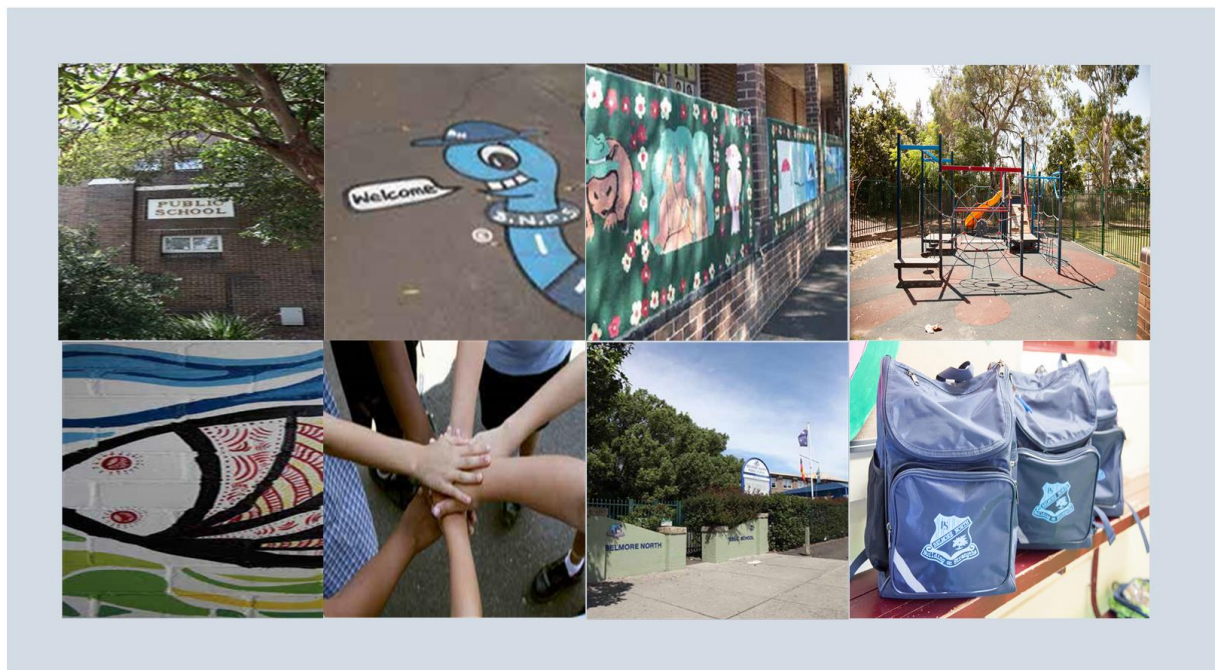# Belmore North Public School

Annual Report

2017

1185

Introduction

The Annual Report for **2017** 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 deliver 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

School contact details

Belmore North Public School

Burwood Rd

Belmore, 2192

www.belmorenth-p.schools.nsw.edu.au

belmorenth-p.School@det.nsw.edu.au

9750 0652

Message from the Principal

The annual report is an essential element of the school's process of self–evaluation, review and reflection on the school's achievement in comparison to its goals and improvement measures. The school's focus is on the development of the whole child and this report provides an opportunity to showcase and celebrate the learning of all students at Belmore North Public School. It reflects improvements achieved by the school community as a result of the implementation of new and better ways of teaching, learning and promoting student wellbeing. The Belmore North community works cooperatively and collaboratively to support the realisation of the school's vision. I am proud of the school's achievements and thank the staff, students, parents and community members for their support, hard work and commitment to the school.

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 89% 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 who are 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 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.

The results of this process indicated that in the School Excellence Framework domain of Learning:

The school is achieving at the *Sustaining and Growing* level in the elements of Learning Culture, Wellbeing, Curriculum and Learning, and Assessment and Reporting. The 5th element, *Student Peformance Measures* has been a strong focus for the school during the current 3–year plan. In *Student Performance Measures* the school has rated itself at the *working towards* level. The school achieves value added results between Kindergarten and Year 3 and between Year 5 and Year 7. Value added results are not evident between Years 3 and 5. This year the NAPLAN results for Year 5 growth in mathematics have shown improvement which is encouraging for the school. The percentage of students achieving less than expected growth from 2015 to 2017 has decreased by 48%. The percentage of students achieving less than expected growth in reading has decreased overtime from 2015 to 2017 by 25%. Achieving value added results for each transition period will continue to be a strong focus for the school in the 2018–2020 School Plan.

In the School Excellence Framework domain of Teaching:

The school provided evidence to support its self–assessed rating of *Delivering* in the elements of *Effective Classroom Practice* and *Data Skills and Use*. School processes for gathering and analysing data to inform teaching and learning at all levels of school functioning has strengthened during the current triennium and will continue to be a focus in the next School Plan. In the elements of Collaborative Practice, Learning and Development and Professional Standards, the school has strong evidence to support its self–assessed rating of Sustaining and Growing.

