



2023 Annual Report

Beecroft Public School



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Introduction

The Annual Report for 2023 is provided to the community of Beecroft 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

Beecroft Public School is committed to continual educational excellence in an environment where every student, every staff member, and every member of the community is valued and cared for. We are partners in high quality learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners.

There is a collective ambition among students, staff and the wider community to maintain high expectations through contemporary learning opportunities that stimulate and challenge all students. Students recognise, achieve and celebrate their personal best in a positive environment founded upon kindness, belonging, dignity and respect.

School context

Beecroft Public School is located in the Metropolitan North Operational Directorate with a student population of 855, including 67% who have English as an additional language or dialect. The high socioeconomic context of the school contributes to its academic success and proud record of high academic achievement. There are 2 Opportunity Classes (OC) at Beecroft Public School. Parents and the community are actively involved in our students' education, support school programs and are proud of the school's achievements.

High quality curriculum provision, differentiation in literacy and numeracy underpinned by formative assessment practices are key drivers of school growth. The school continues to deliver a balanced education with opportunities in performing and creative arts, debating and sport, including PSSA.

Through our situational analysis, the school has identified three key areas of focus for this Strategic Improvement Plan.

1. Student Growth & Attainment

Beecroft PS student performance in reading and numeracy is in the top third of statistically similar schools. Historically the school has high student achievement levels but there are specific areas within reading and numeracy that require explicit focus. Areas include reading comprehension, retelling/summarising, self-correction, fluency and vocabulary development. In Numeracy, the emphasis is on the measurement and geometry strands and working mathematically. The Situational Analysis determined that the school needs to continue to develop a shared vision of reading and numeracy instruction and move from theory to practice. This vision will be built on: strong formative assessment processes, collaborative analysis of student data and the implementation of data-driven practices, responsive differentiated teaching and consistent pedagogy K-6.

2. Best Practice in Pedagogy

The Situational Analysis highlighted the school's successful professional learning processes which build teacher capacity and targets student needs. It was found that there is a need for further engagement in explicit, targeted and sustained teacher and leader improvement practices. The school needs to explore ways to strengthen and embed systems that enable teachers to see theory in practice through, and with, teacher experts. These opportunities will be directly linked to reading and numeracy focus areas including strong formative assessment processes, collaborative analysis of student data and the implementation of data-informed practices, responsive differentiated teaching and consistent pedagogy K-6. Our whole school focus to improve pedagogy and embed best practice is underpinned by the evidence base provided by What Works Best: 2020 update.

3. Student Wellbeing

A key focus area for Beecroft PS is 'A planned approach to Wellbeing' as identified through the Situational Analysis. Consultation and reflection around existing Wellbeing systems highlighted a particular need to establish consistent and clear tracking and monitoring systems that connect with, and reflect, the explicit teaching and reinforcement of whole school expectations. In line with current literature and research including 'The Wellbeing Framework' and CESE's 'What Works Best in Practice' document, we will aim to ensure all students feel valued and cared for through the consistent and collective implementation of positive whole school Wellbeing systems, structures and programs.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy by focusing on embedding and refining sustainable data driven practices to ensure student growth through explicit, consistent and research-informed teaching that is responsive to the learning needs of all students.

Initiatives

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

- Highly Effective Teaching Practices
- Data Driven Practices

Resources allocated to this strategic direction

AP Curriculum & Instruction
English language proficiency
New Arrivals Program
Professional learning
Refugee Student Support

Summary of progress

Highly Effective Teaching Practices

All teachers regularly engaged in inquiry based professional learning throughout the year. Each inquiry grade or stage team reflected on research, evidence-based teaching practices and student achievement data to enhance effective pedagogy across the school in reading and numeracy.

The structure of the professional learning made it purposeful and contextualised and gave teachers ownership of their own development and student progress. Teacher feedback and evaluation indicated a high level of teacher engagement and student results reflected a positive impact.

The impact of this initiative was adapted teaching and learning programs to reflect evidence-based teaching practices, individual student learning goals, as well as new curriculum requirements in K-2.

In 2024, in this initiative, we will aim for all teaching and learning programs to reflect evidence-based teaching practices and new curriculum requirements K-6. We will extend the focus to strengthen formative assessment practices and inform individual student learning goals.

