

Belmore South Public School

Annual Report



2017



1186

Introduction

The Annual Report for **2017** 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.

Lurlene Mitchell

Principal

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Message from the Principal

During 2017 Belmore South Public School remained focused on its vision of developing a community that shares a learning journey that empowers curious, creative and active citizens who contribute positively to the world.

Our School knows and believes that teachers have a significant impact on their students' learning and progress. Throughout 2017 the provision of high quality professional learning for teachers and staff was a focus. Targeted areas for development were embedded through collaborative programming, planning and ongoing observations and feedback.

The school continued to strengthen literacy and numeracy as part of our EAfS and our targeted intervention programs across the school. These programs have produced good results and enabled teachers to find new ways to plan for improvement, implement new lessons and reflect on data to inform practice.

In 2017 students again engaged in future focused learning through the funding of an additional teacher to support the programming around STEAM (Science Technology Engineering, Art Maths). The school collaborated with our university mentor Dr Jane Hunter which provided additional rich learning opportunities through the integration of STEAM activities across the curriculum.

At Belmore South Public School, our work is underpinned by developing the social and emotional learning of our students. School based programs continue to focus on embedding social and emotional learning and wellbeing.

The school continued to offer extra-curricular programs in choir, dance, debating, media, chess, sustainability and drumming. Student leadership is promoted through the school's Student Wellbeing Policy and Procedures, which includes the Student Gemstone Learning Teams. Developing the leadership capacities of all members of Belmore South Public School learning community is a priority for our school. Staff are encouraged and supported, to aspire, and professionally extend their roles while parents contribute as part of our active P&C and volunteering programs.

Our successes are the direct result of the strong partnership between teachers, administrative staff, students and parents of our learning community. Together we work conscientiously to ensure that the students in our care are equipped to live productive and fulfilling lives.

I am proud to be the Principal of the Belmore South Public School learning community. I certify that the information in this report is the result of a rigorous school evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Message from the school community

In 2015 our P&C embarked on a three year plan that aligned our P&C goals with the school plan: transforming our P&C by connecting with parents and the wider community to create opportunities for all Belmore South Students.

Today I look at the page we filled with scribbles and wild ideas, I am amazed at how much our school community has achieved over these three years. I remember thinking the list was long and impossible and here we are ten of our goals hit out of the park.

A beautiful playground, new signage and play spaces, gardens that go through an ever ending cycle that teach our students endless real life lessons of nurture and nature.

A permanent principal and wonderful staff who lead programs like PaTCH, sporting Gala Days, School disco, Community Action Days, White Ribbon parade, Haldon St Festival that see parents, teachers and students working shoulder to shoulder to achieve their best.

A new school website, online newsletter, P&C and school Face Book pages, SeeSaw, survey monkey survey and the media doing wonderful stories about our school in local and national papers.

The creation of our Network of P&C that has schools from across Canterbury working together & supporting each other and our communities

Countless Grants for gardens, technology, BBQ, marquees sound system.

A prosperous uniform shop and a school community united in the colours of Belmore South Public School and our crest "Creating the Future"

Thank you to everyone who has come with us on this three year journey be it helping out on events, attending meetings and forums, supporting our uniform shop, lending your voice to the conversation. The P&C would not be possible without every single one of you. Your P&C, your voice.

Lisa Trewin

Vice President, 2017

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 91% 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 Community Language programs, Reading Recovery and Learning Assistance programs and the Early Action for Success Literacy and 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. Each year our school undertakes 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.

Our school provides rich opportunities for parents, students and teachers to extend and engage with learning within and beyond the school. Professional learning is highly promoted, and teachers continually participate in professional learning to enhance practice for teaching, learning, leadership and personal goals.

Wellbeing is a strong focus for Belmore South and the school provides an array of opportunities that support the cognitive, physical, social and emotional development of all students. Data analysis informs the planning and implementation of collaboratively developed curriculum programs as well as targeting individual student needs. Our school learning and support team drive strong procedures and practices focusing on personalised, high quality professional learning fuelled by high expectations, collaboration and accountability. Strong curriculum delivery is enhanced by flexible timetabling, professional networks and targeted interventions to meet diverse learning needs.

Learning

Within the domain of *Learning*, our strategic directions have focused on strengthening our existing learning structures through a range of initiatives. Our commitment to improving student wellbeing has remained a key focus. In 2017 we have strengthened our student transition programs in both Kindergarten and Year 6, refined our practices to increase student voice in the functioning of our school and resourced new and improved student playgrounds and processes. In addition, we have extended our student leadership programs and our student collaboration opportunities within our network of schools. We continue to foster a culture where every student is valued and supported at school.

