

2022 Annual Report

Beaumont Hills Public School



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Introduction

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

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

School contact details

Beaumont Hills Public School

The Parkway

Beaumont Hills, 2155

<https://beaumont-hills-p.schools.nsw.gov.au>

beaumont-hills-p.school@det.nsw.edu.au

8824 6470

School vision

At Beaumont Hills Public School our vision is to create a culture of continued improvement and attainment, holistic support and self-reflection. Teachers, students and parents work in partnership, inspiring all to strive for excellence.

School context

Beaumont Hills Public School (BHPS) sits in the Hills district in the north-west Sydney region. The current student population is 600, with 50% of students having language backgrounds other than English. Less than 1% of our student population identify as Aboriginal. The Family Occupation and Education Index (FOEI) currently sits at 41 and has been stable. BHPS is part of The Ponds network of schools.

BHPS offers students extra-curricular activities in sport, creative and performing arts and environment. The school is active in its participation in PSSA sport and community performances for band, dance, choir and drama.

Our school is actively supported by the school community, with a small but dedicated P and C association fund raising to support projects within the school. We also have ongoing relationships with local businesses that provide some funds and support with school events.

A rigorous situational analysis was conducted. Evaluation of current school plan (2018-2020), What Works Best (WWB) teacher reflections, surveys and focus groups resoundingly support the following themes as necessary focus in order to improve as a school. These themes are aligned to the Schools Excellence Framework (SEF) and What Works Best 2020 update.

Student growth and attainment

- A school-wide commitment to every student improves every year, evidenced by internal and external performance measures (High expectations, use of data to inform practice)
- Use of data has been identified as a need through School Excellence Framework Self-assessment Survey (SEF S-aS), External Validation (EV) and What Works Best 2020 reflections. Teachers are keen to improve data analysis skills in order to effectively use data to improve student learning and wellbeing outcomes (Use of data to inform practice)
- A K-6 assessment map will be developed in order to track student growth during their time at BHPS. Assessment needs to be more regularly used to guide adjustments to teaching and learning programs (assessment, effective feedback, use of data to inform practice).
- Continuous improvement, research and evidence-based practices (use of data to inform practice)
- Reflections on 'What works best 2020 update' show that effective feedback and student voice are areas that teachers are committed to for improvement (Effective Feedback, explicit teaching)

Wellbeing and parents as partners in learning

- The school has implemented many successful wellbeing programs, but has not visualised these in a whole school approach. The introduction of 'Get Happier Schools Project', based on Glasser's Choice theory began in 2020 and will continue to be a focus to support student wellbeing so all students can connect, succeed, thrive and learn (wellbeing, classroom management)
- We will build more effective partnerships with parents to motivate students, commit to pursuit of excellence (high expectations, wellbeing)
- The school is committed to authentic community engagement which sees parents as partners in learning and wellbeing.

High impact professional learning and collaborative practices

- What Works Best 2020 reflections and teacher focus groups stress the need to further develop collaborative practice, coaching and mentoring (Collaboration)
- A professional learning model will be designed and implemented to ensure evidence-based teaching strategies focus on school improvement.
- Instructional leadership will focus on improved teaching strategies, supported by deep curriculum knowledge and professional learning.

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

Strategic Direction 1: Student growth and attainment

Purpose

Evidence informed, whole school processes for collecting and analysing data will drive teaching practices that are responsive to the learning needs of individual 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.

- Assessment and data
- Visible learning and student voice

Resources allocated to this strategic direction

QTSS release: \$114,345.60

Summary of progress

The school engaged in professional learning to build the capacity of leaders and teachers in the areas of reading and numeracy with a strong focus on impact on student growth and attainment as measured by the triangulation of both internal and external data.

Inquiry teams continued investigations into evidence based practices and shared this research widely with teaching teams. The 3-6 reading inquiry team maintained focus on the fluency component of the 'big six' strategies to support reading comprehension and commenced professional learning on the explicit teaching of vocabulary. The teaching team deepened their understanding of vocabulary, its role in reading comprehension and strategies for explicit instruction. The VOCKSAT assessment was adapted to develop a school specific tool to monitor the effectiveness of teaching and learning programs in this area. The reading inquiry team continue to review and revise implementation plans and move towards investigations to further support reading comprehension development.