Data Driven Practices

All teachers regularly engaged in inquiry based professional learning throughout the year. Each inquiry grade or stage team reflected on research, evidence-based teaching practices and student achievement data to collaboratively analyse, interpret and extrapolate data to inform planning, teaching and learning.

Data analysis was embedded into purposeful team based professional learning to support the triangulation of internal and external assessment measures in reading and numeracy. K-2 and 3-6 teams established systems for collating and sharing student data. Furthermore, community engagement workshops provided families with insights into our results and effective practices in numeracy to strengthen a collective understanding between home and school.

The impact of this initiative was increased engagement of teachers in recognising areas of relative weakness for reading and numeracy through the triangulation of data. Most students achieved in the top two bands for NAPLAN reading and numeracy and student progress has been confirmed as greater than students at statistically similar schools.

In 2024, in this initiative, we will further embed data from formative assessment practices to provide individualised, explicit, differentiated and responsive learning opportunities. We will explore opportunities to expand our HPGE practices starting with the physical domain. We will also align learning interventions to NAPLAN results.

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
<p>READING GROWTH</p> <p>An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>An analysis of Check-in Assessment data for reading in Year 3 for 2023 compared with Year 3 2022 indicates a 3.03% increase in the mean scaled score (from 405.4 to 417.7).</p> <p>An analysis of Check-in Assessment data for reading in Year 5 for 2023 compared with Year 5 2022 indicates a 2.66% increase in the mean scaled score (from 462.1 to 474.4).</p>
<p>NUMERACY GROWTH</p> <p>An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>An analysis of Check-in Assessment data for numeracy in Year 3 for 2023 compared with Year 3 2022 indicates a 0.81% increase in the mean scaled score (from 406.7 to 410.0).</p> <p>An analysis of Check-in assessment data for numeracy in Year 5 for 2023 compared with Year 5 2022 indicates a 1.69% increase in the mean scaled score (from 477.3 to 485.4).</p>

Strategic Direction 2: Best practice in pedagogy

Purpose

To build teacher capacity and professional practice by embedding reflective and evaluative processes that promote best practice and embed a culture of effective, evidence-based teaching and ongoing student improvement.

Initiatives

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

- Collaborative and Reflective Practice
- Evaluative Systems and Processes

Resources allocated to this strategic direction

Beginning teacher support
QTSS release
AP Curriculum & Instruction
English language proficiency
Professional learning

Summary of progress

Collaborative and Reflective Practice

Using the embedded Spiral of Inquiry high impact professional learning model, teachers continued to work together, supported and challenged by expert others within the school, as well as evidence-based research, to learn, shape and strengthen teaching practice for ongoing student progress and achievement throughout the year.

All staff participated in collaborative inquiry through weekly grade-based inquiry pods. This professional learning model included all teachers, and enabled learning and growth in every teacher. It was also differentiated to build on the strengths of expert and experienced teachers while providing adequate support for beginning teachers.

In 2023, the collaborative inquiry professional learning was further strengthened by each Assistant Principal taking an active role as an expert leader for their stage inquiry pod. Our inquiry teams were thereby able to enhance the cohesive connections between the AP and APC&I as middle leaders.

The impact of this initiative was the whole school focus on a professional learning culture that is embedded into everyday practice in every classroom to ensure the most effective evidence-based pedagogy.

In 2024, in our new school improvement plan we will embed the collaborative inquiry based professional learning culture to continue to drive all aspects of our new school improvement plan and curriculum reform.

Evaluative Systems and Processes

In 2023, Beecroft Public School underwent external validation which has strengthened our evaluative practices in order to enhance the methods by which feedback and evaluation is systematically captured throughout the year.

Throughout the year, regular pause points were embedded into team meetings, executive meetings, professional learning and teacher performance and development conversations to promote planned and purposeful feedback and evaluation.

Evaluation of collaborative practices and pedagogy was facilitated by the introduction of the Assistant Principal Curriculum and Instruction role and formalised curriculum reform release time for all teachers, this strengthened the tiered approach to seeking individual, team and overall feedback. The curriculum reform time evolved over the year from a homogenous professional learning focus to individualised professional learning with regular opportunities for planned face-to-face discussions/reflections with the APC&I.