To support ongoing improvements in learning we have extended our visible learning structures, introduced whole school student self–reflection processes as well as developing inquiry based learning through funding an instructional teacher position to work with teachers across the school in implementing STEAM programs (integrating science, technology, engineering, arts and mathematics). Integrating a range of external and virtual learning experiences and technological tools such as GSuite and Seesaw have helped to extend student's learning beyond the classroom.

Teaching

Within the domain of *Teaching*, our school values a responsive, data informed and evidence based learning culture. Staff engage in rigorous professional learning and collaboration within our school and across their community of schools. Teachers use a combination of diagnostic and formative assessment data within their classrooms. Professional learning around data collection and analysis has been coordinated school wide to inform targeted teaching, specialist teacher intervention and whole school decision making. Lesson Study and classroom walkthroughs are used as a vehicle to embed educational theory and develop consistent educational best practice.

Teachers are given time 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 school's focus on evidence-based practice and the development of visible learning maps has ensured the consistent use of learning intentions, success criteria, targeted feedback, goal setting, self-reflection and differentiation processes are evident within teacher's 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 and student learning support officers. Professional standards underpin supervision, feedback and support for all teachers. Supervision of staff has been streamlined to include peer observations and structured discussions as part of the new performance and development process.

Leading

In the domain of Leading, our collaboratively prepared school plan is driven by community ideas and aspirations and there is an emerging shared commitment to school improvement. Monitoring of achievement toward these priorities is becoming embedded in routines across the school with teachers actively collecting evidence and using an evaluative thinking mindset. We value our students, parents, teachers and community and continue to explore further ways to engage students and parents in the ongoing tracking and monitoring of our school's performance. Community engagement is an area of growth at our school. We are developing stronger partnerships with parents and organisations through our Strengthening Parent and Community Partnerships action plan. This plan supports communication, parental involvement, learning partnerships and inclusions in the school decision making process. In 2017, our student led Parent Forums are one of the initiatives that have developed as a result of this commitment.

Building leadership capacity in all staff is central to our school values and to the successful implementation of our school plan. Staff are essential in driving the school strategic directions and the opportunities provided through our school plan help build teacher's professional capacities. Teachers are provided with opportunities to lead teams and drive action plans and are supported in this process to achieve their best. Our school fosters programs which provide students, teachers and parents with internal and external mentoring, coaching and shadowing opportunities and this is instrumental in building staff capacity.

Strategic financial management is used to maximise the 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.

Our self-assessment 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

CREATE

Purpose

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

Overall summary of progress

In 2017 we continued to focus on empowering our learners both academically and in their personal and social capabilities. Our Instructional Leader worked closely with teachers across all classes to help students develop a growth mindset that encourages them to become resilient, engaged and productive learners. Students were supported to record and self reflect on their learning and to develop personal goals for improvement. Visible learning structures were extended as students used them to identify meaningful learning goals and their personal achievements.

We have continued to improve our Learning and Support processes through the use of external support groups (such as Mercy Connect, Learning Links , MacqLit) and specialist teachers. The appointment of a permanent Learning and Support Teacher has allowed for sustainable ongoing support programs to be developed. Consistent liaison with the HSLO and an improved monitoring and tracking attendance system has helped to improve student attendance rates.

Revised student leadership structures and explicit mentoring systems allowed students across the school to develop their leadership capacities within and beyond the school. Students in all years participated in the Student Action Team whilst Year 5 students were mentored by their Year 6 peers and our Year 6 leaders were mentored by teachers and students from across the community of schools.

Students used digital technology, through the digital learning journal Seesaw, to record and share their self–assessments and achievements, with each other and their families with the result of increased student and parent engagement.

2017 saw a continued focus on creating engaging internal and external learning environments. The creation of new play areas, such as the sandpit, saw the vision of the Student Action Team come to fruition through the work of our community. The purchase of playground equipment increased opportunities for cooperative play and provided students with an interesting quiet area during break times. The development of flexible learning spaces, including the newly refurbished library, supported our focus on future focused learning practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students, staff and parents meaningfully connecting across multiple school environments	Teacher professional Learning funding	Parents, staff and students collaborated in P&C working bees, student led Parent Forums, school planning feedback processes, classroom learning, incursions and excursions, the development of school resources and online. The use of Seesaw as a digital learning journal has seen an increase in the number of parents able to take an active part in their child's learning.
All students engage in regular self– assessment and goal setting as part of their learning	Early Action For Success Instructional Leader Support	Teacher professional development around visible learning processes lead by the Instructional Leader had a positive impact on student learning. A visible learning map, in the area of writing, was successfully implemented and supported the development of students taking ownership of their learning.
Increase inschool attendance rates	Wellbeing funding is used to engage students in regular check–ins with class and support teachers through the process of goal setting.	Using TPL to improve teachers understanding and implementation of attendance procedures though continued monitoring, and open discussions with students and parents about school attendance helped to improve student attendance rates.
	Student attendance rates are being improved though increased TPL for attendance procedures.	

