2022 Annual Report

Balgowlah Heights Public School

3736

Introduction

The Annual Report for 2022 is provided to the community of Balgowlah Heights Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

We believe that a happy, engaged child is a successful one. Our community is committed to providing a positive, safe and stimulating environment for children to learn, have a voice and be valued. We aim for all children to enjoy their learning, be active citizens, become life-long learners and achieve their potential.

School context

Balgowlah Heights Public School was established in 1933 and proudly serves the local community of Balgowlah Heights and Clontarf. We currently have 701 students in Years K-6. There are 31 classes, two of which are Opportunity Classes in Years 5 and 6.

The school has strong relationships with our P&C and values parent/carer involvement in our school and their child's learning programs. We value student wellbeing and student voice; and promote respect, responsibility and personal best.

Our school enjoys extensive grounds and resources. Opportunities in sport, music, technology and Japanese enable our students to excel through a range of different experiences. A wide range of extra-curricular activities in areas such as band, dance, choir, drama, strings, chess, debating and public speaking are provided.

In developing our Strategic Improvement Plan a situational analysis was undertaken where students, parents, staff and AECG were consulted. As a result we have identified the following areas of focus:

*Implementation of quality, evidence-based programs in literacy and numeracy which are differentiated to account for student needs. (SD1-Student growth and attainment)

*Continued emphasis on student wellbeing and personalised learning. (SD3-Engaged and successful learners)

*Implementation of collaborative pedagogical practices such as learning walks, data walls and consistent teacher judgement; based on research. (SD2-Explicit systems for collaboration and feedback)

*Development of quality summative and formative assessment tasks. (SD1-Student growth and attainment, SD3-Engaged and successful learners)

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	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

In order to maximise student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

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.

- Evidence-Based Teaching Strategies
- Data Driven Practices

Resources allocated to this strategic direction

Professional learning: $7,000.00
Literacy and numeracy: $30,000.00
Integration funding support: $75,841.00
English language proficiency: $35,746.00
Low level adjustment for disability: $99,583.00
Socio-economic background: $3,606.00
Aboriginal background: $1,430.00

Summary of progress

In 2022 our areas of emphasis in Student Growth and Attainment were:

*Mathematics - building teacher capacity and understanding of place value and multiplicative strategies and implementing evidence-based teaching strategies in mathematics;

*High Potential and Gifted Education (HPGE) - conducting evaluation and analysis of current practices to inform processes for identifying HPGE students;

*K-2 English and Mathematics Syllabuses - resource planning and professional learning; and

*Grammar and Punctuation - situational analysis of student results in NAPLAN and determining implications for teaching and learning.

The areas of priority and associated professional learning were implemented as planned, with some minor modifications to focus aspects resulting from situational analyses.

In the area of mathematics, student data indicated measurement and geometry were areas for improvement. However, discussion of professional learning suggested a K-6 focus on multiplication and division as a foundational skill for this sub-strand would be beneficial to improve student understanding of these related concepts. A leadership group was formed and undertook professional learning of evidence-based practices to support staff in teaching mathematics, which were supplemented with demonstration lessons and ongoing discussion in grade meetings of strategies. This learning will be expanded in 2023 to include understandings of place value, employing a similar model.

A HPGE team was formed with representatives across each grade/stage, and focused on reviewing policy understanding with staff, with most staff completing additional professional learning on recognising high potential and the needs and learning characteristics of HPG students across the four domains. The team determined that processes for identification should informed by the results of the Evaluation and Planning Tool for HPGE systems at our school and so this tool was completed as a whole staff in Term 3. The tool will be used in 2023 to inform school-based processes for HPGE with focus on identification of HPG students and further professional learning for staff to accompany this focus.

