

# Belmore North Public School

## Annual Report



2016



1185

## Introduction

The Annual Report for 2016 is provided to the community of **Belmore 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 school 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.

Janet Burling

Principal

## Message from the Principal

I am proud of the achievements of Belmore North Public School and the public education system of which it is a part. The commitment by teachers and parents to the wellbeing and achievement of students at the school is outstanding. At Belmore North Public School we are committed to providing excellence in teaching and learning in a safe and positive environment. Our focus is on the development of the whole child enabling each to achieve his or her fullest potential. We value respect, excellence, creativity, opportunity and community. Belmore North Public School occupies lands traditionally owned by Aboriginal people of the Eora nations. This report highlights the school's progress and achievements in implementing the School Plan. Both comprehensive and detailed, it assists parents and the school community to see where the school is succeeding and the future directions for improved student learning outcomes. Our school enjoys a positive reputation in the community. 2016 was a dynamic learning year for the community of Belmore North Public School as Department of Education reforms were progressively implemented. Teachers are strongly committed to their professional learning, demonstrating their passion for continual improvement to student learning outcomes. Parents participated enthusiastically in a range of workshops to improve their understanding of various aspects of school learning and system changes. Students participated enthusiastically not only in their core learning but in a wide range of enrichment activities which provided them with talent-development learning experiences. Teachers eagerly embraced leadership opportunities and their initiative was strong as evidenced by the range of projects and activities that were implemented. All stakeholders in the school are committed to creating the best learning outcomes for the students and a positive learning environment and community. Our wonderful parents and community members were strongly involved with the school in a variety of ways by contributing their skills and talents to help teachers and work in partnership with the school to achieve the best outcomes for our students. Parents and care-givers assisted in the classroom by contributing their talents in reading, music and dance. Our dedicated P&C contributed strongly to the effectiveness of the school through their regular participation in P&C meetings. Their fundraising events included activities such as raffles, the Mothers' Day stall, the Fathers' Day stall, barbecues and discos. I would like to thank all stakeholders in the Belmore North community for their dedication and contribution to the achievements of our school. We are focused on the development of the whole child and ensure that students receive a broad education that allows them to discover their individual strengths, talents and interests. We live our motto: Building on Strengths, Focused on the Future. It also provides an opportunity to celebrate significant achievements in the school during 2016.

## School background

### School vision statement

At Belmore North Public School we are committed to providing excellence in teaching and learning in a safe and positive environment. Our focus is on the development of the whole child enabling each to achieve his or her fullest potential. We value respect, excellence, creativity, opportunity and community.

### School context

Belmore North Public School is a vibrant multicultural community with 88% of students speaking English as an additional language or dialect. The school serves a diverse community, of which some sectors experience socio-economic disadvantage. The school has an enrolment of 335 students including approximately 35 students with additional learning needs who attend our 5 support classes. The school is staffed with a mixture of early career and experienced teachers committed to the development of the whole child and the improvement of literacy and numeracy student outcomes. Further information can be obtained from the school website.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

#### Learning

In the Learning Domain the school has assessed itself on balance in the following elements as: Learning Culture: Delivering, Wellbeing: Delivering, Curriculum and Learning: Delivering, Assessment and Reporting: Delivering, Student Performance Measures: Delivering. In the school plan the school has a strong focus on developing a culture of learning through a range of processes. Positive Behaviour for Learning is now in its 3rd year of operation and is being established as part of the school culture. Expectations for behaviour are explicitly taught in all parts of the school environment. Student leaders remind students of the weekly focus at daily assemblies and a bank of prepared lessons is digitally filed for use by all teachers. Classroom behaviour management across the school is more consistent and the school's welfare and discipline procedures are consistently implemented across the school. A Wellbeing teacher is employed for 1 day per week. The Wellbeing teacher follows up with one to one support for students who have been suspended and also monitors attendance and punctuality. A parent engagement program is implemented with a variety of workshops and both formal and informal opportunities for parents to engage with the school. A focus on the development of the whole child is supported through the school's wellbeing programs, extra-curricular opportunities and differentiated curriculum to meet students' individual needs.

#### Teaching

In the Teaching Domain the school has assessed itself on balance in the following elements as: Effective Classroom Practice: Delivering, Data Skills and Use: Delivering, Collaborative Practice: Sustaining and Growing, Learning and Development: Delivering, Professional Standards: Delivering. There is a strong focus in the school of continuous improvement and quality teaching. Each assistant principal is provided with 1 day of release per week to support their direct reports through observation and feedback, mentoring, team teaching and demonstration lessons. Assistant principals also provide support to teachers in effective, time –efficient classroom behaviour management to maximise teaching time. Whole school professional learning takes place in the analysis of NAPLAN data to inform school planning and allocation of resources. Teachers engage in professional learning aligned to school priorities and their targeted professional needs. There is a strong focus on professional standards whereby teachers are supported in gaining and maintaining their accreditation at professional competence level. The school has strengthened its data collection processes and data analysis discussions occur during Stage meetings. Student placement on the Literacy and Numeracy continuums is updated every 5 weeks and supports teachers' planning against syllabus outcomes.

#### Leading

In the Leading Domain the school has assessed itself on balance in the following elements as: Leadership: Delivering, School Planning, Implementation and Reporting: Delivering, School Resources: Delivering, Management Practices and Processes: Delivering. The school's parent engagement program provides opportunities for parents and community members to engage in a wide range of school-based activities. Student leaders and members of the Student Representative Council are provided with leadership activities to develop their confidence and leadership skills. The school works with other schools in a range of activities. One of the highlights of 2016 was the PLAY community of schools network which provided opportunities for all teachers to lead professional learning for others in specific areas of expertise. Assistant principals develop their leadership skills through professional learning. All teachers engage with the performance and development framework whereby regular reviews of performance and development are completed. The school's roles and responsibilities structure provides opportunities for all teachers to develop their leadership skills. During 2016 the school undertook a rigorous self-evaluation process to assess its progress and obtain data to inform the 2017 iteration of the school plan. School resources are aligned to the achievement of the school's processes and goals. AS part of its self-evaluation processes the school seeks community feedback through surveys and informal means such as the P&C organisation. Strong organisational and communication strategies are implemented to engage parents and to maximise the efficient functioning of the school.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Quality Learning

#### Purpose

To create a culture of learning and a safe and positive learning environment that establishes good conditions for student learning. Expectations for behaviour are explicitly taught in all parts of the school environment. By sharing information about student learning and behaviour, teachers engage parents as active participants in their children's education.