Next Steps

- Create and maintain whole school flexible and future focused learning spaces
- Development of whole school well being matrix that is visible to the whole school community.
- Create and articulate a school wide approach and understanding of expected behaviours.
- Establish consistent methods for triangulating data collection for K–6 to further inform teaching and learning.



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 2017, our school continued to focus on developing a learning culture that encourages our students, teachers and parents to continually improve. Teachers received targeted support and professional learning in the areas of Literacy, Numeracy and STEAM (integrated programs in science, technology, engineering, arts and mathematics).

STEAM enrichment programs were developed across the school, nurturing student's critical thinking and social skills, fostering engagement and valuing the skills of collaboration. Teachers in Stages 2 and 3 worked closely alongside their community of schools colleagues and an academic partner, Dr Jane Hunter from the University Of Technology, Sydney as part of a South West Sydney community of schools initiative. The provision of a Future Focused Interventionist mentored teachers in authentic future focused pedagogy. This led to an increase in teacher and student confidence, knowledge around future focused learning skills and dispositions.

Classroom teachers were also provided with additional support from EAL/D staff in implementing pedagogy to support refugee students and EAL/D and learners. Specialist teachers embedded data informed, evidenced based practices into the implementation of targeted literacy and numeracy teaching programs which supported both students and teachers.

Through the Early Action for Success (EAfS) initiative teachers were supported to develop enhanced skills in literacy and numeracy with kindergarten teachers undertaking L3 professional development and all teachers furthering their understanding and use of tracking and monitoring processes and individual student goal setting. Staff were also involved in peer observations through the use the lesson study process. This increased collegial discussion and professional collaboration around a specific educational problem of practice.

The school continued to participate with the Community of Schools network with experienced and beginning teachers participating in and leading professional learning workshops across the CoS network. This helped to personalise their learning, build teacher capacity and leadership, foster positive relationships and networking opportunities across the schools. The executive team across the CoS were involved in teacher professional learning around developing leadership mindset and building a collaborative learning community.

Active parent involvement has continued to increase through participation in the PaTCH initiative, student led Parent Forums and parent working bees. These activities allow parents, teachers and students to work "shoulder to shoulder" to build partnerships that support our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	Teacher Professional Learning funding Early Action For Success Socio Economic funding for resource purchasing	Teacher Professional Learning in the areas of Literacy, Numeracy and STEAM built professional teacher capacity and strengthened student engagement across all areas of learning. The STEAM enrichment program provided the opportunity for learning experiences and curriculum outcomes to be successfully integrated into real world design tasks for the students to collaborate and solve, fostering student curiosity, creativity and imagination. Teacher Professional Learning delivered by the Instructional Leader lead to the development of differentiated teaching strategies to support student engagement, particularly in the area of writing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
parental presence		<p>All teachers use PLAN data and school-based data to differentiate learning to ensure student growth. Data was used to inform tiered interventions in literacy and numeracy.</p> <p>COS initiative had a positive impact on teacher collaboration and practice. The students also enjoyed working with other students and teachers across different schools.</p> <p>Parent Forums and parent involvement in a number of school projects and initiatives eg. PaTCH, working bees has built stronger parent partnerships and increases parental presence in the school.</p>

Next Steps

- Building our flexible, professional learning communities for staff, students and parents to develop and sustain best practice for continual improvement.
- Increase the use of future focused pedagogies.
- Continue to build our school wide practices for implementing evidence based and data informed differentiated teaching programs and interventions.
- Develop partnership opportunities for students to extend their learning into real world contexts.
- Creating opportunities for students to immerse themselves in their own learning so that they see themselves as directors of their own future learning.



Strategic Direction 3

CONNECT

Purpose

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

Overall summary of progress

This year our school had a strong focus on building mutually beneficial relationships within and beyond our school for students, staff and parents. In 2017, our teachers and students also continued to build their capacities in inquiry based learning and were supported by the introduction of flexible learning spaces, resourcing and professional development. This multifaceted approach included lesson study programs, peer mentoring, a teacher interventionist role, collegial networking and programming with our community of schools and university partnerships.

