2022 Annual Report

Beaumont Road Public School

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Introduction

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

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

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Message from the principal

I wish to congratulate and thank our executive, teachers, administrative and support staff for their continued dedication and professional integrity across all areas of school life during 2022. It is a great pleasure to be part of a community of learning, in which members endeavour to achieve the best outcomes for all students.

Curriculum reform was high on the agenda for K-2 staff as they diligently prepared for the implementation of the new English and mathematic curriculums in 2022. K-6 teaching staff participated in Department curriculum reform professional learning to further their understanding of the changes and to have a deeper understanding of the research behind the new curriculums. Years 3-6 teachers look forward to engaging with the new curriculum during 2023, ready for implementation in 2024.

Executive and sub-committee positions on the P & C were filled by committed members of the community, ensuring the many P & C led events and the three bands, the uniform shop and the canteen, ran smoothly and efficiently. I thank P & C President Ashley Crawford and his team.

The P & C generously contributed to improvements in the Beaumont Road Muri Nangamai Library. Bright new furniture provided seating, extra shelving, and easily accessible storage units for books for younger children. Over 400 new books were purchased to enhance the library's collection of fiction and non-fiction titles, further extending and engaging students in a wide range of quality literature. Over 70% of students participated in the Premier's Reading Challenge!

Many valuable experiences, outside the regular classroom, were provided over the year to further enrich school programs. Year 6 camp to Canberra, Year 5 camp to Point Wolstoncroft, Stage 2 Convict Enrichment Day, Stage 1 excursion to 'The Old School House Museum', and many other incursions, enrichment days, carnivals and activities provided opportunities for greater engagement for all.

I would like to take this opportunity to thank staff and parents for their continued support across the school throughout 2022 and I look forward to another year of excellence in teaching and learning at Beaumont Road Public School in 2023.

Malcolm McDonald

Principal

Message from the school community

The Parents and Citizens Association successfully contributed to the school's extra-curricula, social and fundraising activities throughout 2022. Grandfriends Day, the Bivouac and the Colour Fun Run were highlights.

Over half the children in Years 3-6 participated in the Band Program, run by the P & C Band sub-committee. Band performances were enjoyed by the community at many school events throughout the year.

The uniform shop supported students and the community in providing new and second-hand uniforms, and the canteen ensured that families were able to order healthy meals for children five days a week.

Regular P & C meetings provided a forum for Executive and members to discuss opportunities for further contributions to school initiatives by the community.

Ashley Crawford

P & C President

School vision

The Beaumont Road Public School's vision is to develop children academically, socially, physically and emotionally, resulting in confident and responsive individuals who aspire to achieve their full potential. This will be achieved by providing a productive, happy, safe and supportive learning environment in which every child is known, cared for, valued, and their achievements celebrated. Beaumont Road Public School's vision is for every student and every staff member to improve every year.

School context

Beaumont Road Public School has a reputation for high academic achievements, engaging programs, extra-curricula opportunities, and professional and caring staff who work together to promote school excellence.

The school is located in a quiet suburban location with flat, accessible and open grassy playgrounds and excellent facilities. The school has an "open door" policy where parents and community members are welcomed. The school's attendance rate is very high.

Students entering Kindergarten come with excellent foundations in literacy, numeracy, and other skills to further develop at school. The school is dedicated to ensuring students continue their growth. Programs are implemented to cater for all students, including talented students, students performing in lower bands and EAL/D students. Advice from nearby secondary schools indicates that students from Beaumont Road Public School are well-equipped with the necessary skills and knowledge to successfully further their education.

Parents provide dedicated support to their children at home and school. At a curriculum, organisational and social level, parents are outstanding supporters and contribute to the success of the school's many policies and programs. A high level of consultation ensures successful home/school partnerships.

All members of staff actively contribute in a caring, supportive and professional manner. They have a strong desire to work with parents to provide engaging, individualised and effective learning experiences. The collaborative and loyal culture that exists with staff is impressive.

