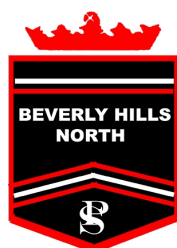


# 2022 Annual Report

## Beverly Hills North Public School



**EVER READY**



EVER READY

3944

# Introduction

The Annual Report for 2022 is provided to the community of Beverly Hills North 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

---

Beverly Hills North Public School  
Shorter Ave & King Georges Rd  
Beverly Hills, 2209  
<https://beverlyhn-p.schools.nsw.gov.au>  
[beverlyhn-p.school@det.nsw.edu.au](mailto:beverlyhn-p.school@det.nsw.edu.au)  
9759 3849

## School vision

As educators we believe it is our responsibility to inspire and enhance all students' academic, social and emotional growth. We empower students to have self-efficacy and be life long learners who thrive in a connected community. We work in partnership with our students and families. Our decision making is collaborative, transparent and student driven in order to provide equity and access for all.

## School context

Beverly Hills North Public School is located in South Western Sydney and has a student enrolment of 415. The school culture supports and encourages students, staff, parents and the wider community working together to promote school excellence.

Our school is supported by a strong and vibrant multi-cultural community. 85% of our students have a language background other than English and 1% of students identify as Aboriginal. There are currently 38 language backgrounds with 33% Arabic, 10% Greek, 8% Cantonese and 8% Mandarin speaking. Our students come from a wide range of socio-economic backgrounds.

The staff at Beverly Hills North Public School are a highly committed and diverse group of experienced, early career and temporary teachers working in full time and part-time capacities. In 2022 there are 58 teaching and non-teaching staff, including our Itinerant Support Teacher Vision team. The Leadership team consists of a Principal, Deputy Principal, 4 Assistant Principals, Assistant Principal Curriculum and Instruction and an Assistant Principal Itinerant Support Vision.

Students engage in a wide variety of learning experiences and extra-curricular opportunities are provided in sport, science, technology, and creative and performing arts, to enable our students to excel through a range of different experiences.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2025 Strategic Improvement Plan, both of which involved genuine consultation with teaching and non-teaching staff, students, and parents. We have identified a need to build consistency in teaching and learning from Kindergarten to Year Six. We will continue to build teacher professional knowledge and capacity around; quality literacy and numeracy practices and, consistent whole school assessment and data tracking of students.

Student wellbeing remains a focus to equip our students with the social and emotional skills required to successfully engage in learning. We will strengthen our home-school partnerships by engaging our parents and local community authentically in all aspects of school life.

## 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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

**To maximise student learning outcomes through enhanced evidence-based teaching practices and differentiated personalised learning in literacy and numeracy**

### 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 Effective Teaching Practices
- Differentiated Personalised Learning

### Resources allocated to this strategic direction

**Per capita:** \$45,976.98

**QTSS release:** \$89,983.14

**Integration funding support:** \$177,706.00

**Aboriginal background:** \$2,186.81

**Low level adjustment for disability:** \$232,926.00

**English language proficiency:** \$122,651.68

**Socio-economic background:** \$61,224.73

### Summary of progress

Throughout the year, the Assistant Principal Curriculum and Instruction (APC&I) worked collaboratively with classroom teachers and Assistant Principals to ensure that literacy and numeracy knowledge and skills were embedded in curriculum and assessment to enhance high quality teaching practices.

Teachers in Stage Two and Stage Three received professional learning on the explicit teaching of the writing process. The APC&I modelled aspects of the process in classrooms to support consistent delivery across Stage Two and Stage Three. Teachers used pre and post student writing results and assessed students using Creating Texts of the Literacy Progressions on PLAN2 to track student progress and inform teacher programming.

Reciprocal reading strategies were adopted in classes Year Three to Year Six supported by the APC&I. Students in Year Three to Year Six completed reading comprehension short assessments twice a term to determine focus area for explicit teaching of skills and reflect on effectiveness of practice. Teachers started to use the Literacy Progressions, Understanding Texts to track student progress.