We supported our community to connect and communicate through the introduction of Seesaw across all classes. Being able to use Seesaw as a tool for students to share and articulate their learning achievements and various activities across the school community further engaged all stakeholders and supported student's personal goal setting. Parental involvement through viewing and "liking" their children's work, helped to further foster positive relationships and understanding of learning processes. Digital Passports were created for each individual, which successfully connected the home and the classroom through the use of technology. Stage 3 introduced the use of Bring Your Own Device (BYOD) further enhancing connections between school and home.

Students were involved in a variety of community of schools initiatives such as Harmony Day and High School Transition programs, strengthening relationships across our community. Students also participated in sport Gala Days which enabled them to connect with other schools in their local community in non-competitive team sports.

The establishment of opportunities for increased student leadership through the introduction of the Student Action Team as well as our Gemstone Learning Teams and Bully Busters built leadership capacity and provided the students with clearly defined roles in their community.

Student involvement in specific community events such as the Haldon Street Festival, the Campsie RSL ANZAC grant, Sing Out Loud elder visits, High School Orientation days and Virtual Classroom excursions assisted students to build skills and knowledge and develop partnerships beyond the school environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All classrooms engage in elements of Inquiry Based Learning Opportunities for all school stakeholders to communicate and network	Teacher Professional Learning funding Socio Economic background funding for resourcing and upgrades	2017 saw the upgrading of a range of school infrastructure (ICT and refurbishment) as well as teacher professional learning to support inquiry based learning in every classroom. A full time teacher interventionist provided in-class support and mentoring to engage students, teachers and parents in open-ended problem solving activities that extended collaboration and critical thinking skills. Increased opportunities for student voice through the introduction of the Student Action Team resulted in playground improvements such as the purchase of new play equipment, the reorganisation of play areas and the community building a new sandpit. Our Gemstone Learning Teams supported all students through peer mentoring to use new play areas and equipment cooperatively. Increased opportunities were provided for students, staff and parents to link with our community of schools networks to support the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All classrooms engage in elements of Inquiry Based Learning</p> <p>Opportunities for all school stakeholders to communicate and network</p>		<p>development of skills and knowledge relevant to their personal learning journey. These included student leadership conferences, differentiated TPL programs, the SOS network, PATCH, Parent Forums and P&C networks.</p> <p>Students were involved in a number of community events both in and out of school including: Sling Out Loud with Leigh Place, Sport Gala Days, Virtual Classrooms, Haldon Street Festival, Sydney Opera House and Belmore Boys High School Performances, the Think Pink Disco and the White Ribbon Day March.</p> <p>All stakeholders were involved in celebrating the cultural diversity of our school during Coming Together Week which included a STEAM science fair, Food Fest, Art Exhibition, Artfernoon of student led performance art and multicultural performances.</p>

Next Steps

- Source ongoing opportunities for students, teachers and community to connect learning to authentic contexts.
- Develop community partnerships and learning alliances across the community of schools as an embedded component of teaching and learning programs.
- Establish learning and leadership opportunities for students, staff and parents to build learning alliances and connections to local, national and global issues and events.
- Promote extra curricular programs that are meaningful, purposeful and connected to community events and issues



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7,500	<p>Funding was linked with other Equity funds and used to support the development of Aboriginal student's individual Personalised Learning Pathway plans and supporting students making progress across the literacy and numeracy continuums.</p> <p>Funding was also used to support teacher professional learning and additional SLSO allocation.</p>
English language proficiency	<p>Staffing allocation FTE 1.6</p> <p>Flexible funding \$12,365</p>	<p>English an Additional Language or Dialect (EAL/D) teachers conferenced with classroom teachers to accurately assess student language competency along the EAL/D learning progressions. This data informed the allocation of equitable and appropriate support structures such as integrated in-class support, small group targeted withdrawal or individual interventions to best meet the needs of our EAL/D learners. Support programs targeted language development across the modes of speaking, listening, reading and writing. Programs aligned with language purposes being taught in classroom programs, and aimed to improve functional vocabulary and enrich student participation in school experiences. Funding was combined with other equity loadings to strategically support teacher professional learning and school resourcing.</p>
Low level adjustment for disability	<p>Staffing allocation FTE1.0</p> <p>Flexible funding \$31,212</p>	<p>Funding, including teacher allocation, was used to support school-based interventions. The LAST trained SLSO staff and introduced the MacLit program to targeted groups of students in year 2–6. Flexible funding was used to employ a speech pathologist for one day a fortnight and provide additional SLSO time.</p>
Quality Teaching, Successful Students (QTSS)	\$19,197	<p>The school continued to embed mentoring structures through Classroom Walkthroughs and in class teacher observation 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.</p>
Socio-economic background	\$145,722	<p>Funds were allocated for additional office and teaching staff to develop and implement the school's professional learning program and strategic directions.</p> <p>Additional Teacher Professional Learning funds were allocated for the continuation of staff training in L3, EAfS and STEAM. 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.</p> <p>Funds were also used to support the development of future focused learning spaces.</p>

