

2022 Annual Report

Beresford Road Public School



4405

Introduction

The Annual Report for 2022 is provided to the community of Beresford 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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School vision

Our Vision: Empowering students to shape their future.

To make this vision a reality, all staff collaborate on and evaluate learning to maximise their impact on student outcomes, with a strong focus on the areas of reading and numeracy. Together, we have a shared responsibility to keep students at the centre of school life and commit to the Department of Education's goal of every student, every teacher, every leader and every school improving every year.

Our school values are the foundation of all we do at Beresford Road Public School and are seen in all areas of school life:

Be Safe

Respectful

Participate

Strive for excellence

School context

Beresford Road Public School is a Kindergarten to Year 6 school located in Western Sydney. Our distribution of socio-educational advantage is spread evenly across the 4 quartiles (between 21-29%). The school also has a support unit of three classes. Student enrolment has increased in the last five years, with 663 students enrolled in 2022. This is due to the development of the suburb Pemulwuy, west of Beresford Road Public School. Census data shows an increase of the estimated residential population of 1882 people from 2014 to 2019. Beresford Road Public School is above our student enrolment cap of 462.

2% of students who are enrolled identify as Aboriginal and/or Torres Strait Islander. Enrolments of English as an Additional Language or Dialect (EAL/D) background students remains consistent at 60%. There are no dominant language groups within our EAL/D background families. There are 48 different languages spoken within our school community. The breakdown of the dominant language groups is as follows: Arabic 7%, Gujarati 4%, Hindi 3%, Dari 2.8%, Turkish 2.5% and Mandarin 2.3%.

In 2022, the full-time teacher staffing entitlement is 39.141 and our non-teacher allocation is 7.262. There are 71 staff members (including part time staff and staff employed for specific initiatives). There is mix of staff experience within the school, including permanently appointed staff, teachers employed on a temporary basis and early career teachers. A part time (0.5) Business Manager is employed to work alongside our School Administration Manager to ensure the efficient running of the school. Staff capacity building is supported by one non-teaching Deputy Principal Instructional Leader and two non-teaching Assistant Principals Curriculum & Instruction (APC&I). There is strong support within the school for the induction of beginning teachers, including supporting teachers with their accreditation at proficient and the maintenance of accreditation. Two staff members are accredited at Lead level and one staff member is accredited at Highly Accomplished. There has been a significant focus on building the educational leadership capacity of staff.

Extra-curricular opportunities in sport, Science, technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

As a part of the situational analysis process in 2020, founded upon the extensive evaluation of staff, student and community contributions and External Validation, we have identified the following curriculum areas to leverage for future growth.

- Strengthening explicit systems for collaboration and feedback that sustain improvements in quality teaching practice across the school.
- Embedding the High Impact Professional Learning model across the school to ensure that teachers are supported in becoming increasingly skilled at the implementation of DoE priorities.
- Ensuring staff have time to collaboratively develop programs that are designed to be responsive to changing student needs.
- Modelling a flexible repertoire of strategies for classroom management, promoting student engagement and personal responsibility for learning.
- Utilising quality assessment practices and data analysis to enable staff to increasingly responsive to student needs, improve their teaching effectiveness in identified areas and inform future directions.

These areas are addressed in the three strategic directions of the Beresford Road School Plan.

Strategic Direction 1: Student Growth and Attainment

- Embedding high quality, evidence-based teaching practices in reading and numeracy.
- Strengthening assessment and feedback.
- Creating and maintaining a positive learning environment.

Strategic Direction 2: Collaborative Practices

- Enhancing staff capabilities.
- Enhancing curriculum design.

Strategic Direction 3: Evaluative Practices

- Use of data to inform teaching practice.
- Use of data to inform leadership.

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	Excelling
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	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximize our impact upon student learning outcomes in Reading and Numeracy, teachers will identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

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.

