

Belmore Boys High School

Annual Report



2018



8804

Introduction

The Annual Report for 2018 is provided to the community of Belmore Boys High 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.

Hala Ramadan

Principal

School contact details

Belmore Boys High School

Burwood Rd

Belmore, 2192

www.belmoreboy-h.schools.nsw.edu.au

belmoreboy-h.school@det.nsw.edu.au

9758 2800

Message from the Principal

This Annual Report for 2018 is provided to the community of Belmore Boys High School as an account of the school's achievements and operations for the year. It provides a detailed account of the progress the school has made over the year in meeting the strategic directions outlined by the school plan. In particular, it focuses on the academic, social and well-being programs that are offered at the school to support every student in their learning journey.

The 2018 Higher School Certificate included some excellent results in Biology, English, Business Studies, Mathematics and Modern History. Furthermore, the English Extension 1 cohort, which was offered and delivered for the first time at Belmore Boys High School, achieved results well above the state average. The success in English and Modern History is a clear indication of the success of the school-wide literacy program and the quality teaching and learning adopted in these classrooms. An especially pleasing data set is the growth indicated in HSC performance relative to Year 9 NAPLAN results, well above similar school groups.

Also in the report are detailed analyses of NAPLAN results for both Year 7 and 9. These valuable school results, compared to other schools and state-wide data, allow teachers to target specific literacy and numeracy needs for future lessons and teaching programs. It is encouraging to observe for some aspects of literacy and numeracy that the school cohort in 2018 is performing at an improved level compared to historical school trends.

The school has, during the year, implemented many extra-curricular activities to promote social and emotional learning. A range of community initiatives were implemented to reconnect the school with its immediate community. The Community Breakfast, Iftaar Dinner, Easter Show and Multicultural Day were huge school events that showcased school achievements and celebrated our school community. Awareness workshops and events were organised for causes such as International Women's Day, White Ribbon Day and R U Ok Day. These activities reflect a growth in community links which our current school plan details as a major priority for 2018 and beyond, as we realise that such events and opportunities further enrich our classroom quality teaching and learning.

Features of our sporting achievements are the Rugby League Program and the Elite Football Program and again the students involved displayed a great deal of successful development. Both programs follow the Rugby League and Football curriculum and aim to develop young players using a holistic approach which targets technical ability, game awareness, fitness conditioning and also their social awareness in a team environment.

Hala Ramadan

Principal

School background

School vision statement

Belmore Boys High School's vision is to ensure that every student is valued, celebrated and cared for. Our school is committed to equipping learners with the skills and resources required for future success and wellbeing. Students are guided, challenged and inspired to be the best version of themselves and become tomorrow's leaders and informed citizens.

School context

Belmore Boys High School is a family of approximately 345 students and 45 staff. Our diverse student population represents 33 languages with 98% of students from language backgrounds other than English. Our school is a boys' education specialist focusing on the academic, social and emotional growth of our students. Our boys enjoy positive relationships with their teachers and peers, which allows them to be creative and confident learners who recognise the importance of learning and wellbeing. Our learning environment provides students with tailored learning experiences through planned, explicit and differentiated learning activities. Our school also offers a wide curriculum allowing students to successfully transition into a diverse range of future learning and employment. At Belmore Boys High School, we take pride in being an inclusive community working closely with local partners to ensure success for our students. Every individual, staff and student, is celebrated as a unique member of our family.

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.

Our school engaged in a self assessment process throughout 2018. Faculties engaged closely with the SEF to map out faculty progress against descriptors. Executive staff developed teachers' understanding of the SEF metalanguage and the collection of evidence. Staff were able to articulate on evidence of process and impact to determine their progress and drive future planning for 2019 and beyond. This process of assessment and reflection has driven improvement across a range of elements from 2017 to 2018.

A reflection on the results of this self-assessment indicated success in high quality practice as well as areas for improvement.

Learning Domain – The school is sustaining and growing on Learning Culture through providing positive learning environments within their classrooms. Curriculum is at Delivering through our effective school transition programs, differentiated teaching strategies and diverse range of learning paths open to students. Assessment and Reporting are at the Working towards Delivering stage, which has been addressed through extensive professional learning throughout 2018. Student Performance Measures is at Delivering, with staff employing data analysis of both internal and external achievements to inform teaching. The Wellbeing Element was assessed at Sustaining and Growing due to our successful school-wide approach in meeting the emotional, cognitive and spiritual wellbeing of our students.

Teaching Domain – Effective Classroom Practice was assessed at the Working Towards Delivery stage, indicating a need to continue investigating and reflecting on a range of teaching strategies in order to engage a wider range of students. The use of Data Skills Element was assessed at the Delivering Stage, indicating some success in the school's focus on improving teaching through the analysis and reflection of data. Similarly, Professional Standards was also assessed at the Delivering Stage, indicating a staff commitment to understanding their professional obligations towards their learning. The Collaborative Practice and Learning and Development Domains were assessed at the Sustaining and Growing stage. This reflects our commitment to staff development through professional learning opportunities as well as collegiality, leadership development and mentoring.

Leading Domain – The School Planning, Implementation and Reporting Domain was assessed at the Delivering stage, indicating success in the celebration and recognition of achievement. School Resources and Management Practices and Process Domains were also assessed at the Delivering stage due to the schools commitment to developing systems and processes for effective application of Departmental requirements. The Leadership Domain was assessed at Sustaining and Growing which is an indication of the schools success in promoting a culture of high expectations and leadership development.

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

A learning culture fostering student academic and social growth

Purpose

Create a culture of reflective learners where students are empowered emotionally, physically, socially and academically to successfully transition to future learning and employment through planned, explicit and systematic differentiated learning activities.

Overall summary of progress

The learning culture at Belmore Boys High School is one where learning is valued at all levels across the school, students, staff and the community. In 2018, wellbeing continued to be a focus as the foundation for successful student learning and growth. The whole school community took part in a number of events, initiatives and programs that centred around developing the well being of students as a pathway to academic and social growth. These events included the Easter Show, Sorry Day, White Ribbon Day, International Women's Day, R U OK Day and many others.

The whole school Positive Behaviour For Learning (PB4L) program also continued to be implemented, with all students and staff practising our values of Respectful, Responsible and Safe Learners. Fortnightly PB4L lessons continued with learning activities created by each of the faculties and centered around important social and wellbeing issues in society, as well as the importance of upholding our values within and beyond the school environment.

The Learning Support team also played an integral part in identifying students who required support strategies to enhance their learning and well being. Students were supported through individual learning plans which targeted their specific needs, as well as in-class and after school assistance with classwork, homework and assessments. Identified EAL/D students were also given support within and outside of the classroom to assist them with accessing the school curriculum and developing their English language skills.

Developing the Literacy and Numeracy skills of all students was also a focus in 2018. The year saw the introduction of the Literacy and Numeracy Progressions as a way to assess and track student skill progress and achievement. Staff were developed professionally to acquaint them with the Progressions and investigate ways of embedding them into their teaching programs and practice. NAPLAN and school assessment data also continued to drive the analysis of student Literacy and Numeracy achievement, which allowed for targeted assistance to be given to students with areas of need through learning support, English language support and differentiated learning activities.