Support for beginning teachers	\$6,725	Our beginning teachers had access to whole school professional learning that focused on building student capacity through oral language, wellbeing for learning, establishing a Literacy block and applying differentiated processes to support writing engagement. They were engaged in classroom observations, lesson study experiences, data conversations and goal setting and collaborative planning opportunities to develop skills in quality lesson planning and deepen knowledge of the curriculum. They also had the opportunity to participating in differentiated COS TPL, which allowed them to target specific areas of need and/or interest. Additional mentoring time was provided to support the development of these skills and other teacher identified areas of development.
Targeted student support for refugees and new arrivals	\$4,469	EAL/D and LAST teachers worked closely with the refugee support leader for the Canterbury/Strathfield region to support learning and wellbeing needs of refugee students. This involved recurring teacher professional learning for EAL/D teachers and whole staff development days on identifying and catering for ongoing needs of refugee and newly arrived students and their families. EAL/D teachers were also supported in refining instruction and assessment practices. School enrolment processes were reviewed and refined, with an emphasis on regular follow-up; and staff were invited to networking opportunities to build relationships with local schools for collaboration particularly in regards to transition procedures. The New Arrivals Program provided daily language instruction with EAL/D teachers for eligible students. Refugee and Refugee-like students also received language support and academic mentoring from trained Mercy Connect volunteers.
Strengthening Community Partnerships	Socio Economic funds	School Funds were used to strengthen parent partnerships through the continuation of Parent Forums and further furniture additions to the parent community room.
Early Action for Success	Staffing Allocation DP Instructional Leader FTE1.0	Strategic Direction 1: Create Growth mindset dispositions were incorporated into the literacy and numeracy lessons to encourage perseverance, self-regulation and self-reflection in students. Students metacognitive understanding of how they learn, and the ability to identify what helps them learn, improved student articulation and academic performance in writing and mathematics. Visible learning continued to be a focus with the development of bump it up writing walls, goal setting and self-assessment used to support writing performance in Stage 1 classrooms. Strategic Direction 2: Transform K-6 staff focused on improving literacy

<p>Early Action for Success</p>	<p>Staffing Allocation DP</p> <p>Instructional Leader FTE1.0</p>	<p>practices through the development of a literacy block based upon the NSW English syllabus, literacy continuum, Quality Teaching Framework and the What Works Best CESE document. Teachers engaged in whole school teacher professional learning around high quality literacy practices and in-class team teaching, with Early Stage One teachers participating in L3 training. Belmore South increased the range of literacy and numeracy resources with the purchase of maths tubs for Yrs 3–6 and the purchase of engaging reading literature for K–6.</p> <p>Early Stage One teachers transformed the implementation of the maths block to better align to the working mathematically syllabus outcomes and evidence-based research attained through the Building Numeracy Leadership EAfS network. This will extend to be a K–6 focus throughout 2018.</p> <p>Strategic Direction 3: Connect</p> <p>Opportunities for parents to engage in student learning increased through the launch of Seesaw for Schools which successfully connected learning between the home and the classroom. An increased number of parents participated in the PaTCH program supporting the literacy and numeracy learning within the K–2 classrooms. Holiday learning packs were improved to incorporate both literacy and numeracy games and continued to increase parent knowledge and reduce student learning regression over the summer holidays.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	125	130	141	161
Girls	118	108	106	122

Belmore South Public School continues to see a steady increase in enrolments.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.3	91.7	92.1	91.2
1	92.6	91.5	93	92.5
2	95	91.4	94.3	90.8
3	91.8	94.5	93.8	92.9
4	95.6	91.5	95.9	92.3
5	96.7	94.3	92.4	91.9
6	93.4	95.6	94.3	94.3
All Years	93.9	92.7	93.6	92.2
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 Schools Wellbeing Committee continues to focus on improving student attendance and reducing unjustified absences where an unsatisfactory explanation or no reasons are given for students being absent. A number of strategies are used to encourage students to come to school everyday and to improve student attendance structures.

