

# 2023 Annual Report

## Beverly Hills Public School



1215

# Introduction

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

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

## School contact details

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## Message from the principal

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Throughout 2023, our school continued to create a nurturing and supportive learning environment focused on ensuring student needs, interests and abilities were catered to, resulting in a productive year focused on the learning, wellbeing and engagement of all students. Our dedicated and hard working staff continued an explicit focus on developing literacy, numeracy and future-focused learning skills for all students. Our 2023 Annual School Report acknowledges our fantastic achievements.

The P&C have continued to work in partnership with the school providing resources and opportunities for our school community to enhance teaching and learning across the school. I would like to thank the P&C for their ongoing support throughout 2023.

Thank you to our students, dedicated and committed teachers, support and administrative staff, families and the wider community for their continued support throughout the year, ensuring a successful school year.

## School vision

At Beverly Hills Public School, we ensure every student is prepared to be responsible and active citizens, confident in their abilities to engage in a complex and dynamic society. We deliver inclusive quality, educational experiences underpinned by evidence based practices and high expectations to ensure every student reaches their full educational potential. Our school fosters student centred learning environments to develop critical, collaborative and creative future leaders. We value diversity, collaboration and respectful partnerships to enhance a sense of belonging for students, staff, families and the wider community.

## School context

Beverly Hills Public School is a metropolitan government public school in southern Sydney. The school serves a diverse multicultural community. The current school enrolment is 440 students (84% Non-English Speaking Background). Students are currently educated in eighteen class groupings.

Beverly Hills Public School has a highly qualified and dedicated staff working closely together to generate quality educational programs that deliver appropriate student outcomes. The values we espouse of 'Excellence, Respect, Diversity' personify what drives us as educators.

Successful student welfare practices promote a sense of wellbeing, happiness and responsibility in all students.

Extra-curricular opportunities in Sport and Creative and Performing Arts enable our students to excel through different experiences.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Teachers are developing their skills, knowledge and practice to plan for and deliver quality differentiated instruction to all students. The school has identified system-negotiated target areas in Reading, Numeracy and attendance.

Through a cycle of reflection the school will focus on effective classroom practices and utilising formative and summative data to ensure teaching and learning programs are responsive to the needs of the students.

A focus on enhancing student voice and preparing our future leaders is a priority to prepare students to be active and engaged citizens.

Parents and carers have high expectations of and aspirations for their children.

## 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	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise the learning outcomes for every student all teachers regularly utilise data sources to identify, understand and implement effective classroom practices. All staff will use evidence based pedagogies to ensure differentiation is responsive to individual learning needs and based on targeted, timely feedback.

### 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.

- Effective & Data Informed Classroom Practice
- Targeted & Timely Feedback

### Resources allocated to this strategic direction

Professional learning

QTSS release

New Arrivals Program

Integration funding support

Aboriginal background

English language proficiency

Low level adjustment for disability

Refugee Student Support

Per capita

AP Curriculum & Instruction

### Summary of progress

Throughout 2023, the school continued the focus on strengthening effective and data-informed classroom practice through pedagogical practices enhancing student growth and attainment. This was achieved through targeted professional learning, building the capacity of the leadership team and expert staff by modeling, resourcing, and feedback in the area of additive strategies, building upon work started in the area of number sense. This opportunity enabled all teachers to confidently implement and extend student flexibility with number sense.

The school actively uses research to enhance quality pedagogies to strengthen effective data-informed classroom practices. The new syllabus implementation allowed professional learning and collaborative planning to effectively embed quality practices tied to the new syllabus. This was achieved through the curriculum reform collaboration hour where teachers collaborated on units of work, deeper professional learning, and review units of work to consolidate teacher knowledge and understanding. This is coupled with support from the Assistant Principal, Curriculum & Instruction targeting areas of need from five-weekly cycles of data. Collaborating with the stage Assistant Principals, co-planning of lessons occurred with team teaching sessions provided to target areas of need in Literacy.