- Embed high quality, evidence-based teaching practices in reading and numeracy.
- Strengthen assessment and feedback
- Create and maintain a positive learning environment

Resources allocated to this strategic direction

Professional learning: \$10,050.00

Per capita: \$20,950.00

6101 Carry Forward Funds: \$2,600.00

Summary of progress

Throughout 2022, teachers worked collaboratively to refine cluster-based mathematics programing and improve their collective practice. A team developed a process that individualised mathematics fluency and aligned student progress to the Australian Numeracy Progressions.

Teachers continued to improve reading instruction across all grades through building capabilities in explicitly teaching the 6 key components of reading development; oral language, phonological awareness, phonics, vocabulary, fluency and comprehension.

In order to promote consistency in skill development across the early years of primary school, InitialLit was introduced from Kindergarten to Year 2. InitialLit is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers. This aligned with the teaching strategies employed in Years 3-6 that utilised DIBELS assessments (a set of procedures and measures for assessing the acquisition of literacy skills) to monitor student progress and target individual student learning needs. Assessment results were mapped against the Australian Literacy Progressions. These results were shared with families in a way that strengthened the home/school partnership and continuity of learning beyond the school.

Our three full time mentors worked with all staff, in groups and individually, to ensure that evidence-informed practices were being effectively resourced and delivered across the school.

Teams worked with executive staff and mentors to ensure that assessment strategies effectively supported teachers to make data-informed decisions about how best to meet the varied needs of students within their class and across our learning support programs.

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
Uplift of 7.6% of students to achieve top 2 bands in NAPLAN Reading .	Exceeded- 6.4% above target.
Greater than 65% of students achieve expected growth in PAT Reading	Exceeded- 78% of students matched or improved their results in 2021 as measured using PAT Reading percentile data. (This data was utilised as NAPLAN did not go ahead in 2020 due to COVID)
Uplift of 6.1% of students to achieve top 2 bands in NAPLAN Numeracy .	Did not meet- Uplift of 1.7%.

Greater than 70% of students achieve expected growth in PAT Maths.	Did not meet- 58% of students achieved expected growth in PAT Maths.
Uplift of 5.1% of students achieve an overall attendance greater than 90% .	Did not meet- 36% below target.
Uplift of 3.6% in the proportion of students reporting expectations for success, advocacy, and sense of belonging at school.	Did not meet- Uplift of 2.6%.

Strategic Direction 2: Collaborative Practices

Purpose

In order to maximise our impact upon student learning outcomes and achieve whole school improvement, we will enhance staff capabilities to meet student needs by collaboratively applying evidence-based practices to design and deliver a quality curriculum.

Initiatives

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

- Enhance staff capabilities
- Enhance curriculum design

Resources allocated to this strategic direction

QTSS release: \$139,999.00

AP Curriculum & Instruction: \$180,685.00

6101 Carry Forward Funds: \$28,520.00

Per capita: \$58,339.00

Summary of progress

To enhance staff capabilities and ensure that professional learning is embedded into the practice of teachers throughout the school, a team of instructional leaders worked with all staff to individualise their development opportunities. This team of instructional leaders worked with all teaching and support staff to develop Performance and Development Plans that supported school priorities and embedded high expectations of individual growth in capabilities. They also worked with classroom teachers to refine Individualised Education Plans (IEPs) for students requiring targeted interventions, and improved classroom practice and organisation to ensure that the needs of all students were met.

To strengthen partnership with parents and families, a variety of information sessions were held. These workshops provided parents and families with detailed information regarding the Year 3 and Year 5 National Assessment Program - Literacy and Numeracy (NAPLAN), High Potential and Gifted Education, and individualised learning support. Workshops were also held regarding reading and numeracy practises at Beresford Road Public School and how families can support this learning beyond the school. These information sessions and workshops were very well received and there was significant parental engagement following each session as parents sought further information to help guide their child's learning at home.

To enhance curriculum design, the CAMP team (Curriculum and Assessment Monitoring Process) met weekly to review units of work designed by staff and provide specific feedback to improve the quality of the learning experiences through enhancing teaching practise and assessment methods. Scope and sequences of learning were reviewed to ensure our curriculum continued to provide the very best opportunities to students and programming templates were refined so that changes in school programs or activities were effectively embedded into the teaching and learning programs.