The results of this process indicated that in the School Excellence Framework domain of Leading:

For the elements of *Leadership* and *School Planning Implementation and Reporting,* the school has strong vidence to support its self–assessed rating of *Delivering.* The school has rated itself at the *Sustaining and Growing* level in the domains of *School Resources* and *Management Practices and Processes.* A focus for the 2018–2020 School Plan will be to develop leadership capacity for all teachers, particularly in regard to whole school planning and delivery of strategic directions.

The external panel validated the school's levels of self–assessment.

 Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide

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

The school successfully implemented all processes in the school plan. Positive Behaviour for Learning (PBL) practices are well established in the school culture and student welfare policy. The Parent Engagement Program (PEP) provided a range of strategically planned and proactive opportunities to engage parents as active participants in their children's learning and the school. The employment of a Wellbeing teacher achieved positive outcomes for students whose behaviour met Tier 2 or Tier 3 criteria and provided support to staff to maximise student attendance. The employment of an additional classroom teacher has supported all staff in being able to differentiate student learning and better meet individual student needs due to smaller class sizes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At the end of 2017 a 50% reduction in the number of behaviour referrals	PBL budget ($5000.00)	This target was not met as systems were strengthened which allowed for greater consistency in recording behaviour referrals. A better indicator of PBL implementation success is that 89% of students were responding to universal preventions, 7% required Tier 2 interventions and 4% required Tier 3 interventions by the end of Term 4.
At the end of 2017 50% of parents participate in parent/teacher interviews.	Socio–economic background ($9450.00)	School data showed that over 80% of parents participated in parent/teacher interviews which exceeded the school target.
At the end of 2017 the National School Improvement Tool shows a 10% improvement in the element; a culture that promotes learning.	Nil	The school has exceeded its target and has achieved a 47% improvement since 2014 in the rating of high for the element: a culture that promotes learning
The number of parents regularly attending P&C meetings shows an increase.	Socio–economic background ($9450.00)	The average number of parents attending the P&C meetings has increased by 50%. The employment of a communty engagement officer(CEO) has resulted in positive outcomes for the school.
By mid Term 4, 2017 there is a 10% reduction in classroom behaviour referrals compared to Term 1 data.	• Socio–economic background $20000.00	PBL members attended Classroom Systems training which resulted in increased consistency in teacher judgement and behaviour referrals. This did not result in a reduction of classroom behaviours when comparing whole school data, however it did result in data proving that 89% of students were responding to school wide PBL systems and referrals specific to classroom behaviour remained consistent when comparing Term 1 and Term 4 data.

Next Steps

The employment of a communty engagement officer(CEO) has resulted in positive outcomes for the school. The position is highly valued by parents and the community. The CEO has improved communication with parents and community members and has implemented activities to support parents in their engagement with the school. In consultation with the P&C it has been agreed to employ a CEO in 2018 using RAM equity funds. The Quality of School Life survey showed that for a significant majority of students, the school provides positive experiences. A small percentage of students appear to be disengaged and targeted programs will be implemented to support these students supported by the employment of a Wellbeing teacher. The teaching teams in the school demonstrated steady

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 school released assistant principals 0.2 FTE to provide mentoring for teachers through observation and feedback, and to support them in implementing evidence based practices. All teachers reported that they received support to imporve their practice. The implementation of targeted interventions and differentiated learning programs including: synthetic phonics, CARS and STARS, Mini–Lit and Language for Learning supported our commitment to direct instruction. Teachers developed improved skills in collecting data on student reading and comprehension every five weeks and using that data to formulate strategies to drive student learning forward.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At the end of 2017 50% of Year 5 students achieve greater than or equal to expected growth in NAPLAN Numeracy assessment.	Nil	In Numeracy 63.6% of Year 5 students achieved greater than or equal to expected growth.
At the end of 2017 60% of Year 5 students achieve greater than or equal to expected growth in NAPLAN Reading assessment.	Nil	In Reading 47.1% of Year 5 students achieved greater than or equal to expected growth.
Student growth in reading and number shows growth from the beginning of each term to the end of each term.	Nil	K–2 students showed growth in reading from the beginning to the end of each term with 78.5% of students reaching expected reading levels by the end of 2017. Year 3–6 students showed growth in reading from the beginning to the end of each term with 82.5% of students reaching expected reading levels by the end of 2017.
1. Increase by 3% the number of students achieving in the top 2 bands in reading and numeracy in NAPLAN in 2017.	Nil	In Year 3 in Reading in 2017 there was a 5% improvement in the number of students achieving in Band 5 and a 10% improvement in the number of students achieving in Band 6 compared to 2016 results. In Numeracy there was a 3% improvement in the number of Year 3 students achieving Band 5 and a 1% improvement in the number of students achieving in Band 6 compared to 2016 results. In year 5 in Reading in 2017 there was a 13% improvement in the number of students achieving in Band 7 and a 3% improvement in the number of students achieving in Band 8. In Numeracy there was a 12% improvement in the

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
1. Increase by 3% the number of students achieving in the top 2 bands in reading and numeracy in NAPLAN in 2017.		number of Year 5 students achieving in Band 6 and a 13% improvement in the number of students achieving in Band 7 compared to 2016 results.

