

# 2023 Annual Report

## Beverly Hills North Public School



**EVER READY**

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# Introduction

The Annual Report for 2023 is provided to the community of Beverly Hills North 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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## School vision

As educators we believe it is our responsibility to inspire and enhance all students' academic, social and emotional growth. We empower students to have self-efficacy and be life long learners who thrive in a connected community. We work in partnership with our students and families. Our decision making is collaborative, transparent and student driven in order to provide equity and access for all.

## School context

Beverly Hills North Public School is located in South Western Sydney and has a student enrolment of 408. The school culture supports and encourages students, staff, parents and the wider community working together to promote school excellence.

Our school is supported by a strong and vibrant multi-cultural community. 85% of our students have a language background other than English and 1% of students identify as Aboriginal. There are currently 38 language backgrounds with 33% Arabic, 10% Greek, 8% Cantonese and 8% Mandarin speaking. Our students come from a wide range of socio-economic backgrounds.

The staff at Beverly Hills North Public School are a highly committed and diverse group of experienced, early career and temporary teachers working in full time and part-time capacities. In 2023 there are 55 teaching and non-teaching staff, including our Itinerant Support Teacher Vision Team. The Leadership team consists of a Principal, Deputy Principal, 4 Assistant Principals, Assistant Principal Curriculum and Instruction and an Assistant Principal Itinerant Support Vision.

Students engage in a wide variety of learning experiences and extra-curricular opportunities are provided in sport, science, technology, and creative and performing arts, to enable our students to excel through a range of different experiences.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2025 Strategic Improvement Plan, both of which involved genuine consultation with teaching and non-teaching staff, students, and parents. We have identified a need to build consistency in teaching and learning from Kindergarten to Year Six. We will continue to build teacher professional knowledge and capacity around; quality literacy and numeracy practices and consistent whole school assessment and data tracking of students.

Student wellbeing remains a focus to equip our students with the social and emotional skills required to successfully engage in learning. We will strengthen our home-school partnerships by engaging our parents and local community authentically in all aspects of school life.

# 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	Sustaining and Growing
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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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**To maximise student learning outcomes through enhanced evidence-based teaching practices and differentiated personalised learning in literacy and numeracy**

### Initiatives

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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.

- Evidence-based Effective Teaching Practices
- Differentiated Personalised Learning

### Resources allocated to this strategic direction

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**Aboriginal background  
New Arrivals Program  
Low level adjustment for disability  
Integration funding support  
English language proficiency  
Professional learning  
AP Curriculum & Instruction  
QTSS release**

### Summary of progress

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The Assistant Principal Curriculum and Instruction (APC&I) led the analysis of data including NAPLAN and Check In Assessment, to identify specific areas for improvement in numeracy, number sense and reasoning and multiplicative strategies. The data was then used to drive professional learning (PL) for all teaching and executive staff. Teaching staff engaged in PL including how to effectively embed Learning Intention and Success Criteria (LISC) in all numeracy lessons and how to utilise them as a form of formative assessment.

Teachers engaged in a range of high impact professional learning in Number Talks. Baseline data was captured through the 'Interview for Student Reasoning' (IfSR) - Multiplicative Thinking Stages 2 & 3 and Number and Place Value Stage 1. Student voice regarding their learning in numeracy was measured through individual questionnaires.

Teachers developed a consistent approach and this knowledge informed the evaluation of the school's current LISC practices in numeracy to design LISC to cater for the diverse learning needs of all students. All teachers participated in lesson observations and feedback sessions with Assistant Principals to target a whole school focus on number talks and LISC.

All teachers implemented Number Talks and LISC into numeracy lessons however, there was inconsistency in delivery across the school. Student data indicated that delivery needs to be deliberate, explicit and referenced consistently throughout numeracy lessons.

A High Potential and Gifted Education (HPGE) team was established and teachers engaged in PL to understand policy and domains, identification of students and the development of LISC to cater for learning needs.

Teachers engaged with the Learning and Support Team and parents/carers to develop individual goals and learning plans for differing equity groups including Aboriginal and Torres Strait Islander students, funded students and New Arrival students.