Situational analysis confirmed the importance placed on effective planning and implementation of literacy and numeracy programs at the school. Future delivery of additional teacher professional learning in data skills and use, and systematic collation and evaluation of data from a range of sources, will further enhance student outcomes. In literacy there will be a focus on the explicit teaching of reading strategies and writing skills, and in mathematics, the situational analysis indicated a focus on assessment data driven instruction to improve student outcomes. Continued consideration of cross-curriculum priorities will enable students to develop understanding about and address the contemporary issues they face.

The school will continue to value the perspectives and opinions of staff, students and parents and act on them in a way that genuinely shapes learning and decision-making at the school.

The school is fortunate to have a wide range of teachers and parents with particular expertise and interests. Efforts will be made to better utilise these strengths in class programs, professional learning and parent led initiatives.

Beaumont Road Public School is a community school encouraging its students to become life-long learners in the 21st century.

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	Excelling
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	Excelling
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

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

Student learning outcomes will be improved in literacy and numeracy by developing whole school evidence based teaching practices to ensure all teachers implement appropriate teaching and learning programs aligned to the needs of all students.

Initiatives

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

- Reading
- Numeracy

Resources allocated to this strategic direction

Per capita: $58,800.00
QTSS release: $71,251.02
Literacy and numeracy: $21,821.28
English language proficiency: $46,811.11
Low level adjustment for disability: $76,973.88
Literacy and numeracy intervention: $22,984.20

Summary of progress

Reading and Numeracy:

The Reading and Numeracy initiatives resulted in:

* Instructional leader roles being established to focus on literacy and numeracy across the school

* Data being collected via various sources including SCOUT and internal assessments

* Learning support programs implemented to assist with differentiation for students requiring assistance and extension

* Enhanced efficacy of classroom practice supported by the implementation of a Theory of Action based on Curiosity and Powerful Learning professional learning - 'Framing Higher Order Questions'

Benefits of the initiatives included:

* Instructional Leader Roles in Literacy and Numeracy resulted in teachers being provided with a more structured approach to implementing effective teaching practice.

* Data use and skills were enhanced for all staff through professional learning that led to centralised storage, ease of sharing data, more comprehensive analysis and feedback for future direction.

* The 'Curiosity and Powerful Learning' modules ignited increased dialogue and formal professional learning through workshops and the classroom observation program.

Time constraints, and maintaining a level consistency of knowledge and understanding across all staff, were challenges to achieving the initiative aims.

The impact of these initiatives is evidenced in several areas:

* NAPLAN showed in reading, 76% of students achieved results in the top two bands for their year group and 23% were in 'High Middle' bands. No student results fell in the 2nd bottom or bottom bands. In numeracy, 71% of students achieved results in the top two bands for their year group and 25% were in 'High Middle' bands. Again, no student results fell in the 2nd bottom or bottom bands.

* With reference to effective teaching practice of framing higher order questions, survey data and observations of peers demonstrated an increase of higher order questions (Analyse, Evaluate, Create) within teaching practice. In addition, time allocation for student responses to questions, as well as effective handling of incorrect responses, showed significant improvement, as evidenced.

 In 2023, reading and numeracy will continue to be focus areas in the school's 2022-2026 Strategic Improvement Plan with the aim of enhancing teaching and learning to achieve improved growth and attainment for all students. The following 'next steps' will work towards achieving this aim:

* An increase in allocated time for teacher collaboration each term, which should result in more consistency with best practice explicit instruction, and differentiation, to cater for individual needs of students.

*Continued practice of data collection and analysis, supported by professional learning, will ensure assessments will be sourced and developed and more regularly used across the school to promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

* Professional learning by the executive, to staff on the new HPGE Policy will ensure improved practice in identifying, differentiating and monitoring needs of all students.

* Observations will continue with a focus on the quality teaching framework, focusing on HPGE Policy, and implementation of the new mathematics and English syllabuses.