The impact of this initiative was strengthened evaluative practices through targeted and collaborative professional learning. The school was able to utilise feedback and evaluation to plan 'where to next'.

In 2024, in this initiative we will maintain and strengthen our implementation of the new curriculum and effective pedagogy through differentiated professional learning for teachers, with an emphasis on embedded evaluative practice

to continue to elicit purposeful feedback and evaluation at the individual, stage and school level.

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
<p>School Excellence</p> <ul style="list-style-type: none"> • School assessment against the School Excellence Framework indicates that the school is moving towards excelling. • Percentage of teachers using the inquiry model and case management process as an embedded practice across the school is moving towards the school identified target of 100%. • Percentage of teaching and learning programs showing evidence of data-informed differentiated activities drawing on a combination of data sources is moving towards the school identified target of 100%. 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Learning and Development. • Analysis of Pod Groups and teaching and learning programs indicates that 100% of teachers are using the collaborative inquiry model and engaged in data analysis relating to identified school targets. • Analysis of teaching and learning programs indicates that 100% of teachers are embedding differentiated activities into classroom practice.
<p>Evaluative Practice</p> <p>100% of teachers engage in sustained and authentic reflective and evaluative practices through embedded school-wide systems</p>	<ul style="list-style-type: none"> • 100% of teachers engaged in the program review cycle throughout 2023. • Document analysis of teaching and learning programs indicates that each stage team demonstrated evidence of annotations, reflections and evaluation in teaching programs.

Purpose

To empower the whole school community to embed evidence-based wellbeing approaches that strengthen the cognitive, physical, social, emotional and spiritual development of all students. We will refine whole school wellbeing processes and practices to ensure that every student has the opportunity to connect, succeed and thrive.

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 wellbeing processes
- Wellbeing in practice

Resources allocated to this strategic direction

Professional learning

QTSS release

Integration funding support

Aboriginal background

Summary of progress

Whole school wellbeing processes

Significant progress has been made in establishing a whole school planned approach to wellbeing. The school analysed internal and external data sources to determine key focus areas for 2023 in Wellbeing, Aboriginal Education and Attendance.

Collaborative partnerships were enhanced through Community engagement opportunities such as engagement evenings onsite and online, school-day events, assemblies and extra-curricular performances. Transition programs for critical transition points were also a focus. The school engaged in a review of the Values reward system and introduced weekly whole-school mindfulness sessions which was shared with the wider community. The Aboriginal Education team led staff in professional learning to enhance their understanding and skills in this area and provided opportunities for students to engage in authentic and context-specific activities. A student-developed Acknowledgement of Country was finalised and shared across the school community. Attendance systems were strengthened through enhanced fortnightly tracking and monitoring.

The impact of this initiative led to a cohesive and collaborative plan for wellbeing across the school with students at the centre of decision making. Key programs, systems and processes were implemented throughout the year to nurture individual and collective wellbeing, improving student engagement and outcomes.

In 2024, the school will continue a strong focus on wellbeing where the individual and collective wellbeing needs across the school are fostered through strong relationships and embedded wellbeing processes.

Wellbeing in practice

A Wellbeing in Practice team was established in 2023 to guide wellbeing priorities across four key focus areas; whole school wellbeing, student sense of belonging, inclusive practice and learning and support.

The school sourced and began to implement evidence-based Wellbeing programs, such as 'The Resilience Project' focusing on gratitude, empathy and mindfulness, and enhancing student sense of belonging. A tiered approach to the implementation of such programs ensures staff, students and the wider community work collaboratively to engage in these programs. In 2023, staff reviewed current PDHPE programs and scope and sequence documents and developed a K-6 PDHPE Overview to capture and streamline teaching and learning programs across this subject area. The Aboriginal Education team led staff in curriculum review to ensure Aboriginal Perspectives were authentically embedded within teaching and learning programs. Professional learning for staff focused on building a stronger understanding of the Personalised Learning Pathways process and deepening staff understanding of Aboriginal cultures and perspectives through a Community of Schools network and through 'On Country' experiences.

The impact of this initiative has led to the uptake of a school-wide wellbeing program that is inclusive of students, staff and the wider community. Teaching and learning programs have been reviewed and refined alongside streamlined implementation processes to ensure all students and teachers engage in purposeful and authentic wellbeing practices.