#### Overall summary of progress

2016 saw the school's second year of implementing Positive Behaviour for Learning systems. There is greater consistency in behaviour expectations across the school and students are explicitly taught behaviour expectations. There is a greater focus on acknowledging positive behaviour in both classroom and playground with teachers expected to provide positive feedback to negative feedback at a ratio of 4:1. The school's parent engagement program provides opportunities for parents to engage with the school in a variety of activities. Parent workshops are run regularly to support parents in areas of interest. In consultation with the P&C and teachers, it was decided to employ a community engagement officer in 2017 to support the parent engagement program. Members of the school's P&C are developing their confidence and leadership skills and this has resulted in larger numbers of parents attending P&C meetings.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
At the end of 2017 a 50% reduction in the number of behaviour referrals	The number of referrals for classroom-based behaviour referrals has significantly decreased. The number of behaviour referrals overall has not decreased due in part to the fact that the student welfare procedures are being implemented more consistently across the school. In an analysis of 106 behaviour referrals, 70% were for 7 Tier 3 students with significant behaviour difficulties.	\$5,000.00 was allocated for the PBL team release days, signage, resources and launch day.
At the end of 2017 50% of parents participate in parent/teacher interviews.	An average of 68% of parents participated in parent/teacher interviews at the end of Term 1 and Term 2.	The school subscribed to the <i>School Interviews</i> app which allows parents to book interviews with teachers online. The annual cost is \$200.00
At the end of 2017 the National School Improvement Tool shows a 10% improvement in the element; a culture that promotes learning.	From 2014 to 2016 there was a 35% increase in the rating of "high" for the element: a culture that promotes learning.	The school subscribed to the SurveyMonkey app at a cost of \$250.00

#### Next Steps

In 2017 the school will continue to implement the Positive Behaviour for Learning systems throughout the school. For 2017 the PBL team is working towards establishing more consistent classroom behaviour management strategies K-6 and plan to implement restorative practices. Increased signage around the school both in the playground and the classroom is a focus of 2017. The Wellbeing teacher's role will continue and proactive programs for the development of targeted students' social and emotional programs will be implemented. Part of the Wellbeing teacher's role is to monitor attendance and punctuality and liaise with the Home School Liaison Officer in regard to particular students' attendance patterns.

10 to 15 parents attended each workshop and feedback from parents was very positive. Parents have requested more workshops in the future including teaching strategies for Mathematics and possible information about any new curriculum content and programs. In 2017 the school plans to employ a community engagement officer for 1.5 days per

fortnight. The community engagement officer will continue to run the Belmore North community playgroup which is highly valued by the community as well as implement a range of activities to enhance school/community engagement. In 2017 the school plans to subscribe to the *Skool/Bag* app to improve communication with parents.





## Strategic Direction 2

### Quality Teaching Data Analysis and Teaching Observation and Feedback

#### Purpose

To improve effective classroom practice by identifying, understanding and implementing the most effective teaching methods. A high priority is given to: evidence based teaching strategies and analysis and discussion of systematically collected student achievement data to inform teaching practice. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practice. Evidence based practices particularly relate to: explicit teaching, effective student and teacher feedback, effective classroom management and the use of data to inform teaching and learning

#### Overall summary of progress

The provision of additional release time to assistant principals is having a positive impact on the quality of teaching being delivered in the classroom. Assistant principals provide support to classroom teachers through observation and feedback, mentoring, team teaching and demonstration lessons. Each assistant principal has the time to develop a strong knowledge of each teacher's strengths and areas for development. Assistant principals also have the time to support teachers who are working towards gaining their accreditation at professional competence level. 95% of staff indicated they have benefited from the support provided by assistant principals. More structured processes have been established to ensure regular data collection, student progress tracking and data analysis. More specific professional learning on the use of data in the teaching/learning cycle for all staff including assistant principals has been identified as an area of need for future planning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
At the end of 2017 50% of Year 5 students achieve greater than or equal to expected growth in NAPLAN Numeracy assessment.	NAPLAN results for 2016 indicated 38% of Year 5 students achieved equal to or greater than expected growth in numeracy. The school did not achieve expected progress towards achieving the improvement measure of 50% of students achieving equal to or greater than expected growth.	Providing additional release time for assistant principals and a teacher to run the Belmore North Playgroup was funded at \$101,200.
At the end of 2017 60% of Year 5 students achieve greater than or equal to expected growth in NAPLAN Reading assessment	NAPLAN results for 2016 indicated 21% of Year 5 students achieved greater than or equal to expected growth in reading. The school did not achieve expected progress towards achieving the improvement measure of 60% of students achieving equal to or greater than expected growth.	Providing additional release time for assistant principals and a teacher to run the Belmore North Playgroup was funded at \$101,200.

#### Next Steps

More specific professional learning on the use of data in the teaching/learning cycle for all staff including assistant principals has been identified as an area of need for future planning. As part of the school's evaluation process, a new program called "Cars and Stars" will be funded in 2017. This reading program provides a structured reading program and systematic assessment of student progress. Staff require ongoing focused professional learning in explicit teaching, effective student feedback and to a lesser extent effective classroom management. All staff will participate in professional learning on the Learning Framework in Number to help them better understand the Numeracy Continuum. Some staff will attend professional learning to gain a deeper understanding of the Numeracy Continuum. A more structured approach to data collection and analysis will be implemented using PLAN and school based proformas.

## Strategic Direction 3

### Quality Leadership and Professional Learning

#### Purpose

To develop the leadership team's skills and knowledge to support the ongoing improvement of student outcomes through: a culture of high expectations and the continuous development of all teachers. Teachers, support staff (learning support officers and administrative officers) and leaders are committed to professional learning that is relevant, evidence-based and highly effective.

