Belmore North Public School

Annual Report

2018

1185

Introduction

The Annual Report for **2018** is provided to the community of Belmore North Public School as an account of the school's operations and achievements throughout the year. It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

I am proud of the commitment all staff make to assist each student to grow as a person and to facilitate each student's learning progress. The school P&C is a highly dedicated, energetic and enthusiastic group of parents who are committed to improving students' facilities and learning environment. Our students come from diverse backgrounds and experiences and try to achieve their personal best every day.

Janet Burling

Principal

School contact details

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9750 0652

Message from the Principal

It is with pride that I present to you the annual report. School staff work conscientiously to continuously develop their skills to support all stakeholders in the school community. A dedicted group of parents are actively involved in supporting the school. Students invest energy into their learning to achieve their personal best. In addition to developing students' learning outcomes, the school has a strong student wellbeing focus as we strive to achieve the Department of Education's goal of "every student is known, valued and cared for".

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 in an ethos of continuous improvement. We value respect, excellence, creativity, opportunity and community.

School context

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

All staff participated in the school self–assessment against the School Excellence Framework and in reaching their conclusions, considered the available evidence to support their judgements. In July 2017 Version 2 of the School Excellence Framework was released and included a number of additional elements for which no comparison can be made between 2017 and 2018.

In the domain of **Learning**, student performance measures overall have improved from a rating of Delivering to Sustaining and Growing.

In the domain of **Teaching**, the element of explicit teaching has improved from Sustaining and Growing to Excelling. The focus on literacy and numeracy has improved from Sustaining and Growing to Excelling. In the element of collaborative practice there has been an improvement from Sustaining and Growing to Excelling.

Overall in the domain of **Leading**, for the sub–domain of educational leadership there has been an improvement from Delivering to Sustaining and Growing which encompasses the elements of: instructional leadership, a culture of high expectations, performance and development and community engagement. In the domain of Leading, in the sub–domain of school planning, implementation and reporting, there was an improvement in all elements from Delivering to Sustaining and Growing. 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

Wellbeing for All

Purpose

The purpose of *Wellbeing for All* is to create a school community in which there is a strong sense of belonging and wellbeing for students, parents and staff. The focus on *Wellbeing for All* contributes to enhancing a safe, positive and supportive environment in which students, parents and students connect, succeed and thrive. The processes implemented as part of *Wellbeing for All* are intended to provide opportunities for students, staff, parents and community to members to develop the skills, knowledge and values to implement wellbeing programs and to acknowledge the strong links between wellbeing and school excellence. Teaching and learning and the development of wellbeing are parallel, integrated, complementary processes.

Overall summary of progress

The school successfully implemented all processes. The school joined in professional learning with a community of schools, focusing on staff wellbeing and self–care strategies. Staff completed professional learning with consultant Dr Adam Fraser based on strategies in his book, *The Third Space*. Staff received copies of his book and a staff survey indicated that over 70% of staff either agreed or strongly agreed that they have a greater awareness of strategies that they can implement to support their wellbeing. Strategies implemented to support student wellbeing were successful. Tier 2 and 3 behaviour support strategies implemented resulted in a reduction in behaviour referrals for most of the students involved. The Peer Support program was implemented across the school. Student surveys indicated overwhelming positive feedback. Parents were provided with many opportunities to be part of the Belmore North Public School community, including parent excursions, workshops and collaborative sessions focusing on their child's wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve staff sense of wellbeing as measured with surveys and focus group interviews.	Professional learning delivered by Dr Adam Fraser$3,060.00 Professional learning delivered by "Corporate Impact" $2,750.00 Professional learning delivered by "Time Stylers" $7,981.00	Staff were surveyed on their knowledge and implementation of strategies to support their wellbeing. Statements which were answered with a *likert* scale allowed staff to select from ratings *of strongly agree, agree, neither agree nor disagree, disagree* and *strongly disagree.* Ratings for *strongly agree* and *agree* were combined with the following results: I have greater awareness of strategies that I can implement to support my wellbeing: 74% Percentage of staff implementing specific strategies: • The third space: 58% • Staying hydrated:63.% • Adequate sleep: 29% • Regular exercise: 46.% • Doing something you enjoy either daily, weekly, quarterly: 67% • Taking brief moments through the day to recover: 21% Implementing these strategies has contributed positively to my wellbeing: 79% I have developed increased awareness of how I can improve my time management:38% Percentage of staff who implemented specific time management strategies: • Categorising email into folders: 14% • Persuading others at home to help with chores:

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve staff sense of wellbeing as measured with surveys and focus group interviews.		45% • Ceasing non–necessary chores:41% • Using time–creating strategies:27% Other:23% I have gained greater awareness of how to use my voice and posture to confidently communicate in a range of situations: 54%
Improve students' sense of wellbeing as measured with the "Tell them From Me" survey and other surveys which measure student wellbeing.	Nil	Baseline data has been collected in preparation for comparison going forward.
Improve parent and community members' sense of connection with the school and self care skills as measured with focus group interviews and surveys.	The employment of a community liaison officer for 1 day per week at approximately $11,668.00	The employment of a community liaison officer has positively impacted on the the parent and community members' sense of connection with the school. Parents who participated in the self–care skills group reported that they found this opportunity supported their capacity to be aware of their own self–care needs.
Reduce the number of behaviour referrals for Tier 1, Tier 2 and Tier 3 students.	Employment of wellbeing teacher 2 days per week., approximately $41,645.00.	Baseline data has been established in preparation for comparison going forward. Student behaviour referrals are currently: • Tier 1: 88% • Tier 2: 7% • Tier 3: 5% These percentages are within expected parameters according to *Positive Behaviour for Learning* response to intervention benchmark figures.

