

Belmore South Public School

Annual Report



2016



1186

Introduction

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

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Message from the Principal

2016 was certainly a major year for change at Belmore South Public School both educationally and physically. Together we continued to successfully implement new curriculums and reforms and align systems to support these changes. With these changes, the teachers have continued their professional learning and the students have been offered a variety of new and exciting opportunities in order to prepare them for being successful Future Focused Learners. During 2016, we worked on strengthening numeracy as part of our EAfS , TEN and TOWN programs and concentrated on early literacy as part of the L3 program. These initiatives have produced excellent results and enabled us to find new ways to plan for improvement, implement new lessons and reflect on data to inform practice. The staff continued to use reflective practice, classroom walkthroughs and current research to support learning and to promote student engagement. The continuation of our Parents as Teachers and Classroom Helpers (PaTCH) program, has been incredibly successful in achieving our aim of developing strong parent partnerships to support student learning. We have engaged parents in classroom activities that have assisted students to achieve their best educational outcomes and also supported them at home by developing their understanding of how children learn. The school has continued to build whole-school pride through the updating of its wellbeing procedures. The aim is to ensure a safe and secure learning environment, where everyone is encouraged to have a voice, seek opportunities and achieve to the best of their ability. Students were successful representatives of our school at a number of sporting and community events and have passionately taken on many new opportunities to learn in the real world. Our school environment continued to undergo renovations with major upgrades to our outdoor learning spaces. This will continue in 2017 as we strive to improve further our learning spaces to provide enriched learning opportunities for all. I acknowledge the hard work of both staff and the parent community in nurturing and supporting student learning and wellbeing. Together we are passionately building and presenting a positive image of Belmore South Public School that will shape the future.

Lurlene Mitchell

Relieving Principal

Message from the school community

In 2016 our P&C set ourselves some pretty extraordinary goals, we saw the connection between great schools and their close relationship with parents and set out to transform our school and P&C to create an authentic, collaborative partnership between students, parents, school and community. It started by aligning ourselves with the school plan: *transforming our P&C by connecting with parents and the wider community to create opportunities for all Belmore South students*. We are very proud to report that we have achieved all the goals we set for ourselves in our 3 year plan, in 2 years, a year earlier than anticipated. Our achievements are as follows;

Transform the school grounds – creating both passive and active play areas for our children with our sun shade soft fall area and new playground, habitat gardens to address the loss of backyards and green spaces and outdoor learning spaces.

Connect our P&C with the wider community – various federation forums held and supported by Belmore South P&C have led to the creation of the Canterbury Network of P&C. This network sees school P&C representatives from across the Canterbury Schools Network meeting once a term to share ideas, resources and experiences to assist and support each other. This culminated in the "Paint Canterbury Pink" for breast cancer awareness that saw all P&C groups holding a pink week of discos, mufti days, pink cake stalls and much more.

Transform our fundraising – we ran several traditional, fun events for our students and community raising \$5660 as we also continued our successful grants drive and were awarded the 2016 Volunteers Grant that saw over \$3000 for a new BBQ, sound system and marquee to be used at our various community events.

Connect Students, Parents, School and Community – we have worked hand in hand with the school executive team to create a culture of inclusion and engagement between parents, students and school. Some of the initiatives include parents as partners forums, the creation of the Belmore South Community Room, gardening and social events, White Ribbon March Can Drive and The Biggest Morning Tea among many others.

Our outstanding, dedicated and extraordinary volunteers have achieved a very successful year in the Belmore South P&C run Uniform Shop. It is wonderful to see our parent run uniform shop finally moving into profit and look forward to their ongoing success in 2017. I wish to thank every member of this wonderful Belmore South School Community for your continued dedication to building this fantastic school that supports our children in their individual pursuits for the best educational outcomes possible.

Lisa Trewin

P&C President

School background

School vision statement

Our school community shares a learning journey that empowers curious, creative and active citizens who contribute positively to the world.

School context

The school is situated in the socio–economically changing inner south western suburb of Belmore. Over 92% of our families are from a language background other than English, with refugees and new arrivals numbering among these.

Student learning is supported by New Arrivals programs, English as an Additional Language or Dialect (EAL/D) programs, Arabic and Greek Community Language programs, Reading Recovery and Learning Assistance programs and the Early Action for Success Numeracy program.

Belmore South PS works closely with community and local support agencies. Programs which operate in the school include Good Beginnings family support program and Koorana playgroup.

The school has a strong team of professional, dedicated teaching and non–teaching staff who are at various stages of their careers.

Belmore South PS continues to enrich learning opportunities by building productive partnerships with Community of Schools groups, Sydney University and the University of New South Wales.

