

# Belmore South Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** 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

In 2018, Belmore South Public School has maintained high expectations of our staff and students, all working cooperatively to achieve the best possible educational outcomes for each individual student. The school values and celebrates a diverse student population with 91% of students from a language background other than English. Throughout 2018 quality teaching and learning programs were implemented across all Key Learning Areas, ensuring the continuation of the development of the whole child. Belmore South Public School prides itself in fostering a positive and caring learning environment where each child is recognised and supported for their individual learning needs. In 2018 our school built further on this strong student-centred foundation by developing effective student welfare and learning programs with the focus on Positive Behaviour for Learning. We also continued to work on the development of strong parent and community partnerships and strengthening and community of schools collaboration. 2018 again saw us focus on improving our learning spaces both internally and externally to support student learning. I would like to acknowledge the continued support of parents, students, teachers and our community as we work together to build a strong learning environment.

# School background

## School vision statement

Belmore South Public School community shares a learning journey that empowers curious, compassionate and active citizens who contribute positively to the world as Leaders of Learning and Change.

## School context

Belmore South Public School is a vibrant and dynamic school that is situated in the socio-economically changing inner south western suburb of Belmore. Our school prides itself on providing a welcoming and supportive environment, built upon high expectations for all. Our school celebrates and values our diverse community with over 91% of our families coming from a language background other than English, with refugees and new arrivals numbering among these.

The school has a strong team of professional, dedicated teaching and non-teaching staff who are at various stages of their careers. They actively engage in high calibre professional learning to deepen pedagogical knowledge and understanding to support student learning and engagement.

Belmore South Public School is deeply committed to the mentoring and development of our pre-service and early career teachers through strong links with universities and a school based early career network.

Belmore South Public School continues to enrich learning opportunities by building productive partnerships with Community of Schools groups, Sydney Universities and our supportive local community agencies.

Our extended community, whilst diverse, is extremely harmonious and cohesive in its support for the school. Our parents, teachers and community work together to provide great educational opportunities for all students.

## 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 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 learning culture has greatly developed over recent years, largely through implementation of many strategies to promote our school as a productive learning environment. Our focus on improving student learning through evidence-based innovative pedagogies such as Early Action for Success, the introduction of Building Numeracy Leaders, Contextual English Concepts development programming and the continuation of L3 is reflected in improved student outcomes. Our commitment to improving student wellbeing has remained a key focus. In 2018 Positive Behaviour for Learning has been the foundation of the development of our positive learning culture, promoting respectful relationships across the school. We have strengthened our student transition programs in both Kindergarten and Year 6, extended our partnerships with external providers (such as Mercy Connect, Learning Links, OZ Harvest and Sydney Story Factory) and build connections for students across our community of schools. An increasing range of extra-curricular activities are offered to expand student horizons and provide innovative, engaging experiences. We continue to foster a culture where every student is valued and supported at school.

### 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.

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 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 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 for our school. We are developing stronger partnerships with parents and organisations. In 2018, our 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 Resilient, Compassionate and Engaged Citizens

### Purpose

To provide a learning environment that prepares our students with the literacy and numeracy skills, knowledge and dispositions they will need to understand the world around them and become resilient, compassionate and engaged citizens of the future.

### Overall summary of progress

In 2018 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 use the numeracy and literacy progressions to personalise and differentiate student learning. Evidence of student learning in English and Mathematics was recorded on the new Plan2 online tool.

Three staff members participated in professional learning, Building Numeracy Leaders. This led to ongoing mentoring and professional learning within and across a community of school in transforming mathematics pedagogy in the classroom.

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. 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 and began a number of improvement measures within the school which will roll over in 2019. This year Gemstone Learning Teams provided a platform for student voice on a range of social issues and increased student engagement. through direct participation and the development of the schools Positive For Behaviour Learning Structures.

The Positive Behaviour for Learning Team was established consisting of staff members from across the school. Professional Learning provided by the external PBL coach and school PBL team resulted in the development and implementation of PBL lessons delivered by the student leadership team. Student voice and community consultation were key components in the development and evaluation of our Positive Behaviour for Learning structures. A staff member was trained as a PBL coach.