Next Steps

The Peer Support Program resulted in positive feedback from both students and staff. This will continue to be implemented in 2019. The collaboration between teachers and parents, fostered through *Positive Partnerships*, will also continue in 2019. Positive Partnerships strategies will continue to be implemented in 2019, in order to strengthen partnerships between home and school. Staff wellbeing initiatives will continue in 2019, due to the positive feedback regarding Dr Adam Fraser's professional learning.

Strategic Direction 2

Teaching and Learning for All

Purpose

The purpose of *Teaching and Learning for All* is to provide opportunities for staff, students, parents and community members to develop skills, knowledge and values as both *learners* and *teachers.* The processes included in this strategic direction are intended to enhance connectedness with the school, improve student learning outcomes and build a sense of community whereby all members of the school community are learning and teaching together in a culture of lifelong learning. *Teaching and Learning for All* is underpinned by high expectations and evidence–based practices that move learning forward for all. By implementing *Teaching and Learning for All* the school intention is to promote *equity and excellence and for all members of the school community to be *successful learners. (*From the *Melbourne Declaration Educational Goals*)

Overall summary of progress

Teachers continue to develop their expertise in using Explicit Direct Instruction to improve student outcomes, particularly in literacy and numeracy. A process of observation and feedback is embedded into school wide professional learning through the release of Assistant Principals one day per week to mentor and support teachers in the development of their teaching and learning strategies.

The first cycle of Peer Support was completed and provided students with the opportunity to operate as both teachers and learners.

The Parent as Teachers and Classroom Helpers (PaTCH) program was implemented in Term 2. Nine parents participated in the program and all rated the program as being successful in providing them with the skills to support their child's learning at home.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN results show an increase in the percentage of students: • demonstrating expected growth in Numeracy and Literacy • achieving in the top 2 bands in Numeracy and Literacy in Year 3 and Year 5	Employment of an additional teacher to reduce class size and improve teacher capacity to differentiate learning for students at approximately $104,113.00.	In Year 5 reading 75% of students achieved greater than or equal to expected growth. In Year 5 numeracy 58% of students achieved greater than or equal to expected growth. Comparing 2015 and 2018 results for Year 3 reading, there has been a 4% increase in the number of students achieving Band 5 and a 15% increase in the number of students achieving Band 6. Comparing 2015 and 2018 results for Year 5 reading, there has been a 3% increase in the number of students achieving Band 7 and a 2% increase in the number of students achieving Band 8. Comparing 2015 and 2018 results for Year 3 numeracy, there has been a 5% decrease in the number of students achieving Band 5, however, there was a a 7% increase in the number of students achieving Band 6. Comparing 2015 and 2018 results for Year 5 numeracy, there was a 4% increase in students achieving in Band 7. No students achieved in Band 8.
School self–valuation against the	School executive staff are	Overall in the domain of **Leading**, for the sub–

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Leadership domain of the School Excellence Framework shows improved positive rating in the leadership descriptors.	provided with an additional 1 day per week of release time to support teachers on their Stage, to improve teaching quality and teaching and learning programs. This is funded from Low SES funds at an approximate cost of $83,290.	domain of educational leadership there has been an improvement from Delivering to Sustaining and Growing which encompasses the elements of: instructional leadership, a culture of high expectations, performance and development and community engagement. In the domain of **Leading**, in the sub–domain of school planning, implementation and reporting, there was an improvement in all elements from Delivering to Sustaining and Growing.
Increased parent participation in teaching and learning workshops and other opportunities school events.	As an Early Action for Success school, Belmore North Public School is fortunate to have a full time instructional leader and an additional instructional leader employed for 1 day per week. The instructional leaders implemented the *Parents as Teachers and Classroom Helpers* (PaTCH) program.	The instructional leaders implemented the *Parents as Teachers and Classroom Helpers* (PaTCH) program which was positively evaluated by the parents who participated. All workshops implemented at the school for parents were well–patronised and averaged 15 participants at each workshop.

Next Steps

In 2019 teachers will continue to participate in professional learning in *Explicit Direct Instruction*. Teachers will continue to refine their skills in the delivery of reading and mathematics *warm ups* with coaching from John Fleming, the school's professional learning consultant.

Our classroom observation and feedback processes will continue. Assistant principals will be provided with one full day of release to provide time to mentor, model and supporting teachers in improving their pedagogy and teaching and learning programs.

The school will continue to implement the *Peer Support* program which will provide senior students with the opportunity to lead the teaching and implementation of the program. The program received positive feedback from teachers and students with all understanding the relevance of the program.

The *Parent as Teachers and Classroom Helpers* (PaTCH) program will again be offered to interested parents. The teachers who deliver the program will modify and refine it to better suit the audience of the school.

