2022 Annual Report

Birchgrove Public School

1240

Introduction

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

Our shared values are Excellence, Respect, Resilience, Trust and Care. Birchgrove Public School Community is committed to providing each child every opportunity within a culture of growth, performance and well-being.

We believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Our vision is to be partners in learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners.

School context

Birchgrove Public School is located on the Balmain peninsula and was established in 1885. The community is diverse, vibrant and supportive. The school has a pre-school comprising four part-time classes and we have 14 classes K-6. Our philosophy encompasses a whole school approach to student welfare which is proactive and restorative. Birchgrove Public School is a highly aspirational community that focuses on inclusive programs that cater for all learning needs from High Potential and Gifted (5%) to students requiring disability adjustment (10%) and English as an Additional Language/Dialect Speakers(4%).

Birchgrove Public School offers a large range of extra-curricula activities, including a strong parent co-ordinated music program, coding, drama, art and chess.

Our staff of 34 includes support staff and teaching staff. Our Quality Teacher Program funding has been used to team-teach STEM in recent years. This focus is continuing with an emphasis on mathematics to improve student outcomes and provide opportunities to develop excellence in teaching practice. Our motivated and committed teachers include a specialist music and PE teacher, whose expertise benefits all students P to 6.

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. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will take place on developing quality summative and formative assessment tasks and data collection practices, and developing greater consistency of judgement within and across schools.

School services will be utilised to build understanding on how to do this successfully and the executives will lead much of this work in the school.

Our work with individual students will be responsive and closely monitored.

Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

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.

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

Strategic Direction 1: Student growth and attainment

Purpose

Increase student growth and attainment in numeracy and literacy ensuring the implementation of appropriate curriculum provision for every student is underpinned by evidence informed strategies and embedded evaluative strategies that increase student growth and attainment.

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.

- Student centred learning
- Data informed practices

Resources allocated to this strategic direction

QTSS release: $20,000.00

Summary of progress

As a result of ongoing reflection we identified a need to improve and streamline our internal classroom practice and assessment data collection. As a result we decided to draw on the expertise of classroom teachers to establish consistent assessments, scope and sequence and data collection practices to allow us to embed in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NAPLAN Numeracy goal **An 11%** minimum increase of Years 3 and 5 students achieving **in the top two bands in NAPLAN numeracy.**	In year 5 9.1% of students are in the top two bands for numeracy. In year 3 55.9% of students are in the top two bands for numeracy.
NAPLAN Literacy goal **A 5%** minimum increase of Years 3 and 5 students achieving **in the top two bands in NAPLAN reading.**	In year 5 57.6% of students are in the top two bands for reading. In year 3 77% of students are in the top two bands for reading.
Review/update targeted literacy support (Quality Teaching Programs) for students and teachers in stages 2 and 3.	The COVID support money was used to employ teachers to work with children identified as needing support. Support teachers withdrew some students and team taught with others to improve student results in Stage 2 & 3. School funded Learning and Support was also used to target students in Stage 2 & 3 identified through Check In and class assessment.
Review/update targeted numeracy support (Quality Teaching Programs) for students and teachers in stages 2 and 3.	The COVID support money was used to employ teachers to work with children identified as needing support. Support teachers withdrew some students and team taught with others to improve student results in Stage 2 & 3. School funded Learning and Support was also used to target students in Stage 2 & 3 identified through Check In and class assessment.
Continued and ongoing professional	The executive team have participated in the LEED Project, leading

development for the executive team to build capacity to support stage teams in embedding the use and analysis of meaningful data in daily practice. Implementation of consistent student tracking drive process.	evaluation, evidence and data, explicit teaching and effective feedback. Executive have also attended IPM training.
In consultation with their teacher, students set a literacy and numeracy goal.	Students across the whole school set Literacy and Numeracy goals at the beginning of the year. The goals are reviewed and updated at the beginning of each term. The goals and achievements are reported by the students to their parents in their Semester 2 school report.
Programs have evidence of formative assessment and success criteria in agreed key learning areas.	The COVID support program was based on evidence of formative assessment and success criteria in agreed key learning areas, as was the learning support programs. Data shows entry level of students and growth in learning.

Strategic Direction 2: Collaborative and reflective assessment practice

Purpose

All teachers to use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that leads to measurable improvements.

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.

- Assessment Continuum
- Formative and Summative practices

Resources allocated to this strategic direction

Per capita: $30,000.00

Summary of progress

Programs in this area lost moment due to a shift of focus in wellbeing in 2021 and early 2022.. We now have capacity to redirect resources back into these programs we anticipate demonstrable progress in the first half of 2023.