Quality assessment practices became the key focus for professional learning in 2018. Staff were equipped with a variety of effective assessment strategies in order to monitor and develop student understanding and achievement. This was furthered with the development of data analysis skills to inform teaching and learning. Through the development of these integral skills, teachers were able to analyse student achievement and understanding in order to create differentiated learning tasks, ultimately engaging and supporting students in achieving learning goals.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| Increase the proportion of students demonstrating active engagement and responsibility towards their learning against the 2017 benchmark | <ul style="list-style-type: none">• Second Deputy Principal – \$159 272• Learning and Support Teachers – \$124 936• SLSOs – \$53 244• Teacher Professional Learning – \$33 508• ESL Support Teacher – \$83 290• Multicultural Day Assembly – Nil• Sorry Day Assembly – Nil• Easter Show – \$ 2650• White Ribbon Day Assembly – Nil• International Women's Day – Nil | <ul style="list-style-type: none">• Student responsibility towards their learning was increased through the continuation of relevant Positive Behaviour for Learning lessons. The PB4L team continued to gather and reflect on data and feedback for the evaluation of effectiveness and engagement of the lessons.• The 2018 Tell Them From Me survey indicates an increase in student engagement towards their learning. Students report feeling more empowered to achieve and learn due to a positive and supportive environment provided at Belmore Boys High School.• Continuous support by Learning and Support teachers, SLSOs and ESL teachers have increased student confidence and ability, allowing them to access the curriculum and engage in their learning.• Student engagement in learning experiences at |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|---|
| Increase the proportion of students demonstrating active engagement and responsibility towards their learning against the 2017 benchmark | <ul style="list-style-type: none"> • R U OK Day Assembly – Nil | Belmore Boys High School was also further enhanced through a multitude of events, initiatives and programs focused on the well being of students. |
| Increase the number of students demonstrating expected growth in both literacy and numeracy against the 2017 benchmark. | <ul style="list-style-type: none"> • Teacher Professional Learning – \$33 508 • Second Deputy Principal – \$159 272 • Learning and Support Teachers – \$124 936 | <ul style="list-style-type: none"> • All staff were professionally developed on the Literacy and Numeracy Progressions. Faculties identified areas within their programs that could assess student skills against the Progressions as well as opportunities for explicit Literacy and Numeracy teaching and learning. • Learning and support teachers delivered the Multi-Lit literacy program to targeted students in order to support students who are struggling to acquire reading and related skills. • The Learning and Support Team continued to work across all key learning areas to support students with identified additional learning needs. • Analysis of NAPLAN data shows a greater than expected individual growth for students in Literacy and Numeracy compared to state and similar school growth levels. |
| Strengthened teaching capacity across all areas of the school, reflected in increased use of a broader assessment and feedback strategies for diverse learners. | <ul style="list-style-type: none"> • Teacher Professional Learning – \$33 508 • Second Deputy Principal – \$159 272 • Beginning Teacher funding – \$36 995 | <ul style="list-style-type: none"> • All staff, including beginning teachers, were professionally developed on a variety of assessment and feedback strategies and how they impact on teaching practice and student learning. • Teachers analysed and reflected on their assessment strategies within their programs and developed further assessment practices to assess and support student achievement. • Staff were also professionally developed on the analysis of external assessment data to assist in creating learning programs that target individual student requirements. |

Next Steps

- Teams restructured to target key areas of Literacy, Numeracy, Data and Assessment.
- Continue to enhance student engagement with learning through wellbeing programs, initiatives and events.
- Literacy and Numeracy coordinators continue to implement ongoing and structured explicit literacy and numeracy strategies across key learning areas.
- Teachers continue to develop pedagogy to provide engaging and differentiated learning activities targeted at the specific needs of each individual student.
- Tell Them From Me survey continues to assist in school planning through feedback from students regarding their learning.
- Teachers understand and model the school wide approach to values, learning, behaviour and wellbeing.
- Teachers use internal and external assessment and data for the purpose of building learning and informing teaching practice.
- Teachers continue to use Sentral as a way to communicate both positive and negative incidents. This data should then be reflected on to target students at risk and evaluate student engagement and achievement.

Strategic Direction 2

A leadership culture inspiring teacher learning and growth

Purpose

Create a collaborative and reflective professional learning culture where teachers and leaders engage in ongoing professional dialogue resulting in collective ownership of learning goals and outcomes for the individual and whole school.

Overall summary of progress

Belmore Boys High School's main focus continues to be the improvement of student learning outcomes through quality teaching practices which are underpinned by whole school teacher professional learning. All staff in 2018 adhered to the Department of Education policies and reforms, and their understanding and awareness of these were enhanced through a variety of professional learning activities throughout the year.

In 2018, all staff engaged with the Performance and Development Framework as an integral part of their teaching practice. Individual Personal Learning Plans were developed to align with the school's Strategic Directions and the Australian Teaching Standards. Collegial dialogue and supervisory observations continued as crucial components of reflecting on and improving professional practice.

Beginning teachers were engaged in a comprehensive induction program which was targeted at supporting all aspects of teaching practice. The Executive team took part in a Leadership Colloquium course targeted at developing and understanding the roles, responsibilities, skills and mindsets needed to be a successful leader within the classroom, faculty, school and beyond.

The School Excellence Framework became a focus for faculty professional development, with all staff engaging in the self-assessment process through gathering evidence and reflection.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|---|
| Improve teaching and learning outcomes through differentiation practices that challenge and engage students which are evident in all learning settings. This is reflected in improved growth trends in NAPLAN, HSC and in school assessment data. | <ul style="list-style-type: none">• Second Deputy Principal – \$159 272• Learning and Support Teachers – \$124 936• SLSOs – \$53 244• Teacher Professional Learning – \$33 508• ESL Support Teacher – \$83 290• Beginning Teacher funding – \$36 995 | <ul style="list-style-type: none">• Professional development on quality assessment practices that was delivered this year, also focused on differentiating the curriculum to allow all students the opportunity to achieve outcomes.• Professional Learning activities throughout the year focused on assessment, differentiation and data analysis. The analysis of HSC, NAPLAN and school assessment data was used to inform programming and assessment across all stages. Data in 2018 demonstrated growth in a variety of key learning areas.• Refugee students – differentiation• Professional Learning Plans• Teacher Induction program |
| Increase teacher collaboration within faculties and across key learning areas to facilitate a higher level of student engagement through rich and meaningful tasks. | <ul style="list-style-type: none">• Second Deputy Principal – \$159 272• Teacher Professional Learning – \$33 508 | <ul style="list-style-type: none">• Cross faculty teams collaborated to map the curriculum then create, deliver and reflect on a rich task. These projects were extremely successful with both student and teacher feedback being extremely positive. Students were more engaged in their learning as they found it relevant and meaningful.• Staff in all faculties collaborated to review curriculum choices and teaching and learning practices in order to meet the needs of students in the 21st Century. These were then reflected on and discussed in whole staff professional learning meetings. |

Next Steps

- Continue to develop, implement and reflect on Personal Learning Plans and Faculty Management Plans in accordance with the School Plan and the Australian Teaching Standards.
- Continue to design, implement and reflect on programs that align with the School Excellence Framework.
- Continue the leadership development of both existing and aspiring leaders within the school.
- Provide professional learning activities and opportunities for all staff that support the achievement of Personal Learning Plans.
- Continue to reflect on the Tell Them From Me Survey as feedback on the school's practices and progress.
- Enhance teacher practice through collaborative planning and teaching to establish cross curriculum alignment.

Strategic Direction 3

A connected community promoting school learning and growth

Purpose

Transform the school into a community hub that is responsive to community needs by providing an inclusive environment that welcomes, involves and works in partnership with its community.

Overall summary of progress

In 2018, Belmore Boys High School continued to work on developing cohesion between the school and community to promote school learning and growth. All programs, initiatives and student successes were promoted through social media, the school magazine and our website, in order to create an awareness of the positive learning and wellbeing experiences offered at our school.

The effective local primary school transition program delivered excellent feedback from the entire community. Its success was evident in the increasing of our student numbers in 2018. Staff and students at Belmore Boys engaged students, parents and teachers from the local primary schools with activities and experiences that suited their individual needs. This, combined with well-executed Open Evenings, Orientation Days and other events, ensured a positive image and presence throughout the community and made prospective students and their parents aware of the opportunities available for them at Belmore Boys High School.