Strategic Direction 3

Leadership for All

Purpose

The purpose of *Leadership for All* is to provide opportunities for students, staff, parents and community members to develop the skills, knowledge and values that will position them as contributing leaders of the school community. The purpose of *Leadership for All* is to implement processes that will contribute to the development of *confident and creative individuals and *active and informed citizens. *Leadership for All* is intended to contribute to an enhanced sense of community and belonging for all members of the school. (*From the *Melbourne Declaration Educational Goals*)

Overall summary of progress

The school successfully implemented strategies to build students' leadership through the student representative council and the peer support program. There was insufficient time to implement a separate *Aspiring Leaders* course, although interested staff had the opportunity to attend Department of Education sponsored professional learning workshops. In addition, the community of schools *Differentiated Professional Learning* project provided an opportunity for all staff to present professional learning activities in their areas of expertise for teachers in neighbouring schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The Tell Them from Me and Quality of School Life surveys show improved positive outcomes.	Nil	The most relevant results compared to NSW government school norms indicate which require further enquiry are: • Fewer students participate in extra–curricular activities • For Year 4 students there is a 20% negative difference in a positive sense of belonging • For Year 4 students there is a 14% negative difference in positive homework behaviours • For Year 4 students there is a 21% negative difference in motivation and interest All other measures were either similar to government norms or slightly higher.
Document the number of staff who participate in leadership opportunities and evaluate with a survey, the effectiveness of leadership professional learning.	Nil	This program was not implemented due to time constraints.
Increased parent participation and leadership in the Parent and Citizens association. *School Assessment Tool* for strengthening family and community engagement in student learning shows positive gains.	Nil	There has been no significant increase in the number of parents participating in the P&C.

Next Steps

In 2019, the school will continue to implement leadership opportunities for students through the student representative council and peer support program. The school will continue to work collaboratively with the P&C supported by the community engagement officer, to apply for grants and implement significant improvement projects for the school and effective fund raising activities.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$1,981.00 Funds are combined with other school funds to implement effective programs to support student learning such as MiniLit	Aboriginal students' achievements in reading and mathematics are at expected grade benchmarks.
English language proficiency	$128,452 total English Language Proficiency funding. Staffing allocation of 0.8 (FTE) and Flexible funding of $45,161 to employ the EALD teacher for an extra day which enables student support for 5 days per week. EALD Learning progressions assist teachers to develop precision learning programs and monitor student progress.	The EALD School Evaluation Framework shows continuous improvement in whole school processes for the effective use of *English Language Proficiency* funding and highlights any areas for improvement going forward. EALD students are provided with additional support to develop their English language skills.
Low level adjustment for disability	Staffing component of $135,347.00 (1.3 FTE) Flexible funds of $55,295.00 were used to employ a learning support teacher 0.1 FTE and to fund other programs.	The employment of a specialist (learning support) teacher facilitates the effective functioning of the learning support team. The learning support teacher (LST) oversees the implementation of *MultiLit* and *Language for Learning.* The LST assists teachers to develop their capacity to meet individual students' needs and also implements are range of interventions programs and parent workshops.
Quality Teaching, Successful Students (QTSS)	$68,923.00 in funds to used to provide release time for teacher for collaborative planning. • ($0.00)	Teachers were surveyed as to benefits of the model of collaborative planning time and to provide opportunities for suggestions for alternative models. Survey results showed clear benefits to teachers by having a collaborative planning model.
Socio–economic background	Total allocation $298,298.00 Funds were used to employ an additional teacher at a cost of $104,113.00 and to provide each assistant principal with a release day to support quality teaching at a cost of $83,290.00 School Support funds were supplemented to employ a school administrative officer to provide to the principal. Funds were also used to	Students achieving at grade level are extended through an enrichment class. In Year 5 reading 75% of students achieved greater than or equal to expected growth. In Year 5 numeracy 58% of students achieved greater than or equal to expected growth. Comparing 2015 and 2018 results for Year 3 reading, there has been a 4% increase in the number of students achieving Band 5 and a 15% increase in the number of students achieving Band 6. Comparing 2015 and 2018 results for Year 5

Socio–economic background	employ a community liaison officer for 1 day per week. $61,252.00 was used to employ a full–time learning support officer to support a student with disability in a mainstream class. Funds were used to upgrade technology to support student learning at a cost of $75,701.00 Expenditure of $14,897.00 was used to provide professional learning for all staff including learning support officers, office staff and teachers.	reading, there has been a 3% increase in the number of students achieving Band 7 and a 2% increase in the number of students achieving Band 8. Comparing 2015 and 2018 results for Year 3 numeracy, there has been a 5% decrease in the number of students achieving Band 5, however, there was a a 7% increase in the number of students achieving Band 6. Comparing 2015 and 2018 results for Year 5 numeracy, there was a 4% increase in students achieving in Band 7. No students achieved in Band 8. Improved quality teaching in all classes through support provided by assistant principals and consistent implementation of "warm–ups" and explicit direct instruction is evident across the school.
Support for beginning teachers	$24,238.00	Beginning teachers are provided with a high quality induction program supported by a mentor.
Targeted student support for refugees and new arrivals	$5,112.00	Refugee and newly arrived students demonstrate the development of social, emotional and academic skills and adjustment to school life in Australia. Students are provided with uniforms, basic school equipment and funded to attend extra–curricular activities and excursions.
Wellbeing Services	$38,130.00 supplemented with funds from low SES equity funding to employ a *wellbeing* teacher 2 days per week (0.4FTE)	Student attendance is closely monitored and Intervention programs area implemented promptly for any student whose attendance is a concern. The attendance of identified students has shown improvement. The wellbeing teacher works collaboratively with the learning support team to implement targeted interventions and provide support to teachers and students.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	190	174	169	179
Girls	157	166	151	152