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 leadership team comprehensively analyses student progress data and effectively communicates findings to staff.	In progress and will be continued as we work to further establish data collection practices across all stages. In Term 4, staff will have an opportunity to discuss and analyse student progress data in two afternoon meeting sessions as well as informal opportunities at stage meetings.
Stage teams collaborate to create and use consistent syllabus-aligned assessments and rubrics to analyse student assessment data to make judgments about student learning progress	Upon reflection, it has been highlighted that further work is required on clear and consistent assessments that provide comparative data across all stages. Executive team to discuss strategies for strengthening assessment process to provide clear data on students working above, at and beyond stage level in numeracy. For Literacy, further work required to develop consistent rubrics from ES1 to S3. In Term 4, two classroom teachers have been provided with extra release time to ensure documentation is consistent and relevant for use in 2023.
Teachers consistently use evidence from analysis of a range of assessment data to make judgements about student progress and implement differentiated learning programs.	Continual revision required as further enhancements are made to assessment processes across the school. In Term 4, teachers are consistently using standardised data and we are in the preliminary stages of incorporating relevant classroom assessment data for comparison to ensure effective triangulation of student performance information.

Strategic Direction 3: High Expectations

Purpose

To ensure all students are challenged and engaged in building a culture of high expectations with an appropriate differentiated curriculum.

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.

- Student Support to Meet High Expectations
- Parents Partnership in Creating High Expectations
- Clear and Consistent Expectations for Learning and behaviour Wellbeing

Resources allocated to this strategic direction

Low level adjustment for disability: $95,964.00
Professional learning: $25,726.00
Integration funding support: $79,435.00

Summary of progress

Behaviour training was undertaken by all staff in Term 1 2022. The leadership team are exploring options for collecting data on student behaviours (including positive examples) so support and inform decision making for behavior guidance.

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 leadership team supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.	We aim to create more opportunities for collaboration with teachers to effect changes as and when required. For example the Program Checklist was shared with all staff and amended to improve practices.
Improved effectiveness of partnerships with parents and students to support learning	Parent involvement has increased in 2022 and there will be more opportunities to engage in their children's learning.
Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning.	Parents are surveyed and students are regularly supported to set learning goals and reflect on their achievements throughout the year.
Differentiation of curriculum delivery within classrooms happens for all students with high potential and gifted students identified needs. The parents of affected students are advised about adjustments made.	The use of PLSP is embedded and we have established a HPGE team that has undergone training 5to support the implementation of the new HPGE policy including engaging families in the process.
Teachers share success criteria for student learning intentions & assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.	Learning intentions and feedback are visible in classrooms and documented in programs.

Funding sources	Impact achieved this year
Integration funding support $79,435.00	Integration funding support (IFS) allocations support eligible students at Birchgrove Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Clear and Consistent Expectations for Learning and behaviour Wellbeing **Overview of activities partially or fully funded with this targeted funding include:** • Extra SLSO time was purchased to allow students who needed extra 1 to 1 support get assistance . • Extra LST time allowed more small group work in numeracy and literacy **The allocation of this funding has resulted in the following impact:** Students who needed extra support to regulate and stay on task benefited from working with the SLSO's. The extra LST teacher time working with small groups during writing & numeracy tasks helped students work at their own level and pace. **After evaluation, the next steps to support our students will be:** To continue to use pre and post testing data to inform decisions about where to next for students and groups.
Socio-economic background $5,370.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Birchgrove Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** students have had what the need to feel like part of the school community. They have had uniforms, excursions, incursions and special events covered. **After evaluation, the next steps to support our students will be:** The students from low socio-economic backgrounds have as many of the same opportunities as other students in the school and have all the resources/equipment they need. Next steps well be looking to see if there is a way to source occupational therapy and speech therapy for any of our students from low socio-economic backgrounds who need it.
Aboriginal background $3,751.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Birchgrove Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:**

Aboriginal background $3,751.00	• purchase of culturally appropriate resources. • staffing release to support development and implementation of Personalised Learning Plans. **The allocation of this funding has resulted in the following impact:** Aboriginal students all have access to culturally appropriate resources. Staff have developed personalised learning plans for all aboriginal students in consultation with their parents and guardians. **After evaluation, the next steps to support our students will be:** As trust builds with the parents /guardians get increasing involvement in learning and have help/ support with future initiatives including the development of a school RAP
English language proficiency $41,959.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Birchgrove Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support **The allocation of this funding has resulted in the following impact:** Student's from EALD background have support during literacy of numeracy lessons to help with their vocabulary development. New arrivals have intensive 1 to 1 or small group sessions to target their specific language needs. **After evaluation, the next steps to support our students will be:** Training for staff around supporting EALD students in the classroom.
Low level adjustment for disability $95,964.00	Low level adjustment for disability equity loading provides support for students at Birchgrove Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student Support to Meet High Expectations • Clear and Consistent Expectations for Learning and behaviour Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher **The allocation of this funding has resulted in the following impact:** Students have support with tasks differentiated to meet their learning goals. Tasks are achievable and not overwhelming for students. Students have the support they need to become more confident in their learning **After evaluation, the next steps to support our students will be:** Work with class teachers to provide more differentiation within the classroom.
Professional learning $25,726.00	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 Birchgrove Public School.