In preparation for the implementation of new syllabuses in English and Mathematics for K-2 in 2023, initial planning was undertaken to review resources to support implementation, particularly in literacy. Staff engaged with professional learning to familiarise with the organisation and philosophies of the new curricula. Decodable readers were purchased and supplemented with additional resources freely available to enable teachers to have access to readers for small group instruction. An audit of current inventory of quality literature was also undertaken. K-2 teachers also reviewed units of work in English released by the department in preparation for implementation of syllabus. In 2023, the Assistant Principal-Curriculum and Instruction and Assistant Principals will support delivery of the syllabuses through enhancing

pedagogy and building capacity to teach new aspects of the curriculum.

NAPLAN and Check-In data were reviewed in relation to student performance in the areas of grammar and punctuation. A survey of teachers' approaches to these aspects of English will be undertaken 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
*Achievement of 2022 system-negotiated targets: -84.8% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading	Data shows that 70% of students in top 2 bands of reading.
*Achievement of 2022 system-negotiated targets: -75.4% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy	Data shows 53% of students achieved in the top two bands of numeracy, showing a decline from baseline data.
2021 Progress measure *Achievement of 2023 system-negotiated targets: -80% of Year 5 students achieve expected reading growth	NAPLAN reading growth data was not available in 2022.
Achievement of 2023 system-negotiated targets: -71% of Year 5 students achieve expected numeracy growth	NAPLAN Numeracy growth data was not available in 2022.
*75% or more of students in Years 2-6 achieve 0.4 growth (calculated through effect size formula) in: -reading comprehension -spelling -numeracy	The percentage of students who achieved expected growth in Years 2-6 was: *Reading- 52% *Spelling- 69% *Numeracy- 68%
*75% or more of students in Years K-6 achieve grade appropriate levels in the following learning progressions: -spelling -understanding texts -quantifying numbers -additive strategies -multiplicative strategies	Due to the updating of PLAN2 to version 3 this data was not able to be sourced for quantifying numbers, additive strategies, multiplicative strategies and spelling. Only targeted students were plotted in understanding texts.
*Value added data in SCOUT: -Years K-2: Sustaining and Growing	Value added data was not available in 2022.

-Years 3-5: Delivering -Years 5-7: Delivering	
*Improvement as measured by the School Excellence Framework: -Learning culture- Sustaining and Growing -Curriculum- Sustaining and Growing -Assessment- Delivering -Student performance measures-Delivering -Data skills and use- Sustaining and Growing -Effective classroom practice-Sustaining and Growing	Self assessment against the School Excellence Framework shows our school currently performing at sustaining and growing in all of the listed elements.
*82% of K-2 students achieve grade appropriate reading levels	School reading benchmarking data indicates the percentage of students who reached grade benchmarks was: *Kindergarten- 88% *Year 1- 74% *Year 2- 95%

Strategic Direction 2: Explicit systems for collaboration and feedback

Purpose

In order for every student, every teacher, every leader and every school to improve every year then consistent, high expectations based on evidence is required. Together we have a responsibility to develop constructive, informed and insightful professional relationships to continuously improve our professional practice involving collaboration and feedback.

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.

- Instructional Leadership
- Shared Understanding and Responsibility for Improvement

Resources allocated to this strategic direction

Literacy and numeracy: $15,700.00
QTSS release: $139,399.00
Literacy and numeracy intervention: $48,266.00
Professional learning: $5,000.00
Beginning teacher support: $65,465.00

Summary of progress

In 2022 our areas of emphasis in Explicit Systems for Collaboration and Feedback were:

Learning Walks

- collaboratively plan a Lesson Study;
- implement own grade Learning walks;
- implement adjacent grade Learning walks; and
- utilise collaboration time to share results, observations, plan teaching and learning activities and plan future direction.

Lesson Study

- collaboratively plan a differentiated unit of work including formative/ summative assessment;
- effectively utilise Universal Hub resources; and
- implement lesson study lessons as part of learning walks.

Early Career Teachers

- establish mentor/ mentee partnerships;
- mentor/ mentee release time provided;
- Professional Learning provided fortnightly and
- accreditation support provided.

All the planned areas of priority and associated professional learning were implemented.