Next Steps

The school will continue to have a strong focus on teacher observation and feedback processes to improve student literacy and numeracy outcomes, particularly student growth. An enrichment class will be formed to assist more students to achieve in the top to bands of NAPLAN. The school will continue to implement srtrategies to improve student literacy and numeracy outcomes but there will be a greater focus on numeracy in the 2018–2020 school plan. As an Early Action for Success school, Belmore North will have a strong focus on gathering and analysing data including the use of the progressions to inform future differentiated learning for students. in the K–2 range and comparison of school data with that of the State. In the 2018–2020 school plan the school will implement Initialit in early stage one.

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

Belmore North Public School successfully achieved many of the improvements measures outlined in the school plan. 100% of the teaching staff created specific goals for their Professional Development Plan (PDP) which were aligned with the ' Standards of Teaching'. Teachers goals reflected the school goals , programs and strategic directions. All SASS staff developed a Professional Development Plan (PDP) which assisted them in increasing their skills within the school. Supervising teachers developed their leadership skills as they implemented a collaborative and negotiated process to assist learning support officers to develop their PDPs. The school successfully implemented a community of schools professional learning project which provided staff with the opportunity to showcase exemplary teaching practices and to develop their leadership skills by leading professional learning on a chosen topic. All staff developed proficiency in implementing reading and writing warm–ups which are an important component of the John Fleming method of explicit instruction.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers develop an individual Performance and Development Plan (PDP) in alignment with the requirements outlined in the Performance and Development Framework (PDF).	Nil	100% of the teaching staff at Belmore North Public School developed an individual PDP in 2017.
All teachers achieve the goals in their PDP which include: 1 school, 1 stage and 1 personal learning goal.	Nil	At Belmore North Public School, 80% of teaching staff achieved all of their PDP goals for 2017. 13% of teachers did not achieve one of their goals and 7% did not achieve two of their goals.
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.	Nil	The school has exceeded its target in Domain 5 by achieving an increase of 40% compared to the baseline data collected in 2014. In Domain 8, the school achieved 28% increase which was above the targeted amount.
All support staff participate in professional learning relevant to their needs and role, including professional learning related to system changes. 2017: All SASS staff develop a performance and development plan.	See Professional Learning Section	40% of Support Staff at Belmore North Public School participated in professional learning which supported their school based roles, needs and system changes. In 2017, 100% of SASS staff developed a PDP which was reviewed mid year and all goals were achieved by the end of the year.

Next Steps

The school will continue to work with John Fleming as professional learning consultant as the supported pedagogy is resulting in promising improvements to student learning outcomes. In 2018–2020 the school will implement leadership strategies targeted to parents, students and staff to build leadership capacity across the school. Executive staff will continue to develop their mentoring skills to support teacher growth in pedagogical improvement and to support other staff to develop their leadership skills. In 2018, the school will trial collaborative professional learning using the "spirals of enquiry" model to support action research in a problem of practice in mathematics. Non–teaching staff will continue to implement a professional development plan supported by improved processes. The school will also continue to work with a community of schools to implement shared professional learning on specific topics. Professional learning will include parent workshops and student leadership learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$2642 of Aboriginal background funding used towards SLSO hours and intervention resources.	For one student, 3/5 PLP goals were achieved. All PLP goals for the other student were achieved. Parent consultation was completed for 1 student.
English language proficiency	$123,628	Progress of EALD students met expected rate of progression. Recommendations for continuation of the "Language for Learning" program were made.
Low level adjustment for disability	$142,707 Equity loading, staff loading and flexible funding used to fund LaST, SLSOs and MiniLit resources.	4 out of 9 groups completed the MiniLit program in the last 2 weeks of Term 4. Students completed ongoing assessment during the program. Those who completed the course could not be assessed using baseline data until Term 1 2018. Post testing revealed an average of 183% increase in letter sound knowledge and a 125% average increase in word reading.
Quality Teaching, Successful Students (QTSS)	$29,863	Qualitative data from teacher reflections demonstrated improvements in pedagogy, and behaviour management by accessing QTSS time.
Socio–economic background	$299,322	Teacher survey indicated that teachers benefited and improved their teaching as a result of support from their assistant principal.
Support for beginning teachers	$24,238 funds were allocated to support beginning teachers.	Beginning teacher funds were used in line with Department of Education guidelines. Two temporary teachers received funding for additional release time which was predominately used by teachers to develop and annotate their portfolio for accreditation at proficient level. 1 permanent teacher also used some of the additional release time to develop an accreditation portfolio. The funds also provided for a mentor to provide an induction and guide and support the teacher in a range of class behaviour management strategies and the development of high quality teaching and learning programs.
Targeted student support for refugees and new arrivals	$4,700	Summative assessment informed parents and teachers of student progress.Student progress was communicated to parents. EALD program delivery is efficient. Students were also provided with student assistance to participate in extra–curricular activities.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	185	190	174	169
Girls	162	157	166	151