As part of our commitment to improve the wellbeing and engagement of our Indigenous students, a staff member has attended professional learning on Indigenous perspectives.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Adoption of <b>whole-school wellbeing structures</b> results in measurable improvement in student wellbeing demonstrated through a range of data.  Improved student outcomes in <b>literacy and numeracy</b> are achieved through the implementation of the <i>Learning Progressions</i> aligned to the syllabuses and programs that are targeted to student learning needs.	Teacher Professional Learning  Wellbeing targeted funds  Early Action for Success Instructional Leader	Students learnt to accept responsibility for their own behaviours through the explicit teaching of Positive Behaviour for Learning expectations. Student leaders helped drive the PBL expectations across the school through their delivery of PBL lessons during Gemstone Learning Teams  Early Action for Success Instructional Leader built teacher capacity in the use of the Literacy and Numeracy Progressions. Staff aligned syllabus outcomes to progressions and entered observable student behaviours into PLAN 2.  Constructive feedback and reflective practices resulted in improved overall performance

### Next Steps

- Continue the implementation of the PBL initiative ensuring ongoing staff training in the PBL framework, core components and the involvement of community members in consultation.
- Through instructional leadership develop teacher proficiency in measures of assessment (formative and summative) and data collection to drive teaching and learning programs and further support capacity in forming clear and relevant learning intentions and success criteria.
- Establish and implement an action plan that is responsive and promotes the engagement of Indigenous students and their families.
- Continue the implementation of the "Worry Woos" social emotional learning program and implement a social emotional learning program years 3–6.



## Strategic Direction 2

### Transform Learning

#### Purpose

Transforming our approach and our spaces to support a collaborative learning culture that develops life-long learners and engaged citizens for the future.

#### Overall summary of progress

In 2018, Belmore South sustained a core focus on developing a learning culture that encourages our students, teachers and parents to continually improve. Our school focused on transforming pedagogy and spaces through professional learning and the purchasing of supporting resources.

Through the Early Access for Success initiative, K–2 teachers were supported to develop their skills in literacy and numeracy to better support student learning and foster deep learning and critical thinking. Kindergarten teachers were supported in literacy through fortnightly participation in the L3 literacy program. By undertaking the program, teachers developed a deeper understanding of targeting literacy instruction for the better use of tracking and monitoring processes and individual student goal setting.

Through the Building Numeracy Leaders (BNL) initiative Stage 1 teachers were supported to develop and transform their skills in teaching numeracy concepts in an innovative manner to foster transformation of numeracy pedagogy. All teachers K–6 participated in professional learning with the implementation of the learning progressions.

Spaces were transformed at Belmore South Public School in 2018 with the purchase and delivery of flexible furniture for all Stage 1 and 2 classrooms. The introduction of flexible learning spaces led to increased collaboration and team teaching.

The school continued to participate within the Community of Schools network. As part of this network experienced and beginning teachers participated in and led professional learning workshops around BNL and using Digital Technologies for learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers use future focused pedagogies, contemporary technologies and multiple learning environments to enrich student learning.	Teacher Professional Learning Funding	Additional technological resources to support student learning were purchased these included more Lap tops, iPads, Interactive boards. Teachers also undertook teacher professional learning to support the delivery of future focused pedagogy.
An increase in parent engagement with student learning, understanding of future-focused learning and involvement in school activities.	Equity funds	Through STEM activities student were able to develop skills in problem solving and critical and creative thinking. Stage two students took on roles as mentors for Minecraft Education and shared learning with students and parents.
Students articulate their learning growth and utilise visible learning processes to identify personal learning goals.		Parents participated in parent forums to develop their understanding and knowledge of technologies to support learning.
		All teaching programs showed evidence of links from syllabus outcomes to the Literacy and Numeracy Progressions.
		Flexible learning environments were established across the school.

#### Next Steps

- Conduct professional learning to further support staff capacity in forming clear and relevant learning intentions and success criteria, and engage parents and students in the establishment of SMART goal setting.
- Building the capacity of staff to transform their teaching pedagogy in mathematics through the design and implementation of rich learning experiences.
- Transform outdoor and indoor learning spaces to support curriculum delivery.
- Continue to collaborate with CoS to improve pedagogy around future focused learning aligned to the new K–6 Science and Digital Technologies curriculum.





## Strategic Direction 3

### Connect Learning to the World

#### Purpose

Active and engaged citizens flourish in a learning environment that builds connections and relationships locally, nationally and globally.