### 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
• Increased % from 2021 PAT Reading and Maths data of students demonstrating an improvement of at least one stanine.	2023 PAT assessments indicated 74% of students demonstrated an improvement of at least one stanine in PAT reading and Maths data which was a 2.2% increase from 2022 data.
• Increased % of students from 2021 data of students on track or beyond as identified on internal K-6 reading data.	2023 internal reading data showed that 77.2 % of students were on track for reading. This result showed an uplift of 5.2 % from 2022 data.
<b>Check In Assessment</b> An increase in Check-in Assessment	The Check-in Assessment mean scale score in reading indicates the percentage of students in Years 4 and 6 achieving growth compared with 2022 Year 3 and Year 5 data in 2022. This is an increase of 7.2%

mean scaled score for reading in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.

**Check in Assessment**

An increase in Check-in Assessment mean scaled score for numeracy in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.

The Check-in Assessment mean scale score in numeracy indicates the percentage of students in Years 4 and 6 achieving growth compared with 2022 Year 3 and Year 5 data in 2022. This is an increase of 8.5%

## Strategic Direction 2: High Expectations and Engagement

### Purpose

All students are challenged and engaged in their learning in order to develop their full potential. A culture of high expectations is supported by strategies that both challenge and support student learning needs. Students actively engage in decision making at school to shape their educational experiences and increase engagement to improve learning.

### 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.

- Curriculum Differentiation
- Engagement

### Resources allocated to this strategic direction

Professional learning

QTSS release

Socio-economic background

Low level adjustment for disability

Integration funding support

### Summary of progress

In 2023, the school consolidated its monitoring of attendance, increased opportunities for student engagement with the trialing of external engagement programs and increased opportunities for student voice and decision making with a modified student representative council.

Stage teams and support staff continued to engage in collaborative planning opportunities to effectively embed adjustments across a range of experiences in literacy programs, supporting the needs, interest and abilities of all students. Staff have indicated a stronger understanding of the four adjustment tools and next year, will continue to engage in professional learning enhancing their understanding of the remaining adjustment tools and embedding a range of adjustment tools in numeracy.

To monitor and increase attendance, professional learning was provided in stage teams to support the consistent management of non-attendance and partial attendance. The school updated its attendance procedures in line with Department policies. Regular communication with parents including newsletter messages, absent note reminders, attendance follow up via phone calls or text messages, attendance concern letters, parent and student meetings and the creation of attendance improvement plans has supported the school community to ensure regular school attendance is prioritised.

To further support engagement, the successful establishment of lunchtime LEGO club and trial of after school chess lessons in addition to a range of previously embedded co-curricular opportunities have continued. Next year, the school will continue with Lego Club and Chess Club and continue to investigate other co-curricular programs that could be offered based on both student and family interests.

Our Student Representative Council (SRC) continued in 2023. The model continued to heavily focus on developing student leadership skills and improving student voice through participation in school decision-making. The focus of the SRC this year was the establishment of student sub-committees formed and regular engagement with the SRC, enhancing student voice and school decision making.

### 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
• Increased % from 2021 results of students indicating they feel challenged and confident of their skills in Maths	2023 Tell Them From Me data from the high skills, high challenge quadrant indicates 46% of students indicated they feel challenged and confident in English and Maths lessons. This data is an increase of 9% from 2022 data.

<p>and English lessons, as indicated in the Social-Emotional Outcomes in the Tell Them From Me Student Survey exceeds the NSW norm.</p>	
<ul style="list-style-type: none"> <li>• Uplift of 5.9% of students attending greater than 90% of the time from the baseline.</li> </ul>	<p>2023 attendance rate is 90.9% which sits 4% higher than the state average. 2023 data for students attending greater than 90% of the time was 66.0% an uplift of 2.6% from 2022 data.</p>
<ul style="list-style-type: none"> <li>• Uplift of 3.6% of students reporting expectations for success, advocacy and sense of belonging at school from the baseline.</li> </ul>	<p>2022 Tell Them from Me data indicated 84% of students feel accepted and valued by their peers and by others at school. This result is an increase of 7% from 2022 data, 3% above the 2023 government norm. In the area of advocacy at school, school data indicates a score of 8.4, compared to 7.7 NSW government norm. In the area of expectations for success, the school average was 8.8, slightly higher than the NSW government norm.</p>



