guarantee learning remained the focus. Despite the challenges BPS has managed to rise and excel and as the principal I could not be prouder of our amazing students, staff and community.

This year we began our journey with our 2022-2026 School Improvement Plan and continued our focus on the 3 Strategic Directions: Student Growth and Attainment; Explicit systems for professional learning, collaboration and feedback; and Community Wellbeing and Engagement in Learning.

Our teachers engaged in professional learning around our whole school focus on numeracy and developed their understanding of the new K-2 English and Mathematics Syllabuses which will be implemented in 2023. There has been learning in Aboriginal Cultures and Histories and High Potential and Gifted Education and some teachers participated in additional training in Sounds Write. We continued to implement Smiling Mind across the whole school and Rock and Water for selected students. The Covid Intensive Learning Support Program continued with a focus on MiniLit, MacqLit and mathematics groups and our STEM program for all students K-6 has never been better with students participating in a range of units including 3D printing for the first time.

Our students had the opportunity to participate in swimming, athletics, and cross-country carnivals, various dance performances, drama club, choir, many sporting events including Hornsby Zone Interschool Sports and various excursions including the Stage 3 camp to Lake Burrendong Sport and Recreation Centre for 5 days.

It was wonderful to finally welcome our community back on site to celebrate Open Day, Mother's Day and Father's Day Breakfast, the Hat Parade and Grandparents' and Friends' Day. It was so heart-warming during these events to see our students and special visitors beaming with pride.

Our students have shown tremendous resilience and perseverance to embrace learning opportunities and have continued to achieve, succeed and thrive in their learning. Their flexibility, determination and positive attitude towards learning is a credit to them and it is inspiring to see them grow in both their learning and confidence.

We thank our BPS parents and carers who have supported their children. We thank them for their partnership in the education of their children and their ongoing support. BPS parents and carers are truly appreciated.

This year we have not only celebrated achievements in learning but we are celebrating changes to our physical school environment. We started the year off with a revamp to our Library, with new painting, carpet, shelving and flexible furniture and it looks amazing! A huge thanks to Mrs Kelly Lukic and Ms Elky Roberts who have dedicated time and effort to get this done.

We have seen our Administration and Staffroom Upgrade nearing completion. I thank the SAS staff Mrs Charmian Steel, Mrs Sarah Williams, Mrs Karen Kitchener and our GA Mr Trevor Daykin for all their flexibility and tireless work relocating the office twice this year. We also have the relocation and upgrade of 2 new classrooms. Work has commenced and this will hopefully be completed by day one 2023. Mrs Karen Kitchener has been instrumental behind the scenes in ensuring these projects are completed. On top of her regular work she has worked with AMU, security, ICT, Fuji and removalists to make sure our school continues to function while in the middle of the upgrade. Thank you Karen we are forever grateful because it wouldn't have been done without you.

We thank our outstanding P & C and Canteen for their ongoing partnerships and congratulate them for their numerous successes this year. Our P&C were successful in applying for a Community Building Partnership grant in 2021 which has resulted in our amazing new sporting oval which is the envy of many schools. The P&C have continued to improve our school environment with the beautiful eye-catching mural of the black cockatoo which welcomes everyone into our school and by holding Working Bees on the weekends to improve our school garden. After a year of planning and demanding work the P&C held the BPS Spring Fair which showcased our school and students and saw the P&C raise \$34 000 for our school. Most recently the P&C have been successful in obtaining a \$20 000 Community Building Partnership grant for the resurfacing of the basketball court which will be completed next year.

During 2022, we built a new partnership with our new Out of School Hours Care providers TheirCare. We thank them for their continuous support in ensuring our students have a safe and engaging learning environment before and after school, and during vacation care and we look forward to strengthening the partnership we have with them.

This year we had our strongest executive team ever. I thank Mrs Elizabeth Beckedahl, Mrs Kathryn Boon, our Relieving Assistant Principals Miss Sinead Simmons and Mrs Alison Withford and our Aspiring Assistant Principal Ms Elky Roberts for all their focus on ensuring our Strategic Improvement Plan is on track. I value their collaboration, collegiality, and collective efficacy.

I thank our teaching and support staff for their professionalism and dedication to our students. Their extraordinary dedication has ensured opportunities and successes for all students. Thank you for making sure our students remain our number one priority.

I acknowledge our beautiful Miss Ho who joined the BPS team this year. Our thoughts are with her for the challenges ahead. I thank the students, staff and community for their ongoing support for Miss Ho and we hope to see her returning to BPS in the near future. I would also like to thank Mr Dylan Mead who rose to the challenges of commencing teaching 5/6H during Term 4.

I thank the students, parents and staff who have contributed positively to our school during 2022 and I'm excited about the opportunities we will have in the coming year. I look forward to seeing us achieving our goals through 2023 and beyond.