The community, whilst diverse, is extremely harmonious and cohesive in its support for the school.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Our school nurtures a culture of learning across staff, students, parents and our community. Professional learning is multi–faceted and teachers have been engaged in continual professional learning to enhance practice at a school, stage and personal level. The school has provided rich opportunities for parents and students to extend and engage with learning within and beyond the school. Belmore South has a strong focus on wellbeing and supporting the cognitive, physical, social and emotional development of all students. Individual learning paths are supported by the analysis of data and the collaborative development of a differentiated curriculum to meet needs. Our learning and support team have developed strong procedures and practices that focus on personalised learning, high quality professional learning, high expectations, collaboration and accountability. The use of flexible timetabling, collaborative planning and formative and summative assessments has enhanced curriculum delivery and enabled targeted interventions to meet diverse learning needs.

The results of this process indicated that in the School Excellence Framework domain of **Learning** Belmore South Public School is ***Sustaining and Growing***.

Belmore South places a significant focus on developing a data informed, evidence based learning culture by engaging staff in a rigorous professional learning and collaboration. The process of transforming teacher use of student performance data from solely a diagnostic use to a formative use has been core to the schools professional learning journey. Whole school data training, collection and analysis has been coordinated school wide. This data is used to inform targeted teaching, specialist teacher intervention and whole school decision making. Classroom walkthroughs are used as a vehicle to embed educational theory and develop best practice. Our school has provided time for teachers to collaborate and work together to understand and implement evidence based teaching practices. Participation in Early

Action for Success (EAfS) and the extension of the initiative across K–6 has supported the implementation of effective teaching methods. The schools focus on evidence–based practice and the development of visible learning maps has ensured the development of clear learning intentions, success criteria, targeted feedback, goal setting, self–reflection and differentiation processes are evident within all teachers practice. The refinement of the schools mentoring programs have given opportunities for all staff to be supported at their level of expertise. This has included options for casual, temporary and pre service teachers. The professional standards underpin supervision, feedback and support for all teachers. Supervision of staff has been streamlined to include negotiated observations and structured discussions as part of the new performance and development process.

The results of this process indicated that in the School Excellence Framework domain of **Teaching** Belmore South Public School is ***Sustaining and Growing***.

The school plan reflects the values, ideas and aspirations of the community and there is an emerging shared commitment to school improvement. Monitoring of achievement toward these priorities is becoming embedded in routines across the school as teachers develop further an evaluative thinking mindset to support evidence collection. However, the school needs to continue to explore further ways to engage students and parents in the ongoing tracking and monitoring of school performance. An emphasis on building leadership capacity in all staff has been a focus in the school plan implementation. Staff are beginning to take on purposeful roles in driving the school strategic directions with opportunities to lead teams and action plans. Strengthening structures for internal and external mentoring, coaching and shadowing would be beneficial in building staff capacity. Community engagement is an area of growth at our school. Although we are at the beginning of our journey in this area, parents and organisations have welcomed the opportunity to work with us. Our Strengthening Parent and Community Partnerships action plan has been structured to support communication, parental involvement, learning partnerships and inclusions in the school decision making process. Strategic financial management is used to maximise resources available to implement our plans within the constraints of funding allocations. Management and accountability processes and practices are tied to school development and school improvement.

The results of this process indicated that in the School Excellence Framework domain of **Leading** Belmore South Public School is ***Delivering***.

Our self–assessment and the external validation 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

CREATE

Purpose

Empowering learners to become active, responsible and informed citizens builds their personal and social capabilities.