Belmore Boys High School also implemented many community engagement initiatives in 2018 that were aimed at educating and empowering parents and community members. Parent groups participated in comprehensive learning programs organised by the school, aimed at improving the wellbeing of families. Parents were able to refine their language skills through adult English education classes. In addition, TAFE courses in educational support, floristry and sewing were offered at the school, free of charge. These programs engaged parents as they focused on their specific needs. They also assisted in improving the employability skills of parents and, consequently, the wellbeing of our students. Belmore Boys High School has become an innovative learning environment for families and the community, not just our individual students.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| Increase the percentage of enrolments from local primary schools by establishing a meaningful and relevant transition program to inform and support students' successful transition through collaboration with primary schools. | <ul style="list-style-type: none"> • Second Deputy Principal – \$159 272 • Parent Engagement Program – funded • Primary School Transition – \$4211 • Primary Partnership Program – Nil • Orientation Day and Meet the Parents BBQ – \$528 • Principal's Meeting • Leadership Training | <ul style="list-style-type: none"> • Engaging students, parents and the community was a key focus in 2018. The school engaged in a range of projects, events and workshops targeted at building partnerships with local primary schools in order to create a more successful transition for students. • Orientation Days, Meet the Parents Night and other events that opened the school up to parents, students and the community were held throughout the year. These events allowed current and potential students and their families to become acquainted with the school, its facilities and the opportunities offered. • Primary school students were invited to visit the school to attend a leadership conference. Lead by the Belmore Boys High School Leadership Team, the conference enabled primary students to strengthen their own leadership skills and deepen their awareness of the opportunities available at BBHS. • The Parental Engagement Program was successfully delivered to parents, families and members of the community. Participants engaged in TAFE courses in educational support, floristry, sewing and developing English language skills. |
| The school is identified as a | • Second Deputy Principal | • A school image audit was conducted through a |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|--|
| responsive community hub where community satisfaction is measured, analysed and reflected upon to drive further improvement. This is evident through an increase in attendance and engagement with school and community events. | – \$159 272 • Community Breakfast – \$692 • Iftaar Dinner – \$5076 • Campsie Food Festival – \$296 • Community Stall – \$59 | range of avenues including community events, TTFM survey and regular informal focus meetings. Parents who completed the TTFM survey indicated a high degree of satisfaction regarding the school's engagement and presence in the community. • Community initiatives such as Community Breakfast, Iftaar Dinner and Multicultural day saw significant engagement from parents, local business, local schools, council and service providers. Attendance at these events increased in 2018, demonstrating the support of the school community. |
| Improve school communication and promotion process through alignment of all promotional media and a published school promotion package. | • Second Deputy Principal – \$159 272 • Social Media – Nil • Community Breakfast – \$692 • Iftaar Dinner – \$5076 • Open Nights – \$250 • Community Liason Officer – \$43222 | • The school magazine was created and distributed to all visiting members of the local community at important events throughout the year. The magazine provides snapshots of all the initiatives, events and programs that Belmore Boys participate in and creates an awareness of the experiences offered at the school. • All members of the school community were active participants in a range of media targeted at promoting school success. • All events were reported on, celebrating the participation and achievements of all students. • Community following of social media has risen significantly, with instant feedback demonstrating a positive school image. |

Next Steps

- Continue to engage students, parents and the community by promoting and celebrating events and programs.
- Continue Primary School engagement programs that create an awareness of the school and meet the needs of their students.
- Continue to plan, deliver and reflect on our transition programs to support the successful transition of students with varying needs.
- Enhance teacher practice through collaborative planning and teaching to establish alignment between stage 3 and 4 teachers.
- Implement processes and practices to ensure a whole school approach to improving the continuity of learning between primary and high school.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|--|
| Aboriginal background loading | <ul style="list-style-type: none"> • Smoking Ceremony – \$512 • Sorry Day Assembly – Nil | <ul style="list-style-type: none"> • Aboriginal Education Policy concepts and themes are included in all cross curriculum processes. • Smoking Ceremony performed by Aboriginal Elder to bless the school, creates an awareness of Aboriginal rituals. • Sorry Day Assembly creating an awareness of the historical events that impacted Aboriginal people. |
| English language proficiency | <ul style="list-style-type: none"> • ESL Support Teachers – \$83 290 • CLO – \$43 222 | <ul style="list-style-type: none"> • Identified students were targeted for intensive English as a Second Language support which was taught by ESL specialist teachers. • These students were also supported by the Community Liaison Officer for welfare and learning needs in consultation with parents and guardians. |
| Low level adjustment for disability | <ul style="list-style-type: none"> • Learning Support Teachers – \$124 936 • SLSOs – \$53 244 • SLSO Training – nil | <ul style="list-style-type: none"> • Students with identified needs were supported by the Learning and Support Team. • Learning Support Teachers also assisted classroom teachers in differentiating the curriculum so as to make it more accessible to students with learning needs. • Intensive SLSO training was also provided for community members to support students with learning difficulties. All low ability junior classes received additional SLSO support. |
| Socio-economic background | <ul style="list-style-type: none"> • Second Deputy Principal – \$159 272 • CLO – \$43 222 • STARTTS funding – \$27 532 • Iftaar – \$5076 • Easter Show – \$2 650 • Multicultural Day – funded • Parental Engagement Program – nil | <ul style="list-style-type: none"> • The Learning Support Team, led by the Deputy Principal implemented programs and strategies to target wellbeing, truancy, lateness and students at risk of disengagement with education. • Community Liaison Officer assisted in the implementation of a number of programs and engagement activities in order to encourage and gain support of parents and community members. This included Iftaar Dinner, Easter Show, Parental Engagement Program and much more. |
| Support for beginning teachers | <ul style="list-style-type: none"> • Teacher Professional Learning – \$33 508 • Beginning Teacher Funding – \$36 995 • Second Deputy Principal – \$159 272 | <ul style="list-style-type: none"> • In 2018, a number of teachers received Beginner Teacher Training funding. They were supported with an intensive induction program that ran throughout the year. Teachers were mentored and given professional development on all aspects of the school community and strategies for developing their teaching practice. • The beginning teachers were also given support for the development of their evidence portfolio for submission in order to gain accreditation. |
| Targeted student support for refugees and new arrivals | <ul style="list-style-type: none"> • Refugee and New Arrival funds – \$1 989 • ESL Support Teachers – \$83 290 • STARTTS funding – \$27 532 | <ul style="list-style-type: none"> • Students from refugee backgrounds were targeted for intensive ESL support both in parallel English classes and individually in a range of Key Learning Areas. • Welfare support was also offered to students with the aid of the STARTTS Councillor and Chaplain. • The Deputy Principal liaised closely with parents and guardians regarding individual |

| | | |
|---|--|-----------------|
| Targeted student support for refugees and new arrivals | <ul style="list-style-type: none"> • Refugee and New Arrival funds – \$1 989 • ESL Support Teachers – \$83 290 • STARTTS funding – \$27 532 | students needs. |
|---|--|-----------------|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 295 | 295 | 307 | 332 |
| Girls | 0 | 0 | 0 | 0 |

Student enrolment has further increased in 2018, indicating success in the marketing strategies implemented to address this. The school has continued to develop closer links with both the neighbouring schools and community to promote Belmore Boys High School as the first choice for local students. The communication to the wider community to highlight the successes and achievement of Belmore Boys High School, as well as the establishment of key community partnerships, continued to be a priority in 2018.

The small size of the school facilitates interactive class strategies and individual learning, while still offering an array of courses in Years 7–12.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| 7 | 95 | 93.9 | 92.7 | 91.5 |
| 8 | 91.1 | 92.8 | 91.5 | 90.3 |
| 9 | 90.5 | 87.5 | 89.7 | 86.7 |
| 10 | 89.2 | 86.4 | 88 | 88.8 |
| 11 | 86.9 | 87.7 | 84.4 | 84.4 |
| 12 | 87.1 | 90.2 | 87.7 | 85.7 |
| All Years | 89.8 | 89.7 | 89.1 | 88 |
| State DoE | | | | |
| Year | 2015 | 2016 | 2017 | 2018 |
| 7 | 92.7 | 92.8 | 92.7 | 91.8 |
| 8 | 90.6 | 90.5 | 90.5 | 89.3 |
| 9 | 89.3 | 89.1 | 89.1 | 87.7 |
| 10 | 87.7 | 87.6 | 87.3 | 86.1 |
| 11 | 88.2 | 88.2 | 88.2 | 86.6 |
| 12 | 89.9 | 90.1 | 90.1 | 89 |
| All Years | 89.7 | 89.7 | 89.6 | 88.4 |

Management of non-attendance

Student attendance rates remained relatively stable in 2018. However, there has been a slight decline since

2015, which is evident as a growing concern across all Department schools.

There have been a number of processes that the school has put into place and implemented in order to improve attendance. Communication with parents remained a priority for the Welfare Team in 2018. Weekly routines of reports and interviews for lateness and absences by the Year Advisers and Deputies became regular practice. Furthermore, the continuation of text messaging and electronic roll marking enabled effective monitoring of attendance and punctuality.

Students with excellent attendance were rewarded with excursions throughout the year in order to promote the importance of attending school. This has ensured a focus on rewarding consistent attendance and creates an awareness, within the school community, of the importance of attending school.