#### Overall summary of progress

This year our school maintained a strong focus on building mutually beneficial relationships within and beyond our school for students, staff and parents. In 2018, our teachers had opportunities to build their capacities through professional learning, collaboration and programming with our community of schools and expert outside partnerships (such as Adam Fraser, The Primary Inspector, L3, CoS professional learning).

We supported our community to connect and communicate through the introduction of a regular Parent Forum and networking program in collaboration with the P&C. Students were involved in a variety of community of schools initiatives such as OzHarvest, Kids4thePlanet, Stage 3 Camp and High School Transition programs which continued to strengthen our relationships across our community and with local high schools and primary schools.

Students also participated in a CSIRO trial to increase their consumption of vegetables and PSSA sport which enabled them to connect with other schools in their local community in competitive team sports. Student leadership capacity was developed through Student Leadership Conferences, the Student Action Team as well as our Gemstone Learning Teams and Bully Busters programs.

Student involvement in specific community events such as Wakakirri, the Combined Bankstown Music Festival, the Campsie RSL ANZAC grant, High School Orientation days and the Sydney Story Factory 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
Learning opportunities for students, staff and parents are enhanced through connections to community and real world contexts.  Rich connections with our Community of Schools and other learning alliances help build capacities of students, teachers and parents as active and engaged citizens.	Teacher Professional Learning  Equity Funds	2018 saw the establishment of new learning initiatives for students with the CSIRO, OzHarvest and Sydney Story Factory. Existing relationships that support student learning such as Mercy Connect, Learning Links and Koorana were maintained and extended. A range of learning experiences (such as visits to the Museum of Contemporary Art, Sydney Writer's Festival, Taronga Zoo, the Sydney Train Museum, Carrs Park and local farms) supported students to connect their learning to real world contexts.  Parents were given opportunities to participate in class learning activities, Parent Forums, OzHarvest and P&C Networking mornings.  Staff worked with colleagues across primary and high schools on projects to develop collaborative curriculum scopes and sequences, new guidelines for programming, best practice conceptual approaches to teaching English and in offering a range of professional learning and events. Staff also attended high quality professional learning events on wellbeing, time management and statistical analysis.

#### Next Steps

- Strengthen collaborative partnerships across CoS to improve pedagogy through TPL, programming and lesson development, observations of practice and data conversations.
- Extending partnerships beyond our local school community to support student learning.
- Continue parent forums and learning workshops to cater to parent and community needs.
- To continue to promote community involvement through special events and celebrations.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$8,400	Staff were given time to connect with families to write PLPs and discuss personal learning goals. All Aboriginal students have an individual learning plan (PLP) and are making progress across literacy and numeracy continuums. Additional SLSO support time was provided on a needs basis to support Aboriginal students and target literacy and numeracy skills. Staff participated in TPL around better understanding the Aboriginal culture. A staff member completed units of study in an Aboriginal Culture Awareness Program and Aboriginal Education Consultative Group(AECG) Connecting to Country. One student was the recipient of the Deadly Kids Doing Well Award. The whole school also participated in NAIDOC week activities
<b>English language proficiency</b>	Staffing allocation FTE 1.4  Flexible Funding \$39,618	In 2018, initial and ongoing assessments were conducted in order to understand the student's English language proficiency. Specialist EAL/D (English as an Additional Language or Dialect) teachers continued to provide support to cater for the specific needs of students from a language background other than English. The aim of the EAL/D support was to develop EAL/D students' English language competence across the curriculum so that they would be able to achieve equitable educational outcomes. The EAL/D support was delivered in a variety of ways to meet the diverse needs of students at different stages of learning English.
<b>Low level adjustment for disability</b>	Staffing allocation FTE 0.9  Flexible Funding \$34,925	The School provided 0.2 additional Learning and Support Teacher (LaST) to monitor/support students at risk . Students requiring support for transition were identified and supported by LST members. Teachers were released to develop Personal Learning and Support Plans (PLSPs) and consult parents in the process.  Additional SLSO staff were employed to provide support for students requiring Individual Learning Plans. Identified students accessed MacqLit and targeted support programs. A Speech Pathologist was also engaged to provide support.
<b>Quality Teaching, Successful Students (QTSS)</b>	Teacher allocation 0.455  Some funds were not expended due to the great difficulty in finding appropriate casual teachers for relief.	A whole school timetable was established to implement a mentoring and coaching structure to support teacher development. This allowed for professional conversations, observations and feedback on performance.
<b>Socio-economic background</b>	\$138,891	Funds again in 2018 were allocated for additional office, support and teaching staff to develop and implement and support the schools strategic directions.  Funds were also allocated to support