In 2024, high quality professional learning on Number Talks and LISC will continue to ensure consistent delivery across the school. Teachers will continue to collaboratively develop LISC, observe practice and provide feedback. The HPGE team will develop a checklist to identify HPGE students.

### Progress towards achieving improvement measures

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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><b>Check In Assessment</b></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>The Check-in Assessment mean scale score indicates the percentage of students in Year 5 achieving growth in reading has decreased by 1.9%.</p> <p>The Check-in Assessment mean scale score indicates the percentage of students in Year 3 achieving growth in reading has decreased by 0.8%</p>
<p><b>Check In Assessment</b></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>The Check-in Assessment mean scale score indicates the percentage of students in Year 5 achieving growth in numeracy has increased by 2.2%.</p> <p>The Check-in Assessment mean scale score indicates the percentage of students in Year 3 achieving growth in numeracy has increased by 1.3%.</p>
<p>School self-assessment of the SEF element 'Effective Classroom Practice' indicates <b>improvement from Sustaining and Growing to Excelling</b> in the theme Feedback.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element 'Effective Classroom Practice' in the theme Feedback.</p>
<p>School self-assessment of the SEF element 'Curriculum' indicates <b>improvement from Sustaining and Growing to Excelling</b> in the theme Differentiation.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element 'Curriculum' in the theme Differentiation.</p>

**Purpose**

To enhance teacher's capacity and capability to collect, interpret and analyse data, we will develop and embed effective school-wide data and assessment processes and practices, to ensure assessment is an integral part of teaching and learning programs, to improve student outcomes

**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.

- Data Driven Practices
- School Wide Assessment Practices

**Resources allocated to this strategic direction**

Professional learning  
 AP Curriculum & Instruction  
 Beginning teacher support  
 QTSS release

**Summary of progress**

All teachers engaged in a range of high impact professional learning in numeracy progressions to build teacher capacity to track student progress and form focus groups. The implementation of data days twice a term, empowered stages to discuss data, identify focus areas and inform programming. Students requiring extra support, extension and HPGE students are identified.

In addition to the planned professional learning, staff engaged with the mathematics syllabus and mapped the learning progressions against the syllabus outcomes from Early Stage 1 and Stage 1 with a focus on number.

Data days created a deep understanding of what teachers needed to do to improve student outcomes. Constructive conversations indicated most teachers were confident to work collaboratively with stage colleagues to analyse data, plan lessons, design assessment tasks and participate in lesson observations.

A review of the data collection and analysis process helped in strengthening evaluative practice. Ongoing collection, monitoring and analysis of student data enabled teachers to respond to the changing needs of students.

In 2024, tracking and monitoring of data in PLAN2 will be a whole school focus to ensure student needs are met and the tracking of longitudinal data.

**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
Internal measures indicate an <b>improvement from Delivering towards Sustaining and Growing</b> in using whole school assessment and data practices in High Impact Professional Learning school self-assessment tool in: Element 1- Professional learning is driven by identified student needs and, Element 5- Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement.	Internal measures indicate improvement in using whole school assessment and data practices in High Impact Professional Learning school self-assessment tool in: Element 1- Professional learning is driven by identified student needs.  Internal measures indicate ongoing improvement in using whole school assessment and data practices in High Impact Professional Learning school self-assessment tool in: Element 5- Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement.

<p>Internal measures indicate <b>an average increase of one rating scale from 2021 baseline</b> in staff capacity in using whole school assessment and data practices in Collaboration for School Improvement, in the areas of: Shared understanding and responsibility for improvement, Data capability and, Conversations for improvement.</p>	<p>Internal measures indicate ongoing increases in staff capacity from 2021 baseline in using whole school assessment and data practices in Collaboration for School Improvement in the areas of: Shared understanding and responsibility for improvement, Data capability and Conversations for improvement.</p>
<p>School self-assessment of the SEF element 'Assessment' indicates <b>improvement from Sustaining and Growing to Excelling</b> in the theme Summative Assessment.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element 'Assessment' in the theme Summative Assessment.</p>
<p>School self-assessment of the SEF element 'Data Skills and Use' indicates <b>improvement from Delivering to Sustaining and Growing</b> in the theme Data Analysis.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element 'Data Skills and Use' in the theme Data Analysis.</p>