The total of 331 students enrolled at the school is in keeping with historical averages. High student mobility continues to be a contextual factor of student enrolment.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.5	94.4	91.1	90.4
1	93.1	89.7	90.3	91.9
2	90.4	94.8	93	92
3	94.5	92.8	92.1	92.3
4	90.9	95	92	92.9
5	92.6	93.6	90.4	92
6	93	92	92.5	92
All Years	92.2	93.2	91.6	91.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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 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, text messages 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 in 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. The employment of the wellbeing teacher aims to reduce the number of students who are regularly late to school and the impact this has on the morning routine for the student and their peers. In 2018, whole school attendance remained steady at 92 0%. However, this remains below the state average of 93 %.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.13
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher ESL	0.8
School Administration and Support Staff	7.92
Other Positions	1

*Full Time Equivalent

No Aboriginal staff were employed during 2018.

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

Two teachers at the graduate level gained their *Proficient* teaching status.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	852,618
Revenue	4,475,988
Appropriation	4,361,698
Sale of Goods and Services	9,327
Grants and Contributions	98,740
Gain and Loss	0
Other Revenue	200
Investment Income	6,022
Expenses	-4,310,826
Recurrent Expenses	-4,310,826
Employee Related	-3,863,306
Operating Expenses	-447,519
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	165,162
Balance Carried Forward	1,017,781

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.

There was an underspend of funds due to the school budgeting for a major air–conditioning project. This project did not go ahead as the school was approved for the Department of Education's air–conditioning project. The school budgeted a contribution to the project which has not yet started.

Due to challenges in recruiting appropriate staff for specific positions, appointment of specific staff was delayed resulting in less funds being expended on funding.

The school has planned major capital works programs for 2019 which include playground re–development and renovation of the staff–room kitchen.

Financial summary equity funding

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

	2018 **Actual** ($)
Base Total	2,272,039
Base Per Capita	68,197
Base Location	0
Other Base	2,203,841
Equity Total	619,372
Equity Aboriginal	1,981
Equity Socio economic	298,298
Equity Language	128,452
Equity Disability	190,641
Targeted Total	943,500
Other Total	406,237
Grand Total	4,241,147

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.

In 2018 students at Belmore North Public School sat the paper NAPLAN assessment. Preparations are underway for the school to use the online format in 2019.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 Grammar and Punctuation

In Grammar and Punctuation in 2018 there was a 9% increase in the number of students achieving in Band 4 and an 11% decrease in the number of students achieving in Bands 5 and 6 compared to 2017 results. The number of students achieving in Band 3 increased by 3% and the number of students achieving in Band 2 decreased by 3%.

Year 3 Reading

In Reading in 2018 there was a 29% improvement in the number of students achieving in Band 3. The number of students achieving in Band 5 remained the same with a 2% decrease in the number of students achieving in Band 6.

There was a 2% decrease in the number of students achieving in Band 1 and a 6% decrease in the number of students achieving in Band 2. While there was a 29% increase in the number of students achieving in Band 3, there was a decrease of 20% in the number of students achieving in Band 4. Moving students into the top 2 bands continues to be a priority.

Year 3 Spelling

In Year 3 spelling, there was a 2% improvement in the number of students achieving in Band 6 and a 12% decrease in the number of students achieving in Band 5 compared to 2017 results. This demonstrated strong improvement in spelling.

Year 3 Writing

In Year 3 Writing there was a 14% decrease in the number of students achieving in Band 5 and a 5% decrease in the number of students achieving in Band 6 compared to 2017 results.

Year 5 Grammar and Punctuation

In Year 5 grammar and punctuation results were steady for students achieving Bands 5 and 6 compared to 2017, with almost 50% of the cohort achieving these middle bands. The percentage of students achieving Band 8 also remained steady.