#### Overall summary of progress

The Performance and Development Framework (PDF) is now embedded as an element of school culture underscoring the school vision of continuous improvement and the importance of professional learning, teacher support and feedback. At the end of 2016 the Department of Education announced the implementation of the PDF for all non-teaching staff in schools. A Student Representative Council was formed during 2016 and the leading teachers developed their interest in gardening as a project for the SRC. The SRC operated with limited success during 2016. All Stage 3 students participated in a leadership skills development day. The school captains and prefects attended a student leadership forum. All staff participated in professional learning related to English as an Additional Language or Dialect (EALD) to deepen their understanding of the English language learners continuum. This has helped teachers better understand the learning needs of their students. Assistant principals led their teams in professional learning using a spirals of enquiry model to focus on improved pedagogy in teaching reading comprehension and mathematics. Due to changes in the leadership team, the success of this process was limited. Teachers hosting practicum students participated in professional learning "A Framework for High-quality Professional Experience in NSW Schools". This ensured clarity and consistency of understanding of their role and the standard that practicum teachers were expected to demonstrate. A additional teacher was employed for 1 day per week to implement an extended transition to school program with children who attended the playgroup. The process had limited success due to the variability in attendance of the children. However, the playgroup is highly valued by parents and it provides an excellent opportunity for children who don't attend pre-school to develop their social skills. Executive teachers participated in professional learning targeted to develop their leadership skills in mentoring, teacher observation and feedback and effective communication. Early career teachers were provided with quality induction processes and support from a mentor of their choice.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers develop an individual Performance and Development Plan (PDP) in alignment with the requirements outlined in the Performance and Development Framework (PDF).	100% of teachers developed and implemented their performance and development plan. 9% did not achieve all of their goals and these will be carried over to the following year.	The process was supported by the assistant principals during their executive release day which was funded from equity funds at the standard rate for a full time teacher of \$101,900.
At the end of 2017 the National School Improvement Tool shows a 10% increase in the High rating of the domain 5: An Expert Teaching Team and domain 8: Effective Pedagogical Practices compared to the baseline data collected in 2014.	Results for the National School Improvement Tool in domain 5, an expert teaching team showed 41% of staff rated this domain at <i>high</i> , which has exceeded the school goal by 15%. In domain 8, effective pedagogical practices, 50%percent of staff rated this at <i>high</i> , which has exceeded the school goal by 30%.	The process was supported by the assistant principals during their executive release day which was funded from equity funds at the standard rate for a full time teacher of \$101,900.
All support staff participate in professional learning relevant to their needs and role, including professional learning related to system changes.	Office staff completed intensive professional learning related to the implementation of new administrative software. Learning support officers participated in mandatory whole school professional learning and visited other specialist support centres such as St George Hospital school to develop their skills. Two learning support officers completed the online course for the administration of prescribed medicine.	Professional learning for support staff was included within the total school expenditure on professional learning of \$52,098.



## Next Steps

As part of whole school evaluation processes including analysis of NAPLAN results and student learning outcomes' growth from Year 3 to Year 5 the school is pursuing a new direction in whole school professional learning for 2017. A professional learning consultant, John Fleming will be engaged to facilitate whole staff professional learning in the John Fleming Explicit Teaching Model. This will be supplemented by whole school data collection and analysis processes, the implementation of a synthetic phonics program and focused teaching of comprehension in grades 3–6 supported by the CARS and STARS program. It is intended that ongoing consistent implementation of these pedagogies will result in the establishment of a signature pedagogy which will be embedded in school culture. The performance and development process is now embedded as part of annual school processes. In line with the Department of Education's processes, the performance and development program will be introduced to non-teaching staff in schools in 2017. The Belmore North Public School playgroup which is highly valued by the community will continue in 2017. A community liaison officer will be employed in 2017 and part of the role will include facilitating the development of parents' skills in the ongoing running of the playgroup. In 2017 the school will access the Early Action for Success program through the employment of 1.2(FTE) instructional leaders to support teacher professional learning and the improvement of student learning outcomes K–3.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Each Aboriginal student achieved the goals established in the PLP. Attendance and punctuality was equal to or above the State average for some Aboriginal students.	\$1,410.00 funds were combined with other flexible funds to employ school learning support officers to support Aboriginal student learning and speech assessment was provided for one student.
<b>English language proficiency</b>	<p>Focus students were assessed against the EALD Learning Progression which identified 22 students as Beginning, 42 as Emerging, 68 as developing and 114 as Consolidating. The teacher allocation for 2016 was 1.2, the equivalent of 1 full time teacher and 1 teacher for 1 day per week. Students who are classed as new arrivals to Australia such as refugees, immigrants, temporary visa holders and Kindergarten students are assessed for inclusion in EALD support programs. Students who are assessed as Beginning or Emerging English language learners are prioritised for assistance in the EALD program. Flexible funding provided student assistance for students to access extra-curricular activities and in-class learning support provided by support officers. EALD staff withdraw targeted students in small groups and provide them with specific programs to meet their individual needs. Lessons consist of a balance of speaking, listening, reading and writing activities. EALD teachers also provide in-class support to the Beginning and Emerging students to help them access the broader curriculum. EALD teachers report to parents on each student's progress twice yearly using the ESL reporting scale and provide translated documents which explain the information to parents and carers in their own background language. Student progress is carefully monitored and additional wellbeing programs are implemented for students who have difficulty adjusting to life in Australia in consultation with external agencies and the school counsellor. EALD teachers support class teachers in implementing EALD teaching and learning programs and pedagogy including differentiation of the curriculum for the EALD students. EALD teachers continue to develop their skills and knowledge by engaging with relevant professional learning and attending EALD</p>	\$146,499.00, was used to employ specialist EALD staff 1.2(FTE) to provide specific support to a range of students with varied English language proficiency. Of this total amount, flexible funds of \$24,074.00 were used to employ school learning support officers to support student learning in the classroom.
<b>Low level adjustment for disability</b>	The Learning Support Teacher (LAST) supports and coordinates the Learning Support Team (LST) to support teachers in providing appropriate learning and behaviour support programs for students. The role is diverse and includes the following non-exhaustive list: documentation of student's individual learning plans (ILPs) and behaviour support plans (BSPs) and ensuring these are completed and developed in consultation with parents/carers, coordinating	Total funding was \$126,437. Of this \$91,819 was used to employ a specialist learning and support teacher 1.0 (FTE). Flexible funds of \$34,618 were used to employ learning support officers to support student learning in the classroom.