The school enrolment profile remains relatively consistent in line with previous years. Of the total 320 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 accommodation or relocate for other reasons.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	91.5	94.4	91.1
1	95.4	93.1	89.7	90.3
2	95.3	90.4	94.8	93
3	96	94.5	92.8	92.1
4	96.5	90.9	95	92
5	96.4	92.6	93.6	90.4
6	97	93	92	92.5
All Years	96	92.2	93.2	91.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The school employs a Wellbeing teacher whose specific role includes the consistent management of accurate roll–marking and timely implementation of follow up processes when individual student attendance is noted as a concern. The school's Wellbeing teacher monitors electronic class rolls, student attendance and punctuality on a weekly basis. The Wellbeing teacher imports attendance data from *Sentral* 3rd party software to EBS Central. The Wellbeing teacher communicates with parents using letters, phone calls and face–to–face meetings to provide support and promote improvement in attendance and punctuality. The Wellbeing teacher discusses students whose attendance continues to be of a concern with the Home School Liaison Officer and takes appropriate further action. To ensure consistency, the Wellbeing teacher follows the relevant Department of Education policies, which are incorporated into the school's attendance flow chart, and documented procedures, which provide clear direction on what action is to be taken when a student is regularly absent or consistently late.

As a result of these processes, student attendance is well managed and interventions are implemented immediately which contributes to a strong learning culture in the school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	14.76
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher of ESL	1
School Counsellor	0
School Administration & Support Staff	7.92
Other Positions	1

*Full Time Equivalent

No staff of Aboriginal background were employed in 2017. School staff comprise a range of experience from early career teachers to teachers with more than 20 years experience.

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	2

Professional learning and teacher accreditation

Total school expenditure on professional learning for teaching and non–teaching staff was $31,335.00. Professional learning expenditure included fees for mandatory training and discretionary training to support the school's focus on literacy and numeracy and other processes detailed in the school plan.

During 2017, 3 teachers gained their accreditation. Thirteen teachers were in the maintenance phase of accreditation and three were working towards gaining their accreditation.

Staff development days were used to provide all staff with relevant professional learning including training in:

- the use of new software for roll–marking
- understanding the school plan and priorities for improvement
- explicit direct instruction
- the development of professional development plan
- collaborative planning time
- reviewing school procedures for scripture
- mandatory programs of child protection
- CPR and anaphylaxis
- positive behaviour for learning
- teaching reading comprehension
- autism awareness
- learning management and business and
- code of conduct.
- All professional learning activities were evaluated as contributing strongly to staff knowledge, skills and values.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 **Actual** ($)
Opening Balance	702,115
Revenue	4,188,514
Appropriation	4,093,588
Sale of Goods and Services	12,749
Grants and Contributions	76,286
Gain and Loss	0
Other Revenue	0
Investment Income	5,891
Expenses	-4,038,011
Recurrent Expenses	-4,038,011
Employee Related	-3,749,218
Operating Expenses	-288,794
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	150,503
Balance Carried Forward	852,618

Appropriately trained and provisioned staff implement all school financial processes in accordance with Department of Education policies and guidelines. The principal leads the establishment of a finance committee at the beginning of the year, which comprises the principal, the school administration manager and the school executive team of 4 assistant principals. The principal presents the Annual Financial Statement for discussion at a P&C meeting. The finance committee meets regularly to review school funding and expenditure. The principal leads the establishment of the school budget in line with Departmental requirements using the Enhanced Financial Planning Tool. Income and expenditure is regularly monitored.

Significant apparent anomalies in spending patterns are due to the school's transition from the OASIS finance system to the SAP finance system in 2017. For example, recurrent spending now includes expenditure on salaries and wages whereas previously in the OASIS system this was not included. Intended use of funds includes investment in new printing equipment, furniture and air–conditioning.

Financial summary equity funding

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

	2017 **Actual** ($)
Base Total	2,196,311
Base Per Capita	56,561
Base Location	0
Other Base	2,139,750
Equity Total	568,298
Equity Aboriginal	2,642
Equity Socio economic	299,322
Equity Language	123,628
Equity Disability	142,707
Targeted Total	909,749
Other Total	356,946
Grand Total	4,031,303

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

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.
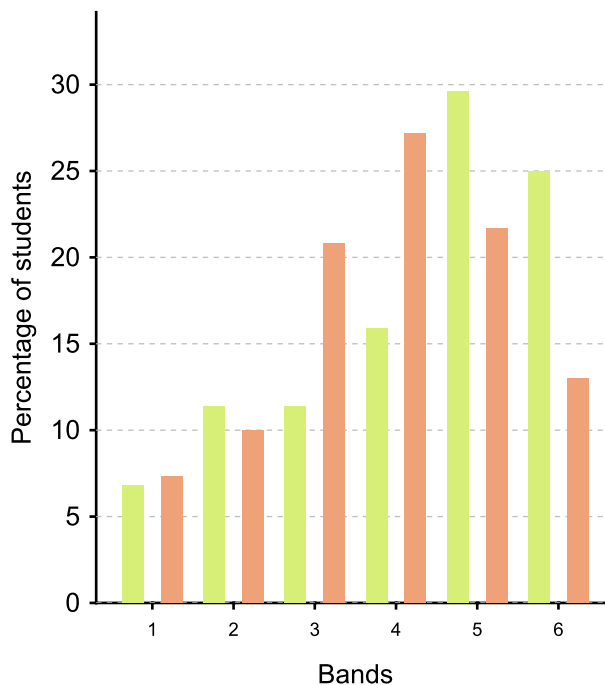
Analysis of data for Year 3 students showed:

- in Reading in 2017 there was a 5% improvement in the number of students achieving in Band 5 and a 10% improvement in the number of students achieving in Band 6 compared to 2016 results.
- in Writing in 2017 there was a 7% improvement in the number of students achieving in Band 5 and a 5% improvement in the number of students achieving in Band 6 compared to 2016 results.
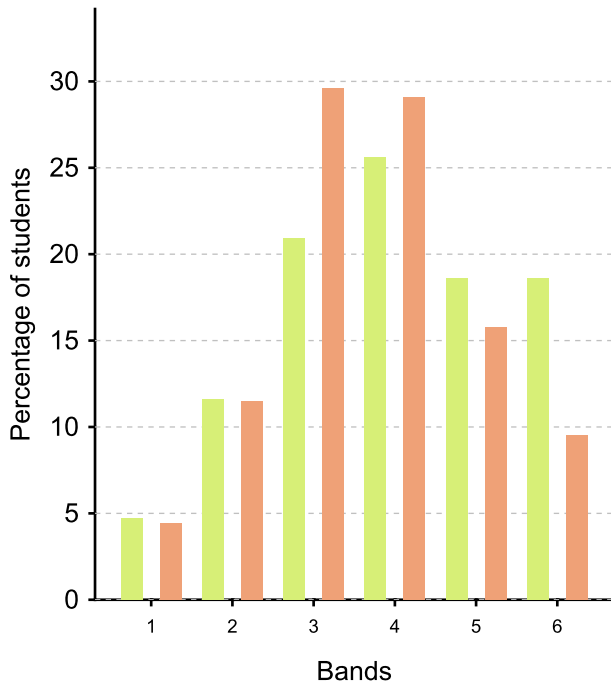- in Spelling in 2017 there was a 5 percent improvement in the number of students achieving in Band 5 and an 11% improvement in the number of students achieving in Band 6 compared to 2016 results.
- in Grammar and Punctuation in 2017 there was a 16% improvement in the number of students achieving in Band 5 and a 13% improvement in the number of students achieving in Band 6 compared to 2016 results.

Analysis of data for Year 5 students showed:

- in Reading in 2017 there was a 13% improvement in the number of students achieving in Band 7 and a 3% improvement in the number of students achieving in Band 8
- in Writing in 2017 there was a 15% improvement in the number of students achieving in Band 6 and a 3% improvement in the number of students achieving in Band 7
- in Spelling in 2017 there was a 20% improvement in the number of students achieving in Band 7 and a 3% improvement in the number of students achieving in Band 8
- in Grammar and Punctuation in 2017 there was an 8% improvement in the number of students achieving in Band 7 and a 5% improvement in the number of students achieving in Band 8 compared to 2016 results.
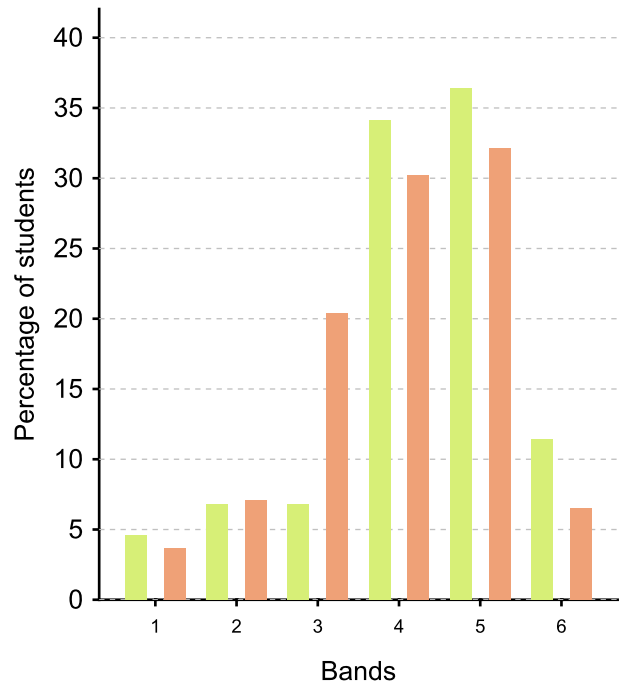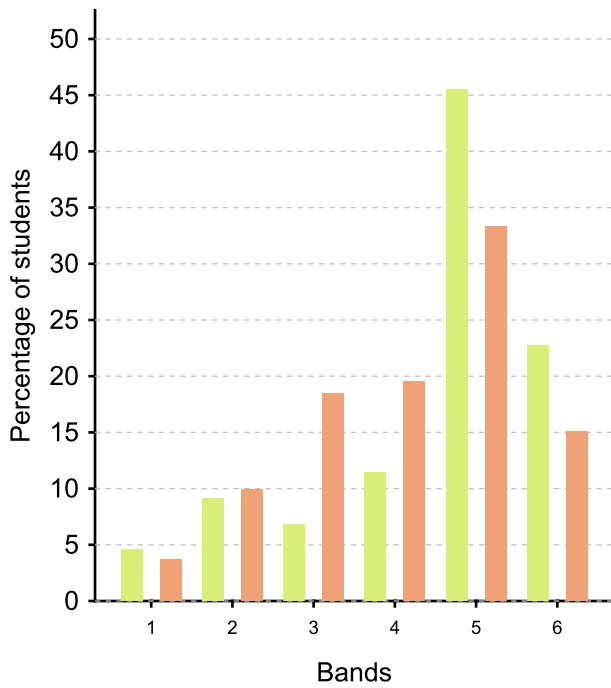
Percentage in bands:
Year 3 Grammar & Punctuation