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
TTFM Teacher Survey indicates an uplift in the following areas of 'Focus on Learning-Leadership.'	Exceeded- Increase of 1.5 in 'school leaders have provided me with useful feedback about my teaching'
Increase of 0.3 in 'School leaders have provided me with useful feedback about my teaching.'	Met- Increase of 0.4 in 'school leaders have helped me improve my teaching'
Increase of 0.4 in 'School leaders have helped me improve my teaching.'	

<p>TTFM Teacher Survey indicates an uplift in the following areas of 'Focus on Learning-Collaboration.'</p> <p>Increase of 0.2 in 'I discuss my learning goals with other teachers.'</p> <p>Increase of 0.3 in 'Teachers have given me helpful feedback about my teaching.'</p> <p>Increase of 0.3 in 'Other teachers have shared their learning goals for students with me.'</p>	<p>Exceeded- Increase of 0.4 in 'I discuss my learning goals with other teachers.'</p> <p>Exceeded- Increase of 1.0 in 'Teachers have given me helpful feedback about my teaching.'</p> <p>Did not meet- Increase of 0.2 in 'Other teachers have shared their learning goals for students with me.'</p>
<p>At least 45% students place themselves in the TTFM high skills and high challenge quadrant.</p>	<p>Did not meet- 43% of students placed themselves in the high skills high quadrant in the semester 1 TTFM. This is a 1% increase on 2021 results.</p>

Strategic Direction 3: Evaluative Practices

Purpose

In order to maximise our impact upon student learning outcomes and achieve whole school improvement, the school leadership team will foster instructional leadership, utilising data to reflect on teaching effectiveness and inform future directions.

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.

- Use of data to inform teaching practice
- Use of data to inform leadership

Resources allocated to this strategic direction

Professional learning: \$550.00

Per capita: \$2,000.00

Summary of progress

Throughout 2022 we focused on improving our data recording systems and the analysis of the collected data so that teachers had increasingly reliable sources of information with which to make professional judgments around teaching and learning. Both literacy and numeracy data, collected over the previous two years, has provided a strong foundation for this improved decision making.

A whole school assessment scope and sequence was created that ensured assessments were effectively scheduled and analysed, resulting in more timely and impactful decision making.

New literacy and numeracy curriculum initiatives were designed so that assessment results could be mapped to the Australian Literacy and Numeracy Progressions and this process enabled classroom teachers to quickly identify each student's learning focus and modify teaching to meet individual needs.

Our data collection supported student transition to high school, as well as the formation of class groups for Years 1 to 6, resulting in a more strategic approach to class design.

Collected data has played a significant role in informing leadership strategies throughout the year. As professional learning developed the capabilities of teachers and leaders to improve assessment practices and utilise the resulting data, we engaged with the NSW Department of Education to participate in their Formative Assessment pilot. This provided a valuable opportunity to not only engage in discussion around improving the practices at Beresford Road Public School, but it also enabled the school to support the Department of Education's new curriculum initiatives.

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
TTFM Teacher Survey indicates an uplift in the following areas of 'Focus on Learning-Data Informs Practice.'	Exceeded- Increase of 1.0 in I use formal assessment tasks to discuss with students where common mistakes are made.
Increase of 0.4 in I use formal assessment tasks to discuss with students where common mistakes are made.	Exceeded- Increase of 0.5 in I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).
Increase of 0.2 in I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent). 7.3	