Overall summary of progress

Our school has continued to focus on developing students' personal and social capacities through embedding the Wellbeing Framework into our whole school Positive Behaviour for Learning (PBL) system. Our consistent school wide expectations have been made explicit to staff, students and our community through new awards and posters, videos, special assemblies and parent forums. Student leadership structures have been revised with significant changes after consultation with students, staff and parents. These structural changes foster student engagement with leadership within the school from as early as stage one and develop student leadership capacities beyond the school context as well. The establishment of a collaborative learning space to support student creativity and critical thinking through Science, Technology, Engineering and Maths (STEM) programs has also been connected to enrichment initiatives with our community of schools network. A Leadership Development Initiative (LDI) pilot project focused on building oral language skills in preparation for a school wide initiative in 2017. Students utilise a range of visible learning tools to reflect on their achievement and set achievable and meaningful personal goals for learning. We continued to improve our Learning and Support processes in response to institutional changes, through linking with external support groups (such as Mercy Connect and Learning Links) and the permanent appointment of specialist teachers. We built new opportunities for our students and parents to connect with other schools in their local community through primary school sport gala days, collaborative celebrations with our local high schools and through the P&C community network.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students, staff and parents meaningfully connecting across multiple school environments	This year saw the establishment of new opportunities for students, staff and families to share learning. Student-led parent forums saw students teaching parents and explaining their learning processes at school to the community. These student led parent forums covered broad range of school initiatives.	Teacher Professional Learning Funding
All students engage in regular self- assessment and goal setting as part of their learning	Students also engaged with other students in their local area through sport gala days, high school transition events hosted at Belmore South Public School and a range of celebrations involving our local high schools. Staff engaged with high quality professional learning across a range of local schools to extend their practice and knowledge. Parents had the opportunity to engage with our community schools through P&C term based network meetings.	Strengthening Community Partnerships funding
Increase inschool attendance rates	Visible Learning Maps were collaboratively created by staff and supported students to articulate their learning achievements and set achievable and meaningful goals for improvement. The trial of the digital learning journal, Seesaw, saw students begin to use digital technologies to record their self-assessments and achievements.	Early Action for Success funding
	Consistent liaison with HSLO and improved monitoring systems for student attendance and communication with parents are working to reward students and improve school attendance rates.	Wellbeing funding

Next Steps

- Develop a school wide focus on increasing student's oral language capacities in order to develop both verbal and written communication skills for our students.
- Continue to provide platforms across school contexts in which students' strong identities as resilient, engaged and productive learners to allow them to take responsibility for their learning with an active voice in the direction of their school.
- Provide opportunities for students to engage with future focused learning tasks through Science, Technology, Engineering and Mathematics (STEM) initiatives.
- Continue to refine processes and procedures for measurably tracking students by condensing a variety of disparate tools into a more comprehensive system by personalising and using the capabilities of EBS4 and the online Student Wellbeing tool.



Strategic Direction 2

TRANSFORM

Purpose

Creating an inquiring and collaborative learning culture encouraging all members to engage in future-focused learning.

Learning about and applying best practice enables continual improvement for success.

Overall summary of progress

In 2016 our school continued to place significant focus on developing a data informed, evidenced based learning culture by engaging staff in rigorous professional learning on high impact research-based teaching practices. Teachers continued to deepen their knowledge and practice of formative assessment and visible learning practices by co-constructing visible learning maps to support curriculum implementation of mathematics, speaking and listening. Visible learning maps resulted in a versatile learning tool used to support teachers in communicating explicit learning intentions, success criteria and providing targeted feedback to move students forward in their learning.

Teachers continued to receive extensive training in important literacy, numeracy and future focused initiatives including Targeted Early Numeracy, Taking Off With Numeracy, L3, academic conversations and STEM. These initiatives had a significant impact on student learning and engagement across K-6.

The school strengthened its participation within the Community of School network with experienced and beginning teachers participating in and leading professional learning workshops across the CoS network. This helped foster leadership development and collaborative professional networking of effective practices across schools.

Parent engagement and presence within school events increased due to the introduction of student-led parent workshops on wellbeing, future-focused learning, bring your own technology, student leadership and mathematics as well as the launch of a community room, parent working bees and open library sessions. The PaTCH program continued to engage parents in student learning by providing parents with the skills and confidence to support learning within the school and home.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students and staff will use the continuum/ rubrics to identify learning needs, inform quality teaching and drive future learning. Growth targets in: – NAPLAN – PLAN – EAfS Increase in active and valued parental presence	All teachers participated in the collaborative development of visible learning maps based upon the literacy and numeracy continuums and English and Mathematics syllabus. Data conversations were used to support teachers' analysis of PLAN data and drive future learning opportunities. Students used the learning maps to monitor learning and establish learning goals. This resulted in students articulating their learning and developing ownership over 'where to next' in their personal learning journey. All classroom teachers used PLAN data and school-based data to differentiated learning to ensure student growth. Data was used to inform tiered interventions in literacy and numeracy. Active parent participation increased through the launch of student-led forums, creation of a community room, open library sessions, parent working bees, class blogs, Reading for Life volunteer program and the continuation of the PaTCH initiative.	Teacher Professional Learning funding Early Action for Success funding

Next Steps

- Expand the use of visible learning maps and high impact teaching and learning strategies to support student learning and teacher practice in reading, writing and comprehension.
- Build the professional capacity of specialist teachers in using data informed, evidenced-based practices to support the implementation of targeted literacy and numeracy teaching programs.
- Continue to develop feedback structures and an evaluative mindset in students, staff and parents to support ongoing improvements.