Message from the school community

The P&C year was one of achievement, collaboration and ongoing support for the school community. The oval refurbishment was completed and the feedback from the students and staff as well as outside the school was well received. In terms of asset improvements or repurposing, we are hoping to install lights around the oval subject to funding whilst we will resurface the basketball court scheduled for the first half of the year. In the classroom we have funded a charging trolley for the classroom laptops and iPads and money has also been allocated to improve the lighting in the Hall. We will always prioritise support for educational resources and we continue to engage our principal Ms Wallace and the teaching staff on where we can assist. The school fair in October was an outstanding success and again I acknowledge the fabulous committee who organised the day. We continue to manage our canteen, uniform shop and school band with great success. In closing I acknowledge our P&C executive and other volunteers who continually turn up to make BPS an outstanding environment. See you all at one of our monthly meetings or working bees or maybe the disco or canteen.

School vision

Berowra Public School students are deep thinkers who critically reflect on their own learning to achieve excellence. They value the challenge of the learning journey, taking responsibility for their growth and their contribution to the collective wellbeing of our community.

Learning and growing together for life; where every student, every teacher and every leader strives to improve every year.

School context

Berowra Public School is a dynamic, learning focused school located in Northern Sydney which has a student enrolment of 350 students. The school population is gradually becoming more multicultural with 16% of students having a language background other than English. The BPS site has vast outdoor spaces and although located close to Sydney, has maintained a country-like atmosphere where all students are known, valued and cared for. BPS has a long, proud history with generations of families attending and remaining connected to the school. Community support is a particular feature of the school with an active P&C, Uniform Shop and Canteen Committee providing much needed support for the school.

Extra-curricular opportunities in sport and creative and performing arts, enable our students to excel through a range of different experiences.

The whole school community, including students, staff and parents was consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

An Assistant Principal Instructional Leader is employed and will be used in conjunction with Quality Teacher Successful Student (QTSS) allocated time to build a collaborative learning culture which focuses on data driven practices to provide explicit differentiated and responsive learning opportunities.

Work will take place to develop consistent data collection and analysis practices which focus on summative and formative assessment tasks and developing greater consistency of judgement within and across school. Data will inform the choices we make about student learning.

Our work with individual students will be responsive and closely monitored. Learning and Support structures and processes will be put in place to identify students who require intervention and individual and targeted support will be provided where needed. Pre and post assessments will be carried out to assess the impact of this support.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Berowra Public School is a dynamic and effective school where staff and parents help students to feel happy and secure; enjoy learning; strive to achieve their potential; experience success; and care for themselves, others and the environment.

The school provides a well-balanced curriculum, with emphasis on developing skills in literacy and numeracy. There is also a tradition of excellence in performing arts, particularly drama, choir and music. Sport is another traditional area of strength, and a number of highly effective programs operate to cater for our gifted and talented students. Expanding the opportunities for the use of technology is a continuing school priority.

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	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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

Develop and refine data driven teaching practices that are responsive to the needs of individual students to maximise student learning outcomes in reading and numeracy and build strong foundations for academic success.

Provide quality personalised learning in literacy within an environment that cultivates engaged learners.

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.

- Curriculum
- Data Driven Practices

Resources allocated to this strategic direction

Professional learning: \$6,000.00

QTSS release: \$21,251.00

English language proficiency: \$2,400.00

Literacy and numeracy: \$20,488.00

Summary of progress

Initiative: Curriculum

QTSS sessions with the Instructional Leader and staff engagement with PODs and PL have helped to build staff confidence in teaching mathematics. Staff engage frequently with the Universal Resource Hub and select and adapt resources to suit class needs. The resource hub has become the first port of call when planning for teaching, with a reduction in the number of printed worksheets or pre-prepared activities being observed. The Thinking Mathematically website has provided opportunities for teachers to observe quality mathematics lessons and to use the language and strategies demonstrated in their own classrooms.

A focus on Working Mathematically in Numeracy K-6 saw the existing PODs structure altered to allow for a more consistent message across all groups, with cross stage PODs all focused on the implementation of stronger Working Mathematically opportunities for students. Implementation of Number Talks built teachers' pedagogical practice with the majority of classroom teachers sharing their learning and the impact on student confidence and communication in mathematics as a result.

IfSR tasks have been selected and trialled in all stages with data updated in PLAN2. In ES1, students were consistently identified as working at Level 6 of the additive strategies progression which is significantly above grade expectation.

Across Y3 and 5, 44% of students were in the top 2 Naplan bands for Numeracy in 2022. Both year groups increased their percentage in the top 2 bands from 2021 results. In Y3, 50.9% of students were in the top 2 bands, up from 29.2% in 2022. In Y5, 36.5% of students were in the top 2 bands, a slight increase from 2021.

Check In results did not reflect the same level of achievement with each of grade 3-6 showing a lower percentage correct for number and algebra questions in the Term 3/4 testing cycle. Analysis of question types in stage groups identified potential target areas for 2023 and specific question types that students answered incorrectly more often.