The K-2 team engaged in professional learning to gain a deep understanding of the new English and mathematics syllabus documents and the research and evidence that underpins these changes. The completion of the Effective Reading Phonics professional learning suite resulted in a consistent approach towards the implementation of phonemic awareness and phonics across K-2 through the development of a school specific handbook. A phonics scope and sequence for Stage 1 was developed and continued on from the kindergarten scope and sequence in order to provide continuation of skills and knowledge across K-2. As a result of this Year 1 commenced ability based phonics groups in line with existing kindergarten practices. The K-2 team continues to implement the changes and up skill new teachers to the team.

Teachers engaged in data talks every five weeks analysing literacy and numeracy data to identify student needs. Teaching and learning programs were modified as a result of data analysis. 3-6 teachers engaged in ongoing professional learning to develop an interconnected mathematics unit inclusive of explicit teaching, targeted and differentiated learning sequences, integrated assessment and the gradual release model. This ensured a consistent approach towards teaching mathematics to best support student learning and outcomes as evidenced by student growth data.

A focus on Visible Learning continued with a review of the use and understanding of learning intentions and success criteria. Baseline data was collected through a staff survey. Teachers were asked a series of direct questions around the use of learning intentions and success criteria and their impact on their teaching practice and student learning. This data has informed the direction of this initiative in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
A minimum of 61% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading (system-negotiated)	65.64% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target.

target).	
The percentage of students achieving expected growth in NAPLAN reading is trending upwards.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
The percentage of students achieving in the top two bands in NAPLAN numeracy is trending upwards.	45.73% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
The percentage of students achieving expected growth in NAPLAN numeracy is trending upwards.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
The school is consistently at sustaining and growing in their value add.	Value add cannot be calculated as NAPLAN was not conducted in 2020 and comparative school performance results are not available.
Sustaining and growing in the theme whole school monitoring of student learning (SEF - Learning - Assessment) to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.	Self assessment against the School Excellence Framework demonstrates the school is currently performing at sustaining and growing in the element of assessment.
Working towards sustaining and growing in the theme Data use in teaching (SEF - Teaching - Data skills and use) as assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.	Self assessment against the School Excellence Framework demonstrates the school is currently performing at excelling in the element of data skills and use.

Strategic Direction 2: Wellbeing

Purpose

In order to enable every child to connect, succeed, thrive and learn we will develop a whole school, planned and evidence based approach to wellbeing. We will engage parents as partners in learning and wellbeing. *Teachers, students and parents will work together as partners in learning and wellbeing.*

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.

- Whole school planned approach to wellbeing
- Parents as partners in learning and wellbeing

Resources allocated to this strategic direction

Professional learning: \$18,000.00

Summary of progress

The school learning and support team, in collaboration with classroom teachers, identifies students for targeted support. Positive behaviour programs have continued to be implemented. Intentional check ins occur for students with complex needs.

All Stage 3 students were provided with multiple opportunities to engage in leadership roles and positively contribute to the school community through the introduction of leadership portfolios, the continuation of peer support, fun fair and the SRC. The SRC framework was re designed to increase the profile and impact of the group across the school and ensure greater student voice was included.

Teachers have continued to be trained in Choice Theory. The Get Happier Project has continued to be implemented across all classes and is providing consistency in approach to student self-responsibility in learning and behaviour.

Processes have been developed to enable regular communication with parents of student learning goals and progress towards achievement. Parents and teachers of students with additional learning and support needs are engaging in regular meetings to plan learning goals and evaluate success.

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
Regularly analyse attendance data to inform planning. Whole school and personalised attendance approaches improve regular attendance rates for all students, including those at risk, allowing system negotiated targets to be met (lower 90.4% and upper 93.66%). (Sustaining and growing - Schools Excellence Framework - Learning - Learning Culture - Attendance)	61.68% of students attend greater than 90% of the time, indicating target has not been met.
Achieve belonging and advocacy rates between the lower (91.4%) and upper (96.4%) bound targets.	83.62% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School). Target has not been met.
Parents are presented with clear information on what and how well their	Student reports provided clear information on learning progress. Multiple opportunities to discuss student learning were provided both during the

children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

(S&G in SEF-Learning- Reporting- Parent Engagement)

year. Deliberate check-ins/informative calls made to parents when needed.

Strategic Direction 3: Collaborative high impact professional learning

Purpose

In order to maximise school-wide improvement in teaching practice we will use identified student need to drive professional learning with a focus on instructional leadership and collaborative practice.