<b>Socio-economic background</b>	\$138,891	professional learning in Literacy, Numeracy which also included the further development of schools future focused learning spaces.
<b>Support for beginning teachers</b>	\$4,000	Additional release time was provided to early career teachers to be mentored and supported to implement quality teaching and learning programs, adjustments and meaningful assessment practices. Anecdotal evidence, observations and mentor feedback indicates teachers are demonstrating an increased capacity to implement quality teaching programs and manage classroom routine
<b>Targeted student support for refugees and new arrivals</b>	staffing allocation FTE 0.2 NAP  \$9 587	Targeted student support for refugees and new arrivals was provided to enable students to settle successfully into school. The New Arrivals Program was implemented for the newly arrived students to develop their English language proficiency so they could better access the full curriculum. Additional time was also provided in the form of a SLSO to assist with refugee students and students who have recently arrived from overseas.
<b>Early Action For Success</b>	Staffing Allocation DP  Instructional Leader FTE1.0	<p><b>Strategic Direction 1: Create</b></p> <p>The Literacy and Numeracy Progressions were introduced to all teaching staff, as a tool for personalising student learning. The progression sub-elements of 'creating texts', 'quantifying numbers' and 'additive strategies' were selected by staff to be the focus for the collection of evidence in 2018 using the new PLAN2/ALAN platform. Teachers regularly gathered and analysed samples of student work, using the progressions to identify the learning behaviours of their students. Scaffolds were developed and trialed by teachers, to support the consistent, on-going analysis of student learning. The implementation of the literacy and numeracy progressions has led teachers in a deeper examination of the English and Mathematics Syllabus, informing their decisions about the teaching content required to meet the identified learning needs of students.</p> <p><b>Strategic Direction 2: Transform</b></p> <p>Transforming pedagogy in mathematics has been driven by the K-2 Building Numeracy Leaders (BNL). Through extensive professional learning, underpinned by evidenced-based mathematical research and practices, the BNL team have planned, implemented and evaluated rich learning experiences within their own classrooms and classrooms across the school. In addition, the BNL team provided professional learning to all teaching staff, and to colleagues from our Community of Schools. The BNL team introduced colleagues to novel teaching practices where working mathematically is at the core of student learning.</p> <p>Teachers engaged in teacher professional</p>

<p><b>Early Action For Success</b></p>	<p>Staffing Allocation DP</p> <p>Instructional Leader FTE1.0</p>	<p>learning around high quality literacy practices and in-class team teaching. Early Stage One teachers participated in L3 training and Stage 1 teachers observed L3 writing practices demonstrated in classes at a neighbouring school. Additional quality literature was purchased, providing further opportunities for teachers to engage students in meaningful talk about text purpose and audience, and appreciation of both the visual and artistic expression found in quality texts. The study of quality texts in K–2 classrooms has also resulted in an improvement in student writing outcomes. Decodable readers were purchased and have been utilised by interventionist staff to provide tier 2 and tier 3 reading interventions for struggling readers.</p> <p><b>Strategic Direction 3: Connect</b></p> <p>Literacy and numeracy learning within K–2 classrooms was supported by parents who participated in the PaTCH program in 2017 and 2018. Parent knowledge and understanding of literacy and numeracy teaching and learning was enhanced through the provision of parent forums.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	130	141	161	170
Girls	108	106	122	117

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

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.7	92.1	91.2	90.5
1	91.5	93	92.5	90
2	91.4	94.3	90.8	91.1
3	94.5	93.8	92.9	91.6
4	91.5	95.9	92.3	91.5
5	94.3	92.4	91.9	91.4
6	95.6	94.3	94.3	94.3
All Years	92.7	93.6	92.2	91.2
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

In 2018 we have continued to work towards improving student attendance, unjustified absences and late arrivals to school. We have been adapting/pursuing a more streamline process for roll marking across the whole school using the EBS4 system. Our school encourages students to come to school by:

- Informing the school community of the importance of regular attendance in school.
- Communicating with parents/carers about student attendance, when attendance patterns occur or

are unexplained.