On internal measures, 100% of the leadership team are developing increasing proficiency in evidencing that strategies implemented reflect research on best practice.	Exceeded-On internal measures, 100% of the leadership team have developed increased proficiency in evidencing that strategies implemented reflect research on best practice.
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$54,061.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Beresford Road Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: The funding of SLSOs has fostered the intervention programs, both within the classroom and in targeted withdrawal groups. Additionally, SLSOs have supported identified children in the playground to improve their social skills and emotional wellbeing.</p> <p>After evaluation, the next steps to support our students will be: The professional development and structures in place for our SLSOs has improved teaching and learning. Further training of intervention programs and strategies to follow through into 2023.</p>
<p>Socio-economic background</p> <p>\$100,631.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Beresford Road Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy intervention programs implementation. • resourcing to increase equitability of resources and services. • professional development of staff through Multilit to support student learning. <p>The allocation of this funding has resulted in the following impact: SLSO have been able to enhance targeted teaching by supporting students in small group intervention, most notably in the development of foundational literacy and numeracy skills. Students with low socio-economic background have access to intervention needed to improve their access to the curriculum.</p> <p>After evaluation, the next steps to support our students will be: SLSOS will continue to be employed to support intervention across reading and numeracy. In 2023, SLSOs to receive further training in literacy and numeracy intervention.</p>
<p>Aboriginal background</p> <p>\$17,099.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Beresford Road Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$17,099.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to support cultural programs for Aboriginal and Torres Strait Islander students. • Engagement with Aboriginal cultural educators to deepen staff knowledge and understanding of Aboriginal history, culture and language. <p>The allocation of this funding has resulted in the following impact: The Aboriginal and Torres Strait Islander students have an increased sense of belonging and a greater awareness that their culture is valued and respected within the school. Teachers have a deeper understanding of Aboriginal and Torres Strait Islander culture and heritage.</p> <p>After evaluation, the next steps to support our students will be: Continue the Koori Kids program and provide PL to ensure authentic Aboriginal and Torres Strait Islander perspectives into the school culture and teaching and learning programs.</p>
<p>English language proficiency</p> <p>\$158,887.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Beresford Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: Staff have become familiar with the EAL/D phasing through professional learning. Processes underpinning the reporting on the EAL/D phase of learning has strengthened, enabling a more responsive literacy program to be implemented.</p> <p>After evaluation, the next steps to support our students will be: In 2023, a specialist EALD mentor role will be established to support teachers to implement EAL/D interventions within classrooms. Further training for staff on EAL/D phasing will be held in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$219,937.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Beresford Road Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention (Minilit and Macqlit) to increase learning outcomes • employment of LaST and interventionist teacher

<p>Low level adjustment for disability</p> <p>\$219,937.00</p>	<p>The allocation of this funding has resulted in the following impact: LaST team have embedded improved processes around the collection of NCCD and class data to identify interventions for individual students. Based on internal and external school data, targeted students were placed into intervention programs and supported to achieve improved learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: The interventions were successful, so we will continue to employ and provide professional learning to SLSO and LaST staff in 2023 to continue the intervention programs in both literacy and numeracy.</p>
<p>Professional learning</p> <p>\$56,065.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Beresford Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Embed high quality, evidence-based teaching practices in reading and numeracy. • Use of data to inform teaching practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Whole school professional learning cycles to improve staff ability to implement evidence based reading practices • Whole school professional learning cycles to improve staff ability to implement evidence based mathematics practices • Curriculum and Assessment Monitoring Process (CAMP) team to evaluate teaching and learning programs across the school. Through a distributive leadership approach, CAMP members share skills, knowledge and understanding about high quality instructional design. <p>The allocation of this funding has resulted in the following impact: Whole school, small group and 1:1 mentoring to support the design and delivery of high-quality evidence-based practices across the school. Improved staff understanding of the theory and practices of effective evidence-based instruction. Creation of Curriculum and Assessment and Monitoring Process (CAMP) team has improved staff understanding of effective instructional design and cyclic evaluative reviews have improved whole school programming. Improved student outcomes as shown through internal and external assessments.</p> <p>After evaluation, the next steps to support our students will be: Continue to target individual need through 1:1 mentoring to ensure continued teacher improvement. Continue to run CAMP team to ensure high quality teaching and learning programs across the school. Continue to lead school wide professional learning cycles driven by school, student and staff need. Formulate 5-week professional learning cycles aligned with school priorities.</p>
<p>QTSS release</p> <p>\$139,999.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Beresford Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhance staff capabilities • Other funded activities <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$139,999.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: 1:1 instructional support has supported the successful achievement of staff PDP goals aligned to the SIP. Improved staff capabilities in implementing evidence based practices. Consistency of evidence based teaching practices across the school. Teachers are supported to evaluate and modify their practice in line with school priorities.</p> <p>After evaluation, the next steps to support our students will be: Flexibly deliver instructional support based on identified staff need. Continuing to differentiate staff professional learning through 1:1 mentoring to ensure targeted teacher support.</p>
<p>6101 Carry Forward Funds</p> <p>\$31,120.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Beresford Road Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Embed high quality, evidence-based teaching practices in reading and numeracy. • Enhance staff capabilities <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Enabled the enhancement of data-informed teaching practice aligned to reading comprehension and mathematical fluency through the implementation of initiative teams. <p>The allocation of this funding has resulted in the following impact: More collaborative planning time for initiative teams to meet and deliver on targets and projects.</p> <p>After evaluation, the next steps to support our students will be: We will continue to strengthen and refine the quality of collaborative practices across the school.</p>
<p>Per capita</p> <p>\$81,289.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Beresford Road Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Embed high quality, evidence-based teaching practices in reading and numeracy. • Enhance staff capabilities • Enhance curriculum design • Use of data to inform leadership • Create and maintain a positive learning environment <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Refinement of mathematics teaching and learning through a connectionist approach. • Resourcing of Initialit in K-2. The purchase of school branded tokens and house colour hats to improve student sense of belonging within the school. • Additional funding to support instructional leadership team, enabling all staff to be developed via individualised support. <p>The allocation of this funding has resulted in the following impact:</p>