In 2024, the school will continue to strengthen wellbeing practices across the school through the implementation of evidence-based programs and reflective and evaluative processes that ensure all students reach their full potential

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
<p>Wellbeing</p> <ul style="list-style-type: none"> • School self assessment of the School Excellence Framework (SEF), Element: Wellbeing (A Planned Approach to Wellbeing), is moving towards the school identified target of Excelling. • The percentage of Yr 4-6 students indicating they have a positive sense of belonging at school as indicated through the TTFM survey is moving towards state mean. • The percentage of students who indicate high challenge and high skills in English and Mathematics through the TTFM survey is moving towards the state mean. 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school is currently performing at Sustaining and Growing in the element of wellbeing. • Analysis of Tell Them From Me survey data indicates that of 69% Yr 4-6 students have a positive sense of belonging at school. • Analysis of Tell Them From Me survey data shows that 35% of students sit within the desirable range of high challenge and high skills in English and Mathematics.
<p>Attendance</p> <p>Increase in the percentage of students attending school more than 90% of the time to be at or above the lower-bound system negotiated target of 94.8%.</p>	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased by 8.3%.
<p>Aboriginal Education</p> <ul style="list-style-type: none"> • Percentage of teaching and learning programs authentically embedding local Aboriginal perspectives to enhance learning for all students is moving towards the school identified target of 100%. 	<ul style="list-style-type: none"> • Aboriginal perspectives is embedded authentically in 100% of teaching and learning programs in English, History, Geography and Creative Arts. The school is moving towards embedding Aboriginal perspectives in Mathematics, PDPHE and Science. Additionally Aboriginal perspectives is further authentically embedded through cross curricular activities.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$333.37</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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - effective transition to new learning environment. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - ongoing monitoring and support to facilitate further student engagement.
<p>New Arrivals Program</p> <p>\$33,388.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Beecroft 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - students progressing to the next phase of English learning proficiency. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.
<p>Integration funding support</p> <p>\$228,124.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Beecroft 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"> • Whole school wellbeing processes • 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). • staffing release to build teacher capacity around (behaviour intervention/ curriculum adjustments). • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in the following impact:</p>

<p>Integration funding support</p> <p>\$228,124.00</p>	<p>- all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>- to continue to incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$7,567.61</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Beecroft 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"> • providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in the following impact:</p> <p>- students have access to school-based activities and learning and wellbeing support.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>- to continue to monitor and support students and ensure equity of access to learning, wellbeing and extra-curricular opportunities.</p>
<p>Aboriginal background</p> <p>\$2,974.47</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Beecroft 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"> • Wellbeing in practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency. • staffing release to support development and implementation of Personalised Learning Pathways. <p>The allocation of this funding has resulted in the following impact:</p> <p>- the development of stronger consultation processes as evidenced in teaching and learning programs and Personalised Learning Pathways.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>- to continue to ensure the Personalised Learning Pathways process is meeting the needs of students and to strengthen authentic teaching and learning opportunities that enrich understanding of Aboriginal Culture and Histories for all students.</p>
<p>English language proficiency</p> <p>\$364,273.38</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Beecroft Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>English language proficiency</p> <p>\$364,273.38</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices • Collaborative and Reflective Practice <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. • additional staffing intensive support for students identified in beginning and emerging phases. • provide EAL/D Progression levelling PL to staff. • withdrawal lessons for small group (developing) and individual (emerging) support. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - student progress showing high growth on the EAL/D learning progressions, with EAL/D students achieving expected or above expected growth. - EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. - EAL/D teachers participated in collaborative professional learning, guiding and supporting teachers to integrate and reflect on EAL/D students and targeted teaching strategies. EAL/D teachers reviewed student data, including student English language proficiency using the EAL/D learning progression, and analysed student work samples. - Consistent practices for reporting on EAL/D student progress is embedded into school-wide reporting processes. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to support teachers to identify the needs of EAL/D learners and to plan for these when adapting a unit of work reflecting the new English and Mathematics curriculum. - personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.
<p>Professional learning</p> <p>\$52,871.99</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 Beecroft 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"> • Data Driven Practices • Collaborative and Reflective Practice • Whole school wellbeing processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Developing Inquiry Pod Leaders to unpack evidence based approaches to teaching numeracy. • teacher relief for staff engaging in professional learning through Collaborative Curriculum Planning and the Spiral of Inquiry Processes. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - a whole school focus on developing a professional learning culture that is embedded into everyday practice in every classroom to ensure the most effective evidence-based pedagogy. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to maintain and strengthen distributed leadership through cohesive connections between expert others and middle leaders. We will sustain the professional learning culture to continue to drive all aspects of our school improvement plan.
<p>Beginning teacher support</p> <p>\$83,100.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Beecroft Public School during their induction period.</p>

