

2023 Annual Report

Beaumont Hills Public School



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Introduction

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

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

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School vision

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

School context

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

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

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

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

Student growth and attainment

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

Wellbeing and parents as partners in learning

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

High impact professional learning and collaborative practices

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Assessment and data
- Visible learning and student voice

Resources allocated to this strategic direction

QTSS release

Professional learning

AP Curriculum & Instruction

Summary of progress

Assessment and data

Teachers engaged in data talks through a five weekly evaluative cycle. Organisation of these data talks evolved over the year as release time during the school day became restricted due to staff shortages. During Semester 2 afternoon meeting schedules were adjusted to enable the analysis of student data to continue on a regular basis. The impact of this initiative has been consistent teacher judgement in assessing student learning outcomes. Thorough data analysis resulted in adjustments to teaching and learning programs and assessment tasks based on needs extrapolated from the data. Student learning needs were identified for differentiation and adjustments, which were put into place.

The process of gathering student profile information was refined in Term 4. All relevant academic and welfare information relating to students was entered into Sentral as part of the process of gathering information to create classes for 2024. This change in process means that all student data is now stored in one location, facilitating a stronger and more detailed student handover procedure.

Student goal setting

A school wide focus on reviewing the learning intentions and success criteria (LISC) occurred. Staff were surveyed and a need to review our processes in this area became evident. Through stage planning, teachers were coached in the writing of LISC into programs, aligned to syllabus outcomes, indicators and content. Teachers ensure these are at the forefront of every lesson, written into teaching programs and lesson slides. The impact of this is that students are able to place themselves on the success criteria continuum, facilitating their understanding of their own 'where to next'. In many classes students are planning their individual learning goals, based on LISC. This will continue to be a focus into 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
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.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 2.35%.
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.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 1.25%.
Sustaining and growing in the theme	Self-assessment against the School Excellence Framework shows the

<p>whole school monitoring of student learning (SEF - Learning - Assessment) to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.</p>	<p>school currently performing at sustaining and growing in the theme of 'whole school monitoring of student learning' (Assessment element).</p>
<p>Maintaining sustaining and growing in the theme Data use in teaching (SEF - Teaching - Data skills and use) assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of data skills and use.</p>

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning

Summary of progress

Review of homework procedures

We collated information from teachers and executive regarding existing practices and procedures around homework, as well as referring to the NSW DoE homework policy and various research regarding the impact of homework in primary schools. Teachers and parents were surveyed to determine how they felt about the existing homework practices and what they thought would be beneficial moving forward. Teachers were presented with professional learning around why the policy needed to be reviewed, as well as the relevant research and results from surveys.

The collection and analysis of data was completed. Various data points were triangulated which provided insight into the positions, perceptions and reasoning of interested parties. After the first round of data collection and analysis, adjustments were made to the homework practices for each stage. Some stages remained the same whilst others adjusted their practices, each ensuring their practices were aligned to the new research and feedback.

In 2024, the next steps in this initiative is to include the work of the Parent Partnerships Ecosystems project to incorporate homework into the work parents are being encouraged to do with their children.

Parents as Partners in Learning Ecosystems Project (PPLE)

A team was formed as the key drivers of this project. Professional learning through Department of Education's PPLE was begun. The team collated school information to decide on the focus area, which is reading. Parent surveys were completed and analysed. This project is in its beginning phases, and due to the professional learning schedule provided by the PPLE DoE team, it is a long term project. In 2024, the focus will be to further develop this project to better engage parents in their children's learning, particularly in the development of reading skills.

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
Maintaining attendance rates between the lower (90.4%) and upper (93.66%) bound targets.	The school has maintained an attendance rate of 92.79%.
Achieve belonging and advocacy rates between the lower (91.4%) and upper (96.4%) bound targets.	82.58% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating that progress is yet to be seen towards this progress measure.
Parents are presented with clear information on what and how well their	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of

<p>children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.</p> <p>(S&G in SEF-Learning- Reporting- Parent Engagement)</p>	<p>reporting.</p>
<p>Increase the percentage of students attending school greater than 90% of the time.</p>	<p>The percentage of students attending school greater than 90% has increased from 61.68% in 2022 to 77.09% in 2023.</p>

Strategic Direction 3: Collaborative high impact professional learning

Purpose

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

Initiatives

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

- Collaborative practices
- Teaching strategies

Resources allocated to this strategic direction

Beginning teacher support Professional learning

Summary of progress

PDP Process

Whole school professional learning took place, reviewing the Performance and Development cycle. The focus was on observations and aligning these to PDP goals so feedback had some impact on the achievement of these goals. Professional learning was very explicit with teachers being supported by team leaders to complete a self assessment against the teaching standards and using this to formulate goals based on areas of need.