<p>Per capita</p> <p>\$81,289.00</p>	<p>Teachers have worked together on big projects that support the 3 SD of the school plan. The team have delivered dribbles and MFAB. Two amazing custom resources build by our staff, for our staff, to enhance student learning.</p> <p>After evaluation, the next steps to support our students will be: 2023 will focus on embedding these teaching tools into all classrooms to ensure Assessment for Learning practices are used by all staff and students.</p>
<p>AP Curriculum & Instruction</p> <p>\$180,685.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhance staff capabilities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • AP C&I coordinated all professional development processes across the school. • Led initiative projects and worked with staff to embed new practices into every classroom. <p>The allocation of this funding has resulted in the following impact: Our AP C&I staff have led multiple literacy and numeracy initiatives and utilised their strong links with the classroom to work with teachers, embedding new or improved pedagogical approaches within the classroom. All mentoring is individualised and aligned to PDPs and school priorities.</p> <p>After evaluation, the next steps to support our students will be: Continue to improve teaching and learning across the school, as well as offering mentoring support through the PDP progress.</p>
<p>Onshore Refugee Support</p> <p>\$53,909.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Beresford Road Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: SLSO or Last support enabled in-class support to identified students.</p> <p>After evaluation, the next steps to support our students will be: In 2023, onshore funded students will continue to receive targeted interventions from support staff.</p>
<p>Refugee Student Support</p> <p>\$2,750.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p>