<p><b>Low level adjustment for disability</b></p>	<p>learning support officers in collaboration with class teachers to provide in–class support for students, coordinating teacher professional learning so that students are supported in their learning and behaviour. In collaboration with the class teacher the learning support teacher monitored, evaluated and reviewed students' progress towards achieving ILP goals in alignment with the ILP or BSP, maintained and filed records of Learning Support Team (LST) meeting agendas and minutes, built teacher capacity through professional learning and support, reviewed the LST procedures document to enhance consistency across the school and effective classroom and school organisation of student support and assisted the principal in the Nationally Consistent Collection of Data of students with disability (NCCD) and ensuring processes were followed as documented in the Assessment and Reporting Tracking and Monitoring policy. All teachers and learning support officers completed the Disability Standards for Education online professional learning</p>	<p>Total funding was \$126,437. Of this \$91,819 was used to employ a specialist learning and support teacher 1.0 (FTE). Flexible funds of \$34,618 were used to employ learning support officers to support student learning in the classroom.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Approximately 80% of staff indicated that they had received good or satisfactory support in a range of classroom practices to improve quality teaching. Approximately 20% of staff indicated they would like additional support.</p>	<p>In 2016 the school's funding for Quality Teaching, Successful Students was 0.15 (FTE). The school combined this staffing allocation with socio–economic background funding to release assistant principals for 1 day per week.</p>
<p><b>Socio–economic background</b></p>	<p>The target of a 10% improvement in the High rating of the National Schools Improvement Tool element 7: Differentiated Teaching and Learning was exceeded by 1%. In 2015 62% of teachers rated this element at high, whereas in 2016, 73% rated this element as high. This is clear evidence of the school's focus on quality, differentiated teaching through the application of socio–economic background funding to quality teaching. Assistant principals were provided with 1 day per week of additional release time. The focus of this release time was for assistant principals to develop their instructional leadership skills and to provide in–class support to teachers through observation, feedback, team–teaching, demonstration lessons and mentoring. Additional computer hardware was used to support quality teaching and differentiated learning using iPads.</p>	<p>Total funding of \$158,493 was received. Of this funding, \$101, 900 was used to employ an additional classroom teacher. This enabled the school to avoid forming a 3/4/5 multi–age class and also resulted in structuring slightly smaller than average classes from grades 2–6. Some funding was allocated to the executive release process, which provided each assistant principal with 1 release day per week. Remaining funds were used to purchase additional computer hardware.</p>
<p><b>Support for beginning teachers</b></p>	<p>Beginning teachers at the school were provided with additional support in line with the Department of Education's procedures. The beginning teachers had reduced responsibilities, were provided with ongoing feedback and mentoring and were supported in collaborative practices. Teacher mentors had access to specific training and</p>	<p>2 teachers and 2 assistant principals as mentors received funding to support the development of the beginning teachers' skills. 1 teacher received an additional 2 hours per week of release time and 1</p>

<b>Support for beginning teachers</b>	flexibility in their teaching responsibilities to support classroom observation and provide structured feedback. A staff induction handbook was developed in readiness for use by all new teachers in 2017 and beyond. Other beginning teachers who did not qualify for the additional funding support were also supported by the assistant principal mentors.	teacher received an additional 1 hour of release time. The mentors each received additional release time.
<b>Targeted student support for refugees and new arrivals</b>	Refugee students were provided with support to enhance student wellbeing and learning including individual learning plans, targeted support by English language teachers and learning support officers. The school worked collaboratively with other agencies such as "Settlement Services" and counselling services to assist each student to settle into the school environment. Each student's learning progress and wellbeing was carefully monitored and supported.	The school received funding of \$4,105 for refugee student support. The funds were used to provide uniforms, school equipment and participation in extra-curricular activities. Remaining funds were combined with other school flexible funds to employ learning support officers to support students in class.



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	172	185	190	174
Girls	151	162	157	166

The school's annual student enrolment of 340 students is consistent with the average of previous years. Of the 340 students 27 are enrolled in support classes. 89% of the total student enrolment has a language background other English. The most predominant language profile is Arabic with 38 other language backgrounds registered. Student mobility remains high as families seek more affordable rental or relocate for other reasons.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.8	95.7	91.5	94.4
1	96.1	95.4	93.1	89.7
2	95.5	95.3	90.4	94.8
3	96.5	96	94.5	92.8
4	95.6	96.5	90.9	95
5	95.6	96.4	92.6	93.6
6	96.2	97	93	92
All Years	95.7	96	92.2	93.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Electronic class rolls are monitored on a weekly basis by the wellbeing teacher who monitors student attendance and punctuality. The wellbeing teacher communicates with parents to provide support to

improve attendance and punctuality. Students whose attendance continues to be of concern are discussed with the Home School Liaison Officer and appropriate further action is taken. In line with documented school procedures, teachers contact the parent of a student if he/she has been absent for 3 consecutive days without any communication to the school. Student attendance rates are slightly lower than the Department of Education due to the high number of students who spend extended time overseas and for whom an exemption is not authorised. Because an exemption is not authorised the students' absences are counted in the available data. The employment of the wellbeing teacher is particularly valued as a measure to reduce the large number of students who are regularly late to school which disrupts the morning routine of other students.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.47
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher of ESL	1.2
School Administration & Support Staff	7.92
Other Positions	0.15

\*Full Time Equivalent

The school's workforce comprises a range of experience. Approximately half the members of staff have more than 5 years experience and half have less than 5 years or less experience. There is some staff mobility as staff are provided with the opportunity to work in higher duties or alternative positions to develop their leadership skills and expertise. No Aboriginal staff were employed at the school during 2016.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

## Professional learning and teacher accreditation

The total school expenditure on teacher professional learning was \$52,098. This figure includes supplementation from the school budget for 2 members of the office staff to attend LMBR training and additional relief costs to provide support while the staff were working with the new system in the workplace. The total amount also includes additional release time for teachers who were completing L3 professional learning to enable them to develop the necessary resources to implement the program.

Teacher status in the stages of the Australian Professional Standards for Teachers included: 3 working towards accreditation at Proficient level, 3 gained accreditation at Proficient level and 13 were maintaining accreditation at Proficient level. The remaining staff will automatically become accredited at Proficient level in 2017.

In line with the school plan all teachers developed skills in implementing "Positive Behaviour for Learning" (PBL).

Teachers in grades K–1 developed their skills and expertise in implementing the Language, Learning and Literacy (L3) and Targeted Early Numeracy (TEN) pedagogy. Teachers in grade 2 focused on developing their skills to implement TEN. Teachers in grades 2–6 focused on developing their skills in teaching reading comprehension including a focus on inferential comprehension through drama, teaching the super 6 comprehension strategies and improved teaching of mathematical problem solving.

Assistant principals developed knowledge and skills in:

- leading Stage discussions on using student data to improve student learning through the lens of the teaching and learning cycle and
- mentoring teachers to support their professional growth.

Whole school professional learning including that implemented on staff development days included:

- Child Protection and Code of Conduct
- Face to face training for anaphylaxis and CPR
- Exploring and developing units of work to implement the new Geography syllabus
- Positive Behaviour for Learning
- Peer observation and feedback protocols
- Complete staff expertise table.
- Health and Safety induction
- EALD pedagogy
- Quality teaching and effective student report writing
- Learning and Support Team – update of procedures.