Legend:
- Percentage in Bands
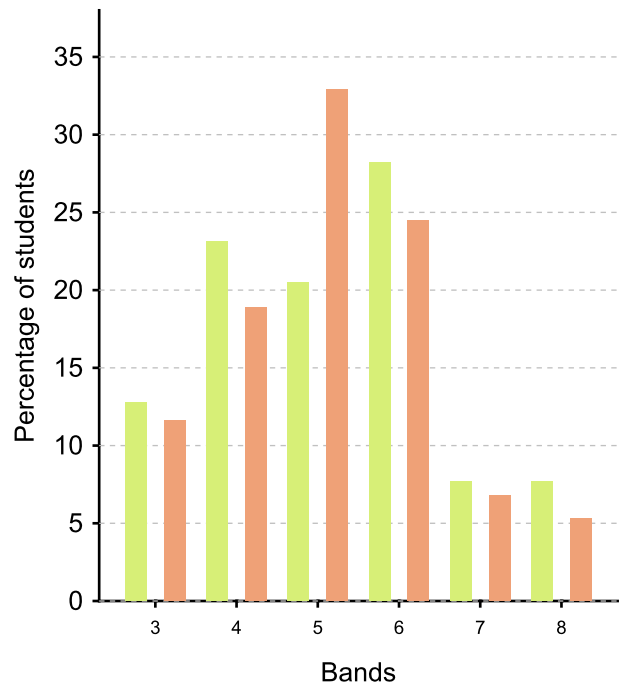- School Average 2015-2017

Percentage in bands: Year 3 Reading

Bar chart showing Percentage of students (y-axis) by Bands 1–6 (x-axis).

Legend:
- Percentage in Bands
- School Average 2015-2017

Percentage in bands: Year 3 Writing

Bar chart showing Percentage of students (y-axis) by Bands 1–6 (x-axis).

Legend:
- Percentage in Bands
- School Average 2015-2017

Percentage in bands: Year 3 Spelling

Bar chart showing Percentage of students (y-axis) by Bands 1–6 (x-axis).

Legend:
- Percentage in Bands
- School Average 2015-2017

Percentage in bands: Year 5 Grammar & Punctuation

Bar chart showing Percentage of students (y-axis) by Bands 3–8 (x-axis).

Legend:
- Percentage in Bands
- School Average 2015-2017

Percentage in bands: Year 5 Reading

Percentage of students (y-axis) vs **Bands** (x-axis)
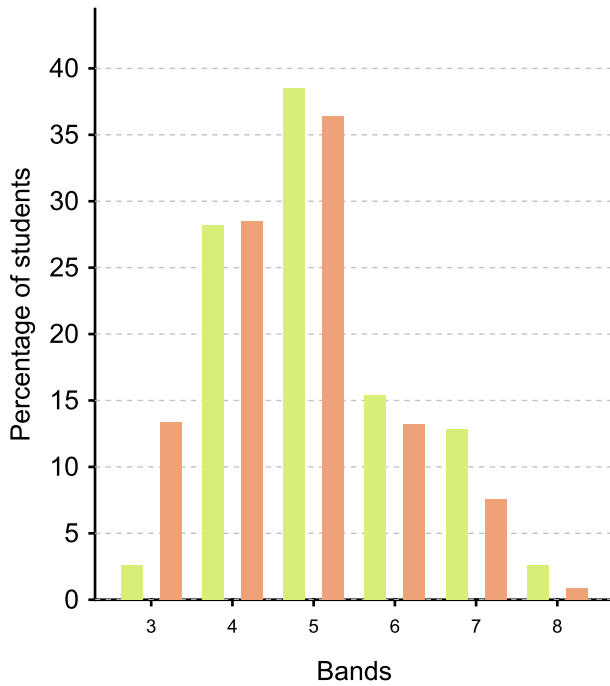
Percentage in bands: Year 5 Writing