<p>Beginning teacher support</p> <p>\$83,100.00</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"> • Collaborative and Reflective Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • reduced responsibilities or teaching loads sufficient to support the development of their skills. • ongoing feedback and support that is embedded in the collaborative practices of the school. • mentoring structures and collaborative practices within the school or across a cluster of schools. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Beginning teachers are immersed in the school's inquiry model of professional learning with ongoing support from a mentor. They are provided with personalised mentoring support at point of need. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to strengthen the capacity of beginning teachers to ensure they meet the learning and wellbeing needs of students.
<p>QTSS release</p> <p>\$170,923.39</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Beecroft 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"> • Collaborative and Reflective Practice • Whole school wellbeing processes • Other funded activities <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 high quality curriculum implementation. • 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:</p> <ul style="list-style-type: none"> - improved staff confidence and teaching practice and implementation of the new English and Mathematics Curriculum. Systems for reflection were strengthened through Collaborative practices. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to develop structured lesson observations and learning walks to strengthen quality teaching practices. - to continue to reflect on and refine the inquiry based professional learning model focused on reading and numeracy.
<p>COVID ILSP</p> <p>\$11,927.82</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"> • providing intensive small group tuition for identified students. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the majority of the students in the program achieving significant progress

<p>COVID ILSP</p> <p>\$11,927.82</p>	<p>towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. - regular monitoring of students as they transition back into classrooms with additional teacher support. - providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. - supplement the program with school funds to capture more identified targeted students.
<p>Low level adjustment for disability</p> <p>\$126,734.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Beecroft 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. • 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/MaqLit] to increase learning outcomes. • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - an increase in the mean scaled-score (Check In) for targeted students in reading and numeracy. The school implemented targeted intervention programs in Literacy and Numeracy for students identified as requiring additional support. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to strengthen teacher capacity to cater for the diverse needs of individual students and to monitor and refine intervention programs to ensure these meet the needs targeted students.
<p>AP Curriculum & Instruction</p> <p>\$186,105.60</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"> • Highly Effective Teaching Practices • Data Driven Practices • Collaborative and Reflective Practice <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school. • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum. • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms. • lead the implementation of evidence-informed literacy and numeracy

<p>AP Curriculum & Instruction</p> <p>\$186,105.60</p>	<p>teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers.</p> <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none">- strengthening staff capacity to implement evidence-based effective teaching strategies in literacy and numeracy. Embedding data driven practices through professional conversations and the inquiry model of professional learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none">- to continue to coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum.
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	438	426	413	410
Girls	458	467	459	445

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.4	96.3	92.4	95.3
1	95.4	96.1	92.2	94.6
2	94.5	97.2	92.9	94.2
3	94.8	96.8	93.1	94.3
4	94.6	96.5	92.6	94.3
5	95.8	96.0	93.4	94.8
6	93.6	94.8	88.7	93.3
All Years	95.0	96.2	92.2	94.3
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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5.2
Classroom Teacher(s)	31.17
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher EAL/D	2.6
School Counsellor	1
School Administration and Support Staff	4.87

*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	2,369,933.18
Revenue	8,352,394.81
Appropriation	7,830,147.12
Sale of Goods and Services	7,597.84
Grants and contributions	472,362.19
Investment income	41,107.66
Other revenue	1,180.00
Expenses	-9,294,716.80
Employee related	-6,922,602.08
Operating expenses	-2,372,114.72
Surplus / deficit for the year	-942,321.99
Closing Balance	1,427,611.19

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	171,085
Equity Total	501,550
Equity - Aboriginal	2,974
Equity - Socio-economic	7,568
Equity - Language	364,273
Equity - Disability	126,734
Base Total	5,840,251
Base - Per Capita	226,947
Base - Location	0
Base - Other	5,613,304
Other Total	680,971
Grand Total	7,193,856

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

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.

