

2023 Annual Report

Beechwood Public School



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Introduction

The Annual Report for 2023 is provided to the community of Beechwood Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

This year, our students and staff have striven for success. We have challenged ourselves, pushed ourselves and been critical of ourselves to the end goal of self-improvement and ultimately, learning.

The success of our (not so) small school is thanks to many people; A primary school is a hugely busy machine and when the team are all on board, which they are, it is an environment which invites, inspires and engages with all children.

Over 2023, our common themes of learning have centered around collaboration - students solving problems and learning together in a collective way that delivers more powerful learning than any individual can achieve - and mindset - going from fixed to growth. You may have heard your children talk to you about the power of "yet" or growth mindset in general. As a school, a huge direction for us has been to inspire within our students a growth mindset, where they are unafraid of taking risks in learning and enabled to extend their own willingness to try. They are free from the learning blockers such as "This is too hard" or "I can't do it" and enabled with language such as "This might take some time and effort" or "I can't do it, yet". After all, how can we increase success without a willingness to challenge ourselves?

To provide our students with opportunities for collaboration we worked with our partner schools for cultural events. It is always nice to see students learning together, bouncing off one another and doing more than they could on their own. And having fun. After all, big picture, there are not very many jobs out in the real world that don't require teams or groups of people working together.

I would also like to express my sincere gratitude to everybody that fall under the banner of Beechwood Public School's wider community - staff, students, parents and all who are involved in making what we do here so successful. It is not easy having a new person come in mid-way through the year, and I feel as though I have been entirely accepted by you. Thank you.

As we move forward into the next school year, let us continue to strive for excellence and continue to ensure that this school is a place where every student feels valued and supported.

Sam Small

Message from the school community

Beechwood P&C Association participates in the life of BPS as much as possible, helping to provide resources that support our teachers and students in their learning environment. In 2023 we had 31 financial members, meaning a great representation of the community on our parent body.

Fundraising

In 2023, the P&C contributed over \$12,000 directly to the school. These are some of the items which were funded:

- Ventilation for the COLA (over \$4000)
- \$1600 worth of classroom donations and \$1600 in library and support unit resources
- A new amplifier for the COLA and 3 new Bluetooth speakers for the classrooms that didn't have them.
- Equipment for garden club
- Play equipment, pumps, and toys.

Events

The P&C organised two raffles, Mothers and Fathers Day breakfasts and stalls, a disco for the children, Mango sales and the Christmas event. Mothers and Fathers Day events are a service to the school, and as such these are not fundraisers.

Services

As a service to the school, Beechwood P&C Association operates the Canteen one day a week, currently on Fridays. The P&C also owns and operates the Beechwood Out Of School Hours (BOOSH) service for Before and After School Care.

2023 was a successful year for the P&C, and we hope to continue this into 2024.

Heather Smith

2023 President, Beechwood P&C Association

Message from the students

I love Beechwood and I love playing chess!

Nate Ward, Year 1 2023



Watering the flowers outside Bright Start Cafe
(Breakfast Club)

School vision

Our vision is to develop and empower learners who are confident and creative individuals who value learning and skills that will support them as lifelong learners, to participate in and contribute to the global world and practise the core values of the school: Best Effort, Care and Respect, and Safety. We are committed to providing a safe and supportive environment with a culture of high expectations in which everyone is known, valued and cared for. We aim for all learners to progress and achieve beyond their expectations, embracing a growth mindset. We commit to engage students, families, carers and the community as partners in supporting student learning and wellbeing.

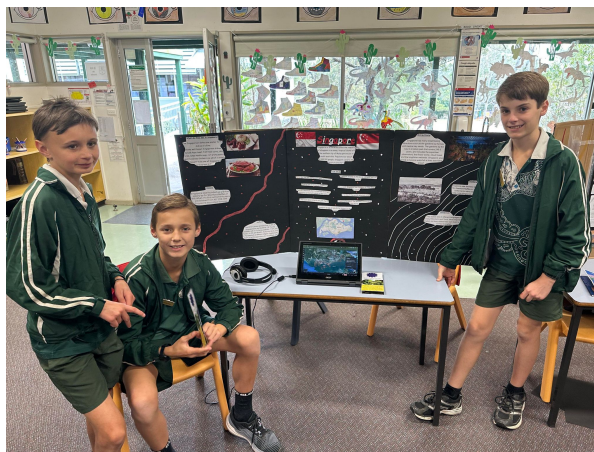
School context

Beechwood Public has an excellent reputation across the Port Macquarie district as a dynamic and effective centre of learning where students grow to be strong, independent learners. The school endeavours to provide strong wellbeing processes in conjunction with quality education, which generates, through communication and cooperation, a highly effective and productive environment for students, staff and parents/carers.