BPS focused professional learning resources on the implementation of the K-2 English and Mathematics syllabus to ensure staff K-2 and 3-6 felt prepared and resourced for the 2023 phase of the implementation cycle. Adjustments to stage scope and sequences were made to reflect a two week teaching cycle that makes connections between concepts and this has allowed time for more explicit teaching of number concepts. In addition to previous adjustments that were made to teaching programs in English in 2021, teaching programs are more in line with the DoE Sample Units linked to the new K-2 and 3-6 Syllabus documents and staff report feeling prepared for implementation in 2023/2024 as a result.

Sounds-Write was embedded as part of daily learning in all K-2 classes and spelling in Stage 2 also incorporates Sounds-Write teaching strategies and a more explicit focus on building student phonic knowledge as part of the program. Continued staff led research into effective spelling in Stage 2 has led to a greater focus on a balance of phonological, orthographic and morphological strategies and this will be an ongoing focus in 2023 as 3-6 teachers unpack the English 3-6 syllabus.

In the Y1 Phonics Screener, 61% of Y1 students were considered on track, with 18% requiring monitoring and 18% requiring support. It was identified that results may have been affected by the differences between the Sounds Write Scope and Sequence and the Department of Education suggested sequence, meaning Y1 students were presented with two digraphs they had not yet learned in class. Without this element, on track data would have been closer to 70%. All students not on track completed the Phonological Awareness diagnostic to identify potential areas of focus.

Phonological Awareness screening suggested that while K-2 students are making significant progress in their phonic knowledge, greater focus on phonological awareness, especially in Kindergarten, needs to be explicitly taught. Adaptations to the phonics program will be established in 2023.

Next steps: In 2023, our continued focus will be on a well-supported implementation phase for K-2 syllabus and a strong familiarisation program for 3-6 syllabus to ensure a smooth transition in 2024. Sounds-Write will continue to be refined to best suit the needs of our students with 3 additional teachers completing initial training.

Initiative: Data Driven Practices

The Draft Whole School Assessment schedule was successfully implemented in 2022 with Reading Fluency, Spelling Diagnostic Tool and the Sparkle Reading Kit forming the key changes to practice. While the Interview for Student Reasoning was initially included in this schedule, teacher trial and reflection has concluded that this tool is better served as a targeted screener for specific students or specific content areas.

The implementation of the Fluency Assessment has ensured closer monitoring of all students continues into Years 3-6. Establishing routines for supporting student fluency and comprehension will be an ongoing focus in 2023, with closer analysis of the individual skills of fluency used as part of the fluid and flexible grouping in reading instruction. The inclusion of regular choral fluency reads in Kindergarten has ensured improvement in student fluency, with 91% of Kindergarten showing growth of more than 50% in their fluency from Term 2 to Term 4 (with texts of increasing difficulty) and half the students showing growth of more than 100% in the same period.

Conversations about student data are regularly embedded in QTSS sessions and stage meetings. IL created data summaries provide a starting point for discussion of external data and guide areas to look at more closely in Scout or PAT. This closer investigation at the beginning of the year allowed staff to identify priority areas when planning for each term. Multiple interruptions to the QTSS program due to absence and school operational needs has impacted the implementation of learning sprints so this will be a focus in the adapted QTSS program for 2023, making use of additional teacher release to create observation triads to meet regularly for observation and data conversations.

PLAN2 and the learning progressions have been used to create Areas of Focus in some target number outcomes in Kindergarten. Kindergarten teachers trialed targeted implementation of IFSR tasks and teacher observation to record and monitor progress and plan for next steps in learning. Stage 1 teachers targeted sentence level writing as an Area of Focus. Teacher reflection indicated they felt more confident in using PLAN2 when able to focus on a small number of markers for ongoing tracking, and in 2023 we will continue to build on this.

Next Steps: Procedures for ongoing monitoring of learning between LaST and Exec team are not yet established, but this will be a focus in the new Executive planning model to be implemented in 2023. A learning sprint model may be part of this plan. Informal reviews of the assessment schedule and the data collected were conducted throughout the year, but a more formal review and adjustment process will need to be implemented at the start of 2023, especially around how the data is effectively being used daily in classrooms.

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 proportion of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN Numeracy increases from 41.7% to at least 49.9%	NAPLAN 2022 data indicates 61% of students in Years 3 and 5 achieved in the top two skill bands in Numeracy.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be trending upwards towards the system-negotiated lower bound target of 57.4%	No growth data is available for 2022.
The proportion of Year 3 and Year 5	NAPLAN 2022 data indicates 71% of students in Years 3 and 5 achieved

students achieving in the top 2 bands in NAPLAN Reading increases from 52.8% to at least 60.4%.	the top two skill bands in Reading.
Increase the percentage of students achieving expected growth in NAPLAN reading to be trending upwards towards the system-negotiated lower bound target of 70.5%	No growth data is available for NAPLAN 2022.
At least 70% of students in Year 2 will have achieved Level 5 of the Phonological Awareness and Level 7 of Phonic Knowledge and Word Recognition sub-elements on the Literacy Progression.	Based on results from the Phonics Diagnostic Assessment, 95% of students in Year 2 were assessed as Level 8 in the Phonic Knowledge and Word Recognition sub-element.
School Self-assessment themes of Data Use in Teaching, Data Literacy and Feedback are validated at Delivering, with some movement towards Sustaining and Growing	School Self-assessment themes of Data Use in Teaching, Data Literacy and Feedback are validated at Delivering.