Teachers engaged in three professional learning sessions to analyse NAPLAN and Check In assessment data in numeracy to consider strengths and future directions leading into 2023, using the data analysis protocol to identify areas of numeracy focus. The area of focus in 2023 will be professional learning in the implementation of Number Talks and explicit teaching practices, with a focus on Learning Intentions and Success Criteria.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An uplift of 8.1% from baseline in the number of Year 3 and Year 5 students achieving in the top 2 Bands in NAPLAN Reading.	2022 NAPLAN data indicates an uplift of 13.9% of students in the top two skill bands (NAPLAN) for reading indicating the school exceeded target.
An uplift of 8.1% from baseline in the number of Year 3 and Year 5 students achieving in the top 2 Bands in NAPLAN Numeracy.	2022 NAPLAN data indicates an uplift of 0.5% of students in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve target.
<b>An increased percentage from 2021</b>	Student achievement data is unavailable for this progress measure in 2022

<p><b>results</b> of Year 3 and Year 5 students achieving achieving expected growth in NAPLAN Reading.</p>	<p>with an absence of comparison data from the 2020 cancellation of NAPLAN. Check-In assessment data indicates ongoing focus is required in comprehension and vocabulary.</p>
<p><b>An increased percentage from 2021 results</b> of Year 3 and Year 5 students achieving achieving expected growth in NAPLAN Numeracy.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. Check-In assessment data indicates ongoing focus is required in multiplicative strategies.</p>
<p>School self-assessment of the SEF element 'Effective Classroom Practice' indicates <b>improvement from Sustaining and Growing to Excelling</b> in the theme Feedback.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element 'Effective Classroom Practice' in the theme Explicit Teaching.</p>
<p>School self-assessment of the SEF element 'Curriculum' indicates <b>improvement from Sustaining and Growing to Excelling</b> in the theme Differentiation.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element 'Curriculum' in the theme Teaching and Learning Programs.</p>

## Strategic Direction 2: Quality Teaching

### Purpose

To enhance teacher's capacity and capability to collect, interpret and analyse data, we will develop and embed effective school-wide data and assessment processes and practices, to ensure assessment is an integral part of teaching and learning programs, to improve student outcomes

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices
- School Wide Assessment Practices

### Resources allocated to this strategic direction

**Professional learning:** \$34,536.54

**AP Curriculum & Instruction:** \$120,456.80

### Summary of progress

There was a strong focus in 2022 on the use of highly effective teaching practices to improve reading and fluency. All teachers participated in High Impact Professional Learning, and stage teams were guided through the process of developing consistent evidence-informed practices. Kindergarten to Year Two teachers used progression data and Year Three to Year Six teachers used check-in assessment data to identify the point of need for student learning. Progress has been made on the development of a whole school assessment scope and sequence in reading. Additional data sources will be added to reflect new assessment practices Kindergarten to Year 6. Data has been collected for Reading - Understanding Texts from the Literacy Progressions and plotted into PLAN2, with whole school analysis conducted by the APC&I.

Professional dialogue on comprehension teaching strategies was a focus in stage team meetings and data days. Teachers used data to plan and embed quality practices into teaching and learning programs. The analysis of student assessment data has shown improvement in reading comprehension across Year Three and Year Five. InitialLit data Kindergarten to Year Two, has shown improvement in reading comprehension and fluency.

In 2023 the school focus will be Mathematics, and curriculum reform will underpin decisions and planning. Staff will undertake professional learning on Number Talks and Learning Intentions and Success Criteria. Baseline data will be captured through the 'Interview for Student Reasoning' and formative school-based assessments, with results mapped against the progressions.