In 2024, Beechwood Public School has an enrolment of 194 students, with approximately 10% of these students identifying as having Aboriginal or Torres Strait Islander descent.

Our Family Occupation and Education Index (FOEI) currently sits at a value of 103 with a state wide average of 100.

Beechwood Public School is located in the NSW North Coast, in the Hastings Valley, some 7 kilometres from the township of Wauchope. The school was built in 1869 and proudly celebrated 150 years of educational delivery in 2019.



Travel Expo! Students learned about countries in Asia and worked collaboratively to develop advertising material to persuade the audience to travel there.

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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
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

Development, implementation and ongoing review of dynamic, differentiated teaching and learning programs utilising the most effective evidence-based teaching methods will ensure student achievement, growth and performance across the full range of student abilities is maximised.

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.

- Dynamic evidence-based teaching and learning programs
- Expert knowledge and evidence informed teaching practice

Resources allocated to this strategic direction

Per capita

Professional learning

AP Curriculum & Instruction

Summary of progress

The school's focus for 2023 in Strategic Direction 1 was to continue to strengthen skills in high-quality, data driven programming and planning in literacy and numeracy, implementing the new K-2 English and mathematics curriculum and begin to familiarise staff with the Year 3-6 English and mathematics curriculum.

The school worked to develop a model of instructional leadership utilising the Assistant Principal, Curriculum and Instruction (APCI), to enhance formative assessment practices in literacy and numeracy to support consistent data collection, as well as developing explicit teaching through a model of mentoring and team teaching on a weekly basis with the APCI. This model of mentoring support was highly successful, focusing on the use of data to inform teaching and differentiated lessons to meet student need. Strong relational trust between staff supported high level reflection on effectiveness of teaching and changes in practice to maximise student learning. The school primarily focussed on explicit teaching and improved teacher capacity in reading and numeracy. To work towards improvement in these areas, the school supported the implementation of "Numeracy Talks" in all classes at least three times per week, and the development of "questioning the author" pedagogy to enhance comprehension by analysing the text as an object.

As a result the following practices will continue/be utilised in 2024;

In 2024, the school's focus will be on upscaling mentoring and coaching in literacy and numeracy with a collaborative focus on the new K-10 curriculum, by utilising the progressions as a supportive tool for success criteria development, validation and comparison of observation data, as well as development of a consistent tracking and monitoring tool. There will be a renewed focus on vocabulary and spelling development across the school to support reading growth.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Reading Growth <ul style="list-style-type: none">• An increase in Check-in Assessment % of questions correct for 3-6 versus SSSG in Semester 2 2023 vs Semester 2 2022.• All students can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.	<ul style="list-style-type: none">• Years 3-6 % of questions correct for Check-in reading in 2022 Semester 2 indicated a 2.6% negative difference between school and SSSG, where there was a 4.9% negative difference for Semester 2 2023. This is decline of 2.3% VS SSSG from 2022 to 2023.• 73.2% of students who sat PAT Reading showed growth between Term 1 and Term 4 tests. This is 26.8% below target.
Numeracy Growth <ul style="list-style-type: none">• An increase in Check-in Assessment	<ul style="list-style-type: none">• Years 3-6 % of questions correct for Check-in numeracy in 2022 Semester 2 indicated a 3% negative difference between school and SSSG,

% of questions correct for 3-6 versus SSSG in Semester 2 2023 vs Semester 2 2022.

- All students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.

where there was a 3.5% negative difference for Semester 2 2023. This is an improvement of 0.5% VS SSSG from 2022 to 2023.

- 86.6% of students who sat PAT Mathematics showed growth between Term 1 and Term 4 tests. This is 13.4% below target.