Purpose

Building connections and relationships locally, nationally and globally is imperative as a context for meaningful and purposeful learning.

Overall summary of progress

In 2016 we continued to build strong partnerships within and beyond our school for students, staff and parents. Students led community engagement initiatives, participated in inter school events for celebrations, a range of transition programs and other specialised learning activities. Staff engaged with professional colleagues through leading and participating in differentiated professional learning opportunities with our local schools, as well as tertiary institutions (ACU) and other professional institutions. External mentoring programs were established to support staff development in providing student-centred learning opportunities. Parents were supported to engage with the school through a range of opportunities with students, through the Parents as Teacher and Classroom Helpers (PaTCH) program and our Strengthening Community Partnerships project worked to increase parent engagement in school through the establishment of a Community Room and initiatives to provide opportunities for parents to participate in their child's learning as well as through the P&C Canterbury School's Network meetings.

Progress towards achieving improvement measures

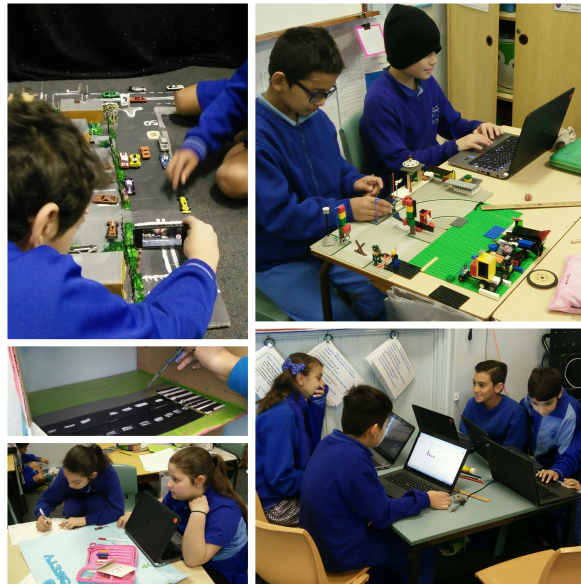
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>All classrooms engage in elements of Inquiry Based Learning</p> <p>Opportunities for all school stakeholders to communicate and network</p>	<p>2016 saw the upgrading of a range of school infrastructure (ICT and furniture) as well as teacher professional learning to support inquiry based learning in the classroom. Students and teachers engaged in open ended problem solving, team based learning projects, personal goal setting activities, digital classrooms and online collaborative tools as well as Science Technology Engineering and Maths (STEM) workshops. This multifaceted approach served to develop student and teacher capacities in preparation for further whole school initiatives in 2017.</p> <p>Frequent opportunities for meaningful communication between students, staff and community occurred in 2016. Parent networks within and beyond the school context were supported through the Strengthening Community Partnerships initiative, Community of Schools P&C initiatives as well as our Parents as Teachers and Classroom Helpers (PaTCH) program and the establishment of a Parent Classroom Walkthrough.</p> <p>Increased opportunities for student voice was a key focus in 2016 as students participated in inter school sport Gala Days, student led Parent Forums, Sing Out Loud Together with Leigh Place, Campsie RSL ANZAC project, preschool and high school transition programs and the reformation of the student leadership program.</p> <p>Staff were supported to establish and extend their professional networks through our Community of Schools activities with local high school and primary schools, external and internal mentoring programs, inter school professional learning opportunities, University and TAFE networks, Mercy Connect,</p>	<p>Teacher Professional Learning funding</p> <p>Socio Economic Background funding for resourcing and upgrades.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>All classrooms engage in elements of Inquiry Based Learning</p> <p>Opportunities for all school stakeholders to communicate and network</p>	<p>Learning Links, Early Action for Success professional conferences as well as hosting the Stories of Success network meetings to support early career teachers.</p>	