The school also worked closely with the Home School Liaison Officer to create improvement programs and communicate with the families of students with unauthorised or excessive absenteeism.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment | 0 | 0 | 0 |
| Employment | 0 | 2 | 10 |
| TAFE entry | 2 | 6 | 10 |
| University Entry | 0 | 0 | 70 |
| Other | 10 | 12 | 0 |
| Unknown | 0 | 2 | 10 |

Year 12 students undertaking vocational or trade training

In 2018 a small number of students elected to undertake vocational or trade training. Three students in Construction successfully completed all competencies and gained qualifications to assist them in future study.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 41 students attained a Higher School Certificate qualification or equivalent vocational education qualification.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Deputy Principal(s) | 1 |
| Head Teacher(s) | 5 |
| Classroom Teacher(s) | 22.6 |
| Learning and Support Teacher(s) | 1.2 |
| Teacher Librarian | 1 |
| Teacher ESL | 0.8 |
| School Counsellor | 1 |
| School Administration and Support Staff | 5.98 |
| Other Positions | 1 |

*Full Time Equivalent

There are no staff who identify as Indigenous.

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 focus for 2018 professional learning at Belmore Boys High School was Quality Assessment Practices. The school collaborated with a team of experts from state office on providing a tailored learning program for staff which aimed at improving student outcomes.

2018 also saw the introduction of the Literacy and Numeracy Progressions. Staff were professionally developed to acquaint them with the progressions and begin embedding them into their programs in order to identify and track student achievement.

Our executive team engaged in leadership credentials through NESLI, aimed at building leadership capacity and supporting aspiring leaders in out school.

Staff also engaged in a Community of Schools professional learning initiative to share expertise and strengthen partnerships with local educators.

Data analysis to inform teaching practice was also a focus for Belmore Boys High School in 2018. Staff were

up-skilled in the use of data and how to use the information gleaned from it to inform their approach to classroom practices. This data comes out of the NAPLAN results, HSC and in-school testing such as the YARC reading test and the use of the Literacy and Numeracy Progressions, to come to a better understanding of the learning needs of students.

Staff continue to review NESA accreditation support resources and monitor maintenance requirements and the planning linked to Highly Accomplished and Lead Teacher accreditation. Beginning teachers were supported through a range of professional learning resources. Senior Executive conducted a number of workshops assisting orientation and understanding of school and mandatory departmental policies. This was further supplemented by Head Teacher and collegial assistance, especially regarding preparation for NESA accreditation submission.

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 | 1,097,888 |
| Revenue | 5,589,270 |
| Appropriation | 5,323,156 |
| Sale of Goods and Services | 27,274 |
| Grants and Contributions | 228,042 |
| Gain and Loss | 0 |
| Other Revenue | 5,350 |
| Investment Income | 5,448 |
| Expenses | -5,747,815 |
| Recurrent Expenses | -5,747,815 |
| Employee Related | -4,943,254 |
| Operating Expenses | -804,561 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | -158,545 |
| Balance Carried Forward | 939,343 |

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major management.

Further details concerning the financial summary can be obtained by contacting the school.

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 | 4,260,085 |
| Base Per Capita | 59,442 |
| Base Location | 0 |
| Other Base | 4,200,643 |
| Equity Total | 579,515 |
| Equity Aboriginal | 650 |
| Equity Socio economic | 279,511 |
| Equity Language | 121,174 |
| Equity Disability | 178,180 |
| Targeted Total | 13,230 |
| Other Total | 157,914 |
| Grand Total | 5,010,743 |

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

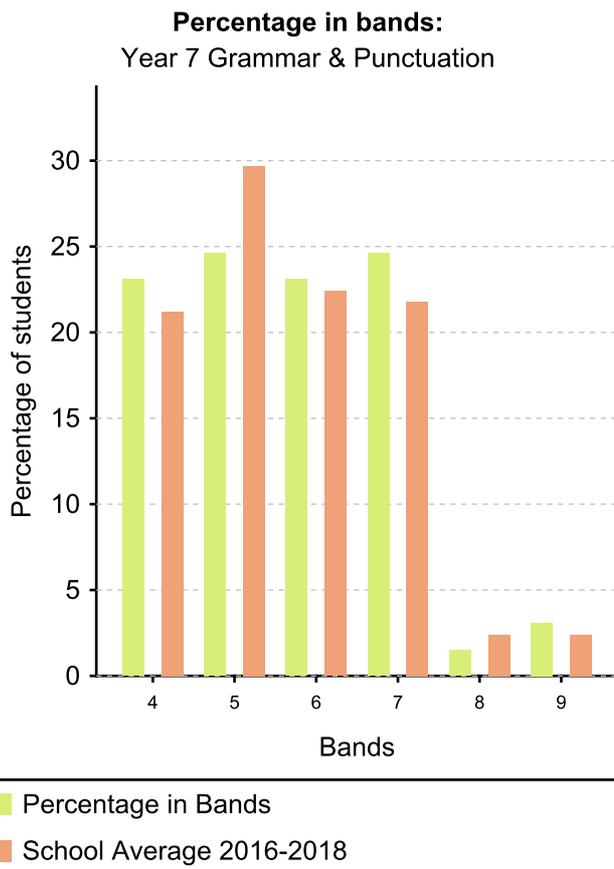
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

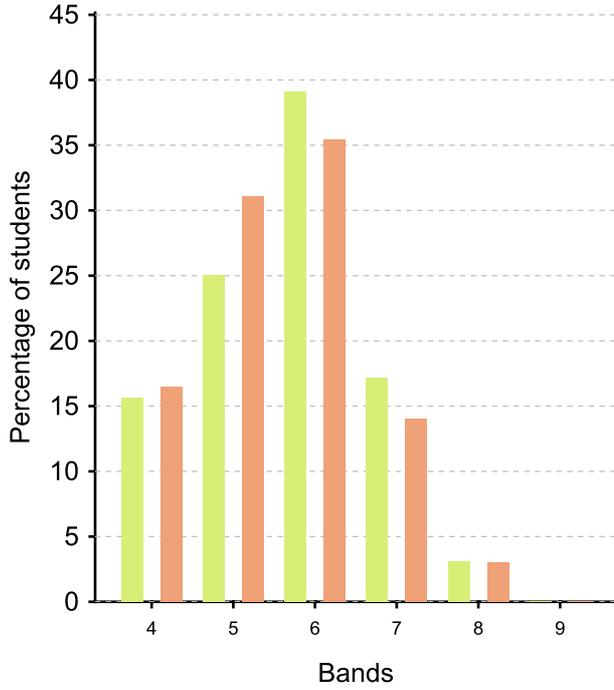
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

The 2018 NAPLAN Literacy data for Year 7 highlights a strong performance in Grammar and Punctuation, as well as Spelling. Data shows that there is a clear need to develop students' reading and writing and this will be addressed through literacy focuses across all Key Learning Areas in 2019.

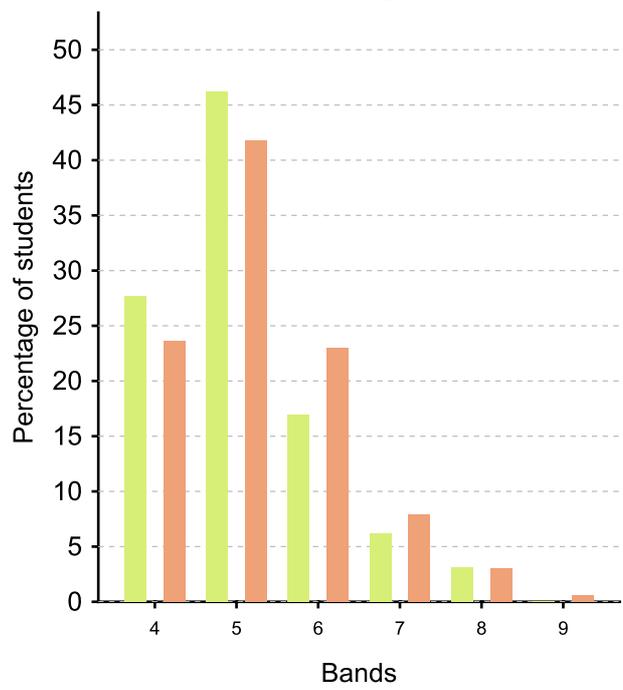
The 2018 Year 9 NAPLAN Literacy data indicated similar strengths in Spelling as well as Grammar and Punctuation. The Reading and Writing data illustrate the need to develop comprehension and extended writing skills, which will be addressed with targeted reading and writing programs in 2019. A future target is to lift the tail end and bring the students up, through whole school targeted literacy strategies.