Strategic Direction 2: Connect, succeed, thrive and learn

Purpose

To further strengthen and improve on a strong school-wide culture of success, support and improvement, nurture student agency, attendance habits and voice. To enable all students to connect and thrive with their local country and community.

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.

- Personal learning journey
- Pastoral Care
- Connecting to culture

Resources allocated to this strategic direction

Socio-economic background

Low level adjustment for disability

Aboriginal background

Summary of progress

The school's focus for 2023 in Strategic Direction 2 was to further embed pastoral care through revised and refined behaviour systems, develop student's ability to recognise and coregulate their emotional state through Zones of Regulation, and further support and enable Aboriginal student's connections with culture, language and heritage.

Through engaging with staff, students and community, the school became aware that the previous behaviour system was not fit for purpose. It was not meeting the needs of the learners or staff. To align with new policy requirements, the behaviour system was reengineered to promote inclusivity, reflection and student agency in behavioural choices.

Throughout the year, the school developed staff competencies in leading emotional coregulation through "zones of regulation". The school embedded explicit lessons during Semester 2 to support student's development and understanding of their emotional toolkit, and their emotional state described as colours - red, yellow, blue and green. Teachers consistently utilise "zones" language to reinforce and support this new program.

This year, the school employed an Aboriginal Education Officer for 0.1FTE in Term 2, and 0.2FTE in Semester 2. The AEO position was used to support the Birpai Buddies program. Through Birpai Buddies, the school established relationships between Aboriginal students across our small schools network through joint NAIDOC celebrations, an on country excursion to Rainbow Beach and weekly cultural lessons.

As a result the following practices will continue/be utilised in 2024;

In 2024, the school will continue to evolve and embed their updated behaviour systems that focus on wellbeing, inclusion and support for all students. The school will further develop their "Zones of Regulation" program with a whole school scope and sequence and continue with weekly lessons and in-class reinforcement. The school will continue to employ an AEO one day per week, and establish an Aboriginal Education Committee with their local AECG, Wauchope High School, Huntingdon and Long Flat Public Schools to support authentic connections with culture, language and heritage for all Aboriginal students, as well as support every student to understand the heritage and culture of the Aboriginal People on whose land/s they live.

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
Aboriginal Culture - Tell Them From Me • Tell Them From Me data indicates that 95% of Aboriginal students	<ul style="list-style-type: none">• 61% of Aboriginal students responded <i>Agree or Strongly Agree</i> to "I feel good about my culture when I am at school."• 85% of Aboriginal students responded <i>Agree or Strongly Agree</i> to "My teachers have a good understanding of my culture."

<p>respond <i>Agree or Strongly Agree</i> to "I feel good about my culture when I am at school"</p> <ul style="list-style-type: none"> • Tell Them From Me data indicates that 95% of Aboriginal students respond <i>Agree or Strongly Agree</i> to "My teachers have a good understanding of my culture." 	
<p>Attendance Data (System Negotiated)</p> <ul style="list-style-type: none"> • Increase percentage of students attending 90% of the time to 78%. 	<ul style="list-style-type: none"> • Students attending 90% of more of the time is sitting at 65.2%. This is up from 46.2% in 2022.
<p>School Excellence Framework</p> <ul style="list-style-type: none"> • Wellbeing - School evidence sets can demonstrate excelling in the domain of wellbeing through school self assessment. • Learning Culture - School evidence sets can demonstrate excelling in the domain of Learning Culture through school self assessment 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element wellbeing while the element of learning culture has remained at sustaining and growing.

Strategic Direction 3: Creating a collaborative high performance culture

Purpose

Establish and grow a high performance professional learning community across school sites driven by continuous improvement of teaching and learning with a clear focus on student progress and achievement and innovative 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.

- Collective Efficacy

Resources allocated to this strategic direction

Professional learning

Summary of progress

The school's focus for 2023 in Strategic Direction 3 was to further encourage and enhance collaborative teaching practice through stage planning days, joint PDP goals and opportunities for assessment moderation. Rubrics were jointly constructed using the syllabus with K-2 staff in the area of literacy. Staff utilised assessment rubrics in literacy and assessment data in numeracy to support moderation for grading purposes.