Year 5 Reading

In Year 5 reading there was a 7% decrease in the number of students who achieved Band 4 and a 6% decrease in the number of students who achieved Band
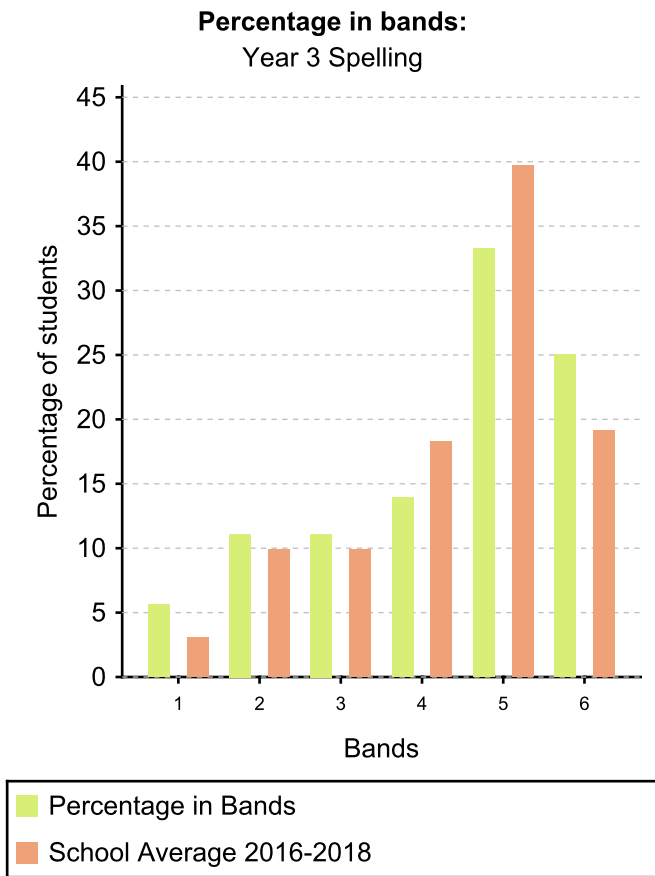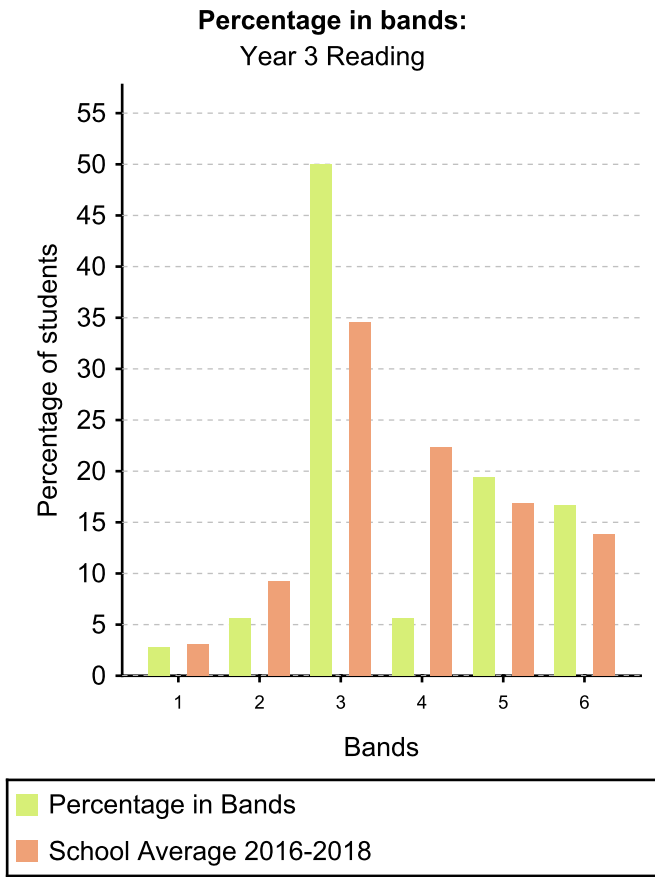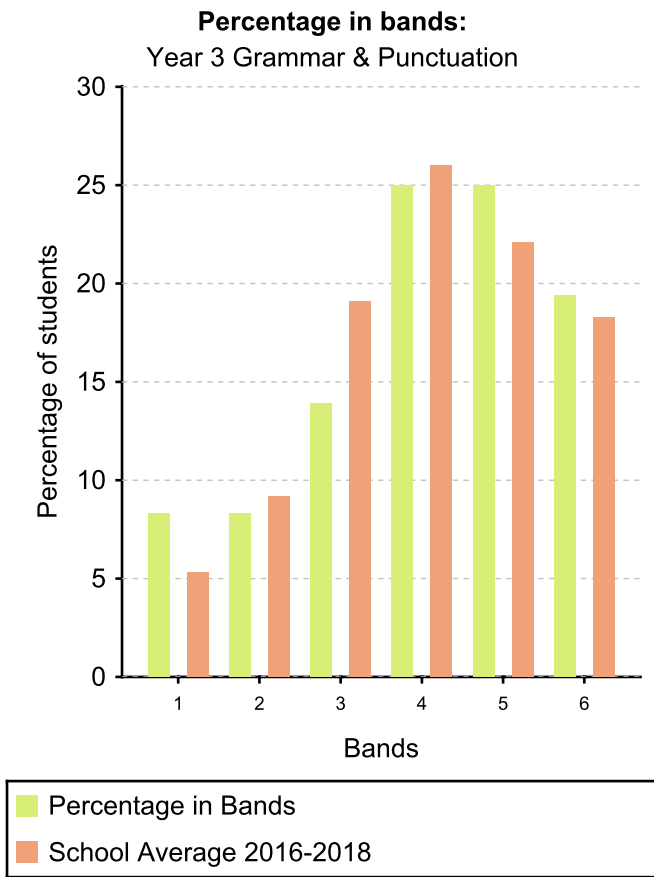
5. There was a 13% increase in students who achieved Band 6. The number of students who achieved Band 7 remained the same, compared to 2017 results.
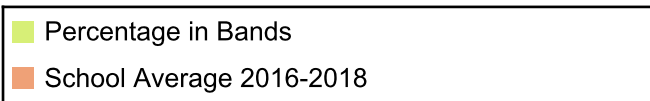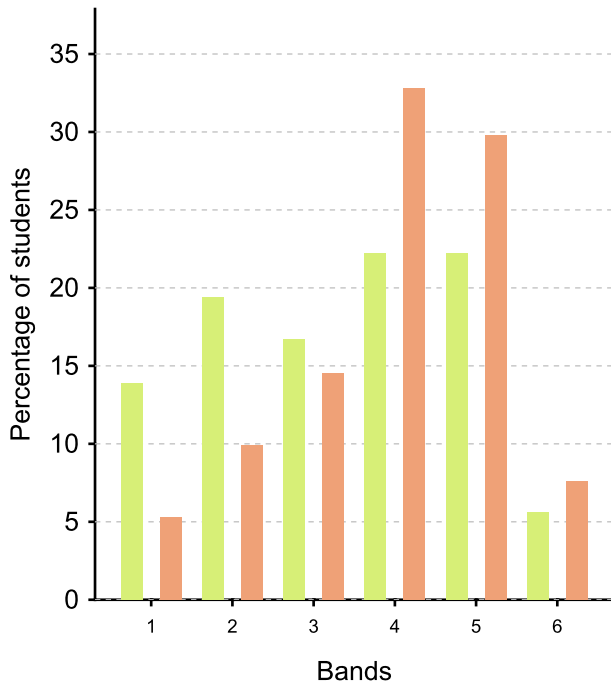
Year 5 Spelling