## Strategic Direction 3: Future Leaders

### Purpose

To prepare students to confidently think critically, work cooperatively and engage creatively to solve complex problems and become mindful, global citizens future focussed skills and capabilities are embedded authentically throughout teaching and learning experiences. To become self directed learners, students use a range of strategies to create, receive feedback and achieve their learning goals.

### 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.

- Critical & Creative Thinking
- Self Directed Learning

### Resources allocated to this strategic direction

QTSS release

Professional learning

Low level adjustment for disability

### Summary of progress

In 2023, staff built upon the professional learning on critical and creative thinking in 2022 through ensuring programs and learning experiences contained critical and creative thinking pedagogies. This was achieved through ensuring all Stage teams used the Critical and Creative Thinking Continuum to direct planning and programming to ensure they were providing students with opportunities to develop their skills. These experiences have improved their critical and creative thinking skills of our students. This was indicated in our results from the PAT Critical and Creative Reasoning Assessment. The current Year 6 cohort have had a growth 39% scoring in the top two bands for CCT skills in the 2 years since beginning the survey in 2021. The current Year 5 cohort indicate a 17% increase in scoring in the top two bands in the past year. This data indicates that the processes in place have impacted the critical and creative thinking skills of our students. In 2024, we will continue to focus on implementing CCT pedagogies into our programs throughout Key Learning Areas.

All students continue to set and reflect upon learning goals in literacy and numeracy at least twice a year. Three-way interviews continue to be conducted twice a year for students in K-6, allowing them to conference with their teachers and parents about current learning goals and providing opportunities to establish new goals. This year in Semester 1, students in Years 3-6 participated in learning conferences. This format for 3-way interviews allowed students to direct a tour of their learning for their parents, showing work samples they were proud of and explaining their learning to parents. They also participated in a three-way interview with teachers. 80% of parents and 73% of students preferred this format for the Semester 1 three-way interviews. In 2024, we will continue to offer this format for Semester 1.

Following on from professional learning on growth mindset in 2022, staff implemented lessons on growth mindset in classrooms K-6. This has impacted in an improvement in perseverance levels as indicated in the TTFM survey. The 2023 results indicate that 68% of students have high perseverance levels, 20% above the government norm. This is an increase of 17% from the 51% that indicated their perseverance levels were high in 2021. Growth mindset will continue to be addressed in classrooms and programs in 2024.

### 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
<ul style="list-style-type: none"><li>• All staff will trial critical and creative thinking practices in teaching and learning experiences across more than one KLA</li></ul>	Throughout 2023, staff implemented CCT learning experiences across more than one KLA. Stage teams used the Critical and Creative Thinking Continuum to plan learning experiences to address CCT skills. The continuum indicates that all stages have utilised CCT pedagogies in more than one KLA. The Tell Them From Me teacher survey indicates that all staff implement CCT practices into their pedagogy. In the survey, only 72% of staff indicated they implement the CCT pedagogy in more than one KLA.

<ul style="list-style-type: none"> <li>• All staff will trial critical and creative thinking practices in teaching and learning experiences across more than one KLA</li> </ul>	<p>This could be because of their roles, as support staff and RFF roles only allow teachers to focus on one KLA.</p>
<ul style="list-style-type: none"> <li>• Increased % from 2021 results of students who pursue their goals to completion, even when faced with obstacles as indicated by student perseverance levels, reported in the Tell Them From Me Data.</li> </ul>	<p>In 2023, there was an increase in the percentage of students who indicated they had high perseverance levels in our Tell Them From Me annual survey data. In 2021, 51% of students indicated they had high perseverance levels. In 2023, 68% of students indicated they had high perseverance levels. There has been a 17% increase over the 2 years.</p>
<ul style="list-style-type: none"> <li>• 50% of students engage in self assessment and peer assessment using success criteria for their literacy and numeracy goals.</li> </ul>	<p>All students in Years K-6 are engaged in creating SMARTER goals, at least twice a year as part of the schools regular cycle of reporting to parents through three-way interviews. Students conference with their teachers to ensure their goals meet the SMARTER criteria and then reflect upon these before setting new goals in Semester Two. When reflecting upon these, students are asked to provide or discuss evidence of achievement.</p>