## Strategic Direction 3: Connecting and Belonging

### Purpose

To build a supportive learning environment where the school community feels connected and experiences a sense of belonging

### 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.

- Wellbeing
- Partnerships

### Resources allocated to this strategic direction

Professional learning

QTSS release

Integration funding support

Low level adjustment for disability

Beginning teacher support

Socio-economic background

### Summary of progress

There has been a strong focus on the consistent implementation of the Wellbeing Policy to provide greater clarity and consistency across the school. The language within the Wellbeing Policy is embedded into school procedures and practice and consistently used in all classrooms K-6.

Select teachers engaged in high impact professional learning in the Zones of Regulation, a social-emotional learning curriculum, created to teach students self-regulation and emotional control. Additional professional learning was delivered to all teachers to ensure the implementation of the program in 2024.

In 2024, the Zones of Regulation will be implemented across all classrooms K-6 and the community will be upskilled to ensure continuity of learning at home. Ongoing collection, monitoring and analysis of wellbeing data will occur to respond to the changing needs of students. The school will continue to build upon its wellbeing programs in the areas of attendance, students reporting expectations for success, advocacy and a sense of belonging, and our community partnerships.

### 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
An uplift of 4% from baseline in the percentage of students attending greater than 90% of the time.	2023 attendance data indicates the number of students attending greater than 90% of the time or more has increased by 20.46% from 2022.
An uplift of 3.6% from baseline in the percentage of students reporting expectations for success, advocacy and sense of belonging at school in the Tell Them From Me survey.	2023 Tell Them From Me survey data indicates an upward trend of 0.28% of students reporting expectations for success, advocacy and sense of belonging.
School self-assessment of the SEF element 'Wellbeing' indicates <b>improvement from Sustaining and Growing to Excelling</b> in the theme A Planned Approach to Wellbeing.	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element 'Wellbeing' in the theme A Planned Approach to Wellbeing.
School self-assessment of the SEF	Self-assessment against the School Excellence Framework shows the

element 'Educational Leadership' indicates **improvement from Sustaining and Growing to Excelling** in the theme Instructional Leadership.

school currently performing at Sustaining and Growing in the element 'Educational Leadership' in the theme Instructional Leadership.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$25,323.00</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 North 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>• Evidence-based Effective Teaching Practices</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> Intensive English language support focusing on language development was provided to all New Arrival students to empower them to participate successfully in schooling through additional classroom and small group support. All students showed increased levels of engagement and application in their learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued employment of a specialist teacher to work with targeted students to support their English language acquisition in the classroom and through small group support.</p>
<p>Integration funding support</p> <p>\$82,772.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Beverly Hills North 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>• Evidence-based Effective Teaching Practices</li> <li>• Wellbeing</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>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students who received Integration Funding Support were supported in their learning and engagement in reading, numeracy, wellbeing and attendance through their Individual Education Plans. All students showed increased levels of engagement and application in their learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued employment of School Learning Support Officers to work with targeted students on their IEPs in reading, numeracy, wellbeing and attendance. Closer alignment to working on IEP goals.</p>
<p>Socio-economic background</p> <p>\$72,007.70</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Beverly Hills North 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>

<p>Socio-economic background</p> <p>\$72,007.70</p>	<ul style="list-style-type: none"> <li>• Wellbeing</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>• resourcing to increase equitability of resources and services</li> <li>• providing educational materials, uniforms, equipment and other items for students based on need</li> <li>• staff release to increase community engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student's learning has been targeted and supported with increased resources, opportunities and experiences. All students have access to technology to support learning. Students have access to an inclusive curriculum and receive individualised support to promote academic growth.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support programs in reading and numeracy in classrooms and resources for the playground. Resources to be allocated based on need.</p>
<p>Aboriginal background</p> <p>\$3,044.94</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Beverly Hills North 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>• Evidence-based Effective Teaching Practices</li> <li>• Other funded activities</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 Personalised Learning Plans (PLP)</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All Aboriginal and Torres Strait Islander students have a PLP focussing on literacy, numeracy, wellbeing and/or attendance goals. SLSOs work with students to support their literacy and numeracy acquisition and to achieve goals outlined in their plans.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue personalised support for our Aboriginal and Torres Strait Islander students. Build stronger relationships with Aboriginal and Torres Strait Islander families as partners in learning.</p>
<p>English language proficiency</p> <p>\$170,973.17</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Beverly Hills North 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>• Evidence-based Effective Teaching Practices</li> <li>• Other funded activities</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>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul>