All staff were upskilled in protocols prior to Learning Walks. Each classroom teacher (K-6) participated in Cycle 1 of Learning Walks which involved the same grade observations. Each classroom teacher Years 1-6 participated in Cycle 2 involving adjacent grade observations. All classroom teachers involved in both cycles participated in a debrief session following Learning Walks. Debrief results were shared with staff and were positive overall. Collaboration amongst grades and stages improved across the school.

Each grade K-6 collaboratively planned a differentiated unit of work utilising the Universal resource hub. Each grade focused on an aspect of comprehension. Lessons planned were delivered as part of the Learning Walks. Class and Grade data discussions regarding PLAN2 were held in Week 9 each Term. Discussions focused on targeted students as well as analysing any areas of strength or weakness across the grade. Teachers completed a feedback/ debrief after lesson implementation, positively reflecting on the opportunity to see the units of work in action.

The expanded model of Early Career Teacher support was successful.

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
*Enhanced teacher pedagogy as evidenced by 75% or more of students achieving grade appropriate learning progression levels in learning walk focus areas.	This data was unable to be sourced as only targeted students were plotted on learning progressions.
*Improvement as measured by the School Excellence Framework: -Learning culture- Sustaining and growing -Assessment- Delivering -Student performance measures- Sustaining and growing -Effective classroom practice- Sustaining and growing -Data skills and use- Sustaining and growing -Professional standards- Sustaining and growing -Learning and development- Sustaining and growing -Educational leadership- Sustaining and growing	Self assessment against the School Excellence Framework shows our school currently performing at sustaining and growing in the elements of learning culture, assessment, student performance measures, professional standards, learning and development, educational leadership, data skills and use and effective classroom practice. In the element of educational leadership we are delivering.
*6 % increase in the Teacher Tell The from Me Teacher Survey in the domains of: -Leadership -Collaboration -Learning culture	The majority of staff participated in the Teacher Tell Them from Me Survey. The domain of leadership was up 0.6 to a score of 7.4 (state average 7.1) , collaboration was up 0.4 to a score of 8.0 (state average 7.8) and learning culture was up 0.1 to a score of 8.2 (state average 8.0). This represents a 5% increase.
*2% increase in the People Matter Survey in the domains of: -Feedback and performance management -Teamwork and collaboration	30% of the school staff participated in the People Matter Survey. There was a 10% increase for feedback and performance management to 63% and a 7% increase for teamwork and collaboration to 83%.

Strategic Direction 3: Engaged and successful learners

Purpose

Our school will be a teaching and learning environment that enables the development of healthy, happy, successful and productive individuals. In turn, our students will be expected to contribute to their own wellbeing and ownership of their learning, the wellbeing of their peers and the collective wellbeing of our community. In this way, our school in partnership with parents and carers, will equip our children to be active and positive contributors to the society in which we live.

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.

- Personalised Learning
- Connect-Succeed-Thrive

Resources allocated to this strategic direction

Professional learning: $6,000.00

Summary of progress

In 2022 our areas of priority in Engaged Successful Learners were:

*Student reports- Update Semester I and II student reports;

*Positive Behaviour for Learning (PBL)- Professional learning in universal classroom practices;

*Peer Support- Introduction of program; and

*Inclusive, Respectful and Engaging Policy- Professional learning and introduction of policy.

All the planned areas of priority and associated professional learning were implemented.

Student Reports were developed from parent and teacher feedback to include progress on major indicators in each key learning area and future directions in English and mathematics. The feedback from parents and staff was very positive. The future directions are also now linked to student learning goals.

Peer Support was implemented in Term 3. The feedback from students and staff indicated the goals of the program were achieved and successful.

The student attendance rate was down significantly due to a combination of factors including health and family travel. School systems for supporting student attendance will be a focus area in 2023.

In 2023 our school will also be implementing *The Resilience Project*. Initial briefing meetings for staff and parents indicated this program would be a priority.