In Year 5 spelling there was a 2% improvement in the number of students achieving in Band 7 and 1 % improvement in the number of students achieving in Band 8 compared to 2017 results.
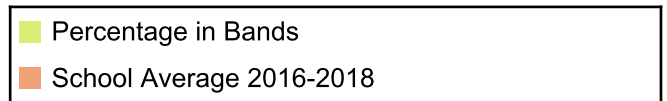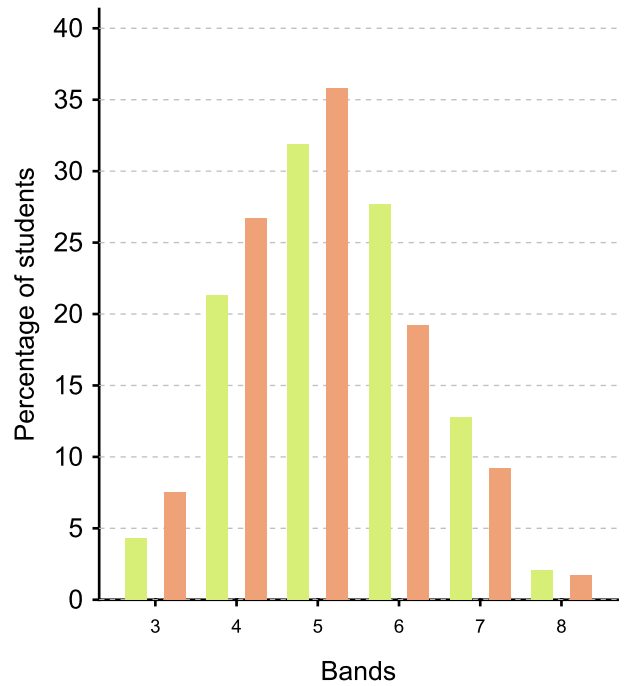
Year 5 Writing

In Year 5 writing there was a 10% improvement in the number of students achieving in Band 7 and a 4% improvement in the number of students achieving in Band 8 compared to 2017 results. This was a pleasing result for the school.
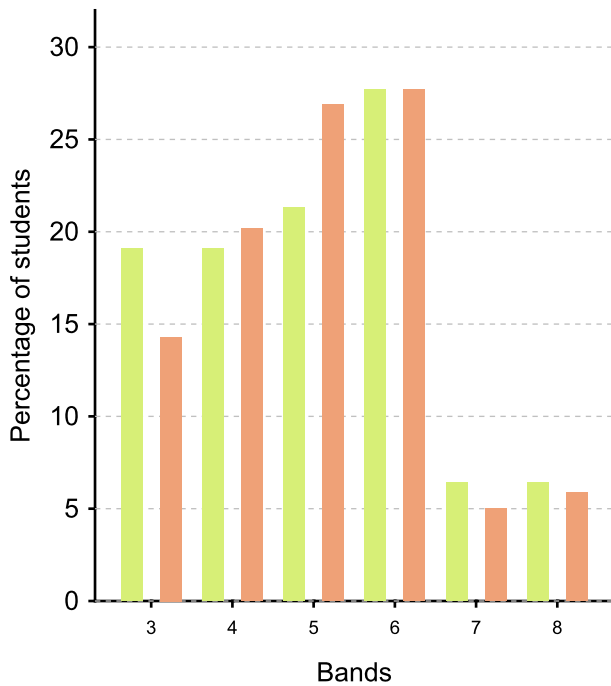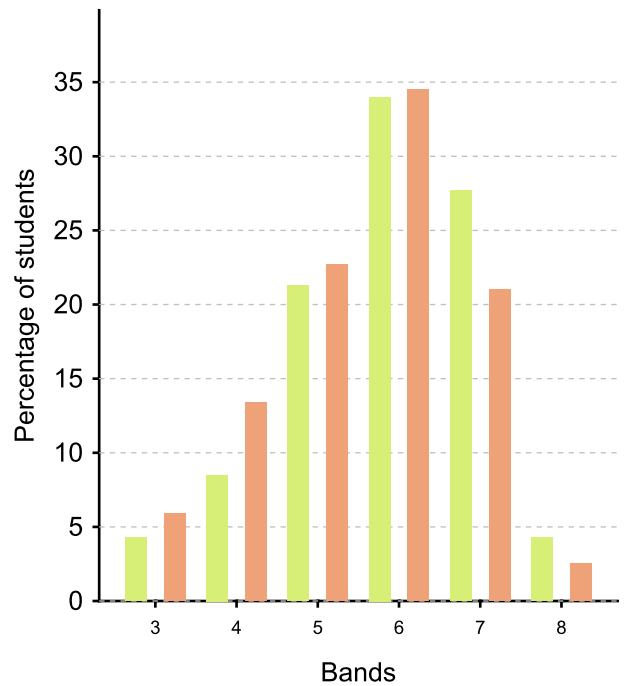
Percentage in bands:
Year 3 Reading
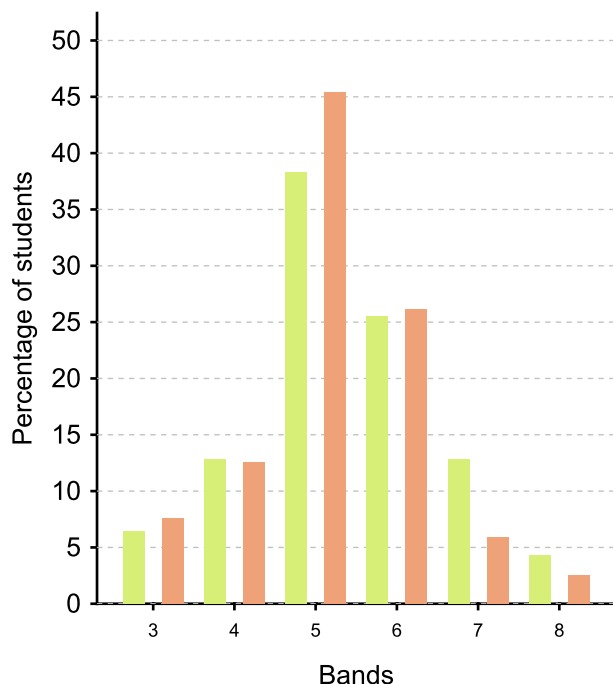
Percentage in bands:
Year 3 Grammar & Punctuation