Next Steps

- Introduce school wide use of a learning journal (via the SeeSaw online tool) to support student engagement as well as articulation and ownership of learning whilst connecting parents to learning in the classroom.
- Whole school focus on self-organised learning structures supported through resourcing, professional learning and mentoring with implementation measured through the Classroom Walkthrough structure.
- Continue to strengthen and deepen engagement with all members of the school community and develop evaluative processes.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Funding was used to support the development of Aboriginal students individual Personalised Learning Pathway plans and supporting students making progress across the literacy and numeracy continuums. Aboriginal traditions and cultural perspectives are incorporated in all class programs. Funding was also used to support teacher professional learning.	\$2,926
English language proficiency	Students who are learning English an Additional Language or Dialect (EAL/D) are provided with appropriate, needs-based support to develop their English language and literacy skills so that they are able to participate fully in school activities and achieve equitable educational outcomes. The EAL/D team worked closely with class teachers to collect accurate information on student progress along the continuum and to plan for targeted teaching to support students. Funding was combined with other equity loadings to support additional teacher professional learning and to purchase resources to support programs.	Staffing Allocation FTE 1.2 Flexible funding \$14,957
Low level adjustment for disability	Funding included teacher allocation to support school-based interventions and additional SLSO allocation. The school also used funding to employ a speech pathologist for 1 day a fortnight. The LAST continued to refine practices to improve student outcomes. SLSO, LAST and classroom teachers developed, implemented and refined individual learning plans for students.	Staffing Allocation FTE 1 .0 Flexible funding \$35,553
Quality Teaching, Successful Students (QTSS)	Funding was used to embed mentoring structures and enhance Classroom Walkthrough processes. Teachers were encouraged to reflect on their own practice and broader practices within the school, so that the professional conversation enhanced school and individual performance.	\$9,182
Socio-economic background	Funds were allocated for additional executive, office and teaching staff to develop and implement the school's professional learning program and strategic directions. Teacher Professional Learning funds were allocated for the continuation of staff training in L3, TEN, and TOWN. Whole school cooperative planning time and additional TPL was funded for teachers to collaborate at school and as part of our community of schools initiatives.	\$92,118
Support for beginning teachers	Our beginning teachers had access to professional learning that focused on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and targeted TPL in L3 and EAfS . Additional release and mentoring time was provided to support the development of these skills.	\$4,081

Targeted student support for refugees and new arrivals	The EALD teachers worked with newly arrived students in small group programs to help build their language skills and increase interactions. Funding was allocated for staff ongoing professional learning and planning to meet the increased number of refugee and newly arrived students and to subsidise learning opportunities for students.	\$2,998
Strengthening Community Partnerships	Funds were used to strengthen parent partnerships through the development of parent forums and creation of a school based community room.	\$10,100
Early Action for Success	<p><i>Strategic Direction 1: Create</i></p> <p>Students, teachers and parents engaged in professional learning and reflective classroom walkthrough observations based upon high impact learning strategies. Learning goals, visible learning displays, feedback and self reflection opportunities were observed within all K–6 classrooms.</p> <p><i>Strategic Direction 2: Transform</i></p> <p>K–6 staff continued to engage in data–informed, evidence–based conversations every 5 weeks to reflect upon the impact of their practice on student learning and to drive decision–making around future teaching and learning programs in mathematics. Data conversations targeted explicit teaching interventions with 93% of ES1 and S1 students at or above stage benchmarks in Early Arithmetical Strategies.</p> <p><i>Strategic Direction 3: Connect</i></p> <p>There were increased opportunities for parents to engage in student learning through transition to school workshops, continuation of the PaTCH program, Parent classroom walkthroughs, student–led parent forums and open classroom and library opportunities. Holiday learning packs continued to increase parent knowledge and reduce learning regression over end of year school holidays.</p>	<p>Staffing Allocations FTE 1.0 Deputy Principal</p> <p>Teacher FTE 1.2</p>



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	110	125	130	141
Girls	112	118	108	106

Belmore South Public School has seen a steady increase in enrolments over the last two years.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.1	93.3	91.7	92.1
1	92.3	92.6	91.5	93
2	94	95	91.4	94.3
3	94.7	91.8	94.5	93.8
4	96.6	95.6	91.5	95.9
5	96.4	96.7	94.3	92.4
6	96.9	93.4	95.6	94.3
All Years	94.8	93.9	92.7	93.6
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

Management of Non-Attendance

In 2016 we have been working hard to improve student attendance and unjustified absences where an unsatisfactory explanation or no reasons were given for students being absent. A number of strategies have been used to encourage students to come to school every day and to improve student attendance.

These include:

- regular inserts in the school newsletter informing the school community of the importance of regular attendance in school.
- frequent phone calls home from staff when students are not at school.

The following strategies have been used to monitor student attendance and increase the number of explained absences.

These include:

- The Executive regularly liaising with the Home School Liaison Officer (HSLO)
- Completing Lateness and Attendance Monitoring Program (LAMP) sheets
- Sending home weekly reminders requesting a written explanation for all whole day absences

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.76
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
Teacher of ESL	1.2
School Administration & Support Staff	2.52
Other Positions	1.09

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There are no staff members who identify as Aboriginal.