Strategic Direction 2: Explicit systems for professional learning, collaboration and feedback

Purpose

Embed high impact professional learning, informed by research, that supports the professional growth of all staff to improve their teaching practices and leadership capabilities.

Provide quality teaching and learning underpinned by effective leadership.

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.

- High Expectations
- Instructional Leadership

Resources allocated to this strategic direction

Professional learning: \$8,250.00

Low level adjustment for disability: \$17,600.00

QTSS release: \$50,000.00

Literacy and numeracy intervention: \$20,488.00

School support allocation (principal support): \$21,475.00

Summary of progress

Initiative: High Expectations

Enhancing teacher practice through effective professional learning structures to achieve improved student outcomes was the basis of all professional learning opportunities. Data clearly demonstrated a commitment by staff that all students make learning progress. With a clear plan to achieve this, staff participated in a cycle of continuous learning where they engaged in research and professional dialogue around evidence based practices and quality pedagogy. Staff created individualised POD (Plan, Observe and Debrief) action plans, participated in peer observations and received feedback to improve their teaching practice. Survey results showed that 95% of staff agreed that the quality of teaching practice was improved as a result of planned high impact professional learning. The most effective elements identified were incorporating opportunities for planned, shared programming and by providing examples of practice. Teachers stated that time to analyse data and reflect on their own practice were also major contributing factors to improving teacher practice.

Reviewing the curriculum and current research has resulted in teachers revising teaching and learning programs as well as their approaches to lesson delivery and organisation. The analysis of student data has been embedded into the organisation of collaborative planning sessions and has been integral to the development of quality teaching learning programs that meet the needs of all learners. The inclusion of lesson observations into stage and school professional learning cycles continues to develop. The effective use of quality feedback, to improve professional knowledge and practice is evident.

High quality feedback from a network of schools within our Instructional Rounds group has been a driver in directing professional learning based on identified school wide goals. The focus for our schools 'Problem of Practice' for instructional rounds was mathematics, centred specifically on developing students' conceptual understandings and skills in number. We wanted feedback in three main areas: the depth of our students understanding about what they're learning in number and its importance, if the tasks provided opportunities to explore mathematical concepts and language and if the students were given time to reason, communicate and share their mathematical understanding.

Findings indicated that teachers consistently provided opportunities for students to explain their mathematical thinking, with many of the students displaying a good conceptual understanding of the concepts. It was observed that students were encouraged to use a range of mathematical strategies and to access the mathematical tools, manipulatives and supports that were available.

Feedback and recommendations from the Instructional rounds network of schools also showed that an "open to learning" mindset was becoming part of the school culture and that the very high rate of teachers incorporating Learning Intentions & Success Criteria into their lessons resulted in the majority of students being able to articulate what they were learning & why it was important.

While the analysis of NAPLAN and Check In data for Year 3 and 5 indicated that generally students did not score highly

on questions that required analysis of the task and explaining of the strategy chosen, in the classrooms teachers have observed an increased willingness of students to share their thinking and explain their ideas.

Teacher analysis of test data from NAPLAN and Check In, to identify areas where students across stages scored below state averages for reasoning and explaining ideas will be extended so that these will be a future focus in order to align these areas to state averages.

In 2022, no staff data that would indicate the extent to which teachers believe Instructional Rounds impacted the capacity of staff to improve student learning, was collected. A survey to identify staff opinions on the impact of Instructional Rounds will be included next year.

QTSS sessions with the Instructional Leader have had a positive impact on teacher practice and staff engagement in their own professional learning journey. QTSS time brought teachers up to date with new developments, syllabuses, assessments and gave teachers time to reflect, share and discuss struggles and concerns with the IL and make a plan to move forward. QTSS time was stage based enabling sessions to be differentiated to the specific needs of the stage.

Teachers indicated in the PL survey that as a result of QTSS they felt inspired to continually build their capability and increase their impact on student learning. Teachers were inspired to seek further Professional Learning opportunities based on what they had discussed in QTSS which furthered their learning journey and positively impacted on student learning outcomes. Further support for the positive impact of QTSS on improving teacher practice were the survey comments that stated that through QTSS and working with the IL, teachers have gained a heightened awareness of department resources which has assisted with programming and resource development. Also mentioned was that a focus on analysis of data raised awareness of student strengths and opportunities for growth and allowed greater in depth programming and this time has helped teachers to unpack maths concepts and the prior knowledge that is needed so that the outcomes could be successfully attained.