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
Reading The proportion of Year 3 and 5 students achieving in the top 2 bands in NAPLAN reading improves to at or above the system-negotiated lower bound target of 87.7%.	2022 NAPLAN data indicates 76% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target.
Numeracy The proportion of Year 3 and 5 students achieving in the top 2 bands in NAPLAN numeracy increases to 81.2% (lower bound system-negotiated target).	2022 NAPLAN data indicates 71% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
The percentage of students achieving expected growth in NAPLAN reading is increased to 73%.	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The percentage of students achieving expected growth in NAPLAN numeracy is increased to 59%.	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
All teachers are moving towards having a sound understanding of student assessment and data concepts. Learning goals for students are increasingly informed by analysis of	Evidence of the success statements within the School Excellence Framework domains of 'data skills and use' and 'assessment' shows the school has moved from 'delivering' to 'sustaining and growing'.

internal and external progress and achievement data. Teachers are moving towards clearly understanding, developing and applying a full range of assessment strategies in determining teaching directions. Increasingly, school staff collaborate with the school community to use student progress and achievement data to identify strategic priorities. (SEF - Excelling)	
100% of teachers have participated in observations based on 'Framing Higher Order Questions', using the Quality Teaching Model, to ensure the most effective evidence-based teaching methods optimise learning progress for all students. (SEF - Excelling)	Evidence of the success statements within the School Excellence Framework domain, 'Effective Classroom Practice' shows a continuation of performance within 'sustaining and growing'. This included the school's chosen 'Curiosity and Powerful Learning' focus area of 'Framing Higher Order Questions'.

Strategic Direction 2: Leading for whole school improvement

Purpose

Initiatives will be implemented with the aim for the school to attain excellence in educational leadership. A culture of high expectations, high performance and well-being of students, a professional learning community focused on continuous improvement in teaching and learning, and responsiveness to community needs, will underpin the aim of achieving continuous whole school improvement.

Parent, staff and student voice will inform the direction of 'leading for whole school improvement'.

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.

- Educational Leadership
- Professional Learning
- Community Engagement
- Student Voice

Resources allocated to this strategic direction

Professional learning: $16,035.43
Per capita: $3,000.00

Summary of progress

Leading for whole school improvement comprises of four initiatives. The following was completed for each initiative:

Educational Leadership

* Professional development sessions facilitated opportunity for staff to work towards achieving improved consistency of data collection across K-6 and the creation of a whole school data collection site

* Curriculum reform K-2 professional development involved CRC meeting dissemination, collaboration in stage meetings to follow the phases of 'engage, enact, embed'

* Sharing the school's strategic planning process and content through SPaRO with staff

Professional Learning

* Data use and skills teacher sessions K-6

* Aboriginal education mandatory courses and embedding in KLA programs

* Peer observations in line with effective teaching practice (Theory of Action - 'Framing Higher Order Questions'), and teacher PDPs

Community Engagement

* To support curriculum reform, Kindergarten Homelink sessions introduced parents to new mathematics and English syllabuses

* Parents participated in a new program, 'Reading for Meaning'

* Families participated in weekend community problem solving activities

* Students were encouraged to create their own Acknowledgement of Country specific to our school environment

Student Voice

* Students responded to the two Tell Them From Me surveys and results were analysed by staff

* Student Voice was fostered through SRC meetings and Year 6 student leadership conferences online

Wellbeing

* Students responded to the two Tell Them From Me surveys and there was an increase in a strong sense of belonging at school from Semester 1 to Semester 2.

Benefits of the initiatives were identified.
- For Educational Leadership, professional development and collaborative time with staff supported efforts to achieve this initiative.
- Positive staff attitudes to up-skilling and openness to constructive feedback from observations were enablers to this initiative.
- Enthusiasm and willingness of parents to continue to be part of a community of learning was a significant enabler.
- The Tell Them From Me survey, SRC and Year 6 leadership conferences allowed the school to access and value opportunities for student voice.
- Gaining more insight from students as to their sense of belonging at school and how it can be linked with student voice.

Time constraints were seen as a barrier to lead initiatives fully. Other barriers identified were maintaining consistency of staff skills and knowledge. The students' interpretation of survey questions were also seen as challenges.