- Inserts into the school newsletter informing the school community of the importance of school attendance the effects on learning.
- Frequent phone calls home from staff when students are not at school.
- Parental meetings to address attendance issues and develop attendance plans

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
- Raise, discuss and update attendance patterns of students, fortnightly with Executive Staff during the Learning and Support Team meetings.
- Professional learning sessions with staff on how to monitor attendance and complete documentation.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.46
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher ESL	1.4
School Counsellor	1
School Administration and 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. At the time of writing this report, Belmore South Public School has no indigenous staff members working in the school.

### 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	20

## Professional learning and teacher accreditation

The School Plan and the Staff Professional Development Plans were used to develop Belmore South's professional learning calendar, taking into account teacher's preferred professional learning, delivery and areas for professional development. Our teachers and support staff participated in a range of professional learning activities during the year. School priorities for professional learning were identified to support targets in the school plan. Teachers engaged in professional learning to improve student learning outcomes and teacher practice. All staff were involved in lesson studies which focussed on developing teachers' skills in project based learning. Peer observations and reflective feedback skills were also developed. K-2 teachers continued to participate in Language, Learning and Literacy (L3) and Building Numeracy Leaders (BNL) professional learning. 3-6 teachers continued to develop skills in Literacy and Numeracy through professional learning opportunity as part of our Community of Schools. Professional learning during staff meetings included Personal Learning Plans, autism, technology, Aboriginal education, report writing, the role of the LAST and aspects related to each strategic direction such as Positive behaviour for Learning, and the School Excellence Framework. Mandatory training was completed in CPR, Anaphylaxis and Child Protection. One teacher submitted their NSW Education Standards Authority (NESA) accreditation. Permanent teachers and temporary teachers continued to work on maintaining accreditation.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	683,782
<b>Revenue</b>	3,651,259
Appropriation	3,449,034
Sale of Goods and Services	582
Grants and Contributions	194,054
Gain and Loss	0
Other Revenue	100
Investment Income	7,489
<b>Expenses</b>	-3,355,627
Recurrent Expenses	-3,377,026
Employee Related	-2,950,280
Operating Expenses	-426,746
Capital Expenses	21,398
Employee Related	0
Operating Expenses	21,398
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	295,632
<b>Balance Carried Forward</b>	979,414

At Belmore South the Principal is accountable for the management of the school's finances. The school administrative manager (SAM) and to a lesser degree other school staff also undertake the day to day accounting work required. All staff involved adhere to guidelines provided by the DoE Finance in Schools Handbook. Budgeting discussions and decisions occur in leadership and whole school meetings when appropriate. All staff are able to submit a purchase request for resources (human and material) linked to teaching and learning activities as well as to the school's Strategic Directions. At the end of 2018 there was an above expected surplus recorded for the year. There were many changes to the office staff throughout the year which had an impact on expenditure and clarity of funds available. Funds for the planned refurbishment of outdoor spaces were not able to be expired due to quotes not being finalised before the end of the year. These excess carried over funds have been allocated to areas to further support the School Plan 2018 – 2020 and identified areas of need. The main areas of expenditure will be to improve school outdoor learning spaces, support the three year future focussed action plan, as well as further support of literacy and numeracy including a school funded Instructional Leader.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,122,366
Base Per Capita	54,723
Base Location	0
Other Base	2,067,643
<b>Equity Total</b>	461,294
Equity Aboriginal	8,400
Equity Socio economic	138,891
Equity Language	185,376
Equity Disability	128,626
<b>Targeted Total</b>	161,988
<b>Other Total</b>	624,329
<b>Grand Total</b>	3,369,978

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.

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.

Belmore South Public School participated in the Naplan pilot online assessment in 2018. Our 2018 NAPLAN trend data indicated on average that there has been an improvement on Year 3 and 5 2017 student results, in the areas of reading, spelling, grammar and punctuation. With some Year 3 students achieving in Band 7 in reading, and Bands 7, 8 and 9 in spelling and Bands 7 and 8 in grammar and punctuation. Year 5 students achieving in Band 9 in reading, and Bands 9

and 10 in spelling and grammar and punctuation. Achievements in these bands have not been attained in previous years. Writing continues to be the main area for development. 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 demonstrated a higher percentage of at and above expected growth in the area of grammar and punctuation when compared to the performance across the state; and we also achieved comparable growth in the areas of reading and spelling.