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
*Achievement of 2022 system-negotiated targets: -94.0% of Years 4-6 students report advocacy, a sense of belonging and high expectations.	Tell Them from Me Survey data indicates 87% of students report a positive sense of wellbeing (Expectations for success, advocacy and sense of belonging at school). Sense of belonging results were improved, while there was a small decline in expectations for success and advocacy.
*Achievement of 2022 system-negotiated targets:	The number of students attending greater than 90% of the time or more declined significantly to 64%.

-93.5% students have a school attendance rate of 90% or higher	
*75% students can articulate the purpose of their learning as determined by a Critical Analysis Interview	A Critical Analysis Review was not undertaken in 2022. It is planned to administer this instrument in 2023.
*Improvement as measured by the School Excellence Framework: -Wellbeing- Sustaining and growing -Learning culture- Sustaining and growing -Curriculum- Sustaining and growing -Assessment- Delivering -Reporting- Delivering -Management practices and processes-Delivering	Self assessment against the School Excellence Framework shows our school currently performing at sustaining and growing in the elements of wellbeing, assessment, learning culture, curriculum and management practices and processes. In the element of reporting we are excelling.
*5% increase in the Parent Tell Them from Me Survey in the domains of: -Inclusive school -Parents are informed	Parent Tell Them from Me data shows an increase of 0.4 in inclusive school to a score of 6.1 and in the area of parents are informed an increase of 0.1 to a score of 6.0.

Funding sources	Impact achieved this year
Integration funding support $75,841.00	Integration funding support (IFS) allocations support eligible students at Balgowlah Heights 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:** • Evidence-Based Teaching Strategies **Overview of activities partially or fully funded with this targeted funding include:** • Employment of staff to provide additional support for students who have high-level learning needs; • Implementation of targeted programs to differentiate teaching and learning programs; • Intensive learning and behaviour support for funded students; and • Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy. **The allocation of this funding has resulted in the following impact:** *Students involved in targeted programs demonstrated appropriate learning growth in the identified area. *A number of School Learning Support Officers (SLSOs) delivered specific reading programs. *Our school employed additional SLSOs to assist student learning. **After evaluation, the next steps to support our students will be:** *Continue to provide best practice programs in literacy and numeracy. *Continue to work in conjunction with parents to support students in their learning. *Continue to fund additional SLSOs to assist students.
Socio-economic background $3,606.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Balgowlah Heights 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:** • Evidence-Based Teaching Strategies **Overview of activities partially or fully funded with this equity loading include:** • Funds used to provide School Learning Support Officers (SLSO) support for targeted students; and • Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy. **The allocation of this funding has resulted in the following impact:** *Students involved in targeted programs all exhibited appropriate growth in the identified learning area. *Additional SLSOs were engaged to support student learning. **After evaluation, the next steps to support our students will be:** *Continue to provide best practice programs in literacy and numeracy. *Continue to work in conjunction with parents to support students in their learning. *Continue to fund additional SLSOs to assist students.
Aboriginal background $1,430.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Balgowlah Heights Public School. Funds under this equity loading have been targeted to ensure that the performance

Aboriginal background $1,430.00	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:** • Evidence-Based Teaching Strategies **Overview of activities partially or fully funded with this equity loading include:** • Employment of additional staff to support literacy and numeracy programs. **The allocation of this funding has resulted in the following impact:** *Students involved in targeted programs exhibited learning growth in some of their learning goals. **After evaluation, the next steps to support our students will be:** *To engage parents more deeply in the process of establishing and monitoring Personalised Learning Plans for students.
English language proficiency $35,746.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Balgowlah Heights Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence-Based Teaching Strategies **Overview of activities partially or fully funded with this equity loading include:** • Employment of additional staff to support delivery of targeted initiatives; • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives; and • Withdrawal lessons for small group (developing) and individual (emerging) support. **The allocation of this funding has resulted in the following impact:** *Identifying EAL/D students, assessing their English language proficiency and prioritising their support needs. *Understanding students' language skills and curriculum language needs. It has enabled the classroom teachers to gauge the level of challenge and support required to scaffold learning. *The EAL/D teacher to assess, monitor and report EAL/D students' English language development using specialised tools such as the EAL/D learning progressions. *EAL/D students provided with a supplementary school report to inform parents on their child's English language proficiency. **After evaluation, the next steps to support our students will be:** *Continue to support EAL/D students with their language skills. *Collaborate with class teachers to co-design learning, drawing on knowledge of the assessed language needs of the EAL/D learner. *Providing advice and appropriate models of delivery for the schools EAL/D support strategy based on identified EAL/D needs.
Low level adjustment for disability $99,583.00	Low level adjustment for disability equity loading provides support for students at Balgowlah Heights 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:** • Evidence-Based Teaching Strategies