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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective &amp; Data Informed Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional EAL/D and Learning and Support Teachers targeted small group literacy and numeracy support focusing on oracy development, reading, writing and numeracy skills thus increasing student skills, a sense of belonging and engagement. 5 weekly data conversations with support staff and classroom teachers provided clarity and reviewing of focus areas for all students. End of year data indicated that 90% of focus area goals were achieved by students accessing additional support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Utilise school funding to provide additional learning and support teachers to continue small group targeted support. Opportunities for professional learning with staff to enhance knowledge, skills and practice to support students learning and engagement.</p>
<p>New Arrivals Program</p> <p>\$55,947.00</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 Beverly Hills Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective &amp; Data Informed Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted daily small group instruction for all new arrivals with a focus on enhancing English skills. This has resulted in 80% students progressing to the Emerging phase of English learning proficiency, allowing students to engage with their learning at school with greater confidence.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Working closely with stage teams to enhance teaching and learning programs through language scaffolding to ensure students can access all lessons.</p>
<p>Integration funding support</p> <p>\$275,537.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Beverly Hills Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective &amp; Data Informed Classroom Practice</li> </ul>

<p>Integration funding support</p> <p>\$275,537.00</p>	<ul style="list-style-type: none"> <li>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All ILPs were developed in consultation with parents/carers, responsive to student learning needs and updated regularly to support student needs within mainstream classes. All targeted students received support from School Learning Support Officers to assist with accessing the curriculum or enhancing social emotional well-being to positively engage with others. All students demonstrated progress towards their personalised learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The use of integration funding will be adjusted throughout the year in response to student ILP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$48,961.42</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Beverly Hills Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Differentiation</li> <li>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support the implementation of QuickSmart Literacy and Numeracy with targeted Year 4 and Year 5 students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 6 students in Years 4 or 5 participating in the Quicksmart Literacy program resulting in increased comprehension strategies, increased automaticity of sight words and an increase in Term 4 Reading Check in Data. 12 students in Years 4 or 5 also participated in the Quicksmart Numeracy program increasing student skills in addition, subtraction, multiplication and division facts. An improvement in students Numeracy Check in Data was also noted.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To investigate the training of additional SLSO's to provide small group instruction across K-6. The school will continue to provide high challenge activities and incorporate HPGE tools in Literacy and Numeracy programs.</p>
<p>Aboriginal background</p> <p>\$7,289.75</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Beverly Hills Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective &amp; Data Informed Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of</li> </ul>

<p>Aboriginal background</p> <p>\$7,289.75</p>	<p>Personalised Learning Plans</p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students engaging with the PLP processes through a consultation, welcoming approach. The school worked closely with Department of Education Aboriginal Consultants in providing professional learning to staff about an Acknowledgement of Country. Aboriginal consultants also worked closely with the school's student leaders and Aboriginal students to create our own Acknowledgement to Country significant to our school site increasing a sense of belonging for all students. Feedback was also gained from community members. The school was privileged to work closely with Uncle Wayne as he supported the school in the designing and producing of our own school mural showcasing the significance to our school community.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing engagement with external consultants to provide professional learning to staff to increase knowledge and skills in Aboriginal history.</p>
<p>English language proficiency</p> <p>\$201,956.51</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Beverly Hills Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective &amp; Data Informed Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased staff support and enhanced teacher understanding to support students from EAL/D backgrounds. Improvements in identifying student's EAL/D phase and accurate reporting to parents using the EAL/D progressions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to work closely with staff in scaffolding teaching and learning programs to support EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$159,839.44</p>	<p>Low level adjustment for disability equity loading provides support for students at Beverly Hills Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective &amp; Data Informed Classroom Practice</li> <li>• Curriculum Differentiation</li> <li>• Engagement</li> <li>• Critical &amp; Creative Thinking</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of a speech therapist enhancing teaching knowledge and skills in supporting receptive and expressive skills across K-2 through class demonstration and teach teaching lessons during Terms 1 and 2. In Terms</p>