Professional learning $25,726.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Clear and Consistent Expectations for Learning and behaviour Wellbeing **Overview of activities partially or fully funded with this initiative funding include:** • the whole school undertaking 20 hours of professional leaning in"understanding and supporting Behaviour" • the school executive took part in the LEED Program-Leading Evidence Evaluation and Data **The allocation of this funding has resulted in the following impact:** The behaviour course helped develop consistency and a whole school approach. LEED clarified what we need to do as a school to better use our data to inform teaching. **After evaluation, the next steps to support our students will be:** The development of whole school data collection and use that allows evaluation and directs future learning. Look at how restorative practices fit with the departments new Behaviour and Restrictive Practices Policy.
Literacy and numeracy $13,018.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Birchgrove Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • online program subscriptions to support literacy and numeracy including Mathletics and Reading Eggs • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students • employment of an additional Learning and Support intervention teacher **The allocation of this funding has resulted in the following impact:** Extra LST support has been available for classes and small groups in literacy or numeracy. Some students have received individual reading support. **After evaluation, the next steps to support our students will be:** Years 3 to 6 are looking at having across stage numeracy groups, utilising support staff to have smaller groupings, with pretesting and post testing to target specific skills needed and bump students up to the next skill.
QTSS release $71,480.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Birchgrove Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data informed practices • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • additional teaching staff to implement quality teaching initiatives • additional staffing to support staff collaboration in the implementation of high-quality curriculum

QTSS release $71,480.00	**The allocation of this funding has resulted in the following impact:** In term 1 the QTSS teacher developed a writing program with class teachers that was team taught to enable skill share. During terms 2 to 4 the QTSS teacher team taught mathematics. The students were more enthusiastic about writing. Teachers felt more confident in teaching writing and mathematics in a differentiated classroom. **After evaluation, the next steps to support our students will be:** Numeracy and literacy will continue to be a focus, with the implementation of the new syllabi, in 2023 technology will be QTSS priority.
Literacy and numeracy intervention $48,266.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Birchgrove Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy **The allocation of this funding has resulted in the following impact:** LaST worked with small groups of students on targeted numeracy tasks based on data, as well as spelling and reading groups. **After evaluation, the next steps to support our students will be:** Continue to build on LaST program and utilise skills to develop classroom teachers through shared knowledge.
COVID ILSP $15,733.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • employment of teachers/educators to deliver small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding **The allocation of this funding has resulted in the following impact:** Students who participated showed growth in numeracy and literacy skills. **After evaluation, the next steps to support our students will be:** The method of short programs based on specific needs and data based works well and is being utalised across school programs other than COVID ISLP

Student information

Student enrolment profile

	Enrolments			
Students	**2019**	**2020**	**2021**	**2022**
Boys	180	189	161	146
Girls	191	200	177	156

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	93.9	95.4	93.0	92.8
1	95.4	95.0	94.3	88.9
2	95.8	95.5	94.1	90.6
3	95.9	95.0	95.5	90.0
4	93.3	95.2	94.2	89.6
5	92.8	94.9	95.2	88.6
6	94.4	94.6	94.6	90.7
All Years	94.5	95.1	94.4	90.1
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)	4
Classroom Teacher(s)	11.79
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	5.07

*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	823,638
Revenue	3,720,006
Appropriation	3,397,977
Sale of Goods and Services	17,049
Grants and contributions	292,963
Investment income	11,917
Other revenue	100
Expenses	-3,495,656
Employee related	-3,062,714
Operating expenses	-432,942
Surplus / deficit for the year	224,350
Closing Balance	1,047,988

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	79,435
Equity Total	147,046
Equity - Aboriginal	3,751
Equity - Socio-economic	5,371
Equity - Language	41,960
Equity - Disability	95,965
Base Total	2,389,716
Base - Per Capita	89,322
Base - Location	0
Base - Other	2,300,393
Other Total	650,670
Grand Total	3,266,866

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

Parent From our parent surveys

Things the school can do better: separate boys and girls PE classes, introduce regular homework, greater emphasis on the key areas of writing, reading, maths and science, better communication between teachers and parents (especially in 3-6), more fundraising and community events such as fete, Christmas trees etc, reading & spelling, more opportunities for parents to get better visibility and involvement in kids education, providing learning tools to support learning at home - Reading Eggs/Mathletics, disruptive pupils having an impact on the wellbeing and learning of the class, Assemblies - parents welcomed in to share children's success, better decodable readers, both fiction and non fiction, opportunity to learn a language, many teachers read novels to their classes aloud regularly and I think this is fantastic for inspiring reluctant readers. Maybe this could become a compulsory part of classroom learning in all classes, every day. It would be great to have a fete again.