### 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
Internal measures indicate an <b>improvement from Delivering towards Sustaining and Growing</b> in using whole school assessment and data practices in High Impact Professional Learning school self-assessment tool in: Element 1- Professional learning is driven by identified student needs and, Element 5- Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement.	High Impact Professional learning school self-assessment tool was conducted, and results indicate an improvement from Delivering towards Sustaining and Growing in Element 1-Professional learning is driven by identified student needs and Element 5-Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement.
Internal measures indicate <b>an average</b>	Collaboration for School Improvement school self-assessment was

<p><b>increase of one rating scale from 2021 baseline</b> in staff capacity in using whole school assessment and data practices in Collaboration for School Improvement, in the areas of: Shared understanding and responsibility for improvement, Data capability and, Conversations for improvement.</p>	<p>conducted and results indicate that staff have built capacity from Working Towards Delivering to Delivering in the areas of a shared understanding of collaborative practice in assessment and data to drive teaching and learning.</p>
<p>School self-assessment of the SEF element 'Assessment' indicates <b>improvement from Sustaining and Growing to Excelling</b> in the theme Summative Assessment.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element 'Assessment' in the theme Summative Assessment.</p>
<p>School self-assessment of the SEF element 'Data Skills and Use' indicates <b>improvement from Delivering to Sustaining and Growing</b> in the theme Data Analysis.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element 'Data Skills and Use' in the theme Data Literacy.</p>



## Strategic Direction 3: Connecting and Belonging

### Purpose

To build a supportive learning environment where the school community feels connected and experiences a sense of belonging

### 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.

- Wellbeing
- Partnerships

### Resources allocated to this strategic direction

### Summary of progress

There has been a strong focus on updating the current wellbeing policy to provide greater clarity and consistency across the school. Staff members were surveyed to evaluate the current policy, how it was used throughout the school and suggest changes to strengthen its effectiveness to improve student behaviour and school culture. Survey results were collated and analysed to inform future directions. Strategic Direction leaders worked on updating the policy to reflect feedback. Staff were provided with professional learning around the updated policy. Highly visible posters were created for classrooms and the playground to ensure a consistent understanding and expectation was shared amongst the school community. The new policy will be implemented in 2023. The school will continue to build upon its wellbeing programs in the areas of attendance, students reporting expectations for success, advocacy and a sense of belonging, and our community partnerships.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An uplift of 4% from baseline in the percentage of students attending greater than 90% of the time.	2022 attendance data indicates a downward trend of 31.4% of students attending greater than 90% of the time, indicating the school did not achieve target.
An uplift of 3.6% from baseline in the percentage of students reporting expectations for success, advocacy and sense of belonging at school in the Tell Them From Me survey.	2022 Tell Them From Me survey data indicates a downward trend of 6.9% of students reporting expectations for success, advocacy and sense of belonging, indicating the school did not achieve target.
School self-assessment of the SEF element 'Wellbeing' indicates <b>improvement from Sustaining and Growing to Excelling</b> in the theme A Planned Approach to Wellbeing.	Self-assessment against the School Excellence Framework element 'Wellbeing' shows the school currently performing at Sustaining and Growing in the theme A Planned Approach to Wellbeing.
School self-assessment of the SEF element 'Educational Leadership' indicates <b>improvement from Sustaining and Growing to Excelling</b> in the theme Instructional Leadership.	Self-assessment against the School Excellence Framework element 'Educational Leadership' shows the school currently performing at Sustaining and Growing in the theme Instructional Leadership.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$177,706.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Beverly Hills North Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiated Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Student Learning Support Officers (SLSOs) to provide additional support for students who have high-level learning needs in reading and numeracy.</li> <li>• additional staffing to assist students with additional learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students who received Integration Funding Support were supported in their learning and engagement in reading, numeracy, wellbeing and attendance through their ILPs. All students showed increased levels of engagement and application in their learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued employment of SLSOs to work with targeted students on their individualised learning programs in reading, numeracy, wellbeing and attendance. Closer alignment to working on ILP goals.</p>
<p>Socio-economic background</p> <p>\$61,224.73</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Beverly Hills North Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiated Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support identified students with additional needs</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• upgrading school resources to support learning</li> <li>• supplementation of extra-curricular activities</li> <li>• equitable access to specialist resources</li> <li>• employment of additional staff to support program implementation</li> <li>• staff release to increase community engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student's learning being targeted and supported with increased resources, opportunities and experiences. All students have access to technology to support learning. Students have access to an inclusive curriculum and receive individualised support to promote academic growth.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support programs in reading and numeracy in classrooms and resources for the playground. Resources to be allocated based on need.</p>
<p>Aboriginal background</p> <p>\$2,186.81</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Beverly Hills North 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</p>