The impact of these initiatives is evidenced in areas identified below:
- Under Educational Leadership, a whole-school platform was created for data which has improved collection and consistency with monitoring student progress. K-2 teachers successfully engaged with the new curriculum for implementation in 2023 and feel confident to enact and embed. Staff better understand the link between SCOUT and other data, and reporting and planning.
- Teachers demonstrate more confidence in their data use and skills, more frequently using assessment data to inform teaching practice. Teachers more actively seek ways of incorporating Aboriginal education and perspectives in programming, including excursion and incursion opportunities. Teachers are more frequently using higher order questioning in their practice.
- Kindergarten 2023 parents became better informed regarding the new K-2 curriculum. Parent participation in literacy and numeracy initiatives resulted in higher engagement in the area of curriculum. Student understanding of what an Acknowledgement of Country is, and means to the school community, was enhanced.
- There was enhanced opportunity for student voice. Having the opportunity to analyse survey responses allowed staff to consider next steps to investigate areas of weakness and seek improvement.
- Students' responses regarding their sense of belonging indicated 6% growth and improvement on this measure.

In 2023, in the initiative of leading for whole school improvement, the following will be undertaken for continued progress and development:
- The leadership team will continue to develop processes to collaboratively review teaching practices to affirm quality and to address identified areas for staff improvement.
- Through professional learning, further development of data use and skills, keeping abreast of current policy and

research, and increased collaboration of staff with colleagues from other schools to share and embed good practice, the school aims to further enhance teaching and learning.
- The school will continue to regularly solicit feedback on school performance from students, staff, parents and the broader school community. A survey for parents to provide feedback regarding the operation of the school was prepared by the P&C and was postponed to 2023.
- The school will continue to gain insight directly from students regarding their sense of belonging at school and staff will explore avenues to target further qualitative insight and improvement in this area.

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
Educational Leadership Instructional Leadership roles have been implemented to move the school towards achieving an improved culture of effective evidence-based teaching, and ongoing improvement across K-6 in literacy and numeracy.	The impact resulting from the implementation of the Instructional Leaders model demonstrated evidence of adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. The learning support team was also effective in identifying students and providing appropriate support.
The school is working towards improved embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers to drive ongoing school-wide improvement in teaching practice and student results (SEF - Learning and Development). The key focus for 2022 is in the area of 'Data Skills and Use'.	Effective professional learning provided opportunities for staff to improve their classroom practice. There was ongoing professional exchange and collaborative practice. School circumstances resulted in a delay of the full implementation of the Quality Teaching Model. The SEF domain, 'Data Skills and Use' to track student progress and inform ongoing teaching and learning will continue to be a focus in 2023.
The school works with parents to increase community engagement post lock down restrictions. A parent survey carried out in 2022 provides data to inform these measures and findings shared with the community.	The school continued to regularly solicit and address feedback on school performance from students and staff. A survey for parents to provide feedback regarding the operation of the school was prepared by the P&C and was postponed to 2023.
SRC is reintroduced, providing students with opportunity to share ideas and to lead initiatives. Tell Them From Me Student Survey carried out and data analysed for 'Where to next?' for leadership team to move 'Student Voice' forward.	The Tell Them From Me survey data indicated that students' sense of belonging scored slightly lower than expected. Strategies will be put into place which will refine a whole school approach to wellbeing and engagement, in order to improve learning experiences.
Proportion of students reporting expectations for success, advocacy and sense of belonging at school reaches lower bound target of 89.6%	86% of students indicated positive sense of wellbeing and demonstrated movement towards the school-based progress measure.

Strategic Direction 3: Dynamic teaching and learning programs

Purpose

In order to provide outstanding teaching and learning programs aligned to student needs, teachers will participate in regular collaborative planning. A dynamic cycle of planning, developing, implementing and evaluating will ensure programs engage our learners. Data will provide evidence of impact and inform next steps.

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.