These include:

- regular inserts in the school newsletter informing

the school community of the importance of regular attendance in school,

- student attendance awards,
- staff professional learning on procedures and systems,
- 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
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.15
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1
Teacher Librarian	0.6
Teacher of ESL	1.6
School Counsellor	1
School Administration & Support Staff	2.52
Other Positions	0.4

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There are no staff who identify themselves 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 and those areas targeted in personal Performance and Development Plans.

The aim of all professional learning is to improve teacher quality in order to achieve improved student outcomes. In 2017 whole school professional development was undertaken in the following areas:

Kindergarten teachers participated in L3 training to better support literacy. All staff attended TPL in both literacy and numeracy to continue to support the implementation of the Early Action for Success (EaFS) program. Staff also attended sessions in the implementation of STEAM with our academic partner Dr Jane Hunter 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. Staff led and participated in differentiated TPL sessions across our community of school network to support professional growth. In 2017 two early career teachers achieved professional accreditation at Proficient through extensive school based mentoring. One staff member continued their professional learning towards obtaining their lead accreditation and other staff members continued their accreditation maintenance cycle.

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	642,275
Revenue	3,380,099
Appropriation	3,269,478
Sale of Goods and Services	6,379
Grants and Contributions	97,769
Gain and Loss	0
Other Revenue	0
Investment Income	6,473
Expenses	-3,338,593
Recurrent Expenses	-3,302,614
Employee Related	-2,941,855
Operating Expenses	-360,760
Capital Expenses	-35,978
Employee Related	0
Operating Expenses	-35,978
SURPLUS / DEFICIT FOR THE YEAR	41,506
Balance Carried Forward	683,782

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

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	1,917,181
Base Per Capita	37,748
Base Location	0
Other Base	1,879,433
Equity Total	460,893
Equity Aboriginal	7,500
Equity Socio economic	145,722
Equity Language	174,885
Equity Disability	132,786
Targeted Total	123,344
Other Total	586,581
Grand Total	3,088,000

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

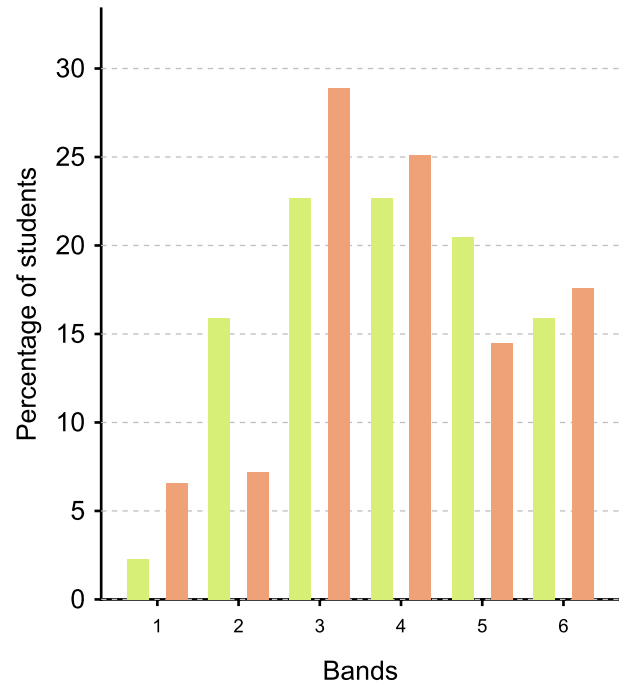
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

2017 NAPLAN trend data indicated on average that there has been an improvement on Year 5 2016 student results, in the areas of writing, spelling, grammar, numeracy and data. Year 5 Reading results have remained comparatively stable. The spread and distribution of results is relatively aligned with the performance of Year 5 students across the state. When comparing the results of the same cohort of students who sat the NAPLAN assessment in Year 3 and again in Year 5, our students achieved growth across all areas when compared to the performance across the state.

2017 Year 3 NAPLAN indicates that results have remained relatively stable in the areas of Grammar and Data, with a slight decline in Numeracy results. 2017 Year 3 results also indicate that there is an opportunity for improvement in the areas of Writing, Spelling and Reading; these areas will be a focus for intervention in 2018 to support student performance growth.

2017 Year 3 Literacy results in the area of Grammar have remained relatively stable, with Writing and Spelling focuses for the Year 3 cohort in 2018. The data indicates improvement on Year 5 2016 student results particularly in the areas of writing, spelling, grammar.