Low level adjustment for disability $99,583.00	**Overview of activities partially or fully funded with this equity loading include:** • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting; • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers; • Targeted students are provided with an evidence-based intervention in reading to increase learning outcomes; • Employment of Learning and Support Teacher and interventionist teacher; and • Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. **The allocation of this funding has resulted in the following impact:** *An increase of students across the school having access to small group and individual support in literacy. *Increased opportunities for the Learning and Support teachers to work in classrooms assisting and mentoring. *Improved collaboration between Learning and Support teachers and classroom teachers. **After evaluation, the next steps to support our students will be:** *Increase the number of small group targeted programs conducted by School Learning and Support Officers. *Continuation of in-class support and assisting by the Learning and Support teachers across more grades and classes in our school. *Increase areas of support to include numeracy in addition to continued literacy support.
Professional learning $31,000.00	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 Balgowlah Heights Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence-Based Teaching Strategies • Shared Understanding and Responsibility for Improvement • Personalised Learning • Connect-Succeed-Thrive • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent numeracy strategies; • collaborative time for staff to work in teams with literacy, numeracy, high performing and gifted education and student wellbeing; and • development and implementation of staff professional learning goals detailed in professional development plans. **The allocation of this funding has resulted in the following impact:** *Professional development plans were implemented. *Collaborative time for staff to work together was provided on a weekly basis and for two days per term to plan programs of work. *Focus on reading comprehension and numeracy pedagogy occurred. **After evaluation, the next steps to support our students will be:** *The models of collaboration implemented in 2022 will continue in 2023. *Time to work collaboratively on new K-2 English and mathematics will occur in 2023. *Learning walks and lesson studies will be implemented in numeracy.
Literacy and numeracy	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Balgowlah Heights

$45,700.00	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:** • Evidence-Based Teaching Strategies • Instructional Leadership **Overview of activities partially or fully funded with this initiative funding include:** • Staff training and support in literacy and numeracy; • Literacy and numeracy programs and resources, to support teaching, learning and assessment; • Targeted professional learning to improve literacy and numeracy; and • Purchasing of literacy resources such as quality picture books for guided and shared instruction. **The allocation of this funding has resulted in the following impact:** *Significant professional learning was undertaken with lesson studies and learning walks focused on comprehension. *Significant professional learning was undertaken on numeracy pedagogy and development of a scope and sequence. *Year 3 NAPLAN results were high. **After evaluation, the next steps to support our students will be:** *A focus in 2023 will be professional learning in K-2 syllabuses (English and mathematics) and numeracy pedagogy involving our new Assistant Principal- Curriculum and Instruction.
QTSS release $139,399.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Balgowlah Heights Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Instructional Leadership **Overview of activities partially or fully funded with this initiative funding include:** • Assistant principals provided with additional release time to support classroom programs; • Implementation of instructional rounds to strengthen quality teaching practices; and • Practices such as lesson demonstrations, lesson feedback, co-teaching, programming, assessment, data discussions and personalised feedback were implemented. **The allocation of this funding has resulted in the following impact:** *Learning walks were held with an intensive in-school cycle based on comprehension and learning walks also took place with local schools. *Regular meetings held between the Deputy and Assistant Principals to discuss instruction leader approaches. **After evaluation, the next steps to support our students will be:** *Continue the AP/DP instructional leader model integrated with the support of an Assistant Principal-Curriculum and Instruction.
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 Balgowlah Heights 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:** • Instructional Leadership