Initiatives

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

- Collaborative practices
- Teaching strategies

Resources allocated to this strategic direction

Summary of progress

The school established K-2 and 3-6 professional learning teams in order to create high impact professional learning. Teams engaged with evidence based research and developed clear systems to integrate into classroom practice and challenge existing pedagogy. Through this collaborative professional learning, a learning culture was established where new learning was applied to teaching practice. Collective efficacy was strengthened through the development of shared goals. By monitoring student growth through data analysis of pre and post testing, there has been a positive impact on student achievement.

Teachers have engaged in quality collaborative professional learning in data skills and use. Stage teams had scheduled data talks where teachers developed skills in data analysis, modifying teaching and learning programs as a direct result of student data analysis.

K-2 has focused professional learning on syllabus implementation for new syllabus documents. Current scope and sequences have been compared and updated. Teaching programs are under development.

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
Teachers use school-level evaluation measures and techniques to demonstrate the impact of professional learning on student progress and achievement over time.	Teachers have engaged in regular evaluation of student data to evaluate the impact of professional learning. Pre and post test data analysis demonstrates strong student growth as a result of professional learning.
Teachers analyse trends in student needs to identify authentic and responsive professional goals, through the PDP process, with strong links to the Australian Professional Standards for Teachers.	Trends in students needs are identified at an executive level and professional goals are developed at a school, stage and individual level.
School self assessment is at 'sustaining and growing' in The HIPL School Self-Assessment Tool - element 3	Collaborative and applied professional learning - data analysis involves sourcing evidenced based practices eg learning sprints, explicit teaching, and then drill down to focus areas. High levels of collaboration are in place for data analysis and program development. Underachievement is openly discussed and personalised learning plans are in place where needed.

Funding sources	Impact achieved this year
<p>Literacy and numeracy</p> <p>\$32,268.36</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Beaumont Hills Public School from Kindergarten to Year 6.</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 initiative funding include:</p> <ul style="list-style-type: none"> • Teaching strategies • Data skills and use • targeted professional learning to improve literacy and numeracy • teacher release to engage staff in data talks <p>The allocation of this funding has resulted in the following impact: a strong focus on student growth in literacy and numeracy measurable student growth evidenced by internal and external data quality teaching and learning programs</p> <p>After evaluation, the next steps to support our students will be: Instructional leadership through the Assistant Principal Curriculum and Instruction focusing on classroom practice.</p>
<p>Professional learning</p> <p>\$36,391.92</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 Beaumont Hills 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"> • Whole school planned approach to wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Enhancing Teacher Effectiveness (Choice Theory) professional learning <p>The allocation of this funding has resulted in the following impact: Improved teacher understanding and implementation of Choice Theory as a wellbeing approach across the school. Students with high emotional needs showing improved self regulation strategies.</p> <p>After evaluation, the next steps to support our students will be: To expand teaching and learning of Zones of Regulation across the school, exposing more students to emotional regulation strategies.</p>
<p>Refugee Student Support</p> <p>\$1,375.36</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> <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: progress made towards individual learning goals through enhanced</p>

<p>Refugee Student Support</p> <p>\$1,375.36</p>	<p>participation and engagement.</p> <p>After evaluation, the next steps to support our students will be: to continue supporting refugee students to access the curriculum.</p>
<p>Integration funding support</p> <p>\$138,668.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Beaumont Hills 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) <p>The allocation of this funding has resulted in the following impact: All eligible students have demonstrated progress towards their personalised learning goals. PLSPs were regularly updated and responsive to student learning and wellbeing needs. Personalised learning support occurred in all school settings.</p> <p>After evaluation, the next steps to support our students will be: Review integration funding support to ensure eligible students continue to receive targeted individual support to facilitate the achievement of learning and wellbeing goals. Adjustments will be made throughout the year in response to reviews.</p>
<p>Socio-economic background</p> <p>\$21,498.45</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Beaumont Hills 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"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • additional staffing to implement literacy and numeracy programs to support identified students with additional needs <p>The allocation of this funding has resulted in the following impact: equitable access to learning experiences and opportunities to support student learning and wellbeing.</p> <p>After evaluation, the next steps to support our students will be: to review the allocation and impact of support to ensure funds are appropriately used to improve learning and engagement of identified students.</p>
<p>Aboriginal background</p> <p>\$4,445.66</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Beaumont Hills 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Aboriginal background</p> <p>\$4,445.66</p>	<p>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"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Students of Aboriginal background have been supported in classrooms through the establishment of personalised learning pathways. Student learning needs have been supported to reach learning goals.</p> <p>After evaluation, the next steps to support our students will be: Increase support for students to create and achieve cultural goals.</p>
<p>English language proficiency</p> <p>\$122,429.51</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Beaumont Hills 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 intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: EAL/D students at beginning and emerging phases demonstrating measurable increase in English language proficiency demonstrated by movement on ESL scales.</p> <p>After evaluation, the next steps to support our students will be: continued EAL/D programs catering to individual needs of EAL/D learners, with focus on vocabulary development linked to class teaching and learning programs.</p>
<p>Low level adjustment for disability</p> <p>\$148,566.29</p>	<p>Low level adjustment for disability equity loading provides support for students at Beaumont Hills 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"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: identified students have made progress towards their learning and wellbeing goals through targeted support in all school settings. teachers have provided adjustments to class programs to cater for the</p>