Observations became somewhat difficult due to lack of staff needed to cover classes to allow these to occur. Staff were innovative in finding ways to make this work within their teams.

Performance and development plans were developed by each staff member, with the process being followed and concluded at the end of the school year. Goals were aligned, where appropriate, to the strategic improvement plan, with increased knowledge and understanding of the new curriculum being a school wide focus.

In 2024, in this initiative, we will use the digital PDP platform for 2024. PDP goals will be collated to source appropriate professional learning to support teachers in their roles.

High Potential and Gifted Education

Members of the executive team engaged in professional learning centered around High Potential and Gifted Education (HPGE). The professional learning focused on strengthening their knowledge of the revised HPGE Policy, as well as research centered around High Potential and Gifted learners and education.

School executive continued to investigate the HPGE policy and its implementation, drawing on the '5 Key Actions' (evaluate, assess and identify, implement, collaborate, build teacher capacity) as a framework to support implementation of the policy.

Executive members carefully studied the 'domains of potential' (intellectual, creative, socio-emotional, physical). These domains describe the four broad categories of natural abilities found in Francoys Gagne's adapted model of the 'Differentiated Model of Giftedness and Talent'. As a result, executive members created a school-wide HPG identification tool as an initial step in the implementation process.

A focus for 2024 is to continue to evaluate school procedures, programs and practices to inform school planning and policy implementation. Furthermore, there is a strong desire to establish (and maintain) solid relationships with the school ecosystem to enhance growth and achievement for all high potential and gifted students. This will be achieved through the creation of a 'Talent Development Plan'.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Teachers use school-level evaluation measures and techniques to demonstrate the impact of professional learning on student progress and achievement over time.	The school is using both internal and external student assessment data to demonstrate the impact of professional learning on student progress.
Teachers analyse trends in student needs to identify authentic and responsive professional goals, through the PDP process, with strong links to the Australian Professional Standards for Teachers.	All teachers create professional goals using analysis of student data to inform school priorities which are used to identify goals.
School self assessment is at 'sustaining and growing' in The HIPL School Self-Assessment Tool - element 3	Self-assessment against the HIPL school self-assessment tool shows the school currently sustaining and growing in element 3, <i>collaborative and applied professional learning strengthens teaching practice</i> .

Funding sources	Impact achieved this year
<p>Professional learning</p> <p>\$34,329.30</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Beaumont Hills Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment and data • Parents as partners in learning and wellbeing • Teaching strategies <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: Improved teacher understanding and implementation of the school's approach to wellbeing. Data informed practice embedded as standard school practice.</p> <p>After evaluation, the next steps to support our students will be: A focus on implementation of incoming syllabus documents where teaching and learning programs are devised with a clear understanding of evidence informed practices.</p>
<p>Refugee Student Support</p> <p>\$751.60</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning <p>The allocation of this funding has resulted in the following impact: progress made towards individual learning goals through enhanced participation and engagement.</p> <p>After evaluation, the next steps to support our students will be: to continue supporting refugee students to access the curriculum.</p>
<p>New Arrivals Program</p> <p>\$58,830.00</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 Beaumont Hills Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: EAL/D students who have newly arrived to Australia are supported in the acquisition of the English language allowing them to access the curriculum. This is evidenced by measurable increases using the ESL scales.</p>

<p>New Arrivals Program</p> <p>\$58,830.00</p>	<p>After evaluation, the next steps to support our students will be: continued support for EAL/D learners focusing on vocabulary development linked to class teaching and learning programs.</p>
<p>Integration funding support</p> <p>\$255,654.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Beaumont Hills Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLaSP) <p>The allocation of this funding has resulted in the following impact: eligible students have demonstrated progress towards their personalised learning goals. PLaSPs were regularly updated and responsive to student learning and wellbeing needs.</p> <p>After evaluation, the next steps to support our students will be: Review integration funding support to ensure eligible students continue to receive targeted individual support to facilitate achievement of learning and wellbeing goals. Adjustments will be made throughout the year in response to the reviews.</p>
<p>Socio-economic background</p> <p>\$20,681.21</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Beaumont Hills Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items • employment of additional staff to support the MiniLit program implementation. <p>The allocation of this funding has resulted in the following impact: equitable access to learning experiences and opportunities to support student learning and wellbeing.</p> <p>After evaluation, the next steps to support our students will be: to review the allocation and impact of support to ensure funds are appropriately used to improve the learning and engagement of identified students.</p>
<p>Aboriginal background</p> <p>\$3,798.16</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Beaumont Hills Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$3,798.16</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: Students of Aboriginal background have been supported in classrooms through the establishment of personalised learning pathways. Student learning needs have been supported to reach learning goals.</p> <p>After evaluation, the next steps to support our students will be: increase support for students to create and achieve cultural goals</p>
<p>English language proficiency</p> <p>\$155,428.42</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Beaumont Hills Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phases • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: EAL/D students at beginning and emerging phases demonstrating measurable increase in English language proficiency demonstrated by movement on ESL scales.</p> <p>After evaluation, the next steps to support our students will be: continued EAL/D programs catering to individual needs of EAL/D learners, with focus on vocabulary development linked to class teaching and learning programs.</p>
<p>Low level adjustment for disability</p> <p>\$153,172.11</p>	<p>Low level adjustment for disability equity loading provides support for students at Beaumont Hills Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: identified students have made progress towards their learning and wellbeing goals through targeted support in all school settings. Teachers have provided adjustments to class programs to cater for the individual learning needs of students as required.</p> <p>After evaluation, the next steps to support our students will be: continued additional support for identified students through employment of specialist teachers.</p>