<p>English language proficiency</p> <p>\$170,973.17</p>	<ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students with an additional language or dialect were supported in their language acquisition in class and in targeted withdrawal groups in literacy, numeracy and vocabulary development across all key learning areas.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support students primarily in reading and numeracy in classrooms and in small groups.</p>
<p>Low level adjustment for disability</p> <p>\$250,186.26</p>	<p>Low level adjustment for disability equity loading provides support for students at Beverly Hills North 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>• Evidence-based Effective Teaching Practices</li> <li>• Wellbeing</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>• providing support for targeted students within the classroom through the employment of SLSOs</li> <li>• targeted students are provided with an evidence-based intervention Rip It Up Reading to increase learning outcomes</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students requiring additional learning and support engaged in programs both in class and in withdrawal groups including Rip It Up Reading and Speech and Language programs. Learning and Support Teachers worked with SLSOs to ensure programs were effectively implemented and students were well supported.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Learning and Support Teacher and SLSOs will continue to target students in class and in withdrawal of small groups, with the addition of supporting K-2 InitialLit program. Resources to be allocated based on need.</p>
<p>Professional learning</p> <p>\$34,841.40</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 North 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>• Evidence-based Effective Teaching Practices</li> <li>• Differentiated Personalised Learning</li> <li>• School Wide Assessment Practices</li> <li>• Data Driven Practices</li> <li>• Wellbeing</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</li> <li>• course costs for staff undertaking recognised courses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Consistent delivery across K-6 of evidence-based explicit teaching practices in mathematics. Teachers are better equipped to analyse NAPLAN and Check In Assessment data in numeracy to consider strengths and future directions leading into 2024 using the data analysis protocol to identify areas of numeracy focus.</p>

Professional learning \$34,841.40	<p><b>After evaluation, the next steps to support our students will be:</b>  The completion of whole staff training in explicit teaching strategies. To align with the school's updated Wellbeing Policy, staff will be upskilled in Restorative Practices - Zones of Regulation.</p>
QTSS release \$85,935.17	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Beverly Hills North 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>• Evidence-based Effective Teaching Practices</li> <li>• Differentiated Personalised Learning</li> <li>• School Wide Assessment Practices</li> <li>• Data Driven Practices</li> <li>• Wellbeing</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>• staff release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Assistant Principals supported teachers in classrooms in numeracy, upskilling staff in the implementation of Number Talks and Learning Intentions and Success Criteria. They also assisted in the collection and analysis of data in number with particular emphasis on multiplicative strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Assistant Principals allocated additional release face-to-face time to work with Assistant Principal Curriculum and Instruction on curriculum reform. Assistant Principals will continue to work in classrooms, with a focus on 3-6 curriculum implementation and explicit teaching.</p>
COVID ILSP \$86,139.72	<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>• releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups.</li> <li>• providing targeted, explicit instruction for student groups in numeracy - number and multiplicative strategies.</li> <li>• development of resources and planning for small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  An experienced classroom teacher coordinated and implemented COVID ILSP groups, supporting students with building skills in literacy and numeracy. Teachers formed focus groups and tracked and analysed student data in PLAN2. Students who participated in the COVID ILSP program made progress in multiplicative strategies and reading fluency as shown by internal school assessments and PLAN data.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>COVID ILSP</p> <p>\$86,139.72</p>	<p>Implementing small group tuition to support identified students in literacy and numeracy.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$124,070.40</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><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>• Evidence-based Effective Teaching Practices</li> <li>• Differentiated Personalised Learning</li> <li>• School Wide Assessment Practices</li> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school</li> <li>• 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</li> <li>• develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Assistant Principal Curriculum and Instruction worked with Assistant Principals and staff upskilling and building capacity in the new K-2 Mathematics syllabus. Assistant Principal Curriculum and Instruction worked shoulder to shoulder with 3-6 teachers with a focus on mathematics: Number Talks and multiplicative strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Assistant Principal Curriculum and Instruction will support Assistant Principals to engage with, embed and enact the new 3-6 English and mathematics syllabi. Assistant Principal Curriculum and Instruction will continue to work in classrooms, with an initial focus on gathering data on 3-6 additive and multiplicative strategies and K-2 number and place value, as well as embedding Number Talks in classrooms.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	282	251	244	229
Girls	253	206	180	170