Next Steps:

Stage planning days each term, stage meetings and QTSS time will continue to be scheduled and extended with the inclusion of the Assistant Principal Curriculum and Instruction facilitating stage based observations and demonstration lessons.

In 2022, all POD groups were focused on mathematics. In response to teacher feedback, the PODs 2021 format will be reinstated. This format allowed staff personal choice in the selection of their POD topic that better suited their specific professional learning needs.

The school executive team will revisit the 'High Impact Professional Learning Framework' to maximise the opportunities and time for relevant PL that further reflects the divergent needs of the staff.

Instructional Rounds will continue to form an integral part of the professional learning cycle of the school in 2023.

In 2023, QTSS will continue to support the implementation phase for K-2 syllabus and a strong familiarisation program for 3-6 syllabus to ensure a smooth transition in 2024. Observation rounds will also be a fundamental aspect of the QTSS program in 2023.

Initiative: Instructional Leadership

This year, the leadership team comprised five executive and two aspiring leaders. The executive team worked collaboratively each week in executive meetings and every five weeks met for one day. Meetings and planning days sought to develop strong ties and trust within the team. Group norms were established, responsibilities for each executive member defined and a culture of support and united team ethos grew. The team worked through the 'Daring to Lead' book from Brene Brown which assisted us to broaden our bonds of mutual trust and respect, to share our beliefs about leadership and work as a team to consolidate and build upon those leadership skills.

Staff completed a Tell Them from Me Survey and results showed greater teacher satisfaction with school leadership than in previous years with our school being 0.9 points above NSW Government norm. In each of the 7 focus questions for leadership staff responses have shown marked improvement from previous years. In each area scores ranged from 7.9 to 8.5 which is also a minimum of 0.9 points above NSW Government Norm. The highest rating for leadership, at 8.6, was for 'School leaders have supported me during stressful times'.

Next Steps:

The score of 6.6 points for the area 'School leaders have taken time to observe my teaching' was the only element below NSW Government Norm(-0.5). This has been identified as an area for further development as plans are developed to have school leaders manage supportive and relevant lesson observation schedules.

As part of the cycle of continual improvement for our leadership team, the executive will workshop the book 'Atlas of the Heart' which focuses on making meaningful connections as part of being a successful leader.

The executive team will also participate in the Curiosity and Powerful Learning - School Improvement Program as a means to continue on the journey of building a quality 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
School self-assessment of the theme Collaborative Practice and Feedback are validated at Delivering, with some movement towards Sustaining and Growing.	In the theme Collaborative Practice and Feedback the school continues to move toward Sustaining and Growing as teacher observations become embedded into teaching practice.
Increase in scores for Leadership moving towards 0.5 from the NSW Govt Norm in the Teacher TELL Survey.	Data from TeLL survey showed that the NSW Government Norm for leadership was 7.1 and our school leadership team was rated as 8.0.
PODs Survey 70% of teachers rate the PODs processes of improving professional practice as high or outstanding.	Most staff rated PODs as satisfactory or beyond (95%) for improving teacher practice.
Learning Intentions and success criteria in writing are maintained and monitored, and are collaboratively developed for numeracy programs.	Learning intentions and success criteria are evident in programs and have teachers workshopped the use of quality learning intentions in with the Instructional Leader as part of QTSS.

Strategic Direction 3: Community Wellbeing and Engagement in Learning

Purpose

Enhance the collective wellbeing of the school community by developing a strong sense of belonging among all stakeholders. Staff, students, parents and families will become a community of learners where high expectations, engagement in learning and collaboration are key.

Provide quality teaching and learning in numeracy supported by efficient data collection and analysis.

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.

- Community Engagement in Learning
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$11,527.00

Low level adjustment for disability: \$23,485.00

Integration funding support: \$37,152.00

Professional learning: \$6,000.00

Aboriginal background: \$2,204.00

Summary of progress

Community Engagement in Learning

4 executive staff members completed the 5hr HPGE course for teachers and in Term 4 completed the 2 day online leaders course. Throughout the year whole staff participated in High Potential and Gifted Education Policy Orientation Entree and school based PL on the social-emotional domain and identifying HPGE students in the school and what we currently do to cater for these students. The HPGE evaluation and planning tool was completed at the end of Term 4 and indicated areas of misconceptions among staff in their understanding of HPGE. It also indicated that staff need more training in HPGE to feel confident in implementing the HPGE policy.

76.5% of staff indicated their understanding of Aboriginal culture has improved during 2022 and student understanding of Aboriginal cultures and connections has improved with visits from Uncle Laurie, NAIDOC Day, Personalised Learning Pathways, student leaders and the community creating an Acknowledgement of Country and classes creating their own personalised Acknowledgement of Country.

BPS Learning and Support Procedures were reviewed. Learning Conversations were conducted with Stage 3 classes and 4 classes K-4. Feedback from Learning Conversations indicated that 85% of parents rated them as important or highly important and felt positive or highly positive about participating in these conversations. 85% of parents reported they were clear about their child's learning needs, were aware of their learning goals in writing and numeracy while 82% reported they were aware of their child's learning goals in reading and were aware of what their child needs to do to be successful in achieving their learning goals. Learning Conversations were rated as more effective than traditional parent/teacher interviews by 60% of parents.