Things the school does really well: communications with parents, engagement with kids, Birchgrove is a great little school, with some wonderful teachers, and a lovely community feel, parent engagement, music program, relaxed style, art, preschool & library, great teachers, consideration of individual needs, majority of staff are warm and friendly, flexibility is key to allowing kids to develop their potential further than the standard, school does well in providing a solid foundation for kids learning, provides a positive learning environment, creates a strong sense of community amongst the students, good extra-curricular programs, great teachers who get to know each kid, teachers are available to talk and are supportive, creating a fun and creative environment for the kids to flourish, caring for our children & teaching them rules and flexibility, friendly and inclusive atmosphere, teachers clearly care for the kids in a holistic way, good retention of staff, engage the children in day to day school life, make coming to school an utterly loved and enjoyable experience, wonderfully caring and friendly school community - have seen minimal amounts of bullying or bad behaviour in the (collectively) 13 years my two children have attended BPS, embraces the school parent community. It's great to see parents support the school collectively.

Teacher From our teacher surveys: 81% of teachers are happy with their opportunities for professional growth and career advancement opportunities available to them. 88.2% of teachers feel the school is dedicated to their professional growth. 81.2% of teachers think they have the opportunity to apply their talents and expertise. 81.2% of teachers are determined to give their best efforts at work each day. 100% of teachers agree in my school take the initiative to help other employees when the need arises. 93.9 % of teachers agree that my organisation's work positively impacts people's lives.

Things the school can do better: Supporting the learning needs of all students, this may be through stage-based math groups utilising, LST and SLSO staff to create smaller more targeted groups for all students. Time to process learning from professional development to use in practice. Sometimes too much professional development. Strengthening communication with parents.

Things the school does really well: Supporting one another. Learning & Support has really enhanced in regard to students with additional needs/lower achieving being taken out/better supported in class. Orientations and collaboration Collegiality - staff support each other and teams work well together. Resourcing - we are well resourced. Looking after the welfare of the students.

Student

K to 2 students were asked what skills, traits and dreams they would like to fill their Birchgrove School Backpack with during their time here. There answers included:

confidence, friendship, stronger maths skills, caring and empathy, leadership, better reading skills, writing for everyone to be nice and get along, courage, ability to write longer sentences, have fun! we have loved doing: singing, technology, investigations, excursions, library, maths, art and sport, traits that BPS students have are: friendly, smart and funny, We think school is: fun, amazing and sometimes hard, we think BPS students need to be more: polite, litter less, be more responsible and energetic, social skills, learn personal space, smart, typing, patience, how to put your hand up, kindness, honesty, brave, listen, welcoming, be aware, sense of humour, don't be aggressive and leadership. love, memories, learning, joy, respect, good friendships, buddies, good leaders, having a good time, persistence, confidence, being organised, learning to be resilient, getting along with our friends, we would to have memories of Birchgrove, friends and to get better at making friend, kindness, helping others

Our 3 to 6 students said:

Things the school does really well: friends and motivation, sport leadership and dreams, handwriting, maths sports, leadership and responsibility, student parliament, caring, being helpful, handwriting, sportspersonship, kindness, helpfulness, listening, being able to do running writing, creativity, art, reading, English, empathy, honesty, fun, teaching, sorting things out, library programs, cleaning, looking after sick bay, educate, inspire, the teachers are very good, mufti

days, music, sports events, teaches us well, keep everyone safe & happy, assemblies, reading, resources.

Things that you would like to see done better: make it less boring and more fun, more balls and better equipment, more history & geography, better chrome books, friendships, replace concrete with fake grass, better bathrooms, longer writing programs, basketball fence needs replacing, more Chromebooks and longer writing program, nothing, spelling and punctuation, writing faster and focusing, better toilets, less littering, behaving, better playground equipment, managing friendships, fix the flying fox, better sick bay, people getting their work done, there should do more mufti days, the amount of plastic in the lunch orders.

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.

Other School Programs (optional)

Preschool

Our Preschool had a successful 2022, building community engagement and family relationships through the use of Storypark, Social Media and developing our connection with the local Daycare and preschool network. We developed some lovely relationships through sharing stick insects bred and cared for by our preschool children with other local daycare centres. Our community profile has benefited from the return of face to face meetings, with the Assistant Principal representing our preschool at local information sessions for preparing for school. As a result our Preschool enrolments for 2023 are strong. Our goal of strengthening our program through evidence based practice has been met and we will continue consolidate our professional learning in this area. We have spent most of the year embedding practice in preparation for Assessment and Rating under the National Quality Framework, expected to occur in early 2023.