Literacy and numeracy intervention $48,266.00	**Overview of activities partially or fully funded with this initiative funding include:** • Employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices; • Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan; and • Employment of additional Learning and Support Teacher 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:** *An increase of students across the school in Years K-2 having access to small group and individual support in literacy. *Increased opportunities for the Learning and Support teachers to work in classrooms co-teaching and mentoring. *Improved collaboration between Learning and Support teachers and classroom teachers. **After evaluation, the next steps to support our students will be:** *Increase the number of small group targeted programs conducted by School Learning and Support Officers. *Continuation of in-class support and co-teaching by the Learning and Support teachers across more grades and classes in our school. *Increase areas of support to include numeracy, in addition to continued literacy support.
COVID ILSP $8,970.00	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:** • Employment of teachers/educators to deliver small group tuition; • Providing targeted, explicit instruction for student groups in literacy; • Development of resources and planning of small group tuition; and • Releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. **The allocation of this funding has resulted in the following impact:** *Small group tuition for K-6 students, targeting those who need extra support with literacy. *Students having access to additional support programs within the school. *Working alongside the classroom teacher to best support individual students. **After evaluation, the next steps to support our students will be:** *Continue additional support program to assist students enhance their literacy skills.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	348	334	361	368
Girls	363	375	377	352

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	95.0	95.5	94.9	91.6
1	95.0	95.6	95.1	90.9
2	95.0	94.0	94.1	90.3
3	95.6	95.6	95.5	89.9
4	93.4	93.6	93.8	91.8
5	95.2	96.9	94.8	90.9
6	94.3	94.5	93.4	87.9
All Years	94.8	95.1	94.5	90.4
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
Deputy Principal(s)	2
Assistant Principal(s)	3
Classroom Teacher(s)	27.67
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.67

*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.

Balgowlah Heights Public School 3736 (2022)

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	695,562
Revenue	7,183,602
Appropriation	6,031,042
Sale of Goods and Services	51,299
Grants and contributions	1,090,660
Investment income	10,202
Other revenue	400
Expenses	-7,109,529
Employee related	-6,212,834
Operating expenses	-896,696
Surplus / deficit for the year	74,072
Closing Balance	769,635

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	77,730
Equity Total	141,514
Equity - Aboriginal	1,431
Equity - Socio-economic	3,607
Equity - Language	35,746
Equity - Disability	100,730
Base Total	5,055,343
Base - Per Capita	186,478
Base - Location	0
Base - Other	4,868,865
Other Total	505,528
Grand Total	5,780,115

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

Student, parent and staff feedback was sought in 2022 through the Tell Them from Me Survey. Key findings were:

Parents

*137 parents responded to the survey. This is the highest response we have received to this survey. We are very appreciative of this response.

**Parents are informed* and *inclusive school* ratings increased from the previous year.

**Parents support learning at home* and *school supports learning* ratings decreased from the previous year.

*At parent forums the Tell Them from Me Report from the previous year was discussed.

Students

*A significant decrease in incidents of bullying was indicated. At Balgowlah Heights 15% was indicated in comparison to the state average of 36%.

**Sense of belonging* rating increased from the previous year.

**Positive relationships* and *interest and motivation* decreased from the previous year.

Staff

**Leadership, collaboration, parent involvement* and *quality feedback* ratings increased from the previous year.

The next steps to support our students and community are:

*To thank and acknowledge our parents for completing the survey.

*To continue to share the survey results at parent, staff and student forums and discuss implications.

*To reflect on the domain of school supporting learning.

*To implement strategies aimed at enhancing positive relationships and interest/motivation.

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.