Next Steps:

Future areas for whole school focus are understanding the social and emotional domain and 1.2 of the HPGE Policy - assess and identify the specific learning needs of all high potential, gifted and highly gifted students.

Survey results indicated that developing staff understanding of Turning Policy into Action and to increase school engagement with Aboriginal Elders and members of the AECG into our school community need to be a future focus.

BPS Learning and Support Procedures need to be modified in 2023 to reflect the care continuum.

In 2023 Learning Conversations with student, parent and teacher will be conducted K-6 and parents will have time at the end to have private conversations with the teacher as required.

In 2023 the Media Officer will work with a student Media Team to enhance student voice and implement strategies for students to engage parents in learning. Parent masterclasses will be a priority especially with the implementation of

Wellbeing

BPS introduced a new academic report in 2023 and also implemented the parent portal on Sentral for reports and attendance. The use of the parent portal will continue with staff to be trained on accessing absences from the parent portal. The 2022 TTFM Parent Survey indicated that school emails, school newsletter and social media are the most valued forms of communication about school news.

Smiling Mind was implemented across the school K-6. Survey results indicated that students believe that teachers value Smiling Mind and that it helps them be ready to learn.

Staff engaged in a range of activities to support their own wellbeing and to develop a tool belt of strategies which they can draw upon to support their own wellbeing. The 2022 Staff Wellbeing Survey indicated that 70.5% of staff can identify strategies to support their own wellbeing. Survey results indicated the QTSS time, collaborative planning and executive support have had the most positive impact on staff. TPL on wellbeing strategies and Happy Schools articles has had limited impact on staff wellbeing. Wellbeing Week while valued by a majority of staff needs to be revised to be more beneficial. Lack of staffing due to Covid isolations, administration building upgrades and student behaviour has impacted staff wellbeing during 2022.

Survey responses to Community Mapping Survey were limited. As a result parent led/supported interest groups did not proceed this year. This is an initiative which we will trial in 2023 on a stage basis to evaluate the impact before deciding to expand the initiative across more stages or the whole school.

Next Steps:

BPS will enhance the effectiveness of the school newsletter, school website and Social Media in 2023 with the employment of a Media Officer one day a week.

Teacher registration of lessons will be included in programs in Smiling Mind 2023 and beyond to monitor program implementation and to help ensure the program is implemented consistently across the school. Parent education around Smiling Mind is also a future focus as a limited number of students reported talking to their parents about Smiling Mind.

Students, staff and parents will also engage in professional learning from the Anxiety Project as this is a focus initiative as data has indicated that there is an increase in students displaying anxiety and a gap in students self-regulation skills.

Staff TPL around their own wellbeing will be revised in 2023 to include opt in/opt out activities which may support personal wellbeing. Wellbeing Week will continue however it will be the responsibility of the whole staff.

PBL is an area that needs to be revisited in 2023. Consultation with staff, students and parents will be a focus in Term 1 and Term 2 as we revise our Behaviour Management Procedures and Learning and Support Team Procedures to reflect the Care Continuum and to be inline with Inclusive, Respectful and Engaging Schools policies.