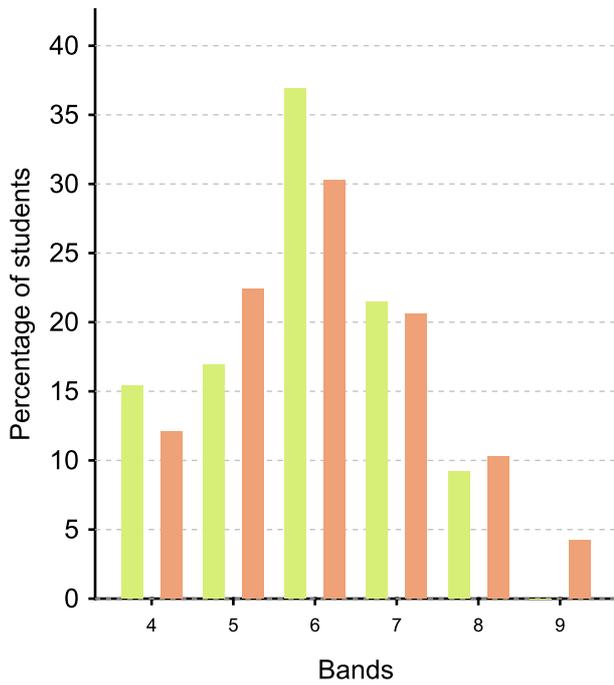
Percentage in bands:
Year 7 Reading



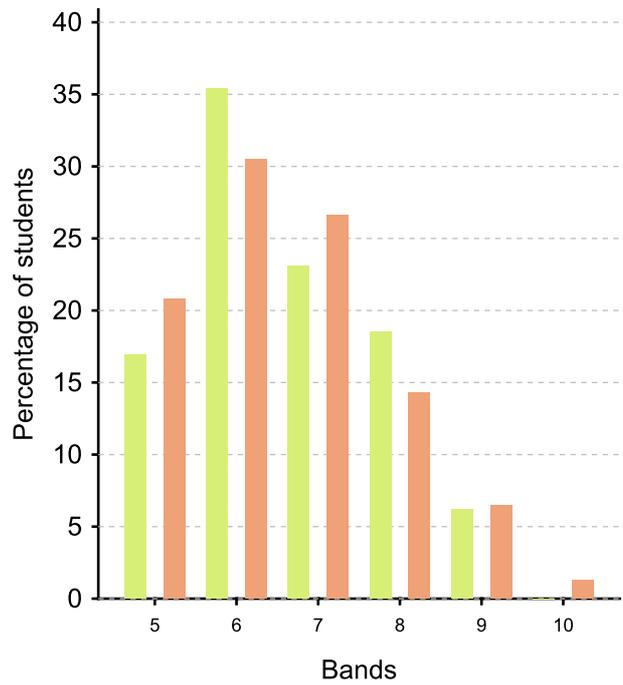
Percentage in bands:
Year 7 Writing



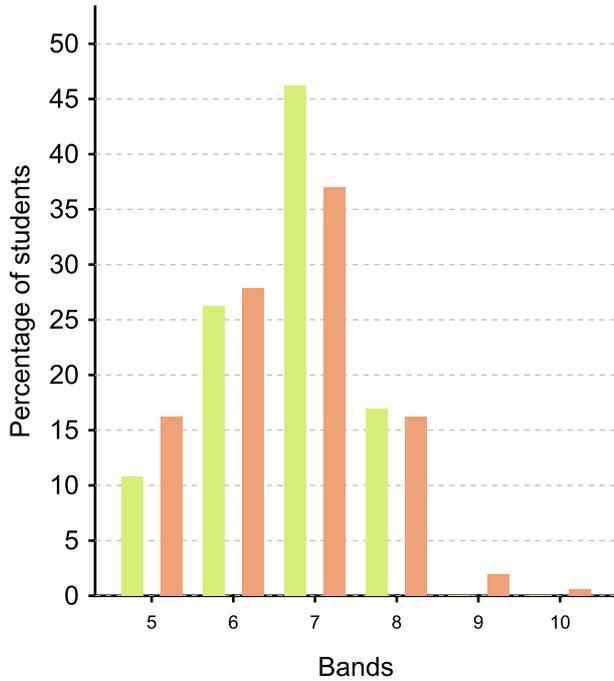
Percentage in bands:
Year 7 Spelling



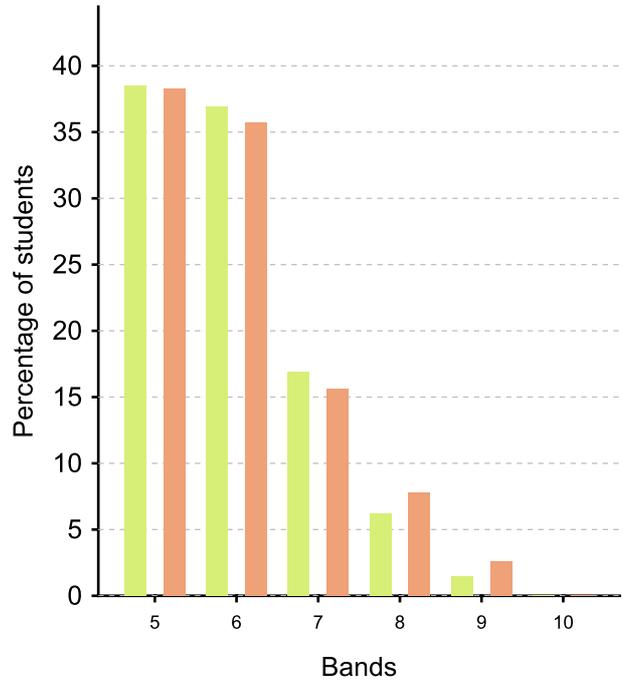
Percentage in bands:
Year 9 Grammar & Punctuation



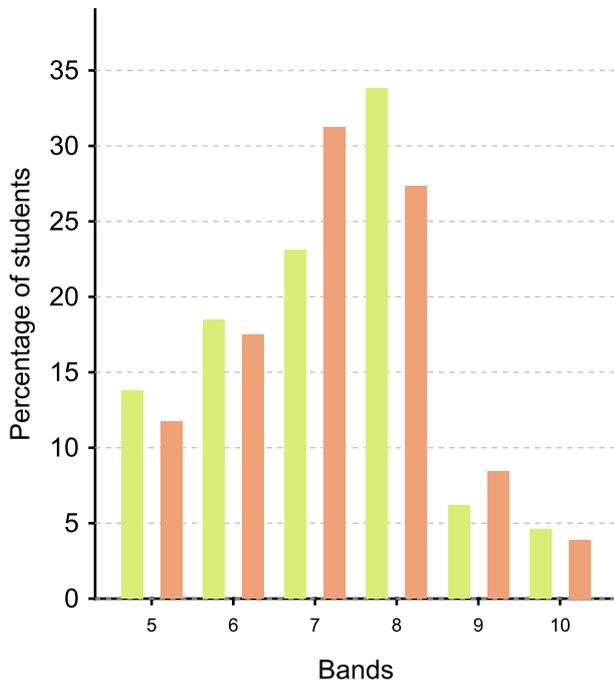
**Percentage in bands:
Year 9 Reading**



**Percentage in bands:
Year 9 Writing**



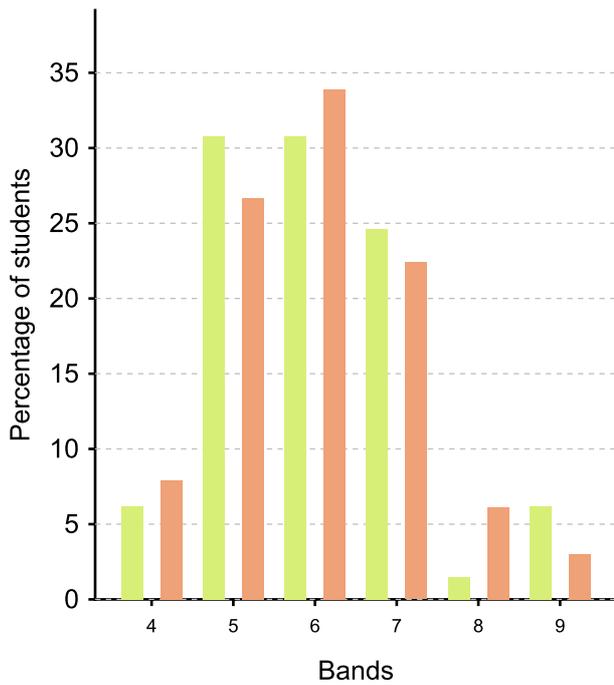
**Percentage in bands:
Year 9 Spelling**