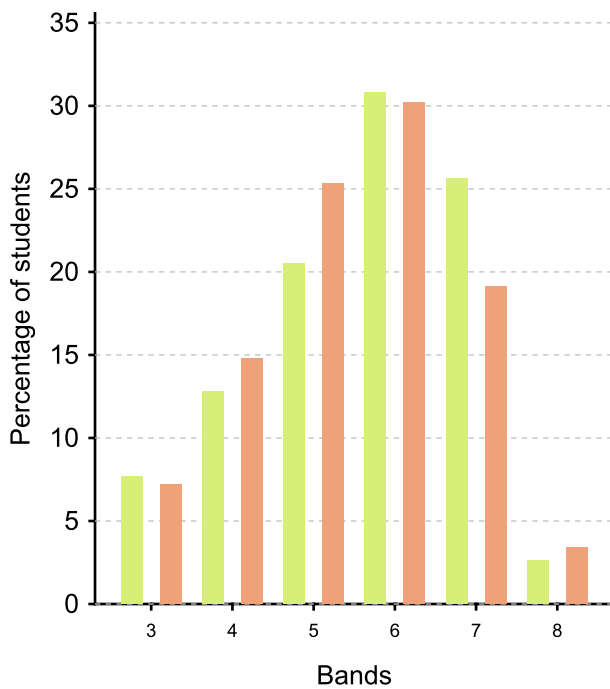**Percentage of students** (y-axis) vs **Bands** (x-axis)

Legend (Reading):
- Percentage in Bands
- School Average 2015-2017

Legend (Writing):
- Percentage in Bands
- School Average 2015-2017
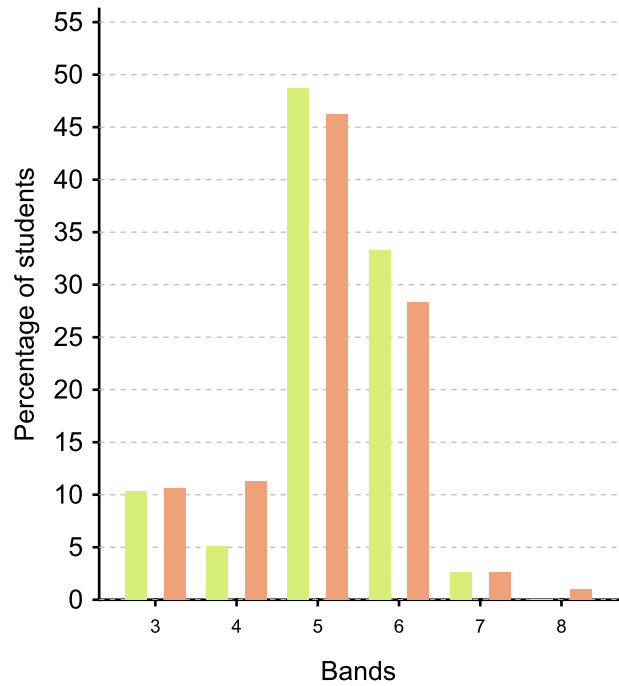
Percentage in bands: Year 5 Spelling

Percentage of students (y-axis) vs **Bands** (x-axis)

Legend (Spelling):
- Percentage in Bands
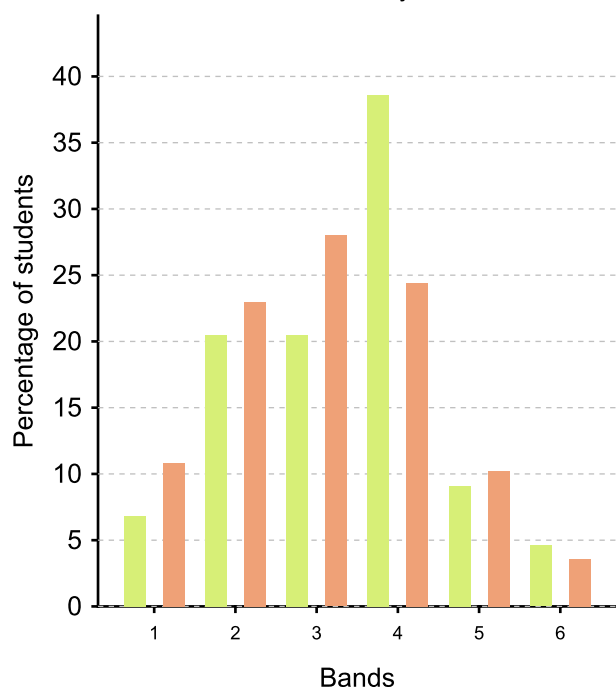- School Average 2015-2017

In Numeracy in 2017 for Year 3 there was:

- a 15% improvement in the number of students achieving in Band 4
- a 3% improvement in the number of students achieving in Band 5 and
- a 1% improvement in the number of students achieving in Band 6 compared to 2016 results.
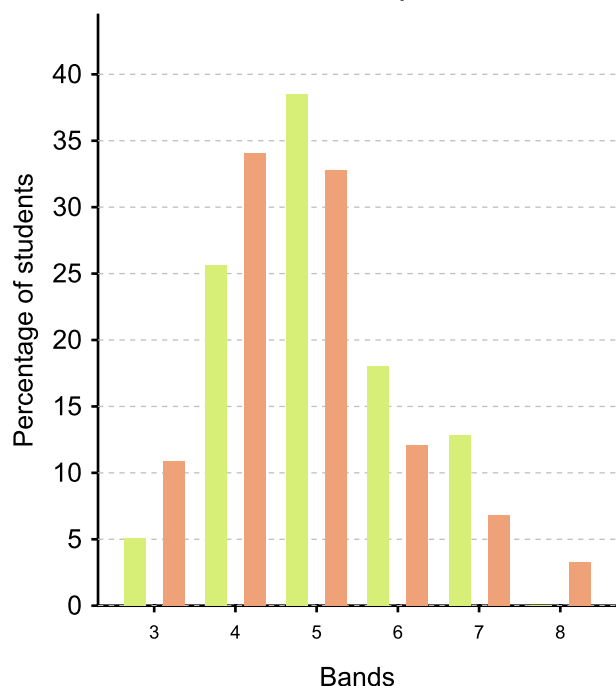
In Numeracy in 2017 for Year 5 there was:

- a 12% improvement in the number of students achieving in Band 6 and
- a 13% improvement in the number of students achieving in Band 7 compared to 2016 results.