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
Student Attendance data increases from 86.1% to 90.6%.	Student attendance rate was 63.57 % below the 2022 target. Mandatory Covid isolation during 2022 impacted student attendance rates.
Student Wellbeing data increases from 84.9% to 89.4%.	Student Wellbeing data remains below the target for 2022, although Sense of Belonging is on track with the lower bound target.
5% decrease in the number of minor (13 less) and major incidents (4 less) recorded on Sentral inline with BPS Behaviour Management Procedures.	Minor and major incidents saw an increase this year. This was in correlation to an increase in students receiving Integration Funding Support. Our current Behaviour Management Procedures will be reviewed inline with the new DoE Inclusive, Engaging and Respectful Schools reform.
60% of staff rate BPS at high or outstanding at supporting their wellbeing on the Staff Wellbeing Survey.	52.9% of staff rated BPS as high at supporting staff wellbeing. This is below the target and reflective of the disruptive year with staff and student absences due to Covid isolations.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$37,152.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Berowra 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"> • Wellbeing <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 students who were allocated integration funding had SLSO support timetabled at identified areas of need to assist with the implementation of their PLSPs. Annual reviews wrtr conducted at the end of 2022 for students receiving integration funding.</p> <p>After evaluation, the next steps to support our students will be: PLSPs for students receiving integration funding will be reviewed in Term 1 2023.</p>
<p>Socio-economic background</p> <p>\$11,527.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Berowra 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"> • Wellbeing <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 Rock and Water program implementation • employment of additional staff and School Learning and Support Officer (SLSO) to support MacqLit program implementation • professional development of LaST and Principal through Anxiety Project to support student learning <p>The allocation of this funding has resulted in the following impact: Additional LaST and SLSO allocation allowed for the implementation of programs such as Rock and Water, Sounds Write Groups for Stage 1 and MacqLit Groups for Stage 2 and Stage 3, to target students with identified needs with resilience and literacy.</p> <p>After evaluation, the next steps to support our students will be: Training for whole school staff, students and parents with resources from the Anxiety Project in 2023. Sounds Write parent sessions to be held in 2023 to help our community to understand the program and how to better support their children in literacy at home. Targeted Sounds Write and MacqLit groups will continue in 2023.</p>
<p>Aboriginal background</p> <p>\$2,204.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Berowra 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>Aboriginal background</p> <p>\$2,204.00</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"> • Community Engagement in Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: All Aboriginal students at BPS had a Personalised Learning Pathway developed in consultation with the students, parents and LaST. Uncle Laurie was engaged for 2 days to work with all classes K-6 to develop student and teacher understanding of Aboriginal Histories and Cultures.</p> <p>After evaluation, the next steps to support our students will be: To increase staff understanding of Turning Policy into Action and to increase school engagement with Aboriginal Elders and members of the AECG with our school community.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Berowra 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support staff in data collection, analysis and use in planning teaching and learning <p>The allocation of this funding has resulted in the following impact: The draft Whole School Assessment Schedule was implemented.</p> <p>After evaluation, the next steps to support our students will be: Adjustments to the Whole school Assessment Schedule will be made in 2023 based on how the data was collected and used. Staff will continue to develop data literacy and analytic skills so they can effectively analyse data and use it to plan teaching and learning based on identified student needs.</p>
<p>Low level adjustment for disability</p> <p>\$41,085.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Berowra 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"> • High Expectations • Wellbeing • Community Engagement in Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engagement in Instructional Rounds to support teacher professional learning in understanding the curriculum and how to differentiate the curriculum effectively to meet the needs of all students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a Learning and Support Teacher (LaST) to work with individual students and work with teachers and parents to create ILPs

<p>Low level adjustment for disability</p> <p>\$41,085.00</p>	<p>The allocation of this funding has resulted in the following impact: Instructional Rounds impacts the direction of whole school professional learning as we constantly refer to findings and recommendations when planning our where to next. SLSOs have been used in the classroom to allow teachers additional time to work with targeted students. All students identified with additional needs have ILPs which are developed and reviewed in conjunction with the LaST, classroom teacher and parents.</p> <p>After evaluation, the next steps to support our students will be: These activities will continue in 2023.</p>
<p>Professional learning</p> <p>\$20,250.00</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 Berowra 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"> • Curriculum • High Expectations • Wellbeing • Community Engagement in Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Stage 2 teachers engaged in Sounds Write training • staff released for collaborative planning during Stage Planning Days • staff wellbeing initiatives such as Wellbeing Week, Happy Schools articles and developing wellbeing plans <p>The allocation of this funding has resulted in the following impact: All teachers K-2, support staff and a majority of Stage 2 teachers are now trained in Sounds Write. This has resulted in a more consistent approach to teaching phonics and reading across the K-2 and also has led to Stage 2 revising how they teach spelling. Stage Planning Days are valued by all staff who have the time to collaboratively plan. Professional Learning in HPGE was conducted with the executive and with staff and the evaluation tool completed. The 2022 Staff Wellbeing Survey indicated that 70.5% of staff can identify strategies to support their own wellbeing and a majority of staff believe their ability to support their own wellbeing has improved.</p> <p>After evaluation, the next steps to support our students will be: In 2023 new staff and staff in K-4 who have not been trained will be trained in Sounds Write. Staff who express interest in further Sounds Write training will be trained in Sounds Write 3-6. Stage 2 and Stage 3 will revise and adapt their spelling program based on thier understanding of the Sounds Write program. Stage Planning Days will continue at the end of Term 1, Term 2 and Term 3 in 2023. The APs will lead planning in English while the APCI will lead planning in mathematics. Future areas for whole school focus are understanding the social and emotional domain and 1.2 of the HPGE Policy -assess and identify the specific learning needs of all high potential, gifted and highly gifted students. Staff wellbeing initiative will continue in 2023 with whole staff taking responsibility for wellbeing activities to support their own and colleagues wellbeing.</p>
<p>Literacy and numeracy</p> <p>\$20,488.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Berowra Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Literacy and numeracy</p> <p>\$20,488.00</p>	<ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement of a school funded Instructional Leader to build teacher capacity in data driven practices <p>The allocation of this funding has resulted in the following impact: Teacher capacity to collect, analyse and use data in teaching and learning has improved. Using data in the teaching and learning cycle is an expected practice K-6.</p> <p>After evaluation, the next steps to support our students will be: Teachers will embed data driven practices in their continuous teaching and learning cycles.</p>
<p>QTSS release</p> <p>\$71,251.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Berowra 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"> • Curriculum • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement of school funded Instructional Leader to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: The employment of an Instructional Leader had a positive impact on teacher motivation and confidence in teaching. Across Y3 and 5, 44% of students were in the top 2 Naplan bands for Numeracy in 2022. Both year groups increased their percentage in the top 2 bands from 2021 results. In Y3, 50.9% of students were in the top 2 bands, up from 29.2% in 2021. In Y5, 36.5% of students were in the top 2 bands, a slight increase from 2021.</p> <p>After evaluation, the next steps to support our students will be: Assistant Principal Curriculum and Instruction has been permanently appointed to Berowra Public School commencing in 2023. The structure and focus for QTSS times will be adjusted based on whole school needs.</p>
<p>Literacy and numeracy intervention</p> <p>\$20,488.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Berowra Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement of school funded Instructional Leader to support staff collaboration in data driven practices <p>The allocation of this funding has resulted in the following impact: The employment of an Instructional Leader had a positive impact on teacher motivation and confidence in collecting, analysing and using data to inform teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: Assistant Principal Curriculum and Instruction will continue to focus on data driven practices to build the capacity of teachers in this area.</p>