Percentage in bands:
Year 3 Spelling

Percentage in bands:
Year 3 Writing

▇	Percentage in Bands
▇	School Average 2016-2018

Percentage in bands:
Year 5 Reading

▇	Percentage in Bands
▇	School Average 2016-2018

Percentage in bands:
Year 5 Grammar & Punctuation

▇	Percentage in Bands
▇	School Average 2016-2018

Percentage in bands:
Year 5 Spelling

▇	Percentage in Bands
▇	School Average 2016-2018

Percentage in bands:
Year 5 Writing

Percentage in bands:
Year 3 Numeracy
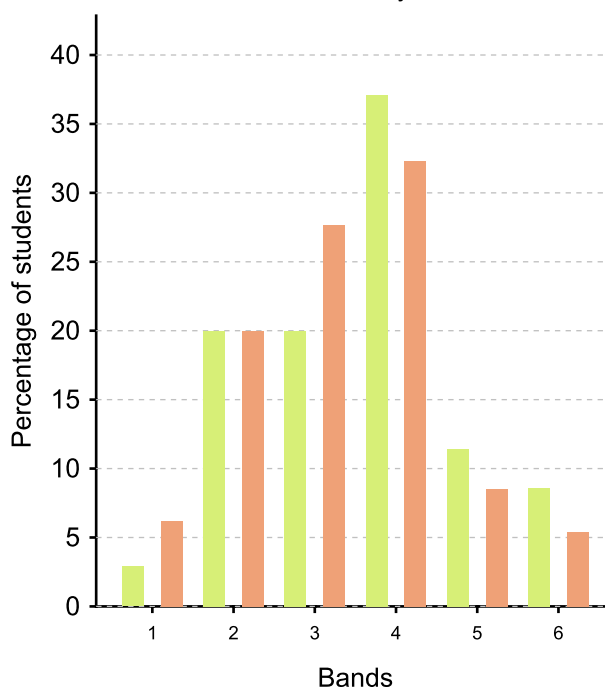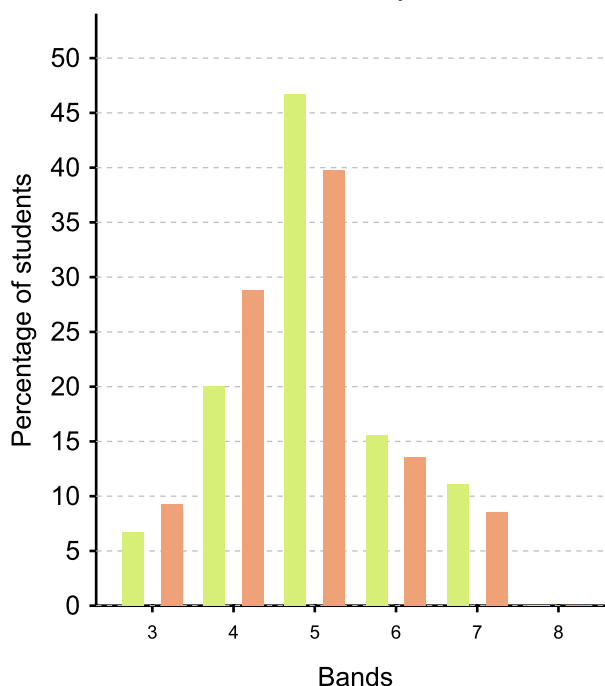
- ◼ Percentage in Bands
- ◼ School Average 2016-2018

Year 3 Numeracy

In Year 3 numeracy there was a 4% decrease in the number of students achieving in Band 1, 2% improvement in the number of students achieving in Band 5 and a 4% improvement in the number of students achieving in Band 6 compared to 2017 results. This was a small but pleasing result for the school.