Individual teachers and non-teaching support staff attended a range of professional learning according to their particular needs.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Points to note in regard to financial information include:

- Very few families paid their voluntary school contributions.
- A larger amount of funds were rolled over than was anticipated because teachers' wages were budgeted at highest rate but not all engaged casuals were paid at this rate of pay.
- There was significant expenditure on student curriculum materials and resources including technology with the purchase of additional iPads and docking stations.
- There is a miscellaneous programs total of \$125, therefore the balance carried forward differs by this amount.



Income	\$
<b>Balance brought forward</b>	<b>670 181.86</b>
Global funds	0.00
Tied funds	374 971.65
School & community sources	47 869.66
Interest	10 662.95
Trust receipts	15 858.90
Canteen	0.00
Total income	1 119 545.02
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	8 420.45
Excursions	12 290.14
Extracurricular dissections	12 884.61
Library	1 673.50
Training & development	0.00
Tied funds	285 555.14
Short term relief	85 422.45
Administration & office	36 251.00
School-operated canteen	0.00
Utilities	41 094.85
Maintenance	14 069.94
Trust accounts	14 746.03
Capital programs	0.00
Total expenditure	512 408.11
<b>Balance carried forward</b>	<b>607 136.91</b>

The information provided in the financial summary includes reporting from 14 October 2016 to 31 December 2016. The school's finances are regularly reviewed and the budget monitored at Finance Committee meetings attended by the school executive team and the School Administrative Manager. In consultation with the school community funds have been allocated for air-conditioning the school and provisioning for overspending on teacher sick leave.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	873 540.58
(2a) Appropriation	860 452.23
(2b) Sale of Goods and Services	240.90
(2c) Grants and Contributions	12 365.11
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	482.34
<b>Expenses</b>	-171 425.39
Recurrent Expenses	-171 425.39
(3a) Employee Related	-134 668.61
(3b) Operating Expenses	-36 756.78
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	702 115.19
<b>Balance Carried Forward</b>	702 115.19

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The information provided in the financial summary includes reporting from 14 October 2016 to 31 December 2016. The school's finances are regularly reviewed and the budget monitored at Finance Committee meetings attended by the school executive team and the School Administrative Manager. In consultation with the school community funds have been allocated for air-conditioning the school and provisioning for overspending on teacher sick leave. In 2017 the school will operate fully within the SAP/SALM system with changed processes in school financial operations and budgeting solutions.  
Delete text not required.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 142 983.69
Base Per Capita	20 050.49
Base Location	0.00
Other Base	2 122 933.21
<b>Equity Total</b>	432 839.09
Equity Aboriginal	1 410.45
Equity Socio economic	158 492.66
Equity Language	146 499.19
Equity Disability	126 436.79
<b>Targeted Total</b>	903 701.51
<b>Other Total</b>	121 933.01
<b>Grand Total</b>	3 601 457.30

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

### Year 3 Grammar and Punctuation

Compared to the school average for 2014–2016 there has been an improvement in results in Bands 1 and 2. The percentage of students achieving in Bands 3, 4 and 6 has increased.

### Year 3 Spelling

2016 saw an overall improvement in results compared with the school average for 2014–2016. The percentage of students achieving in Bands 1, 2 and 3 fell. there was a significant increase in the percentage of students achieving in Band 5.

### Year 3 Reading

There was an increase in the percentage of students

achieving in Bands 3 and 6 compared to the 2014–2016 school average. There was a decrease in the percentage of students who achieved in Bands 4 and 5. Professional learning in the teaching of reading is a focus for Years 3 and 4 in 2017.

### Year 3 Writing

Results in 2016 compared poorly to the 2014–2016 school average. There was a slight increase in the percentage of students achieving in Band 6.

### Year 5 Grammar and Punctuation

Compared to the school average there was a reduction of students in Band 3 with an increase of students in Bands 4, 5 and 6 for 2016. A small percentage of students achieving Band 8 similar to the school average.

### Year 5 Reading

In year 5 Reading, there was an increase in students in Bands 3 and 4 and a decrease of students in band 6. There were no students in Bands 7 and 8.

### Year 5 Writing

Year 5 writing showed a slight shift towards students achieving in the higher bands. Compared to the school average 2014–2016 there were less students in Band 3 and a slight increase of students achieving in Band 8.

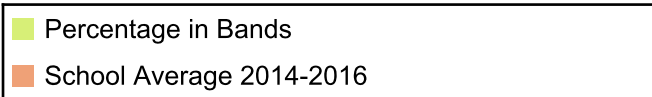
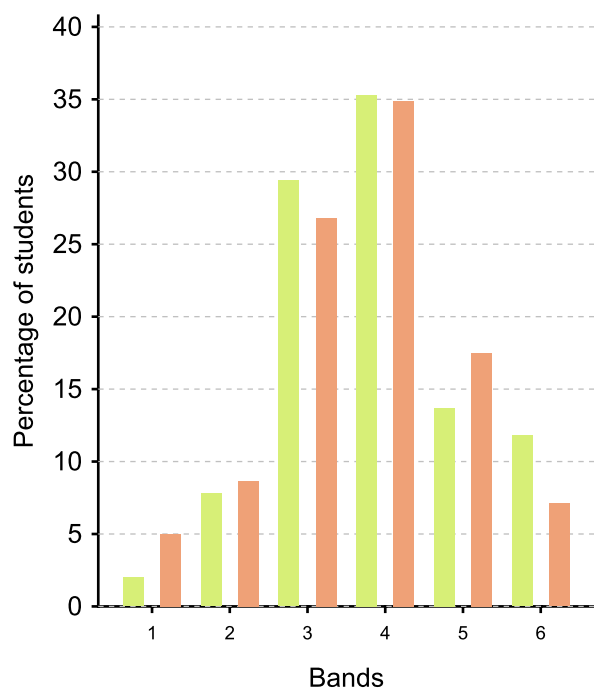
### Year 5 Spelling

The results for year 5 spelling indicated that all students in year 5 achieved in Bands 3 to 7. There was an increase of students achieving in Band 4, 5 and 6 when compared to that of the school average. In 2016 there was a decrease of students achieving in Band 7 and no students in Band 8.