<p>QTSS release</p> <p>\$110,200.61</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Beaumont Hills Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment and data <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: regular data talks for each group of stage teachers to increase data skills and use. Teachers regularly engaged in data analysis to refine teaching and learning programs and identify students for learning sprints. All students showed growth in pre and post testing.</p> <p>After evaluation, the next steps to support our students will be: to continue to release teachers to work collaboratively to analyse student data to inform teaching and learning programs incorporating differentiated strategies. A focus will be on triangulation of internal and external data.</p>
<p>COVID ILSP</p> <p>\$54,004.04</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Selected students participated in targeted reading programs, specifically MiniLit and MacLit. All participating students demonstrated growth in assessed reading levels.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data to identify specific student need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	324	322	306	305
Girls	292	280	250	252

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.4	93.6	88.9	93.6
1	93.8	93.6	87.7	93.0
2	95.4	94.9	90.5	92.7
3	95.4	94.4	90.0	93.8
4	96.1	94.1	90.3	92.9
5	96.2	94.9	88.6	92.5
6	95.2	95.3	89.7	91.3
All Years	95.4	94.5	89.4	92.8
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

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4.8
Classroom Teacher(s)	20.84
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher EAL/D	0.8
School Counsellor	1
School Administration and Support Staff	4.06

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	446,668.92
Revenue	6,373,351.12
Appropriation	5,825,490.48
Sale of Goods and Services	171,705.45
Grants and contributions	353,066.70
Investment income	21,288.49
Other revenue	1,800.00
Expenses	-6,264,273.97
Employee related	-5,157,869.72
Operating expenses	-1,106,404.25
Surplus / deficit for the year	109,077.15
Closing Balance	555,746.07

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	229,087
Equity Total	333,080
Equity - Aboriginal	3,798
Equity - Socio-economic	20,681
Equity - Language	155,428
Equity - Disability	153,172
Base Total	4,195,522
Base - Per Capita	144,705
Base - Location	0
Base - Other	4,050,818
Other Total	498,998
Grand Total	5,256,687

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

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

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parents/caregivers

Parents were surveyed through the Tell Them From Me parent survey. The school received 50 responses. These parents indicated that they feel welcome when visiting the school (6.6) and teachers listen to their concerns (6.5). School communications are written clearly and easy to understand (7.0). Parents indicated that their children are encouraged to do their best work (6.7). The school supporting positive behaviour scored highly, with children being clear about school rules for behaviour (7.8). 81% of the parent responses indicate that BHPS is a culturally safe place for all students.

Students

Students in Years 4-6 completed the Tell Them From Me student survey to provide insight into student engagement, wellbeing and effective teaching practices at our school. Key findings include 86% of students reporting positive behaviour at school. This is slightly better than the NSW government norm of 83%. 33% of students indicate they have experienced bullying either at school or over the internet. This is compared to the NSW Government norm of 36%. 88% of students surveyed display positive behaviour at school compared to the NSW Government norm of 83%. Students feel that they have someone at school who consistently provides encouragement and can turn to for advice. We scored 7.0 in this area, with boys (7.4) scoring higher than girls (6.9).

Teachers

Through the Tell Them From Me teacher survey, the following information has been gained. Teachers report that they work with school leaders to create a safe and orderly environment (7.5). Teachers report high levels of collaboration, particularly in sharing lesson plans and materials (9.0), discussions with other teachers around strategies that increase student engagement and discussing learning problems of particular students. Teachers report setting high expectations of student learning (8.8). Use of data to inform teaching practice also scored highly (8.0).

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.