<p>Low level adjustment for disability</p> <p>\$159,839.44</p>	<p>3 and 4, needs based groups across K-2 were supported in a small group session, with improvements in speech articulation, receptive and expressive language needs. The Speech Therapist also provided speech screeners in consultation with parents to provide additional support to teachers and parent and carers. This level of support, increased student participation in literacy and numeracy activities.</p> <p>Funding of an additional Learning and Support Teacher enabled greater support for students across literacy and numeracy with improvements noted in end of year check in assessment data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Provide opportunities for our School Learning Support Officers to engage in professional learning in explicit teaching strategies to effectively embed small group instruction support for identified students.</p>
<p>Professional learning</p> <p>\$28,178.91</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 Beverly Hills Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective &amp; Data Informed Classroom Practice</li> <li>• Targeted &amp; Timely Feedback</li> <li>• Curriculum Differentiation</li> <li>• Critical &amp; Creative Thinking</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning in Number Talks and Additive Strategies</li> <li>• school leadership team engaging with specialist staff to unpack evidence based approaches to support the enacting of the English and Mathematics Syllabus'.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff expertise was identified to support whole school professional learning in Number talks and Additive Strategies. These staff members engaged with professional learning and then effectively delivered professional learning to all teaching staff. This was enhanced with team teaching and demonstration lessons across all K-6 classes, resulting in greater confidence and capacity to effectively embed Number talks and additive strategies into teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to review and refine Numeracy programs in line with the New Mathematics Syllabus.</p>
<p>QTSS release</p> <p>\$77,886.14</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Beverly Hills Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective &amp; Data Informed Classroom Practice</li> <li>• Curriculum Differentiation</li> <li>• Critical &amp; Creative Thinking</li> <li>• Self Directed Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul>



<p>QTSS release</p> <p>\$77,886.14</p>	<p><b>The allocation of this funding has resulted in the following impact:</b>          Provided additional time in conjunction with curriculum reform time, to enable staff the opportunity to engage in weekly collaboration opportunities to engage in professional learning focusing on the pedagogical theory behind the New English and Mathematics Syllabus resulting in enhanced professional knowledge of all teaching staff, specifically around the structure and content of the English and Mathematics syllabus.          All Assistant Principals received additional time to provide stage-based support including demonstration lessons, team teaching and lesson observations based on school priorities and needs of staff and thus resulted in increased confidence in planning, teaching and supporting student needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          Continue to provide additional release time in conjunction with the NSW Department of Education Curriculum Reform Initiative to enable stage teams to effectively collaborate and plan teaching and learning programs.          Continue to provide Assistant Principals additional time to provide stage-based support including team teaching, demonstration lessons to enhancing teaching confidence, knowledge and practice.</p>
<p>COVID ILSP</p> <p>\$76,404.73</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small-group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - Comprehension, inferencing &amp; number sense.</li> <li>• providing intensive small-group tuition for identified students who required additional support in either literacy or numeracy.</li> <li>•</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>          explicit small-group tutoring to 84 students across K-6 who required additional support in literacy and/or numeracy resulting in all students making improvements as indicated by PLAN2. The school NAPLAN and check-in data also indicated an overall increase of improvement in both literacy and numeracy, outperforming the State and the SSSG schools in both areas. 5 weekly data conversations with support staff and classroom teachers provided opportunities to discuss and review targeted learning goals and share expertise to support the ongoing learning of students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          Continue embed 5 weekly data conversations ensuring focus areas for all students receiving support in clearly defined and reviewed and thus enhancing pedagogical practice to ensure all students achieve learning goals.          Provide targeted professional learning to School Learning Support Officers to effectively support small group instruction to support student literacy and/or numeracy skills.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	266	250	227	224
Girls	200	184	167	171