Our 2018 NAPLAN data in Numeracy indicated on average that there has been an improvement in Year 3 student results. With some Year 3 students achieving bands 7 and 8 in numeracy. Year 5 data indicated that the school still needs to continue to focus on moving students into the higher bands with targeted professional learning and the embedding of Number Talks into K–6 Mathematics programs.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The school again has seen an increase in students meeting the Premiers Priority in regard to students achieving in the Top 2 Bands in both Literacy and Numeracy.



## Parent/caregiver, student, teacher satisfaction

Each year our school seeks the opinions of parents, students and teachers about the school.

Students from Years 4, 5 and 6 completed the online 'Tell Them From Me' in Term 1 and in Term 3.

Their responses are below:

### Students

83% of students have a positive sense of belonging.

88% of students value their schooling outcomes.

86% of students try hard to succeed in their learning

### Teachers

Teachers completed the 'Tell Them from Me' survey in Term 3. 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 evidence of student learning to inform teaching and learning program
- 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 welcome in the school community.
- 85% of parents indicated that communication with the school through technology was strong and useful.
- The majority of parents felt they could confidently contribute to decisions about improving the school.

## Policy requirements

### Aboriginal education

Belmore South Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel in every aspect of their education. Belmore South staff members attended a cultural awareness program, designed to give schools an introduction to Aboriginal culture and society and assist staff to provide culturally appropriate services to our Aboriginal students and their families. We are in the process of developing and building capacity to work at a deeper and more authentic level with the local Aboriginal community in

2019.

At Belmore South, students who identify as being Aboriginal or Torres Strait Islander have a Personalised Learning Plan and work closely with teaching staff to meet their goals. A Year 5 student was awarded the Education Departments 'Deadly Award' for her consistent effort and hard work at school. As a school we also continue to use the 'Acknowledgement to Country' at all assemblies and formal occasions and this is a role given to our Aboriginal students.

### Multicultural and anti-racism education

Belmore South Public School promotes a highly inclusive, supportive learning environment where students and their families from all cultural, religious and language backgrounds are positively engaged and encouraged to participate in all areas of the school environment. Within our school, approximately 91% of students come from Language Backgrounds Other Than English(LBOTE). Our EAL/D teachers (English as an Additional Language or Dialect) develops programs and work to ensure that students develop English language skills .Our EAL/D teacher works to support class programs by working within the classroom or withdrawing students with additional needs and has attended EAL/D network meetings to upskill on current pedagogy and best practice. 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 well being 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

#### Wellbeing Programs

#### Positive Behaviour for Learning

(PBL)

Throughout 2018 the PBL Team focused on behaviour modification through explicit instruction. As a school our aim was to establish behavioural expectations using the PBL approach. The focus was on teaching and modelling, coupled with positive reinforcement to effect behavioural changes. We worked as a staff to look at ways to address the cognitive, emotional, social, physical and spiritual wellbeing of our students.



## Learning Links

In Terms 1 and 2 2018, four local clubs in the Canterbury LGA area (Canterbury Hurlstone Park RSL, Canterbury Leagues Club, Lantern Club and Campsie RSL) supported a Learning Links program that provided a series of short-intensive literacy interventions for disadvantaged children in our school community. This targeted support was well received by students, teachers and families and supported targeted students growth in literacy.

## Koorana

During 2018, Belmore South Public School was also offered an Occupational Therapy (OT) Screening Clinic for 2 days each term. The purpose of the clinic was to identify children's developmental needs that could affect their participation and learning at school. The OT Screening Clinic program was funded through Club Grants (Canterbury & Hurlstone Park RSL, Canterbury Leagues Club and Bankstown Sports Club) so there was no cost to the school and families. Koorana's Occupational Therapist conducted a brief assessment to understand and gauge a child's development level. The Occupational Therapist then provided a brief report and recommendations to support the child's developmental needs for teachers and parents.