<p>Aboriginal background</p> <p>\$2,186.81</p>	<p>educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiated Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All Aboriginal and Torres Strait Islander students have a Personalised Learning Plan focussing on literacy, numeracy, wellbeing and/or attendance goals. SLSOs work with students to support their literacy and numeracy acquisition and to achieve goals outlined in their plans.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue personalised support for our Aboriginal and Torres Strait Islander students. Build stronger relationships with Aboriginal and Torres Strait Islander families as partners in learning.</p>
<p>English language proficiency</p> <p>\$122,651.68</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Beverly Hills North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiated Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students with an additional language or dialect were supported in their language acquisition in class and in targeted withdrawal groups in literacy, numeracy and vocabulary development across all key learning areas.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support students primarily in reading and numeracy in classrooms and in small groups.</p>
<p>Low level adjustment for disability</p> <p>\$232,926.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Beverly Hills North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiated Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul>

<p>Low level adjustment for disability</p> <p>\$232,926.00</p>	<ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students requiring additional learning and support engaged in programs both in class and in withdrawal groups. Learning and Support Teachers worked with SLSOs to ensure programs were effectively implemented and students were well supported.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Learning and Support teacher and SLSOs will continue to target students in class and in withdrawal of small groups, with the addition of supporting K-2 InitialLit program. Resources to be allocated based on need.</p>
<p>Professional learning</p> <p>\$34,536.54</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Beverly Hills North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• School Wide Assessment Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Staff engaged in professional learning sessions to analyse NAPLAN and Check In assessment data in numeracy .</li> <li>• Assistant Principal Curriculum and Instruction unpacked evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Consistent delivery across Stage Two and Stage Three of evidence-based teaching practices in writing. Teachers are better equipped to analyse NAPLAN and Check In assessment data in numeracy to consider strengths and future directions leading into 2023 using the data analysis protocol to identify areas of numeracy focus.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The completion of whole staff training in the new English and Maths curriculum, Number Talks and explicit teaching strategies. To align with the school's updated wellbeing policy, staff will be upskilled in Restorative Practices - Zones of Regulation.</p>
<p>QTSS release</p> <p>\$89,983.14</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Beverly Hills North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-based Effective Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Assistant Principals supported teachers in classrooms in literacy and numeracy. Assistant Principal Curriculum and Instruction worked shoulder to shoulder with teachers in Stage Two and Three, upskilling staff and gathering data in Understanding Texts, with a focus on vocabulary, comprehension and processes.</p>