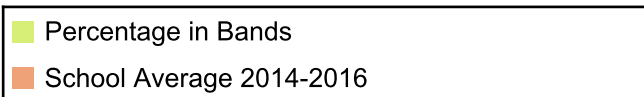
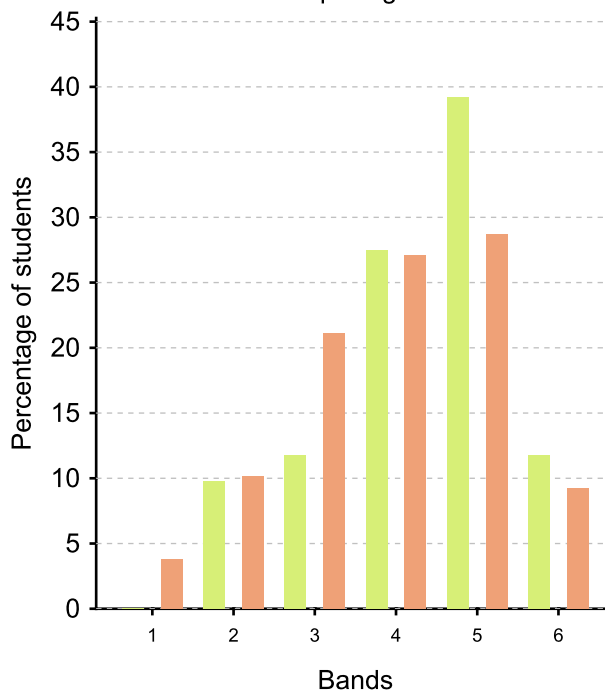
### Year 5 Numeracy

Numeracy results for 2016 indicated that all the students in year 5 performed in bands 3–6, with an increase of students in Bands 3 and 4. In 2016 there were no students in Bands 7 and 8 for Numeracy.

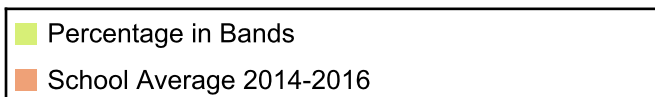
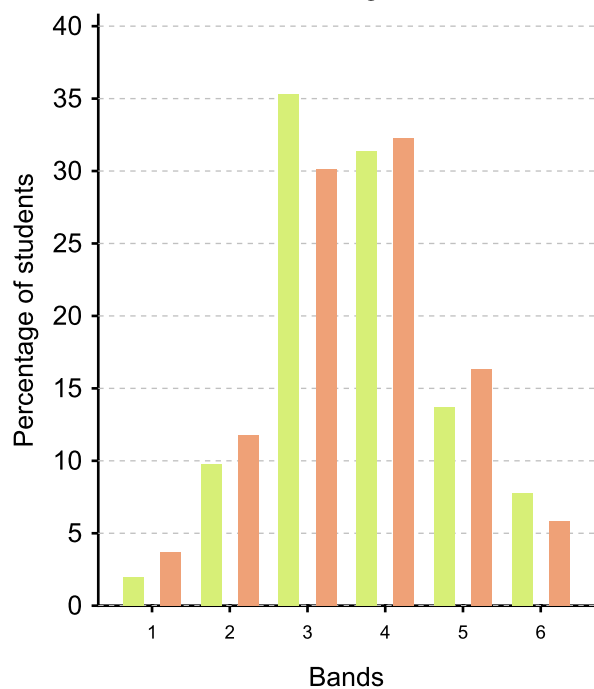
**Percentage in bands:**  
Year 3 Grammar & Punctuation



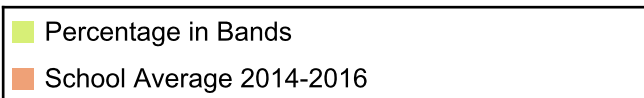
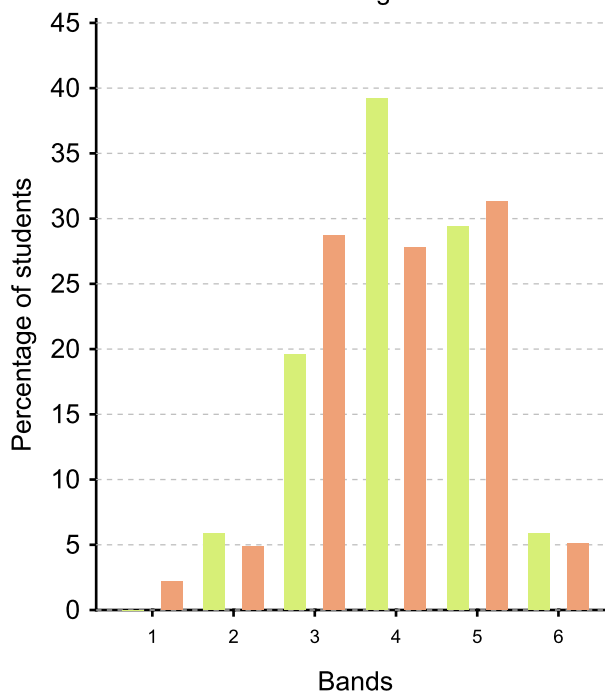
**Percentage in bands:**  
Year 3 Spelling



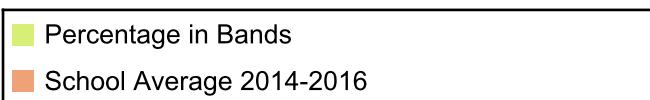
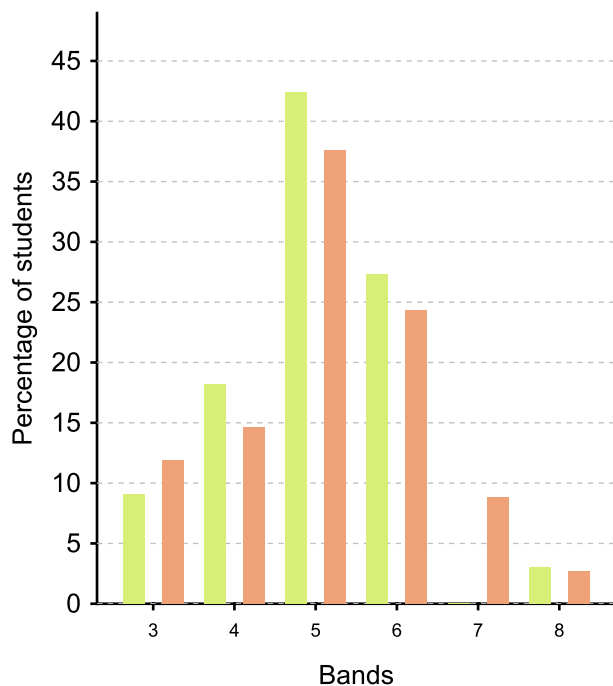
**Percentage in bands:**  
Year 3 Reading