- Collaborative Programming
- Teaching and Learning Programs

Resources allocated to this strategic direction

Per capita: $4,950.00
Literacy and numeracy: $2,000.00
Professional learning: $7,500.00

Summary of progress

Dynamic teaching and learning programs are divided into two initiatives - collaborative programming and teaching and learning programs. The following activities were achieved:

Collaborative Programming

* Increased collaboration time was allocated to share and analyse data

* Staff worked collaboratively to improve programs that were informed by data

Teaching and Learning Programs

A range of new teaching and learning programs were introduced with the aim of:

* Increasing student engagement in the music program

* Greater book borrowing from the library

* Improving writing fluency

* Enhancing environmental sustainability

* Showcasing students to enhance engagement - spelling, Writer of the Week, handwriting, mathematics

* Increasing student attendance

Benefits of the initiative of collaborative planning and teaching and learning programs were identified as:
- Extra RFF was allocated. One hour of RFF was timetabled for grade partners to collaborate. SCOUT PL enabled teachers to competently access and analyse data.
- The greatest enabler was staff dedication and enthusiasm for always seeking improvement to teaching and learning programs. This was evidenced through opinions sought during professional learning sessions, discussions in stage and school meetings and through professional development plans (PDP).

Challenges achieving the initiatives included sufficient time to research and locate pertinent resources. Also the issue of timetabling difficulties remains a barrier.

The impact of this initiative has been:

- Staff appreciated the opportunity to collaborate and enhance programs informed by the data resulting in differentiated programs to meet the needs of diverse learners. The school continued to identify the expertise within its staff, and draw on this to further develop a professional learning community.
- Student engagement was enhanced through provision of a range of new teaching and leaning programs. The result encompassed not only curricula but continued high attendance and feelings of well being.
- Student attendance trending towards system negotiated targets.

In 2023, in this initiative, we will continue to focus on dynamic teaching and learning programs based on effective teaching practice identified by the Centre of Educational Statistics and Evaluation 'What works best'. The following will work towards achieving this:

- Consideration for planning with the extra allocation of RFF time for the new curriculum in 2023 to continue to improve professional knowledge and practice. This will be achieved through combinations of half and full day planning days across grades.
- Evaluation of new teaching and learning programs implemented in 2022 to assist in planning in 2023.
- Ongoing evaluation of systems to monitor and address attendance.

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
Collaboration time specifically allocated for teachers to plan, develop and refine high impact, research-based teaching and learning programs.	There was an evaluation of the school's organisation of collaborative time to achieve high impact teaching practice. This included meeting protocols, with an emphasis on content, efficiency and time/group management. The role of the Instructional Leaders will be further embedded in this culture.
Engaging in-class, whole-school, specialist and external programs utilising the expertise of internal and external teaching staff, are implemented. Teachers monitor the implementation of programs through the collection of appropriate data including, effective observation of student engagement. Teachers provided opportunity for professional development through classroom observation. Teaching staff have increased opportunity to share their expertise within the school.	Teachers were at various levels of interest, experience and participation in the Quality Teaching Model. The Assistant Principals worked to encourage staff to value the program. Tell Them From Me survey data indicated that 87% of students valued the specialist and external programs. The high number of students indicated the value the community place on these programs.
Proportion of students attending >90% of the time to reach baseline target of 89.7%	The number of students attending greater than 90% of the time or more has decreased to 65%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested.

Funding sources	Impact achieved this year
Socio-economic background $3,608.95	Socio-economic background equity loading is used to meet the additional learning needs of students at Beaumont Road Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services **The allocation of this funding has resulted in the following impact:** support of families affected by socio-economic circumstances in attending excursions and extra-curricular events such as sports, which enables significant experiences for these students, and contributes importantly to their positive sense of belonging. **After evaluation, the next steps to support our students will be:** to further identify families in need and continue the level of support.
English language proficiency $46,811.11	English language proficiency equity loading provides support for students at all four phases of English language learning at Beaumont Road Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading **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 **The allocation of this funding has resulted in the following impact:** a) SLSOs assisting students to achieve sound growth in English language proficiency b) the establishment of teaching and learning schedules that align literacy lessons to maximise identified students' literacy practice, including support sessions **After evaluation, the next steps to support our students will be:** to continue prioritising lesson scheduling and SLSO timetabling to ensure maximum daily English language practice with intensive support.
Low level adjustment for disability $76,973.88	Low level adjustment for disability equity loading provides support for students at Beaumont Road 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:** • Reading • Numeracy **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build