Percentage in bands:
Year 3 Numeracy

Legend:
- Percentage in Bands
- School Average 2015-2017

Percentage in bands:
Year 5 Numeracy

Legend:
- Percentage in Bands
- School Average 2015-2017

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

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities* the school has made improvments in students' literacy and numeracy outcomes. These are detailed in the analysis of school performance in NAPLAN in the previous section.

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction with School

The school surveyed parents on 14 statements and analysed the data. Parents had the option of selecting a response from the following range of answers: strongly disagree, disagree, agree and strongly agree. The responses for agree and strongly agree were combined with the following results:

- Teachers at this school expect my child to do his or her best: 96%
- Teachers at this school provide my child with useful feedback about his or her work: 89%
- Teachers at this school treat students fairly: 96%
- Within its budget limitations this school is well maintained: 96%
- Usually my child feels safe at this school: 96%
- I can talk to my child's teacher about my concerns: 89%
- Student behaviour is well managed at this school: 96%
- Usually my child likes being at this school: 93%
- This school looks for ways to improve: 92%
- This school takes parents' opinions seriously: 96%
- Teachers at this school motivate my child to learn: 92%
- My child is making good progress at this school: 96%
- My child's learning needs are being met at this school: 92%
- This school works with me to support my child's learning: 96%
- Overall the results indicate strong parent satisfaction with the school.

Student Satisfaction with School

The school surveyed students in grades 4, 5 and 6 on 10 statements and analysed the data. Students had the option of selecting a response from the following range of answers: strongly disagree, disagree, agree and strongly agree. The responses for agree and strongly agree were combined with the following results:

- My teachers expect me to do my best: 99%
- My teachers give me useful feedback about my school work. They tell me how I am going and what to do to improve: 95%.
- Teachers at my school treat students fairly: 92%
- I usually feel safe at my school: 85%
- I can talk to my teachers about things that are bothering me or my concerns: 84%
- Student behaviour is well managed at my school. Teachers take action to help students behave well: 85%
- Usually I like being at my school: 88%
- My school takes students' opinions seriously: 86%
- My teachers motivate me to learn: 98%

- My school gives my opportunities to do interesting things: 87%

Overall the results indicate strong student satisfaction with the school.

Staff Satisfaction with School

The school surveyed staff on 15 statements and analysed the data. Staff had the option of selecting a response from the following range of answers: strongly disagree, disagree, agree and strongly agree. The responses for agree and strongly agree were combined with the following results:

- Teachers at this school expect students to do their best: 91%
- Teachers at this school provide students with useful feedback about their school work: 100%
- Teachers at this school treat students fairly: 100%
- The school is well maintained within its budgetary constraints: 57%
- Students feel safe at this school: 86%
- Students at this school can talk to their teachers about their concerns: 100%
- This school has a good system for managing student behaviour: 100%
- Students like being at this school: 100%
- This school looks for ways to improve: 95%
- This school takes staff opinions seriously: 81%
- Teachers at this school motivate students to learn: 100%
- Students' learning needs are being met at this school: 100%
- This school works with patents to support students' learning: 100%
- I receive useful feedback about my work at this school: 90%
- Staff are well supported at this school with Department of Education resources: 72%

Overall there is strong staff satisfaction with the school except for staff desire for more funds to be expended on school maintenance and educational resources.

Policy requirements

Multicultural and anti-racism education

At Belmore North Public School 89% of students have a language background where standard English is spoken as an additional language or dialect. There is a strong focus on multicultural understanding which is integrated into all Key Learning Areas 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 is a regularly celebrated event at the school. On Harmony Day students participate in an activity that celebrates the diversity of the Australian population and wear either orange clothing or a national costume which represents their country of origin or culture.

The school has a designated and specifically trained

Anti–Racism Contact Officer (ARCO) whose role is to resolve allegations of racism and educate students and staff about racism. At the beginning of the school year the ARCO visited each class and explained the nature of racism to students and the procedure for reporting allegations of racism. Parents are informed of the Anti–Racism Policy through the school newsletter and social media. The ARCO delivered professional learning to all staff to facilitate deeper understanding of overt and implied racism in society

Arabic is the most widely spoken background language of students. To encourage students to maintain and develop their first language a Community Language teacher is employed full time to deliver community language education. 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 translated documents.

During the school year, the Community Language teacher initiated a number of meetings and workshops to enhance communication with parents and community members. These events included parent workshops about NAPLAN, mathematics in the primary school and information technology. He also conducted a workshop which provided 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 served.. All of theseworkshops and meetings had a high attendance rate.