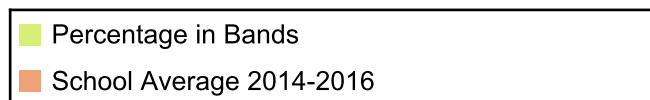
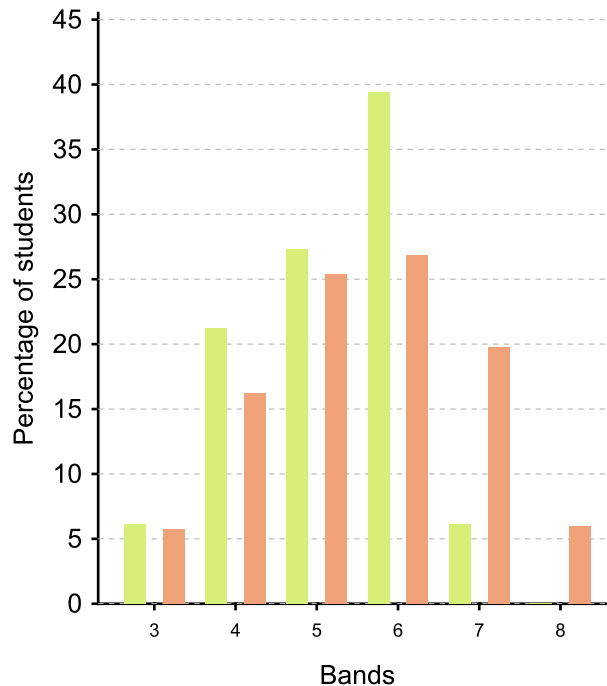
**Percentage in bands:**  
Year 3 Writing



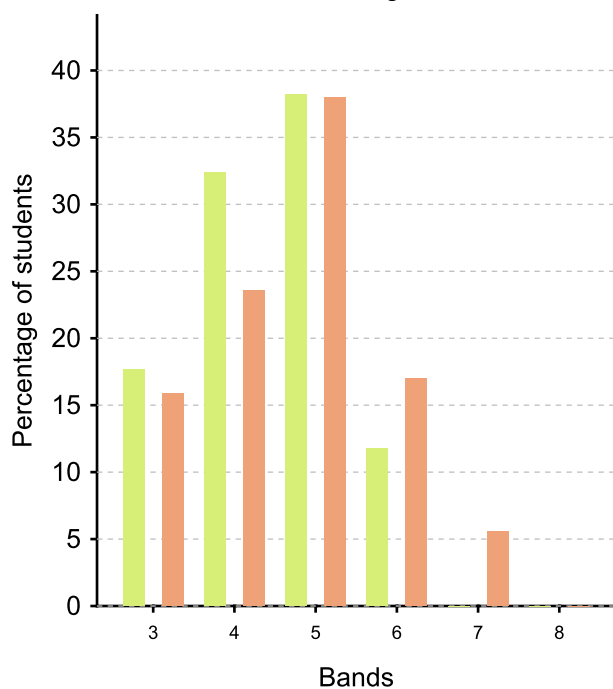
**Percentage in bands:**  
Year 5 Grammar & Punctuation



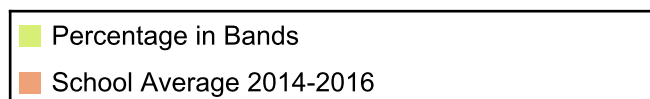
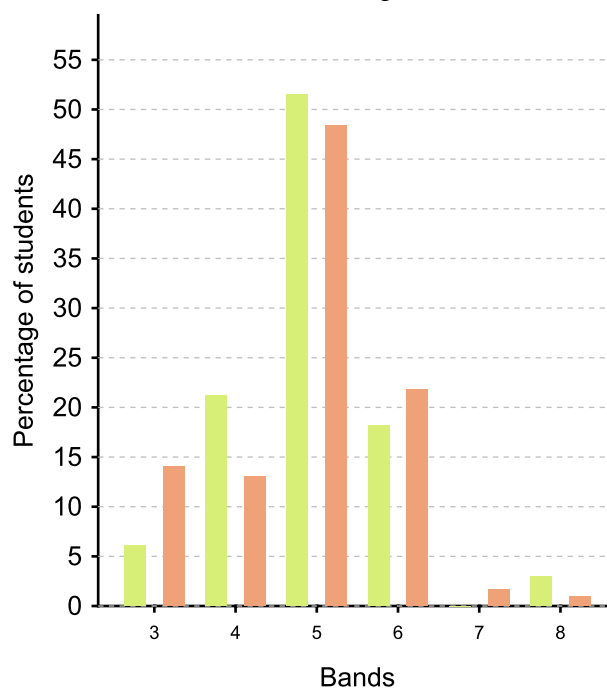
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



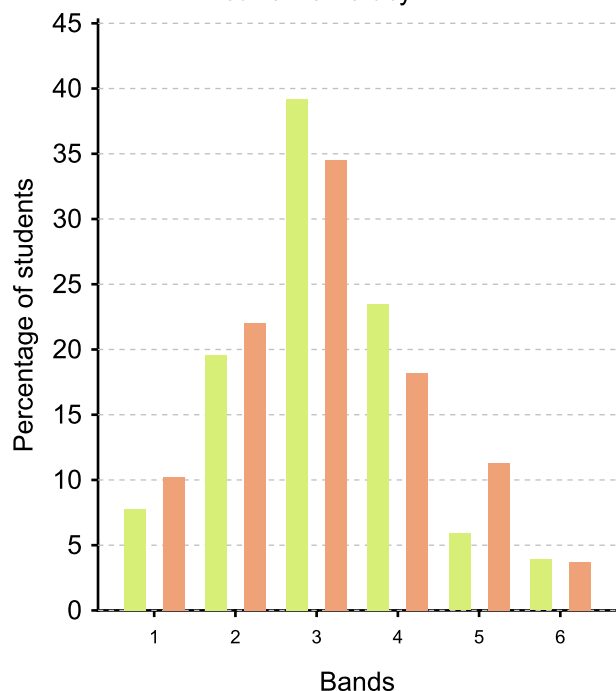
**Percentage in bands:**  
Year 5 Writing