As a result the following practices will continue/be utilised in 2024;

- 2 x Planning days per term led by Stage AP and APCI
- Weekly IL sessions with a numeracy focus, specifically using Progressions to support teaching and assessment.
- 5 x Whole School PL sessions per term with a Spelling focus (to support reading growth).

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
School Level - Teacher Practice <ul style="list-style-type: none">• 90% of teachers can use classroom programs, assessment data and PDP reflections to evidence an increased collective capacity to meet the needs of all learners across the Professional Learning Community.	<ul style="list-style-type: none">• All class teachers can evidence collective capacity to meet the needs of all learners in their classes through programs, assessment data and PDP reflections.
School Excellence Framework <ul style="list-style-type: none">• Assessment - School evidence sets can demonstrate sustaining and growing in the domain of assessment through a school self assessment.• Data Skills and Use - School evidence sets can demonstrate achievement at the sustaining and growing level for data use in teaching.	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of data skills and assessment.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$206,850.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Beechwood 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"> • implementation of targeted programs to differentiate teaching and learning programs • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: All students who receive IFS were allocated an SLSO to support curriculum, engagement and wellbeing engagement.</p> <p>After evaluation, the next steps to support our students will be: Continuing to support students in small group, whole class and individually when required.</p>
<p>Socio-economic background</p> <p>\$74,297.75</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Beechwood 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"> • Zones of Regulation • Pastoral Care • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Zones of Regulation to support student learning • provision of Breakfast program every day available to all students free of charge • employment of additional staff to support breakfast program implementation. <p>The allocation of this funding has resulted in the following impact: Staff training and whole school implementation of Zones of Regulation program. Free breakfast program expanded to 5 mornings per week and staffed by an SLSO.</p> <p>After evaluation, the next steps to support our students will be: Continue breakfast program in 2024. Subsidise educational excursions and further refines inclusive behaviour practices.</p>
<p>Aboriginal background</p> <p>\$25,876.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Beechwood 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 including:</p> <ul style="list-style-type: none"> • Connecting to culture

<p>Aboriginal background</p> <p>\$25,876.00</p>	<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 deliver personalised support for Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: Aboriginal students have a consistent point of contact for support in education and culture. Teachers and community have increased support for accessing professional development in culturally responsive education such as Aboriginal Pedagogies.</p> <p>After evaluation, the next steps to support our students will be: Expand AEO to work across three school sites and develop relationships and partnerships for our Aboriginal students across Long Flat, Huntingdon and Beechwood.</p>
<p>Low level adjustment for disability</p> <p>\$109,227.62</p>	<p>Low level adjustment for disability equity loading provides support for students at Beechwood 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"> • Pastoral Care • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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: implementation of reaserhd informed wellbeign and behaviour practices. Increased support for teachers to adjust for disability.</p> <p>After evaluation, the next steps to support our students will be: continued development of school resources and practices to adjust for and accomodate all students through differentiated teaching and learning.</p>
<p>Location</p> <p>\$7,107.75</p>	<p>The location funding allocation is provided to Beechwood Public School to address school needs associated with remoteness and/or isolation.</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 operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • technology resources to increase student engagement • school playground equipment upgraded <p>The allocation of this funding has resulted in the following impact: 1:1 devices for Stage 3 students. Reopening of inclusive outdoor play equipment to encourage physical stimulation, balance and strenght building.</p> <p>After evaluation, the next steps to support our students will be: Development of STEAM Shed to accomodate or kinaesthetic science, technology, engineering, arts and maths learning.</p>

<p>Professional learning</p> <p>\$17,974.67</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 Beechwood 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"> • Literacy focus • Educational Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: whole school practices in Number Talks and Questioning to Author to enhance student problem solving and working mathematically skills, as well as comprehension and text deconstruction skills.</p> <p>After evaluation, the next steps to support our students will be: further resourcing and development of staff capacity to engage in modern encoding practices to support spelling, writing and reading. Engagement and support for Stage 2 and 3 teachers to implement new English and maths units.</p>
<p>QTSS release</p> <p>\$36,220.61</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Beechwood 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 initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: release for teachers in stages one hour per week on top of RFF allocation to meet with APCI</p> <p>After evaluation, the next steps to support our students will be: continued teacher support and development through stage-based teacher coaching and mentoring.</p>
<p>COVID ILSP</p> <p>\$59,589.75</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 2023.</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - understanding texts and additive strategies <p>The allocation of this funding has resulted in the following impact:</p>

COVID ILSP

\$59,589.75

small group tuition occurred three days per week supporting students within comprehension and additive strategies.