<p>COVID ILSP</p> <p>\$27,533.00</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"> • employment of teacher to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: During 2022, COVID ILSP groups were scheduled for one day per week. These Wednesday groups consisted of between 4-7 students, who were withdrawn from their class to work in the library with the COVID ILSP teacher. Due to staffing in Semester 1, seven sessions out of twenty were conducted and in Semester 2, twelve out of a possible twenty. Semester 1 was literacy based, with thirty four students across K-6, targeting phonics for K-2, fluency for Stage 2 and comprehension for Stage 3. Semester 2 was numeracy, with twenty one students across K-6, focusing on Whole Number - Quantifying Numbers. Students were tracked in PLAN2 against the literacy and numeracy progressions in their particular focus area. All students demonstrated an increase in their knowledge, skills, and understandings on these progressions, as well as on the IfSR assessment. All students apart from one showed growth in the data from check-in assessments.</p> <p>After evaluation, the next steps to support our students will be: The COVID Intensive Learning Support Program will continue during 2023 with target students attending the small group withdrawal sessions.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	233	220	200	189
Girls	186	165	167	155

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.5	96.9	93.7	91.3
1	94.6	96.4	95.7	91.8
2	95.3	94.9	93.7	91.5
3	94.6	96.5	93.9	92.2
4	95.6	95.3	94.8	90.4
5	94.0	96.3	92.8	90.6
6	94.6	94.9	94.7	90.1
All Years	94.9	95.9	94.1	91.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.81
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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	357,855
Revenue	3,381,596
Appropriation	3,170,798
Sale of Goods and Services	1,973
Grants and contributions	206,092
Investment income	2,732
Expenses	-3,489,624
Employee related	-2,904,200
Operating expenses	-585,424
Surplus / deficit for the year	-108,028
Closing Balance	249,828

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	37,152
Equity Total	133,942
Equity - Aboriginal	2,204
Equity - Socio-economic	11,527
Equity - Language	2,400
Equity - Disability	117,811
Base Total	2,638,570
Base - Per Capita	92,733
Base - Location	0
Base - Other	2,545,837
Other Total	200,876
Grand Total	3,010,541

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me parent survey was completed by 35 respondents. The survey results indicated the school was below NSW Govt Norms in all areas. However, trend data shows there has been an improvement in all seven areas since October 2020 to November 2022 with Parents feel welcome, School supports learning, School supports positive behaviour and Safety at school all showing 0.5 or greater growth.

286 parents attended parent/teacher interviews or Learning Conversations at the end of Semester 1. Feedback from Learning Conversations indicated that 85% of parents rated them as important or highly important and felt positive or highly positive about participating in these conversations. 85% of parents reported they were clear about their child's learning needs and were aware of their learning goals in writing and numeracy. While 82% reported they were aware of their child's learning goals in reading and were aware of what their child needs to do to be successful in achieving their learning goals. Learning Conversations were rated as more effective than traditional parent/teacher interviews by 60% of parents.

The Tell Them From Me student survey was completed by 135 students from Year 4 to Year 6 in June 2022. Results showed an improvement from November 2021 in Sense of Belonging, Positive Behaviour at School, Explicit Teaching Practices and Feedback, Advocacy at School, Positive Learning Climate and Expectations for Success.

The Tell Them From Me survey completed by 143 students from Year 4 to Year 6 in October 2022 showed decline in most areas with the exception of Students with positive behaviour at school which was above the NSW Govt Norm. Students who are victims of bullying remains below the NSW Govt Norm.

The Tell Tell Them From Me teacher survey indicated Leadership, Collaboration, Learning Culture, Data Informs Practice, Inclusive School, Parent Involvement, Challenging and Visible Goals, Planned Learning Opportunities and Overcoming Obstacles to Learning were rated above the NSW Govt Norm. Teaching Strategies are consistent with the NSW Govt Norm while Technology and Quality Feedback are rated below and are identified areas for future whole school improvement.

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.