Year 5 Numeracy

In Year 5 numeracy there was a 2% increase in the number of students who achieved Band 3 and a 6% decrease in the number of students who achieved Band 4. There was a 9% increase in the number of students who achieved Band 5. There was a 2% decrease in the number of students who achieved Band 6, compared to 2017 results.

- ◼ Percentage in Bands
- ◼ School Average 2016-2018

Percentage in bands:
Year 5 Numeracy

- ◼ Percentage in Bands
- ◼ School Average 2016-2018

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 Year 5 reading 75% of students achieved greater than or equal to expected growth.

In Year 5 numeracy 58% of students achieved greater than or equal to expected growth.

Comparing 2015 and 2018 results for Year 3 reading, there has been a 4% increase in the number of students achieving Band 5 and a 15% increase in the number of students achieving Band 6.

Comparing 2015 and 2018 results for Year 5 reading, there has been a 3% increase in the number of students achieving Band 7 and a 2% increase in the number of students achieving Band 8.

Comparing 2015 and 2018 results for Year 3 numeracy, there has been a 5% decrease in the number of students achieving Band 5, however, there was a a 7% increase in the number of students achieving Band 6.

Comparing 2015 and 2018 results for Year 5 numeracy, there was a 4% increase in students achieving in Band 7. No students achieved in Band 8.

Parent/caregiver, student, teacher satisfaction

Staff Satisfaction with School 2018.

The staff at Belmore North were surveyed and asked to respond to 15 statements. Staff applied the rating scale of *strongly disagree*, *disagree*, *agree* and *strongly agree* to respond to the statements.The responses of *agree* and *strongly agree* were combined to give the following %n results:

- Teachers at this school expect students to do their best: 88
- Teachers at this school provide students with useful feedback about their school work: 96
- Teachers at this school treat students fairly: 100
- The school is well maintained within its budgetary constraints: 54
- Students feel safe at this school: 96
- Students at this school can talk to their teachers about their concerns: 100
- The school has a good system for managing student behaviour: 92
- Students like being at this school: 96
- This school looks for ways to improve: 88
- The school takes staff opinions seriously: 65
- Teachers at this school motivate students to learn: 100
- Students' learning needs are being met at this school: 100
- This school works with parents to support students' learning: 81
- I receive useful feedback about my work at this school: 88
- Staff are well supported at this school with Department of Education resources: 72

The overall satisfaction rating was 88%. There are some miss–matches in teacher and student perceptions and these are areas for further enquiry.

Parent Satisfaction with School 2018

The school surveyed parents on 15 statements and analysed the data. 58 surveys were completed and returned. 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: 87
- Teachers at this school provide my child with useful feedback about his or her work: 88
- Teachers at this school treat students fairly: 90
- Within its budget limitations this school is well maintained: 83
- Usually my child feels safe at this school: 95
- I can talk to my child's teacher about my concerns: 95
- Student behaviour is well managed at this school: 80
- Usually my child likes being at this school: 92
- This school looks for ways to improve: 81
- This school takes parents' opinions seriously: 78
- Teachers at this school motivate my child to learn: 100
- My child is making good progress at this school: 95
- My child's learning needs are being met at this school: 97
- This school works with me to support my child's learning: 95
- Do you like the vision of the school: 95

The overall rating was 90% for agree and strongly agree combined, which represents overall a strong parent satisfaction with the school.

Policy requirements

Aboriginal education

Aboriginal background funding was used to provide learning support for Aboriginal students. This included the development in consultation with parents, the implementation of the student's personalised learning plan, a targeted program provided by the learning support teacher and in–class learning support provided by a learning support officer. Belmore North Public School is committed to achieving equity in learning outcomes for Aboriginal students and including Aboriginal perspectives in the curriculum. Personalised Learning Plans were revised and/or developed in consultation with the learning support team and the student's parents. Student attendance and punctuality was monitored and resulted in improvements during the year supported by strategies outlined in the school's attendance policy. Whole school celebrations of Aboriginal culture and commemorations including NAIDOC and National Reconciliation were held during the year. Whenever possible, the Acknowledgement of Country was conducted by Aboriginal students at school assemblies and special events.

Multicultural and anti-racism education

Multicultural and anti–racism education

Multicultural understanding 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 was celebrated at school. On this day students were asked to wear either orange clothing or a national costume which represented their country of origin or culture. A high number of students chose to wear the latter. Our school has a specifically trained Anti–Racism Contact Officer (ARCO) whose role it is to resolve allegations of racism. At the beginning of the school year the ARCO visits each classroom. The nature of racism is explained to the students and the procedure for reporting allegations of racism is discussed. The parents are also informed of the Anti–Racism Policy through school newsletters. The ARCO delivered professional learning to all staff to facilitate deeper understanding of overt and implied racism and understanding of racism in society. To promote and encourage students to maintain and develop their first language an Arabic Community Language teacher is employed 5 days a week. Arabic is the most widely spoken language at the school. Communication with parents and community members from culturally and linguistically diverse backgrounds is enhanced through the use of the telephone interpreting service and the Department of Education documents. The Arabic Community Language teacher initiated a number of meetings and workshops to enhance communication with parents and community members from culturally diverse backgrounds and strengthen their role in school activities. These included parent workshops about NAPLAN, Mathematics in the Primary School and Information Technology. He also conducted a workshop which offered advice to parents about how to help their children with homework. He organised morning meetings in the staffroom with the principal at which a Middle Eastern style breakfast was offered. All of these workshops and meetings had a high