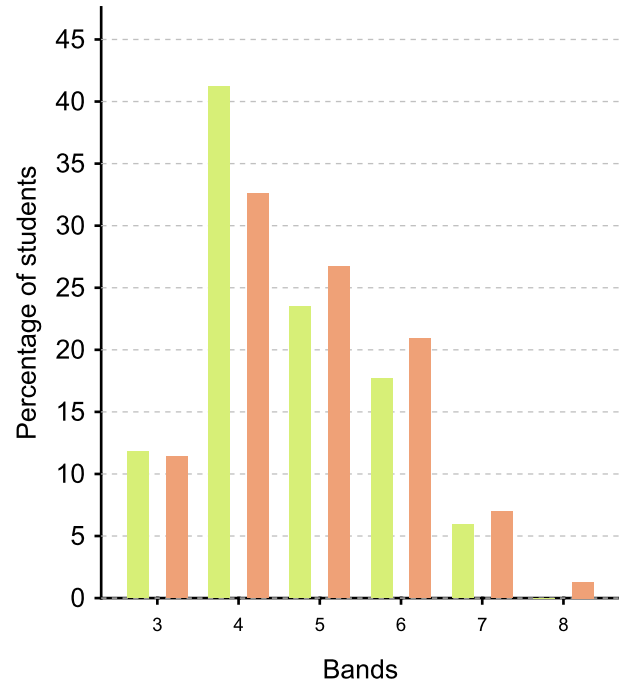
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	2.3	15.9	22.7	22.7	20.5	15.9
School avg 2015-2017	6.6	7.2	28.9	25.1	14.5	17.6

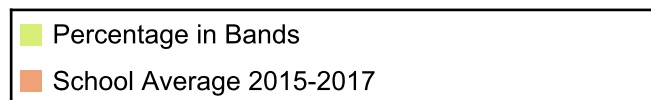
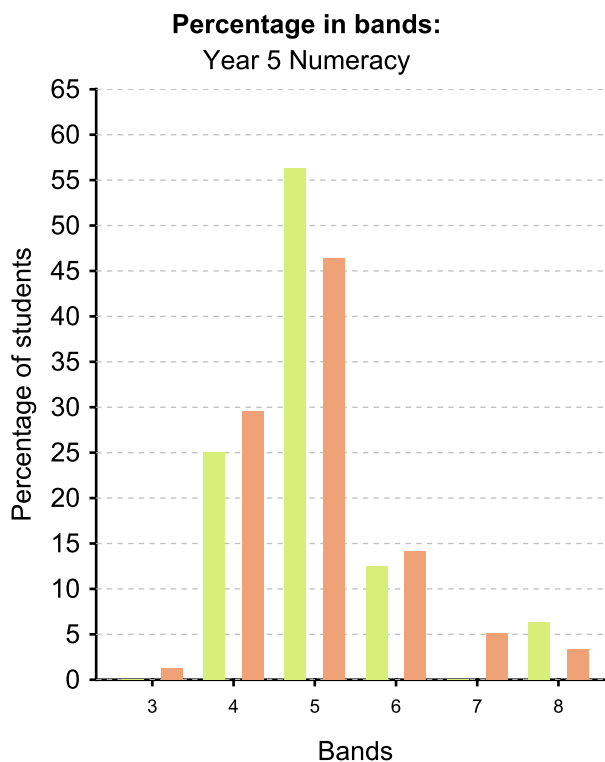
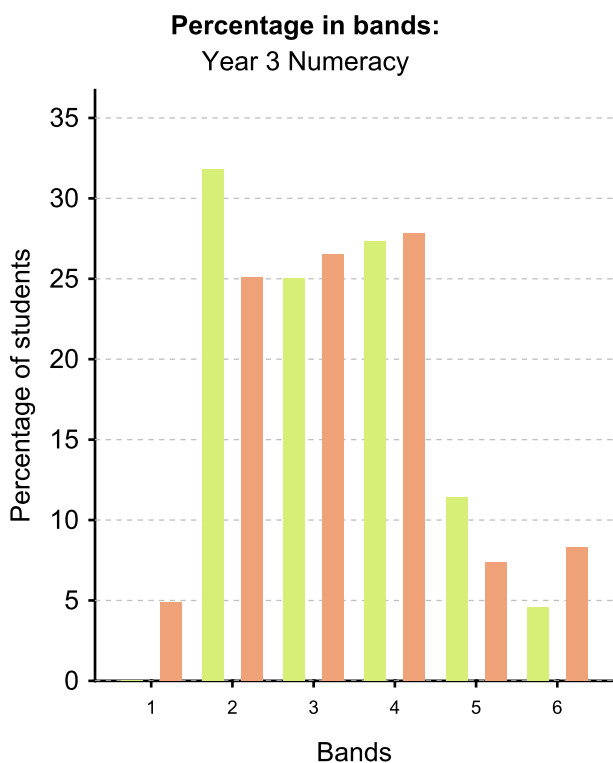
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	11.8	41.2	23.5	17.7	5.9	0.0
School avg 2015-2017	11.4	32.6	26.7	20.9	7.0	1.3

2017 Year 3 NAPLAN indicates slight decline in Numeracy results, while Year 5 students achieved growth in Numeracy, when compared to the performance across the state.