<p>Low level adjustment for disability</p> <p>\$148,566.29</p>	<p>individual learning needs of students as required.</p> <p>After evaluation, the next steps to support our students will be: continued additional support for identified students through employment of specialist teachers and trained SLSOs.</p>
<p>QTSS release</p> <p>\$114,345.60</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Beaumont Hills 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"> • Assessment and data <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: regular data talks for each group of stage teachers increased data skills and use. Teachers regularly engaged in data analysis to refine teaching and learning programs and identify students for learning sprints. All students showed growth in pre and post testing.</p> <p>After evaluation, the next steps to support our students will be: to continue to release teachers to work collaboratively to analyse student data to inform teaching and learning programs incorporating differentiated strategies. A focus will be triangulation of internal and external data.</p>
<p>Literacy and numeracy intervention</p> <p>\$45,968.40</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Beaumont Hills Public School who may be at risk of not meeting minimum standards.</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 initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: identified students being supported to achieve individualised learning goals in both small group interventions and adjustments to class teaching and learning programs. Students in targeted reading programs all demonstrated measurable growth.</p> <p>After evaluation, the next steps to support our students will be: upskilling teachers in creating personalised learning and support plans for identified students. continued small group interventions in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$72,180.00</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</p>

COVID ILSP

\$72,180.00

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:

- providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]
- development of resources and planning of small group tuition

The allocation of this funding has resulted in the following impact:

Selected students participated in targeted reading programs. Impact was hampered by inability to facilitate full programs due to teacher shortages.

After evaluation, the next steps to support our students will be:

to continue the implementation of literacy and numeracy small group tuition using data to identify specific student need.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	332	324	322	306
Girls	288	292	280	250

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.5	95.4	93.6	88.9
1	94.0	93.8	93.6	87.7
2	93.1	95.4	94.9	90.5
3	93.9	95.4	94.4	90.0
4	94.2	96.1	94.1	90.3
5	93.7	96.2	94.9	88.6
6	93.5	95.2	95.3	89.7
All Years	93.7	95.4	94.5	89.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.9
Literacy and Numeracy Intervent	0.4
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	4.06

*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	316,832
Revenue	5,618,806
Appropriation	5,231,389
Sale of Goods and Services	99,608
Grants and contributions	280,769
Investment income	5,840
Other revenue	1,200
Expenses	-5,415,091
Employee related	-4,701,481
Operating expenses	-713,610
Surplus / deficit for the year	203,715
Closing Balance	520,547

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	140,043
Equity Total	296,940
Equity - Aboriginal	4,446
Equity - Socio-economic	21,498
Equity - Language	122,430
Equity - Disability	148,566
Base Total	4,113,665
Base - Per Capita	152,113
Base - Location	0
Base - Other	3,961,552
Other Total	426,053
Grand Total	4,976,702

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

Students participated in the Tell Them From Me survey. 99% of female respondents and 87% of male respondents report demonstrating positive behaviour at school. 74% of participants have a positive sense of belonging at school with instances of bullying well below the NSW Government norm. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice (7.7). Students understand there are clear rules and expectations for classroom behaviour (7.2) and they are proud of their school (77%).

Parents were surveyed via Tell Them From Me. Parents reported that they feel welcome when visiting the school (7.1) and that their child feel safe at school (7.6). They report being well informed about activities (6.8) and understand the terminology used in academic reports provided by the school each semester (7.1). Parents encourage their child to do well at school (7.1) and acknowledge that teachers have high expectations for their child to succeed (6.1).

Teacher satisfaction was measured through the Tell Them From Me survey. Teachers believe school leaders provide a safe and orderly school environment (8.1). They work collaboratively to plan and develop quality learning sequences (8.9) and assessment strategies (8.6) ensuring data informs their practice (9.1). Teachers set high expectations for students (9.3) and work effectively to support their wellbeing and behaviour (8.3).

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.