Parent/caregiver, student, teacher satisfaction

Students:

Students (Years 4-6) were surveyed through the online Tell Them From Me (TTFM) survey regarding social and emotional wellbeing at school. The survey includes students' sense of belonging at school, the extent to which students value schooling and their psychological investment in learning. A score of 0 indicates strong disagreement, 10 indicates strong agreement with 5 as neutral (neither agree or disagree).

Social Emotional Outcomes

83.26% of students reported positive wellbeing.

69% of students indicated they had positive sense of belonging. (NSW Govt Norm 62%)

85% of students indicated they experience advocacy at school. (NSW Govt Norm 67%)

Drivers of Student Outcomes

96% of students indicated they had high expectations for success. (NSW Govt Norm 81%)

35% of students indicated high skills and high challenge in English and Mathematics. (NSW Govt Norm 53%)

88% of students try hard to succeed in their learning. (NSW Govt Norm %).

68% of students report being 'interested and motivated' at school. (NSW Govt Norm 78%)

Parents/Carers:

Parents/carers provided feedback throughout the year via surveys and exit slips. Feedback was sought in relation to technology use, events, parent information sessions and student and family engagement with the new English and Mathematics curriculum. Survey findings included:

100% of parents/carer attendees of the Numeracy Expo rated the evening as highly beneficial.

100% of parent/carer attendees found the hands-on activities incorporated into the Numeracy Expo enhanced their understanding of the new Mathematic syllabus.

73% of students were reading at home for pleasure at least once per week.

74% of parent/carers read with their children at home 3 times or more per week.

77% of Stage 3 students were confident users of Google classroom at home and school.

Feedback included:

Parents/carers were supportive of the new cross-country venue and track and welcomed the incorporation of the novelty activities throughout the day.

Parents/carers were supportive of the additional opportunities provided for High Potential and Gifted Students in the physical domain. This included opportunities in a range of additional knock-out sports.

Parents/carers reported that some children needed support with friendships and managing times when their friends said unkind things to them.

Parents/carers reported that students enjoyed attending school the majority of the time.

Teacher:

Teacher feedback is obtained regularly throughout the year, through the ongoing evaluative processes embedded within strategic direction initiatives. This feedback has helped to shape and change the course of these initiatives along the way. Summative feedback regarding the whole-school teacher collaborative inquiry professional learning was collated through surveys, evaluations and exit slips and a celebration of learning event. Teachers were also formally surveyed through the online Tell Them From Me (TTFM) survey. The TTFM survey assesses the most important drivers of student learning and is based on research into classroom and school effectiveness. A score of 0 indicates strong disagreement,

10 indicates strong agreement with 5 as neutral (neither agree or disagree).

Findings included:

Learning Culture - 8.1 (NSW Govt Norm 8.0)

Teachers monitor the progress of individual students - 8.8

Teachers give students written feedback on their work - 7.0

Collaboration - 8.1 (NSW Govt Norm 7.8)

Teachers in our school share their lesson plans and other materials with me - 8.6

Teachers discuss assessment strategies 8.4

Data Informs Practice - 8.1 (NSW Govt Norm 7.8)

Teachers use assessments to help them understand where students are having difficulty - 8.4

When students' formal assessment tasks or daily tasks fail to meet expectations teachers give students an opportunity to improve - 8.6

Teaching Strategies - 8.2 (NSW Govt Norm 7.9)

Teachers assist students to understand what they are expected to learn - 8.8

Teachers provide feedback to students on their work to bring them closer to achieving their goals - 8.2

Inclusive School 8.2 (NSW Govt Norm 8.2)

Teachers use individual education plans to set learning goals for students with special learning needs - 8.0

Teachers establish clear expectations for classroom behaviour - 9.3

People Matter Employee Survey (PMES)

In 2023 staff also provided feedback to the People Matter Employee survey (93% completion rate). Staff reported the following:

87% agreed that their work-group worked collaboratively to achieve its goals.

81% agreed that their work-group was encouraged to keep improving the work they do.

91% agreed that their job gives them a personal sense of accomplishment.

65% reported a sense of positive wellbeing.

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.