## Got It

The school also participated in the 'Tuning Into Kids' six-week group program for parents. This program focused on helping parents to teach their child the skills of emotional intelligence.

The Got It! team also delivered seminars on the popular Emotion Coaching approach. The focus was on developing parenting techniques to help children understand and manage their feelings. Parents who attended seminars on Emotion Coaching reported being able to better teach their child skills in understanding and regulating their feelings, and to problem-solve through challenging situations.

## Fun Friends

The Fun Friends program ran in Terms 2–3 for K–2 at Belmore South Public School. This program promoted social and emotional skills for children. Students learnt valuable coping life skills and how to develop lifelong, positive relationships in a fun way. The program supported them in becoming emotionally and socially competent in their interactions with peers, teachers and family.

## Peaceful Kids program

The school again implemented 'Peaceful Kids', which is a Mindfulness and Positive Psychology based program. The aim of the program is to lessen anxiety and stress and increase resilience in children. The program was implemented to fulfil a need in the school to offer all children a developmentally appropriate program that gives them the skills, practice and support to utilize

copied strategies that lessen the symptoms of anxiety and stress. The program also involved a parental commitment to support the strategies at home. The school received very positive feedback from participants and will offer it again in 2019.

Focus of the Peaceful Kids program:

- Lessen symptoms of anxiety and stress in children
- Teaches children to self-calm
- Empowers children to manage their own anxiety
- Develops emotional intelligence skills
- Teaches children life-long skills to manage stress and prevent stress build up
- Supports children so they know that they are not alone with suffering from anxiety

## Mercy Connect

Belmore South Public School continued the partnership with Mercy Connect in 2018. The Mercy Connect volunteers have provided an invaluable resource to our school, supporting the learning outcomes and wellbeing of our refugee students and assisting teachers to cater for their academic, social and emotional needs.

## Performing and Creative Arts

Belmore South Public school students have had the opportunity to engage in a range of performing and creative arts experiences. Stage 2 and 3 students competed in the National story sharing arts festival Wakakirri. The Wakakiri team explored the story of a young boy and the struggles of bullying through music and dance. The Wakakirri team displayed dedication and enthusiasm throughout the year with weekly commitments to lunch rehearsals. They were extremely professional on performance night and were awarded the teamwork award. The Wakakirri team also performed at school assemblies throughout the year. Belmore South joined the Bankstown Combined Music festival for the first time and the popular dance and choral event gave our students the chance to showcase talents. Our students worked tirelessly to develop their vocal and dance skills for this performance and were supported by both community and teachers on the night. Students again had the opportunity to participate in the Grandville Strathfield Debating Competition where they were provided with an authentic opportunity to develop their public speaking and critical thinking skills.

In 2018, Belmore South Public School students, teachers and parents showcased artworks through several projects. Art Club gave students the exposure to several competitions such as Operation Art, Threatened Species, Bostik 3D design of a Gecko, Outdoor furniture design, kids for the Planet and Oz Harvest. Most project educated students on sustainability, the human impact on our planet, rescuing food, and identifying species in threatened conditions. Students were exposed to Australian artist Ken Done's work and worked with multiple mediums based on his work. to extend and acknowledge their work BSPS Art Show was created to showcase the students, teachers and parents work. Parent workshops were run during



term 3 for hourly sessions, allowing parents to engage with staff and students in the school environment. The school was also very fortunate to have Ken Done come and present the Creative Arts Award at the schools Presentation Day and see first hand the wonderful artworks created.

## **Sport**

In 2018, students have continued to develop their gross motor skills through a number of sporting events. This year, we have successfully held our Year 1–6 Annual Swimming Carnival, K–6 Cross Country, K–6 Athletics Carnival, Zone Cross and Athletics Carnival, a number of Gala days for upper primary students as well as provided a number of internal sporting days including basketball from Sporting Schools, gym from Dancefever Multisport and soccer from GotGame.

We had 25 students qualify for Zone Cross Country and 39 qualify for Zone Athletics. 6 students at Zone Athletics received a place in their heat and 1 student in stage 2 represented the school at Regionals.

To encourage students to get more active, more often, all students participated in this year's Premier's Sporting Challenge, achieving wonderful results. As a whole community, we also took part in the Coles Sports for Schools event and were able to redeem some new and exciting equipment to add to our sport sheds.