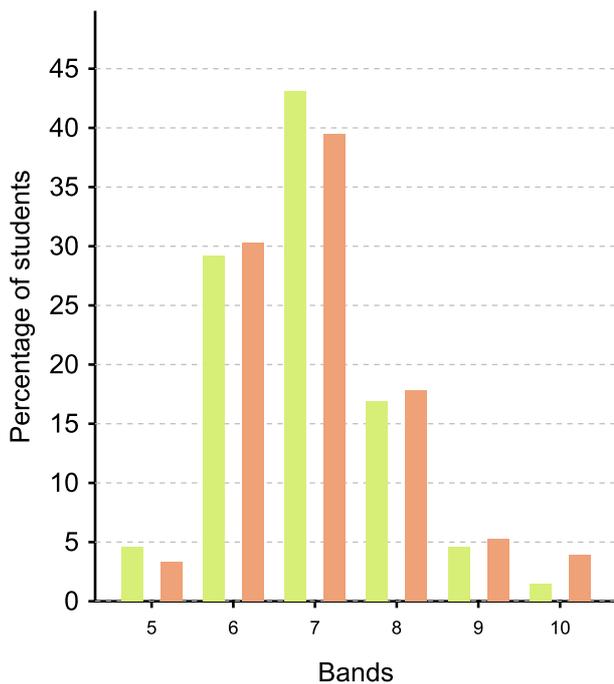
The 2018 NAPLAN Numeracy data for Year 7 highlights a stronger performance in the middle and top bands in comparison with 2017. There was a reduction in the number of students performing in the lower bands compared to previous years.

The Year 9 NAPLAN numeracy data indicates the bulk of the cohort are in bands 6, 7 and 8. The data has shown significant improvement for students in the lower bands. The school recorded improvement which was above similar school and state average growth. However, data shows a clear need to target specific numeracy skills across the whole school, in order to improve student learning achievement.

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



– *Improving Aboriginal Education Outcomes* for students in the top two NAPLAN bands, students at Belmore Boys High School achieved the following results:

Year 7

Numeracy– 6% in the top 2 bands

Grammar & Punctuation– 3% in top 2 bands

Year 9

Numeracy– 6% in the top 2 bands

Grammar & Punctuation– 6% in top 2 bands

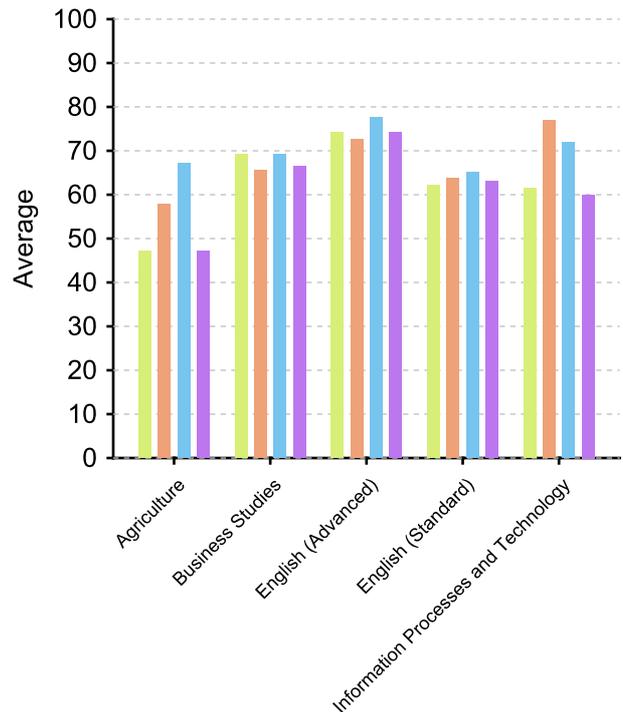
Spelling– 11% in top 2 bands

Writing– 2% in top 2 bands

Higher School Certificate (HSC)

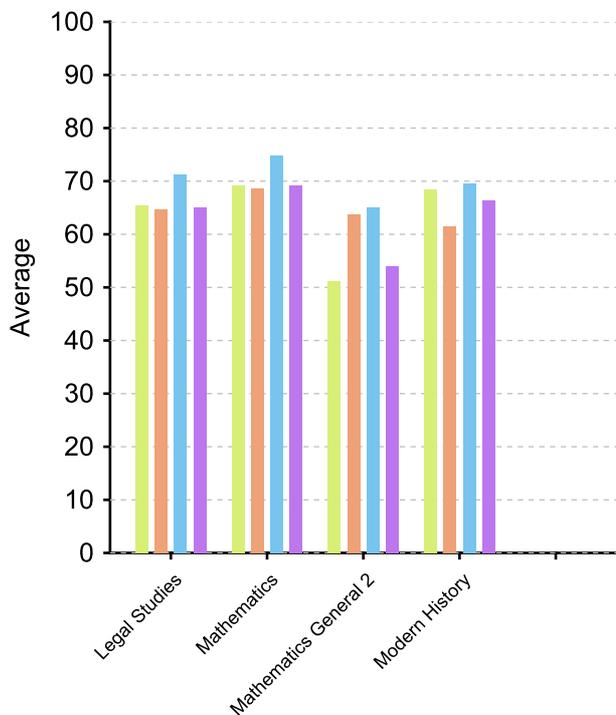
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The results indicated are for courses with a candidature of 10 or more.



The My School website provides detailed information and data for national literacy and numeracy testing. Further information can be accessed at: <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving Education Results* and *State Priorities: Better Services*



| Subject | School 2018 | SSSG | State | School Average 2014-2018 |
|--------------------------------------|-------------|------|-------|--------------------------|
| Agriculture | 47.1 | 57.9 | 67.1 | 47.1 |
| Business Studies | 69.1 | 65.6 | 69.3 | 66.4 |
| English (Advanced) | 74.2 | 72.6 | 77.5 | 74.2 |
| English (Standard) | 62.2 | 63.7 | 65.0 | 63.0 |
| Information Processes and Technology | 61.5 | 76.9 | 72.0 | 60.0 |
| Legal Studies | 65.4 | 64.7 | 71.2 | 65.1 |
| Mathematics | 69.2 | 68.6 | 74.8 | 69.2 |
| Mathematics General 2 | 51.2 | 63.7 | 65.1 | 54.0 |
| Modern History | 68.4 | 61.5 | 69.5 | 66.4 |

In 2018, Forty-one Belmore Boys High School students sat for the Higher School Certificate across 22 courses.

The 2018 Higher School Certificate included some excellent results in Biology, English as a Second Language, Business Studies, Mathematics Extension 1 and Modern History. Furthermore, the English Extension 1 cohort, which was offered and delivered for the first time at Belmore Boys High School, achieved results well above the state average. Student results in

Legal Studies, English Advanced, Mathematics, and Visual Arts all reveal an increase in achievement comparable to the School Average of 2013 to 2017.

The courses displayed in the relevant graph feature a candidature of more than 10 students. The results vindicate the school's focus on supporting students and providing challenging lessons to ensure students are able to achieve their best possible results. This was achieved through the targeting of Quality Teaching strategies and learning techniques in Years 11 and 12.

Students were supported further in 2018 with continued access to a senior study space, which allowed them access to greater resources during their study periods and any other free time. Furthermore, volunteers from the University of Technology Sydney as well as teachers from Belmore continued to assist students after school in all subjects through the comprehensive tutoring program.

Parent/caregiver, student, teacher satisfaction

In 2018 Belmore Boys High School took part in the Tell Them From Me survey. The survey aimed to help deepen the schools' understanding of the perceptions that students, parents and staff have on Belmore Boys High School. The survey asked questions about different factors that are known to impact on student wellbeing and engagement in learning.

Student Survey

Students were asked about their social, emotional and academic motivation and demographic outcomes. At Belmore, students continued to indicate that they felt they had an opportunity to participate in sports other than during a PE class, which was higher than the state average.

Students at Belmore also demonstrated a value towards positive behaviour interventions as taught in our PB4L lessons. The most striking result was in the students' intellectual engagement composite where students indicated that they are intellectually engaged and find learning interesting, enjoyable and relevant, which scored at more than double that of similar school groups in our area.