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.8	92.8	86.3	91.9
1	93.8	92.6	86.2	90.1
2	94.4	95.0	87.1	88.0
3	93.6	93.8	89.6	91.0
4	95.9	94.1	88.6	93.2
5	95.7	95.1	86.2	89.8
6	93.3	94.3	87.7	91.2
All Years	94.3	94.0	87.4	90.8
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)	5.8
Classroom Teacher(s)	18.43
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
Teacher EAL/D	1
School Administration and Support Staff	3.62

\*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>	492,469.28
<b>Revenue</b>	5,305,056.37
Appropriation	5,080,452.01
Sale of Goods and Services	36,952.04
Grants and contributions	174,902.96
Investment income	12,149.36
Other revenue	600.00
<b>Expenses</b>	-5,344,456.49
Employee related	-4,724,528.73
Operating expenses	-619,927.76
<b>Surplus / deficit for the year</b>	-39,400.12
<b>Closing Balance</b>	453,069.16

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>	76,488
<b>Equity Total</b>	496,212
Equity - Aboriginal	3,045
Equity - Socio-economic	72,008
Equity - Language	170,973
Equity - Disability	250,186
<b>Base Total</b>	3,144,532
Base - Per Capita	110,350
Base - Location	0
Base - Other	3,034,182
<b>Other Total</b>	974,403
<b>Grand Total</b>	4,691,636

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

Each year schools are required to seek the opinion of parents, students and teachers about the school. Their responses are presented below:

### Students:

- 78% of students reported they participate in sport.
- 63% of students reported a sense of belonging, feeling accepted and valued by their peers and others at school.
- 85% of students reported having positive relationships with friends they can trust and who encourage them to make positive choices.
- 86% of students reported they do not get into trouble at school for disruptive or inappropriate behaviour.
- Students are interested and motivated in their learning is 24% lower than state norm.
- Participation in extracurricular activities is 12% lower than state norm.
- Bullying of students is 4% lower than state norm.

Areas noted for improvement are student involvement in extracurricular activities and motivation to learn.

### Staff:

- 75% of staff surveyed strongly agree that school leaders are leading improvement and change and communicate the strategic vision and values for the school.
- 63% of staff surveyed agree or strongly agree that morale amongst the staff is good.
- 88% of staff agree or strongly agree the school is a welcoming and culturally safe place for all students.
- 100% of staff agree or strongly agree that they feel they belong at the school.
- 63% of staff agree or strongly agree that the school is doing a good job of implementing curriculum change.

An area noted for improvement was greater support for teachers with curriculum implementation.

### Parent/Carer:

- School supports positive behaviour 7.6 (2022 norm 7.3)
- Safety at school 8.2 (2022 norm 7.3)
- Inclusive school environment 7.2 (2022 norm 6.6)
- Parents feel welcome 7.6 (only one data point available)
- Parents are informed 6.5 (only one data point available)
- Parents support learning at home 7.6 (only one data point available)
- School supports learning 7.4 (only one data point available)
- 68% of parents talked with a teacher more than twice about learning or behaviour.
- 76% of parents attended meetings or social functions more than twice at the school.
- 20% of parents are involved in school committees.

An area noted for improvement was parent participation in school committees such as the P&C.

# 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.