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.>

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 below.

Students

Students from Years 4, 5 and 6 completed the online 'Tell Them From Me' survey in Term 1. Key findings from the survey include:

- 89% of students have a positive sense of belonging
- 91% of students value schooling outcomes
- 86% of students try hard to succeed in their learning

Teachers

Teachers completed the 'Tell Them From Me' survey in Term 1. A summary of key findings from the teacher survey included:

- the majority of teachers feel that collaboration is an area that the school works well in
- the majority of teachers set high expectations of students and monitor their progress and use results from formal assessment tasks to inform lesson plans

- the majority of teachers work collaboratively with other staff, parents and students to achieve the best learning outcomes for students

Parents

Parents completed the 'Tell Them From Me Survey'. A summary of key findings from the parent survey included:

- 75% of parents felt involved in the school community
- 87% of parents indicated school communication via technology was strong and useful
- the majority of parents indicated that they felt their child was safe at school



Policy requirements

Aboriginal education

Belmore South Public School continues to promote 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. As part of the school wellbeing program, Yulunga Indigenous Sporting games were implemented in the playground, offering students the opportunity to engage with others in meaningful ways.

Multicultural and anti-racism education

Ninety one percent of students at Belmore South Public School have a language background other than English. This year we had an staffing allocation of 1.6 EAL/D (English as an Additional Language and or Dialect) teachers to support students in their acquisition of English through both in class support and withdrawal. Teachers worked collaboratively to develop practices and resources to support the English

language and literacy of students who are learning English as a second language, across all Key Learning Areas. Newly arrived students and students assessed in the lower of the EAL/D progressions were given priority for support. Multicultural perspectives are included in all school activities and programs. All important cultural events are acknowledged through the newsletter and at assemblies. These celebrations include Easter, Ramadan, Christmas and the Chinese New Year. During the annual Harmony Day and Multicultural celebrations, respect for the different cultural groups that exist in our community is emphasized through whole school and classroom activities. Community language programs and music education also worked to develop appreciation and acceptance of our school's unique identity. Belmore South has a trained Anti Racism Contact Officer (ARCO) who works closely with the schools wellbeing team. This persons role is to investigate, support and counsel victims of racism as well as those who do not demonstrate respect to other students within our school.

Other school programs

Multicultural day

In 2017 Belmore South Public School celebrated the diverse and rich makeup of our school community as part of the 'Coming Together Community Showcase' week, held in Week 8 of Term 3. A number of events occurred during the week that celebrated the cultural diversity of our school including student created cultural flags and a student painted pebbles that symbolised their cultural background. On Thursday 7th September as part of our Coming Together Showcase Week, we celebrated Multicultural Day. The community came together with a P&C hosted feast involving community donated dishes from over 20 cultural backgrounds. Performances were conducted by various groups representing the different cultural makeup of the school community. Performances by our Cook Islander, Arabic & School dances groups, our Lebanese drumming group and the school choir were supported by our McCallums Hill PS guests in Greek Dancing.

Choir

Our school choir participated once again in the 'Our Spectacular' performance at the Sydney Opera House. Our students showed great commitment and vocal skill preparing a challenging repertoire of songs all in multi-part harmony to a packed concert hall to accompany a series of music and dance performances. They have also performed at events such as our 'Coming Together Community Showcase' week and for school ceremonies.

Dance

At Belmore South Public School dance is seen as an important art form, allowing students to express themselves creatively. It is also seen that dance helps children mature physically, socially, cognitively and

emotionally. Students from stages 1, 2 and 3 have had the opportunity to be apart of the Belmore South Junior and Senior Dance Ensembles. These students have shown dedication, giving up their time to participate in weekly rehearsals developing the skills to perform at 'Coming Together Community Showcase'. The Belmore South Pacific Islander dance groups excelled in their performance at the local Halden Street Festival. Stage 3 students have also had the opportunity to learn new dance styles such as the Cha Cha to perform at their Year 6 Farewell. Dance continues to be a popular extra-curricular activity here at Belmore South.