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	45

Professional learning and teacher accreditation

Belmore South Public School has a strong focus on continuous improvement for students and teachers through high quality professional learning. All teachers undertake extensive and sustained professional learning targeted to meet identified school priorities. The aim of all professional learning is to improve teacher quality in order to achieve improved student outcomes. In 2016 whole school professional development was undertaken in the following areas: targeted TPL in visible learning through formative assessment utilising learning intentions and success criteria; explicit TPL enabling staff to better understand and utilise student performance data to inform the development and implementation of Early Action of Success (this included TEN and TOWN training); a sequence of future focused ICT learning tools including Google for Education suite, Seesaw and coding. Kindergarten teachers participated in L3 training to better support literacy. Staff also attended sessions in the implementation of STEM and attended mandatory training in child protection, CPR and anaphylaxis and professional Code of Conduct training. Staff also engaged weekly in stage and staff professional learning sessions. One teacher obtained professional accreditation at Lead and an additional two teaching staff were successful in obtaining a Leadership and Development grant to enable them to work towards obtaining their professional accreditation at Lead. Two early career teachers achieved professional accreditation at Proficient through extensive school based mentoring.

	2016 Actual (\$)
Opening Balance	554 093.72
Revenue	2 989 740.01
(2a) Appropriation	2 875 290.82
(2b) Sale of Goods and Services	3 491.05
(2c) Grants and Contributions	104 789.72
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	6 168.42
Expenses	-2 901 558.38
Recurrent Expenses	-2 901 558.38
(3a) Employee Related	-2 563 378.65
(3b) Operating Expenses	-338 179.73
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	88 181.63
Balance Carried Forward	642 275.35

Balanced carried forward is to improve school infrastructure and support future focused learning through additional staffing.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	1 862 998.22
Base Per Capita	13 024.67
Base Location	0.00
Other Base	1 849 973.55
Equity Total	369 999.50
Equity Aboriginal	2 926.11
Equity Socio economic	92 117.78
Equity Language	137 381.59
Equity Disability	137 574.02
Targeted Total	94 594.96
Other Total	279 249.68
Grand Total	2 606 842.35

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

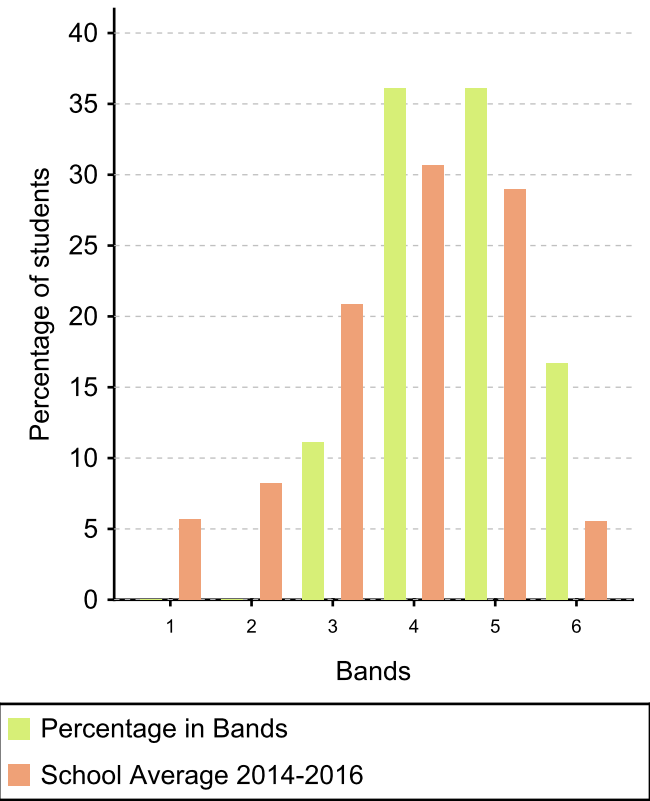
NAPLAN

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.

In 2016 over 50% of Year 3 students achieved within the top two NAPLAN bands in writing and spelling, with the school exceeding state average performance in Year 3 spelling. Year 5 reading results show a slight decline in student performance when compared to student performance in 2015. Reading, writing and comprehension intervention strategies are a continued focus across the school to excel student literacy performance.