<p>QTSS release</p> <p>\$89,983.14</p>	<p><b>After evaluation, the next steps to support our students will be:</b>  Assistant Principals allocated additional release face-to-face time to work with Assistant Principal Curriculum and Instruction on curriculum reform. Assistant Principals will continue to work in classrooms, with an initial focus on gathering data on multiplicative strategies and upskilling staff on Number Talks.</p>
<p>COVID ILSP</p> <p>\$114,853.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in numeracy</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Experienced classroom teachers coordinated and implemented COVID ILSP groups, supporting students with building skill in literacy and numeracy. Teachers formed focus groups and tracked and analysed student data in PLAN2. Students who participated in the COVID ILSP program made progress in comprehension and reading fluency as shown by internal school assessments and PLAN data.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  COVID ILSP will continue to support identified students in numeracy with a focus on multiplicative strategies.</p>
<p>Per capita</p> <p>\$138,451.61</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Beverly Hills North Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-based Effective Teaching Practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Subsidising APCI 1 day a week</li> <li>• Teacher PL on the writing process and shoulder to shoulder support to improve teaching practice.</li> <li>• Teacher PL on analysis NAPLAN and Check In assessment to identify future directions in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  A more consistent approach to the writing process 3-6 and the use of data to inform groupings and future directions in student learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Building teacher capacity to confidently program, teach and assess writing across 3-6.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$120,456.80</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>AP Curriculum &amp; Instruction</p> <p>\$120,456.80</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Supporting Stage 2 and Stage 3 with guided reading instruction and the writing process.</li> <li>• Assessment of skills in reading comprehension and using data to inform groupings and where to next in student learning.</li> <li>• Created rubrics using the Literacy progressions for writing and teachers monitor using PLAN2</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Assistant Principal Curriculum and Instruction worked with Assistant Principals and staff upskilling and building capacity on the new K-2 syllabus. Assistant Principal Curriculum and Instruction worked shoulder to shoulder with 3-6 teachers with a focus on reading and gathering data in Understanding Texts; vocabulary, comprehension and processes.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Assistant Principal Curriculum and Instruction will support Assistant Principals to engage with, embed and enact the new K-2 and 3-6 English and mathematics syllabi. Assistant Principal Curriculum and Instruction will continue to work in classrooms, with an initial focus on gathering data on 3-6 multiplicative strategies and K-2 number and place value, as well as upskilling staff on Number Talks.</p>
--	--

## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	286	282	251	244
Girls	248	253	206	180

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.8	92.8	92.8	86.3
1	89.6	93.8	92.6	86.2
2	93.1	94.4	95.0	87.1
3	95.4	93.6	93.8	89.6
4	92.5	95.9	94.1	88.6
5	93.2	95.7	95.1	86.2
6	93.5	93.3	94.3	87.7
All Years	93.1	94.3	94.0	87.4
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)	1
Assistant Principal(s)	5.8
Classroom Teacher(s)	18.53
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher ESL	0.6
School Administration and Support Staff	3.62

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	452,970
<b>Revenue</b>	5,590,045
Appropriation	5,374,786
Sale of Goods and Services	60,093
Grants and contributions	151,965
Investment income	3,200
<b>Expenses</b>	-5,550,545
Employee related	-4,861,958
Operating expenses	-688,588
<b>Surplus / deficit for the year</b>	39,499
<b>Closing Balance</b>	492,469

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	177,706
<b>Equity Total</b>	418,989
Equity - Aboriginal	2,187
Equity - Socio-economic	61,225
Equity - Language	122,652
Equity - Disability	232,926
<b>Base Total</b>	3,258,210
Base - Per Capita	115,475
Base - Location	0
Base - Other	3,142,736
<b>Other Total</b>	985,813
<b>Grand Total</b>	4,840,718

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2022, we surveyed our student, parents and staff about school culture:

### **Students completed the Tell Them From Me survey.**

81% of students stated that they have friends at school they can trust and who encourage them to make positive choices

85% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future

90% of students stated they do not get in trouble at school for disruptive or inappropriate behaviour

An area that was noted for improvement was students feeling accepted and valued by their peers and by others at school

### **Parents and community as well as staff completed the Tell Them From Me survey as well as our in school school culture survey.**

90% of parents agreed that:

- the school knows about the families and community in which it serves
- the school encourages new students and their families to be involved in school activities
- they are proud of Beverly Hills North PS

An area that was noted for improvement was parent involvement and parent support of what is happening at school.

100% of staff agreed that:

- school leaders have a positive influence on school culture
- they are proud of their school
- the school encourages students to achieve their best

An area that was noted for improvement was parent involvement and student interest and motivation at school.

# Policy requirements

## Aboriginal Education Policy

---

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

---

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

---

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.