### Year 3 Numeracy

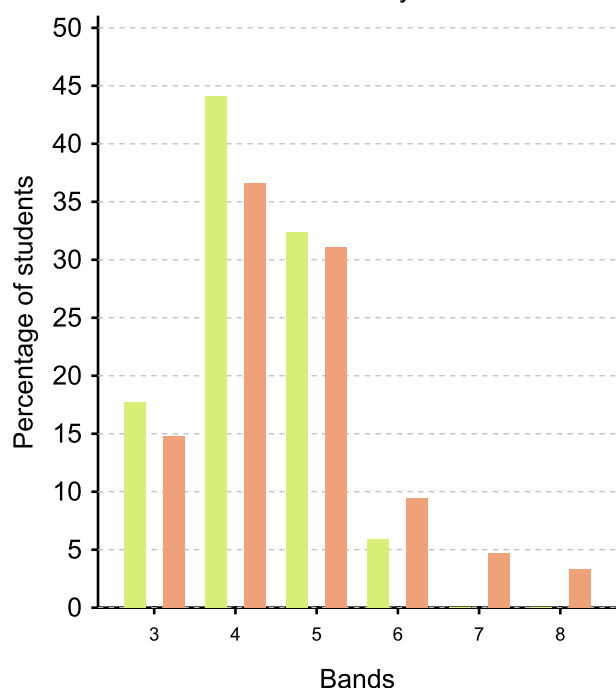
Compared to the 2014–2016 school average there has been an improvement in students performance in Bands 1, 2, 3 and 4. Fewer students achieved in Band 5.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In 2016, in accordance with the Premier's Priorities: *Improving Education Results*, schools are required to report on their student performance in the top two NAPLAN bands in reading and numeracy. The NSW Government wants children's education to result in the opportunity for all students to reach their full potential, no matter what their circumstances. Students in Years 3 and 5 sat the National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2016. NAPLAN assessment results provide valuable information about student achievements in Literacy and Numeracy.

At Belmore North Public school student performance is closely monitored and analysis of these results assists school planning and is used to support teaching and learning. These tests are one means of gathering data on individual student and school achievement. In 2016, Year 3 and Year 5 the percentage of students placed in the top two bands in Literacy and Numeracy was slightly lower, with the majority of students placed in the middle bands. There was a slight growth in 2014 – 2016 in the percentage of students in the top 2 bands for Year 3, with Year 5 working to improve in all areas of Literacy and Numeracy. As a school we are dedicated to supporting student learning outcomes through the implementation of focused professional learning to improve student learning and outcomes.



## Parent/caregiver, student, teacher satisfaction

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

### Parents and Caregivers

35 parents and carers completed a school devised survey with the following results.

34 Would you like to be more involved with the school

33 know how to arrange a meeting with their child's teacher at any time

33 are confident about talking to teachers at the school

3 would like the help of an interpreter. 3

34 are you satisfied with the school's communication of

31 know how to arrange a meeting with the principal

20 parents of a student in year 3 or year 5 were satisfied with their child's NAPLAN results.

30 are fully aware of the role of the P&C does.

35 are satisfied with the quality of education their child is receiving.

The key findings of this survey indicate overall strong satisfaction with the school.

## Students

Students in grades 4, 5, and 6 completed the Quality of School Life with the following results out of a maximum rating of 5.

My teachers expect me to do my best 4.6\*

My teachers provide me with useful feedback about my school work. 3.9

Teachers at my school treat students fairly. 3.9\*

My school is well maintained. 3.7\*

I feel safe at school. 3.9\*

I can talk to my teachers about my concerns. 3.6

Student behaviour is well managed at my school. 3.4\*

I like being at my school. 3.9

My school looks for ways to improve. 4.1\*

My school takes students' opinions seriously. 3.7\*

My teachers motivate me to learn. 4.4

My school gives me opportunities to do interesting things. 3.9\*

Key findings include an improvement in the statements marked with an asterisk. In particular, students perceived an improvement in the way student behaviour is managed which is attributed to the implementation of Positive Behaviour for Learning.

## Teachers

Teachers completed a survey based on the National School Improvement Tool with the following results.

A total of medium, high and outstanding ratings of 90% agreed that a high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing.

A total of medium, high and outstanding ratings of 87% agreed the school is driven by a deep belief that every student is capable of successful learning, and a high

priority is given to building and maintaining positive and caring relationships between staff, students and parents.

A total of medium, high and outstanding ratings of 91% agreed the school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

A total of medium, high and outstanding ratings of 91% agreed the school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

A total of medium, high and outstanding ratings of 86% agreed the school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels.

A total of medium, high and outstanding ratings of 100% agreed the school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students.

A total of medium, high and outstanding ratings of 95% agreed the school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school.

A total of medium, high and outstanding ratings of 91% agreed the school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations.

A total of medium, high and outstanding ratings of 91% agreed the school leadership team have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes.

Key findings from this data indicate a high level of teacher satisfaction with the school.





## Policy requirements

### Aboriginal education

Aboriginal background funding was used to provide learning support for Aboriginal students. This included the development in consultation with parents, the implementation of the student's personalised learning plan, a targeted program provided by the learning support teacher and in-class learning support provided by a learning support officer. Belmore North Public School is committed to achieving equity in learning outcomes for Aboriginal students and including Aboriginal perspectives in the curriculum. Personalised Learning Plans were revised and/or developed in consultation with the learning support team and the student's parents. Student attendance and punctuality was monitored and resulted in improvements during the year supported by strategies outlined in the school's attendance policy. A High School transition program was implemented for relevant students. One student received a "Deadly Kids Doing Well" award which was presented at a regional award ceremony. Whole school celebrations of Aboriginal culture such as NAIDOC were held during the year. Whenever possible, the Acknowledgement of Country was conducted by Aboriginal students at school assemblies and special events.

### Multicultural and anti-racism education

Multicultural understanding is integrated into all KLAs where appropriate. Students develop intercultural understanding as they learn to understand their own identity and apply their background knowledge to what they are learning in class. Religious and cultural celebrations of all students are recognised. Harmony Day was celebrated at school. On this day students were asked to wear either orange clothing or a national costume which represented their country of origin or culture. A high number of students chose to wear the latter. Our school has a specifically trained Anti-Racism Contact Officer (ARCO) whose role it is to resolve allegations of racism. At the beginning of the school year the ARCO visits each classroom. The nature of racism is explained to the students and the procedure for reporting allegations of racism is discussed. The parents are also informed of the Anti-Racism Policy through school newsletters. The ARCO delivered professional learning to all staff to facilitate deeper

understanding of racism in society. To promote and encourage students to maintain and develop their first language an Arabic Community Language teacher is employed 5 days a week. Arabic is the most widely spoken language at the school. Communication with parents and community members from culturally and linguistically diverse backgrounds is enhanced through the use of the telephone interpreting service and the Department of Education documents. The Arabic Community Language teacher initiated a number of meetings and workshops to enhance communication with parents and community members from culturally diverse backgrounds and strengthen their role in school activities. These included parent workshops about NAPLAN, Mathematics in the Primary School and Information Technology. He also conducted a workshop which offered advice to parents about how to help their children with homework. He organised morning meetings in the staffroom with the principal at which a Middle Eastern style breakfast was offered. All of these workshops and meetings had a high attendance rate.