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.3	95.0	89.7	89.6
1	91.7	93.7	88.9	91.8
2	94.0	93.7	89.1	92.1
3	93.8	94.5	86.4	92.7
4	93.9	93.9	90.8	92.5
5	94.4	94.6	87.9	91.9
6	95.5	94.3	89.9	92.9
All Years	93.8	94.2	88.9	92.0
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

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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
Assistant Principal(s)	4.8
Classroom Teacher(s)	12.89
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher EAL/D	1.2
School Administration and Support Staff	3.42

\*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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	1,543,388.81
<b>Revenue</b>	4,524,579.28
Appropriation	4,256,510.63
Sale of Goods and Services	7,459.08
Grants and contributions	214,738.59
Investment income	30,733.48
Other revenue	15,137.50
<b>Expenses</b>	-4,628,723.81
Employee related	-4,127,152.30
Operating expenses	-501,571.51
<b>Surplus / deficit for the year</b>	-104,144.53
<b>Closing Balance</b>	1,439,244.28

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	193,771
<b>Equity Total</b>	418,047
Equity - Aboriginal	7,290
Equity - Socio-economic	48,961
Equity - Language	201,957
Equity - Disability	159,839
<b>Base Total</b>	2,906,903
Base - Per Capita	102,542
Base - Location	0
Base - Other	2,804,360
<b>Other Total</b>	305,499
<b>Grand Total</b>	3,824,220

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Beverly Hills Public School has an ongoing commitment to seeking, reviewing and implementing change through feedback from staff, students and the community. In 2023, feedback was sought from staff, students and the community through the Tell Them From Me Surveys.

162 students (95%) across Years 4 to 6 completed the Tell Them From Me student survey.

School strengths identified by students through the survey included:

- 84% of students feel accepted and valued by their peers and by others at school, higher than the NSW government norm of 81%.
- 87% of students have positive relationships at school, higher than the NSW government average of 85%.
- 94% of students value schooling outcomes.
- 94% of students display positive behaviour at school, compared to the NSW government mean of 83%.
- 89% of students try hard to succeed in their learning compared to 88% of students for the NSW Government norm.
- In relation to explicit teaching practices and feedback to students, the school mean was 8.3, compared to the NSW government mean of 7.5.
- In relation to advocacy at school the school demonstrated a mean of 8.4, compared to the NSW government mean of 7.7.

Areas for future focus identified by students included:

- ensuring students are interested and motivated in lessons. The school is under the NSW government norm of 78% by 3%.
- increasing the number of students in the desirable quadrant (high skills and high challenge) in literacy and numeracy lessons. This currently sits at 46%, 7% less than the NSW government norm.

In 2023, 80 parents completed the Tell Them From Me Parent Survey.

School strengths identified by parents and carers through the survey included:

- parents felt welcomed and were well informed.
- inclusivity across the school with teachers taking an active role in making sure all children are included in school activities and teachers help students to develop positive friendships.

Areas for future focus identified by parents and carers included:

- Further develop the active role that parents and carers play in their child's education.

In 2023, 25 staff (87%), completed the Tell Them From Me Staff Survey focusing on the eight drivers of student learning including leadership, collaboration, learning culture, data informs practice, teaching strategies, technology, Inclusive school and parent involvement. Staff indicated:

- a safe and orderly school environment is created;
- school leaders help staff improve teaching and create new learning opportunities for students;
- a strong collaboration between staff supports student learning and engagement;
- a strong learning culture exists across the school with staff setting high expectations for student learning;
- regular use of data informs future teaching and learning;
- the school is inclusive and supports all students;
- staff work closely with parents to support their child's progress.

Areas for future focus identified by staff included:

- ensuring all students receive feedback to progress learning.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.