Staff Survey

The Focus on Learning Staff Survey is based on research into effective schools and classroom practice. Staff were asked to comment on the eight drivers of student learning: Leadership, Collaboration, Learning Culture, Data Driven Practice, Teaching Strategies, Technology, Inclusive School Environment and Parent Involvement. Staff indicated student learning involved high expectations supported through effective feedback.

Results from the staff survey indicated a collective increase in the score of teacher collaboration, staff leadership and learning culture as opposed to similar

schools from our area. The results demonstrate staff who value reflective practice and set high expectations for students. This is being supported with a project focussed on improved and explicit learning intentions and success criteria across the school.

Parent Survey

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. This year, double the number of parents participated in the survey which was thought to be the result of increased parent participation in the committee as a whole.

Parents were sent written instructions and translated documents in addition to computer sessions during regular parent and community meetings in order to complete the survey. Parents were asked specifically about the school's education programs targeted towards the parent body and what opportunities they would look forward to participating in for the coming year.

Belmore Boys High School parents indicated a high level of communication with their son's teachers. Parents showed a variety of abilities to support student learning in the home, however, most felt they could ask for support from the school.

Policy requirements

Aboriginal education

The Aboriginal Education and Training Policy is implemented across the school. This involves all faculty areas targeting resources and participating in professional learning in order to promote quality teaching and the inclusion of Aboriginal perspectives and content across the subject areas. In line with the Australian Curriculum, program outcomes are designed to educate all students about Aboriginal histories, cultures, perspectives and Aboriginal Australia.

The student prefect team in 2018 also led an assembly acknowledging the anniversary of the National Apology to Australia's Indigenous Peoples. Student leaders expressed their understanding of this defining moment in Australia's history and replayed Kevin Rudd's 2008 speech for all students to unite in supporting the momentous occasion.

Furthermore, all formal assemblies and events continue to acknowledge country. 2018 also saw the continuation of the annual Smoking Ceremony, where an Aboriginal Elder performed a traditional smoking ritual to free the school of bad spirits. This demonstrated to the students the rich Indigenous culture of the Aboriginal community.

Multicultural and anti-racism education

The teaching and learning programs as well as extracurricular activities implemented by Belmore Boys

High School in 2018 promoted cultural diversity across the school community. All Key Learning Areas embed intercultural understanding and skills within their teaching and learning programs. The school also participated in numerous events, programs and initiatives that increased intercultural acceptance and understanding as well as community harmony by focusing on the specific needs of students and families from culturally diverse backgrounds.

All students at Belmore Boys High School had the opportunity to celebrate their own cultural heritage as well as come to an understanding and appreciation of others' cultures through participation in the following events:

Iftaar Dinner: In commemoration of the holy month of Ramadan, Belmore Boys High School hosted an Iftaar dinner. Guests, consisting of parents, friends, students and the community united to observe the month-long ritual of breaking fast, amidst soothing Quranic recitations and a generous banquet of delicious food. This event brings together members from diverse faiths, under the banner of multiculturalism, harmony and respect.

Multicultural Day: With students from over 35 different cultural backgrounds at Belmore Boys High School, Multicultural Day proved to be an enormous celebration of the cultural diversity that exists within our community. A large assembly was held with students from our own school and others in our area performing cultural dances. Teachers and students also held a fashion parade celebrating their cultural dress. The day continued with food stalls, games and rides, which allowed students to celebrate their cultural diversity together.

Harmony Day: Celebrating our diversity as a school and as a nation, students led an assembly for the whole school and community representatives. Cultural performances highlighted the variety of cultures in our community and guest speakers presented on the importance of living in harmony and rejecting all forms of cultural discrimination and racism.

Belmore Boys High School also participated in an Easter Show, the Menindee Cultural Exchange, Armistice Day, Chinese New Year celebrations, White Ribbon Day, R U OK Day and the creation of a documentary exploring the professional success of refugees in our community; Journey to Freedom.

Furthermore, all EAL/D (English as an Additional Dialect) and Refugee students continued to be supported by Belmore Boys High School. Extra support in the classroom as well as opportunities for tutoring after school, assisted students in achieving the outcomes of their courses and subjects.

The school's Community Liaison Officer supported communication with, and participation in school, by parents and community members from all language backgrounds through weekly meetings and monthly P and C meetings. Multicultural perspectives and issues concerning racial tolerance are addressed within the curriculum as well as specific issues linked to racism

are proactively dealt with by the Anti-Racism Contact Officer (ARCO). Interpreters were also utilised frequently to enhance communication with parents and to support the achievement of learning outcomes.

Other school programs

Leadership

– *Leadership Awards:* Belmore Boys High School proudly hosted the 2018 Leadership Awards Ceremony, which recognises the outstanding achievements of exceptional school leaders. Our boys alongside the many recipients of this award, were acknowledged for their commitment to excellence. Distinguished guests and speakers included local MP's, Mr Tony Burke and Mr Jihad Dib, who addressed our recipients.

– *Leadership Training:* Belmore Boys' High School has a strong focus on student leadership and empowering students with a voice. This year we introduced the mentor training program co-hosted by Mr Peter Hobbs. Students from Year 9 were trained as leaders in preparation for the incoming Year 7 group. The mentoring days consisted of several activities that helped build quality leadership skills. They learnt about the importance of leadership, collaboration and teamwork. Our mentors enabled Year 7 to have a smoother transition into High School, as well as build on their leadership skills for use in the future.

– *UNSW Model United Nations:* In honour of Education Week, our senior leaders worked alongside students from neighbouring high schools to discuss global issues, in the UNSW Model United Nations project. This initiative seeks to "create tomorrow's world" by allowing students to adopt the role of delegates, and voice their opinions on controversial international issues. The program seeks to produce global and informed citizens by building leadership and diplomatic skills, whilst also developing students' advocacy and negotiation skills.

– *Youth Week Planning:* Our Year 11 leaders were lucky enough to be invited to the Annual Canterbury-Bankstown Council Youth Week Planning Team Meeting. Our students provided superb ideas that were later put to action during Youth Week. They collaborated with youth leaders from neighbouring schools. This was an excellent opportunity for our students to express their ideas and views, raise issues of concern, act on issues which affect their lives and create and enjoy entertainment. It provided an opportunity for the wider community to listen to our young leaders and to acknowledge and celebrate positive contributions made by their efforts and achievements.

– *Leadership Conference:* Belmore Boys High School hosted the annual Leadership Conference for local Primary School Year 5 and 6 student leaders. The conference was run by our own student leadership team and focused on developing successful leadership skills and empowering future leaders.

Build and Develop Community Partnership Links

– *Community Breakfast:* Local and State politicians, community leaders and members of the local community all enjoyed a hearty breakfast prepared by Belmore Boys' own staff and student body. The annual breakfast seeks to unite local stakeholders of boys education, to discuss key issues and concerns, anticipate the year ahead and deliberate more ways to promote student success and well being.

– *Iftaar Dinner:* In 2018, our school once again opened its doors to a diverse assembly of esteemed guests, parents, friends and students, in commemoration of the holy month of Ramadan. Our guests united together to observe the month-long ritual of breaking fast, amidst soothing Quranic recitations, and a generous banquet of delicious food. This year, our Iftaar featured several keynote speakers including the honorary Mr Jihad Dib MP and Human Appeal Australia, our official and very benevolent sponsors.

– *Parental Engagement Program:* In 2018, Belmore Boys High School ran various parental engagement programs such as educational support, English language classes, sewing and floristry classes. These programs equipped parents with the knowledge and confidence to foster supportive and nurturing environments for their children. The programs also strengthened partnerships between families and their school and provided them with skills that could lead to employment. Belmore Boys High School also made a commitment to continuously improve the Parent and Community meetings. This year Belmore Boys offered various services during the meetings including counselling and psychological services.

– *Menindee Cultural Exchange:* In 2018, a group of women travelled more than 1000km on a quest to learn more about cultures that they are not familiar with. This exchange built a positive relationship between Belmore Boys high School and Menindee Central School. The exchange explored ideas surrounding building a better community and a more harmonious and cohesive Australia.

– *Campsie Food Festival:* Occupying two large stalls, Belmore shared in the annual Campsie Food Festival festivities by showcasing some of its very own delectable sweets and savoury snacks, as well as a range of student-made products and school paraphernalia. Volunteering staff and students kindly assisted on the day, and helped Belmore raise funds for several exciting and upcoming school projects. This event also gave the local community an opportunity to meet and greet staff and students and enabled the community to witness the excellent work that staff and students at Belmore Boys do.