After evaluation, the next steps to support our students will be: continued small group tuition in reading comprehension, fluency and mathematical processes.



Dance!

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	100	105	100	95
Girls	66	73	78	83

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.7	90.3	91.0	90.1
1	95.5	90.6	85.7	92.2
2	92.8	92.8	89.1	90.9
3	93.2	88.1	91.1	90.8
4	88.1	91.6	87.5	94.9
5	89.8	88.4	85.9	91.4
6	92.4	87.8	85.2	93.1
All Years	92.1	89.7	88.1	91.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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.



Arts and crafts in the shade with our Birpai Buddies.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	6.94
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*Full Time Equivalent

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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	237,041.40
Revenue	2,609,696.30
Appropriation	2,498,857.01
Sale of Goods and Services	10,815.30
Grants and contributions	95,771.31
Investment income	4,252.68
Expenses	-2,673,311.68
Employee related	-2,191,292.48
Operating expenses	-482,019.20
Surplus / deficit for the year	-63,615.38
Closing Balance	173,426.02

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.

	2023 SBAR Adjustments (\$)
Targeted Total	127,983
Equity Total	209,401
Equity - Aboriginal	25,876
Equity - Socio-economic	74,298
Equity - Language	0
Equity - Disability	109,228
Base Total	1,653,512
Base - Per Capita	46,326
Base - Location	7,108
Base - Other	1,600,078
Other Total	258,349
Grand Total	2,249,246

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.



Stage 3 tennis lessons.

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.



Morning circle time - students share if they want.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me student survey results show that:

- 75% of Beechwood students surveyed have a strong sense of belonging.
- 82% of Beechwood students surveyed indicate that they feel proud of their school.

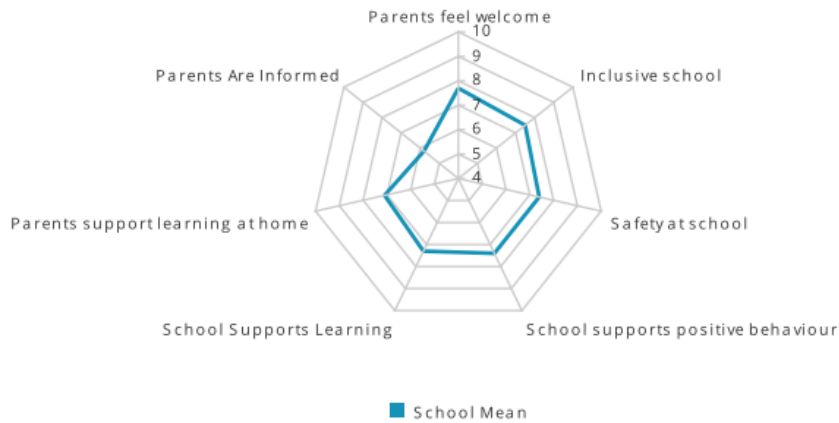
15 parents/carers engaged in the Tell Them From Me Survey, with results indicating:

- There is significant growth in the perception of the school's inclusive practices with a 0.5 increase in mean for the "Inclusive School" survey point.
- 93% of parents/carers engaged at least once with their child's teacher throughout 2023. 72% engaged twice or more.
- The biggest area for growth in 2024 is indicated as the "Parents are informed" survey point.

100% of contracted teachers in 2023 are returning to BPS in 2024, with internal survey results showing a positive trend in teachers feeling valued at work. 100% of staff engaged in the People Matters Employee Survey, 2023, with results showing:

- 95% of staff indicate they are satisfied with their job.
- 100% of staff indicate that their job gives them a feeling of personal accomplishment.
- 90% of staff indicate that change is managed well in their organisation. This is up from 67% in 2022.

Overall, there are notable trends upward in satisfaction from teachers, parents and students, with notable growth areas for each as well as areas to further invest in during 2024.



Tell Them From Me Parent Survey 2023 summary

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.



Garden Club - Every Tuesday at lunchtime, Garden Club is open to anybody who feels like getting their hands dirty.