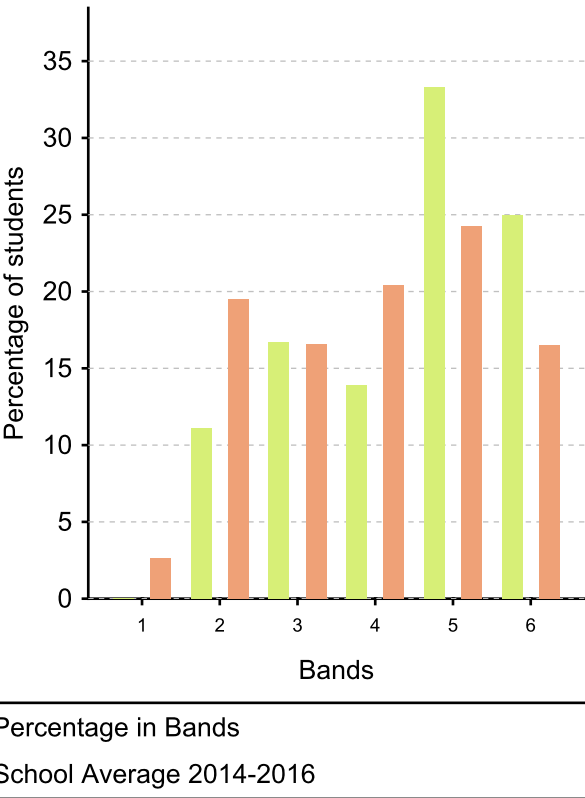
Percentage in bands:

Year 3 Writing



Percentage in bands:

Year 3 Spelling



2016 NAPLAN trend data indicated an improvement in Year 3 students numeracy data when compared to 2015 results with an increase of students achieving within the top 2 bands.

NAPLAN value added data shows 50% of Year 5 students demonstrated expected growth in numeracy. Numeracy will continue to be a focus of intervention and development for teachers in 2017 to increase students performance.

Parent/caregiver, student, teacher satisfaction

Belmore South Public School regards continual improvement as central to our school success. We are working to increase opportunities for parents, students and teachers to have an active voice in the directions and performance of our school. Every year we seek the opinions of all community stakeholders in a variety of ways.

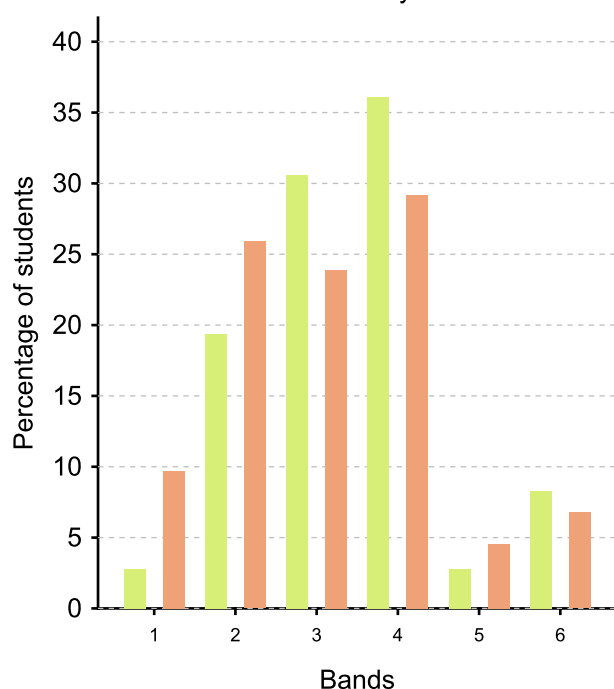
The *Tell Them From Me* survey asks parents, students and teachers to share their opinions confidentially across a range of topics around student outcomes and school climate. The 2016 parent responses showed that our school is performing at a level higher than the state average in measures of feeling welcome and informed, having an inclusive school, supporting positive behaviour at school and parents and school working to support student learning.

Teachers also take part in the Tell Them From Me survey each year. Our teachers responses show whole school improvement across areas such as school leadership, teacher collaboration, school learning culture, use of effective teaching strategies and parent involvement in student learning.

Students have an increasing range of opportunities to share their opinions about our school and to suggest improvements. Our Student Leadership Team lead opportunities for students to voice their opinions through the Gemstone Learning Teams, our Student Action Team and their leadership portfolio areas (Peer Support, Innovation, Creative and Performing Arts, Environment and Sport). Staff undertake surveys and workshops at formative stages of new initiatives and parents and community engage with student opinions through our student-led Parent Forums and the Parent Classroom Walkthrough process.