<p>Refugee Student Support</p> <p>\$2,750.00</p>	<ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning <p>The allocation of this funding has resulted in the following impact: SLSO and LaST in class support and withdrawal intervention in some cases.</p> <p>After evaluation, the next steps to support our students will be: In 2023 , continue to support refugee funded students.</p>
<p>COVID ILSP</p> <p>\$165,845.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: In the first semester, students in COVID Literacy groups in Year 1 showed growth in their literacy skills and improvement in their cumulative review assessments in the InitialLit programs. This demonstrates that the COVID support groups contributed to their success. However, students in Year 2 did not show the same progress, and in fact some of them fell behind in their assessment data. This is due to the students missing out on the explicit instruction provided by the InitialLit program. More careful consideration regarding timing needs to be given before offering support to students. Mathematics support instruction in Years 3 and 5 showed 1.8% uplift for numeracy in NAPLAN. More support and intervention is needed in this area and at the whole school level. In Semester 2, students in Grades 3 to 6 received Literacy intervention through the MacqLit program. There has been good progress made by the students as seen by the pre and post placement tests. Small group instruction in mathematics has shown that student needs have been considered and supported in Grades 4 and 6. Again, because this support has been designed around student learning in the classroom, if the support can be offered at a different time to mathematics in class instruction, then learning can be designed to strengthen number sense.</p> <p>After evaluation, the next steps to support our students will be: Math intervention in 2023 for students will be targeted so that students do not miss out on in class math instruction. In this way, students can receive support on number sense rather than differentiating instruction based on all math strands that are being taught in the classroom. This will allow students to gain skills in developing number sense which will be of greater benefit long term. Pick-up and go intervention programs will be investigated so that SLSO time is used efficiently and students who require intervention get the maximum benefit of support. The MacqLit program has proven to be of benefit to students showing growth in reading skills. Continuing the program next year will benefit learners in Years 3 to 6. More careful consideration regarding timing needs to be given before offering support to students so that students are not missing out on valuable instruction in the classroom.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	351	350	346	325
Girls	350	345	337	331

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.4	94.8	92.8	89.0
1	94.3	92.7	93.7	86.0
2	92.9	94.4	93.3	88.5
3	93.1	93.4	93.4	89.2
4	94.8	93.3	93.6	87.9
5	93.4	94.1	93.3	87.6
6	94.1	92.8	93.8	86.9
All Years	93.7	93.7	93.4	87.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6.2
Classroom Teacher(s)	25.74
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	7.26

*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	895,139
Revenue	7,169,235
Appropriation	6,883,238
Sale of Goods and Services	32,240
Grants and contributions	246,045
Investment income	7,412
Other revenue	300
Expenses	-7,050,625
Employee related	-6,189,071
Operating expenses	-861,554
Surplus / deficit for the year	118,609
Closing Balance	1,013,749

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	56,802
Equity Total	499,257
Equity - Aboriginal	17,100
Equity - Socio-economic	100,631
Equity - Language	158,889
Equity - Disability	222,637
Base Total	5,269,124
Base - Per Capita	177,144
Base - Location	0
Base - Other	5,091,981
Other Total	654,376
Grand Total	6,479,559

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Parent, student and teacher satisfaction was measured in a comparison analysis of *Tell Them From Me* responses between 2019 and 2022.

Parent Satisfaction

- There was an 18% uplift in parent response to *'the schools administrative staff are helpful when the community have a question or problem.'*
- There was a 11% uplift in questions relating to parents supporting learning at home.
- This was a 21% uplift in *'the school supports learning.'*
- 57% of parents rated formal parent teacher interviews as very useful. This is compared with 25% of parents in 2019.

Our area for development is how, as a school community, we promote educational aspiration amongst students.

- In 2019 100% of parents rated their children as *aspirational to complete year 12*. This is compared with 88% in 2022.

Student Satisfaction

Our students rated the school above the New South Wales government norm in the areas of:

- *student participation in school sports*
- *students have positive relationships*
- *students have positive behaviour at school*
- *student effort*
- *explicit teaching practices*
- *receiving feedback from classroom teachers*

There was significant growth in positive responses from Aboriginal and Torres Strait Islander students answering the question *'I feel good about my culture when I am at school'*. In 2019, 52% of students agreed with this statement, compared with 75% of students in 2022.

Teacher Satisfaction

A comparison study between 2019 Tell Them From Me data and 2022 data highlights that teachers rate Beresford Road Public School higher than the New South Wales government norm in the following areas:

- *leadership*
- *collaboration*
- *data informing practice*
- *teaching strategies*
- *technology*
- *inclusive school practices*
- *parent involvement*

Some highlights to mention are:

- An 11% uplift from 2019 in *school leaders have taken the time to observe my teaching.'*
- An 11% uplift in *'teachers have given me helpful feedback about my teaching.'*
- A 7% uplift in *'assessments help me understand where my students are having difficulty.'*

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.