– *Primary Connections Project:* This year's Year 11 leaders organised and led a 'Connections Project' with our neighbouring primary schools. They visited various primary schools and taught their own groups of students. The project ran every Wednesday and concluded with all Year 6 students visiting Belmore Boys. Students participated in a variety of history-based activities. They participated in Aboriginal

painting, archaeological digs, code-breaking and much more.

– *International Women's Day*: As an all-boys White Ribbon school, Belmore Boys staff and students value the exceptional accomplishments of women, challenge gender stereotypes and promote gender equality. This year, in addition to a whole school assembly, students attended the Bankstown Council 'Local Woman of the Year' high tea. Students engaged with inspirational speeches from keynote female speakers and applauded the many local women who were honoured for their contributions to the local Bankstown community.

Welfare Programs

– *Easter Show*: Belmore's annual Easter Show provides the students with a well-earned reprieve from their educational endeavours, as well as an opportunity to partake in an exciting traditional celebration, all in the comfort and security of their school. Students enjoyed food stalls, rides, games and, of course, show bags.

– *YES Program*: Through the tutelage of painting and decorating teacher, Monica Lloyd from Granville TAFE, a group of thirteen Year 9 students developed a broad range of new skills that they used to transform our physical school environment. Over the course of eight one-day intensive sessions, students learned how to set up a work space, prepare a painting area, mix paint and colours, sand, fill gaps, paint, and clean like a professional painter.

– *WISE Up*: Organised by Community Liaison Officer Gandhi Sindyan and Lighthouse Community Support, a group of twelve Year 9's were given the opportunity to experience the vocations provided by local government service partners over the course of eight one-day intensive workshops. In doing so, students engaged with a variety of positive role models from different fields, with each one sharing their struggles and successes with our students. There were clear messages about the importance of respect, the value of hard work, ways of standing up for what is right and how to triumph over adversity.

– *Youth Conference*: Students from Belmore Boys High School attended a My Life My Choice Youth Conference. The conference provided a safe platform for our students to discuss the severe effects of risky behaviour and how, as leaders, they are able to look out for their colleagues, friends and family. At the end of the conference, students created their own project/campaign in a bid to send a positive message around mental health or alcohol and drug abuse. Students were then invited to present their projects to a panel during Mental Health Week.

– *R U OK Day*: In support of national R U OK Day, our boys took to the streets of Belmore to ask passing commuters the question on Australia's lips. As instructed by our eye-catching yellow signs, drivers cheerfully beeped their horns and waved to signal they were okay. Our boys were reminded of the importance of initiating meaningful conversations with individuals, and the power of a simple act of kindness in changing

the trajectory of another individual's day or life.

STARTTS Art Workshop: Students, as part of the STARTTS program, were able to experience and learn the techniques and skills needed to sketch. The workshop was only one day but was jam packed with activities, lectures and tips on how to draw. Students were engaged and truly enjoyed the workshop. They discovered many strengths they did not yet know of as they exercised their drawing skills. The workshop not only targeted the skills of drawing and art, it also aimed to build confidence among our youth through the concept of art.

Sustainable School Environment Programs

Bringing Belmore's Biodiversity Back: Belmore Boys High School prides itself on sustainable practices as well as caring for our local biodiversity. The Bringing Belmore's Biodiversity Back (4B PROGRAM) continues to teach students a sense of responsibility towards the school's gardens and develop building management skills in our very own rooftop Produce Garden as well as various other locations across the school.

– *Native Bird Sanctuary*: The school's established native bird sanctuary continued towards establishing a green corridor for native habitat to relocate onto school grounds.

– *Royal Botanic Gardens*: Students were given the opportunity to get acquainted with the Indigenous culture in a workshop on Bush Tucker plants and plant identification. Students engaged with many native plants and trees in order to develop their understanding of Australia's native flora.

Educational Achievements and Programs

– *Stand Tall Speak Out*: Year 10 students competed in a 'Stand Tall, Speak Out' inter-school poetry slam. Held annually, this slam offers young voices a platform to discuss various injustices, through the powerful form of spoken word poetry. Our boys quickly became crowd favourites, performing various pieces which revealed their own concerns for the future, in particular, racial inequality, the looming threat of war, and the stigma of mental illness. One of our students took out first place through performing a powerful piece about the inter-generational effects of domestic violence, and rightfully earned the respect and applause of all those in attendance.

– *Journey To Freedom*: Students from Refugee Backgrounds were given the opportunity to plan, interview, film and edit a documentary on an inspirational Refugee who has achieved a successful professional career despite their background. Students learned integral skills in the creation of the documentary and were inspired to take control of their own futures and achieve success.

– *Smart Cities Hack-A-Thon*: Hosted by the Canterbury-Bankstown Council and Deloitte, a group of Year 12 Prefects participated in a Hack-a-Thon with a range of representatives from local government organisations and businesses to brainstorm

technology-based solutions to support marginalised communities. In two separate workshops, our students contributed innovative and thought-provoking ideas on the challenges faced by young translators and homeless persons.

– *Writer's Festival*: The annual Writer's Festival is a local inter-school writing competition in which local schools are invited to submit short stories for publishing and praise. This year's competition saw students from Belmore Boys, Punchbowl Boys and Lakemba Public alike, excitedly compose stories using the 2018 Book Week theme, 'Find Your Treasure'. Two of our creative writers in Year 8 were among the select few who were successfully published in the Wiley Belmore Writer's Festival compilation book.

– *Medieval Show*: Year 8 History classes learned about the social, cultural, economic and political features of Medieval Europe. As an extension to their studies, Year 8 immersed themselves in an interactive historical show. Students were given the opportunity to dress in both mail and plate armour as well as see firsthand the various weapons of the time period. Law and order was discussed as well as the rise and fall of different empires throughout time.

– *HSC Exam Workshops*: To minimise the pressure of their impending HSC exams, our year 12 students participated in a preparatory HSC workshop, hosted by The University of Sydney. Taught by experienced HSC mentors, this workshop gave students invaluable content knowledge and insight into their final exams, as well as useful study tips and revision strategies, designed to maximise their performance in the HSC. Students learned how to effectively structure essays, organise information, develop critical thinking, and manage their anxiety levels during their final exams. Our boys greatly benefited from this workshop, and attested to implementing many of their acquired skills in final HSC exams.

– *Fast Forward Program*: The Fast Forward Program provides high school students with opportunities to increase their awareness of university and further study beyond high school and helps raise their educational aspirations. Western Sydney University provided our students with in-school workshops, university days, conferences and HSC preparation courses. Students were also invited, with their parents, to partake in an awards evening which acknowledged the academic and leadership potential that students have demonstrated.

– *Australian Identity Exhibition*: In a new cross-curricular learning initiative, Year 7 curated their very own Australian Identity Exhibition. Students developed their collaborative skills as they worked in small groups to produce a holistic display that explored the concept "What makes Australia so special?" They produced poems, analysed Australian music, investigated Australian geography, created their own lino prints of Australian sea creatures, planned their displays to scale and practised phrases in Arabic to interact with the exhibition visitors. Both the concept and skills required for this task were taught in a broad range of subjects, such as English, Music, Geography, Art, Mathematics and Language, as teachers sought to

make meaningful connections between different curricular areas and engage students in an authentic learning task.

Sporting Achievements and Programs

– *Swimming and Athletics Carnivals*: The two annual carnivals were held again this year and gave students an opportunity to compete in aquatic and athletic competitions based on their age and confidence. Students who displayed excellent ability then went on to compete at Zone Carnivals.

– *Grade Sports*: The Grade Sports program continued to take place on Wednesday afternoons, providing opportunities for students to compete against other schools and display their abilities in a healthy, organised and competitive environment.

– *Elite Football Program*: Belmore's Elite Football Program (EFP) is a program targeted toward students with outstanding sporting ability or students who simply possess a sporting dream. Hosted by highly accredited and Football Federation Australia certified coaches, the program has entered its fifth year of operation with much success. The progression of our boys from inexperienced football enthusiasts to highly-skilled athletes is both observable and commendable.

Swim School: Hosted by Bexley Aquatic Centre, Belmore Boys swim school sessions sought to build complete water confidence in our students and produce proficient and safe swimmers. Students were supported daily by highly skilled and professional and qualified swimming instructors and were taught at their own individual swimming level.