Low level adjustment for disability $76,973.88	capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers **The allocation of this funding has resulted in the following impact:** a) consistent, targeted teaching to enable identified students to access the curriculum successfully b) allowing the school and the students to have high expectations for success **After evaluation, the next steps to support our students will be:** a) to monitor progress through assessment data analysis b) to evaluate literacy support programs, pedagogy, scheduling and resources appropriately
Professional learning $23,535.43	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 Beaumont Road Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Educational Leadership • Teaching and Learning Programs **Overview of activities partially or fully funded with this initiative funding include:** • engaging staff to research, plan and present literacy and numeracy professional learning, with an increased emphasis on data imnformed teaching practice, to inform teaching and learning, and improve student outcomes **The allocation of this funding has resulted in the following impact:** Teacher competency has increased with regard to data informed practice, and targeted improvements in literacy and numeracy have been addressed through professional learning. **After evaluation, the next steps to support our students will be:** Continued research into the best, most high impact professional learning for the school's and the students' identified needs, with strategic delivery of this PL and relevant evaluation.
Literacy and numeracy $23,821.28	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Beaumont Road 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:** • Teaching and Learning Programs • Reading **Overview of activities partially or fully funded with this initiative funding include:** • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy **The allocation of this funding has resulted in the following impact:** literacy and numeracy programs enhanced by the use of online resources, the purchase of new resources and the provision of staffing to implement learning support programs across the school. **After evaluation, the next steps to support our students will be:** continuation of resourcing and implementation of programs to meet the changing needs of students across the school.
QTSS release	The quality teaching, successful students (QTSS) allocation is provided to

$71,251.02	improve teacher quality and enhance professional practice at Beaumont Road Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Numeracy **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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** a) teachers participating in the school's class observation program and quality teaching rounds to enable teachers to observe other classroom teaching practices b) executive staff providing mentorship and thorough feedback regarding quality teaching practice, with explicit reference to teachers' PDP goals **After evaluation, the next steps to support our students will be:** to integrate future components of 'Theory of Action' into the school's observation programs.
Literacy and numeracy intervention $22,984.20	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Beaumont Road 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:** • Reading **Overview of activities partially or fully funded with this initiative funding include:** • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice **The allocation of this funding has resulted in the following impact:** student growth in reading due to the provision of intensive reading programs to targeted students across K-2, including Minilit and Multilit programs. **After evaluation, the next steps to support our students will be:** continuation of programs to support targeted students.
COVID ILSP $9,047.00	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

COVID ILSP $9,047.00	• providing targeted, explicit instruction for student groups in literacy **The allocation of this funding has resulted in the following impact:** • Regular and consistent support for the children in most need • The majority of students in the program achieving significant progress towards their personal learning goals • Anecdotally, significant improvements in confidence in reading and enjoyment of reading. **After evaluation, the next steps to support our students will be:** to continue the implementation of literacy and numeracy individual/small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students to evaluate their progress to better tailor their learning. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	209	206	201	182
Girls	199	196	171	165

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.4	94.0	96.5	92.8
1	96.3	92.1	95.4	91.7
2	96.0	94.2	94.3	90.9
3	97.3	95.7	98.2	90.9
4	96.1	94.8	96.3	90.8
5	96.4	96.5	97.4	87.4
6	97.1	96.8	96.7	88.7
All Years	96.4	94.9	96.5	90.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Beaumont Road Public School 3956 (2022)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.81
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	3.12

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to

improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	107,750
Revenue	3,451,928
Appropriation	2,998,482
Sale of Goods and Services	8,197
Grants and contributions	442,408
Investment income	2,741
Other revenue	100
Expenses	-3,478,583
Employee related	-2,889,999
Operating expenses	-588,583
Surplus / deficit for the year	-26,655
Closing Balance	81,095

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	0
Equity Total	127,394
Equity - Aboriginal	0
Equity - Socio-economic	3,609
Equity - Language	46,811
Equity - Disability	76,974
Base Total	2,646,831
Base - Per Capita	93,997
Base - Location	0
Base - Other	2,552,834
Other Total	185,647
Grand Total	2,959,873

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

Check-in Assessment data for Years 3 to 6 indicates student performance scores averaging above statistically similar school groups by 4.9% in 2022.