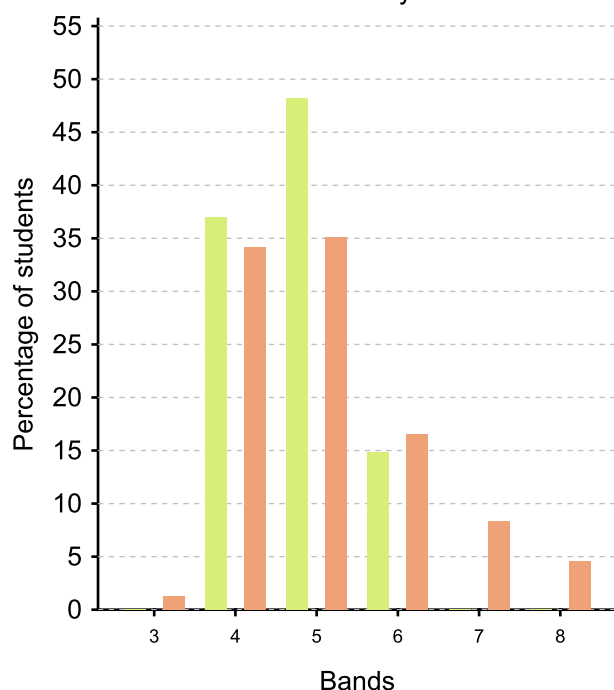
We continue to refine and develop a range of methods to gain information on our performance from all our school stakeholders.

Percentage in bands:
Year 3 Numeracy

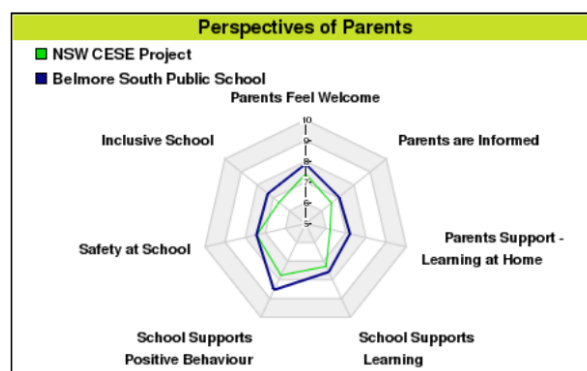


Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016



Policy requirements

Aboriginal education

Belmore South Public School promotes the inclusion of Aboriginal perspectives in class teaching programs and all Aboriginal students are supported through Personalised Learning Pathways (PLPs). Teachers continued to plan and implement effective teaching practices using 8 Aboriginal Ways of Learning, Best Start Early Learning Plans and individualised plans for all Aboriginal and Torres Strait Islander students. An Acknowledgement of Country at the beginning of significant school events demonstrates our commitment to Aboriginal education and our appreciation of Aboriginal people as custodians of the land upon which the school is built. The school has identified a need to further develop community cultural links for our students and families.



Multicultural and anti-racism education

Belmore South Public School has 92% English as an Additional Language and or Dialect (EAL/D) students from a number of different language backgrounds. In the past year we have had an increase in the number of refugee students. The school received additional support for refugee families. Teachers work collaboratively to develop practices and resources which support the English language and literacy of students who are learning English as a second language, across Key Learning Areas so they achieve equitable outcomes. Multicultural perspectives are included in all school activities and programs. All important cultural events are acknowledged through the newsletter and at assemblies. Community language programs and music education also work to develop appreciation and acceptance of our school's unique identity.

Other school programs

Gemstone Learning Teams

Our student led Gemstone Learning Teams continue to form a core part of our student well-being program and provide opportunities for students to develop their leadership skills and for every child to see themselves as valued contributors and active citizens in the Belmore South community. In 2016 we refined and improved our processes to support student capacities with a personalised mentoring program to build leadership skills and social capabilities. Students peer design lessons that engage with community events and respond to student identified school needs.

Bully Busters

All year 4 students receive peer support training in preparation for their role as a playground peer mentor through the Bully Buster program. Each day year 5 students wear purple vests to signal their role to help support positive play behaviours on our playgrounds. They act as key contact points for students to ask for help and to initiate games to help every child enjoy their play time.

Environmental education and sustainability

Our long-standing environmental program continued to be popular with students, visitors and community. An extra curricular gardening group met each week to maintain and build our vegetable and habitat gardens. Our community also demonstrated their commitment to environmental education as they attended the weekly garden club, weekend working bees and special events such as National Tree Day and Clean Up Australia Day.

Wakakirri, Our Spectacular and Debating

We continue to develop all aspects of our students as we offer opportunities to participate in the performing arts through debating, choir and dance. Our participation in Wakakirri saw students developing a dance story dealing with the experience of a refugee family on their journey to a safe life here Australia. Students were commended for their achievements in the social media and public speaking component of this story telling competition. Our Spectacular is a popular choral event that culminates in a magnificent performance at Sydney Opera House. Our students worked tirelessly to develop their vocal skills for this performance and were supported by both community and teachers on the night. The Granville Strathfield Debating Competition continues to provide an authentic opportunity for students to develop both their public speaking and critical thinking skills on a range of contemporary issues. Students celebrated their success in this competition and brought those skills back to share with our school community as they mentored others in presenting to an audience.