'Tell Them From Me' student data highlighted 86% of students indicating strong advocacy at school, sense of belonging and expectations for success. Initiatives in the school's Strategic Improvement Plan will focus on achieving further success in these domains. 93% of students acknowledge positive behaviours demonstrated within the school.

94% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future. Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.

Teacher commitment to a wide range of extra-curricular programs, the familiarisation phase of the new English and mathematics curriculums, enthusiasm for school wide events, and the resulting high standard of student outcomes, demonstrated a high level of teacher pride, confidence and satisfaction in their practice. There were continued positive teacher discussions and feedback during one-on-one, stage and whole-school meetings regarding a range of school operation aspects. This confirmed teacher commitment to student growth and attainment, and to the high level of satisfaction shared by colleagues and community.

Volunteer support for the highly valued Class Parent Program, reading and mathematics groups and school wide events provided many avenues for parent/student partnerships. There was widespread praise for teachers expressed through feedback during P & C meetings and particularly during Parent/Teacher interviews and Student Led Reporting.

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.

Aboriginal Education - School statement

At Beaumont Road Public School, we acknowledge and pay respects to Elders, past, present and future, for they hold the memories, the traditions, the culture and hope of Aboriginal Australia.

Throughout the year, all students participated in programs to learn about the history of Aboriginal culture, current Aboriginal Australia and the importance of Aboriginal history. Teacher professional learning and time taken to source current resources, enhanced the inclusion of Aboriginal perspectives across the curriculum. Teachers integrated specific discussion and lessons for significant calendar events, including National Sorry Day, National Reconciliation Week and NAIDOC Week.

A Stage 1 excursion to Field of Mars Environmental Centre, a Stage 2 incursion by the Aboriginal Heritage Office and a Stage 3 excursion to the Gibberagong Environmental Centre, provided students with a broader perspective of Aboriginal life prior to European settlement and the impacts settlement had on Aboriginal peoples in and around Sydney.

Anti-Racism Policy

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

Multicultural Education Policy

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

Other School Programs (optional)

Band Program

Three school bands provided over 100 students the opportunity to enhance their musical skills and participate in

performances. A very strong parent band committee continued to provide support to this highly valued school program.

Before and After School Care

Excellent before and after school care was provided on site in a purpose-built room named Cooinda. A cap of 85 students between 3:00 pm and 6:00 pm ensured all families had access to the service. Holiday programs were also provided to Beaumont Road Public School families.

Catapult

Students were provided the opportunity to digitally submit their creative arts, performance and or technology projects that were then celebrated via video across the school community.

Choir

A school choir consisting of 41 students from Years 3 - 6 attended weekly rehearsals and performed at a range of events throughout the year, including Ryde Schools Spectacular at the Sydney Opera House.

Peer Support

The Peer Support Program, run for a term each year, enhances student skills and strategies to build positive relationships, a sense of agency and responsibility for themselves and others.

Performance

All students had the opportunity to participate in either the K-2 or 3-6 Performance Evenings. Teachers and students rehearsed and presented a range of singing, dancing and acting items to the wider school community.

Physical Education/Sport

All students participated in a weekly physical education program implemented by outside providers. Extensive use was made of the school hall and outdoor playing areas. The school also participated in internal and external sports programs, including involvement in the Kuring-Gai PSSA.

Public Speaking

Public speaking programs across the school enhanced student confidence and ability in presenting to an audience. All students prepared and presented speeches to their peers and finalists were selected to present to their stage group and visitors.

Visual Arts

A specialist visual arts teacher provided extensive art activities to all students across the school. The lessons were provided in Cooinda, which also provides the before and after school care program.