

Belmore South Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

In 2019, 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 85% of students from a language background other than English.

Throughout 2019, the staff continued to provide quality teaching and learning programs 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 Known, Valued and Cared for.

In 2019, the school continued to develop 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 the strengthening of our community of schools collaboration.

The school saw more changes to the school environment during 2019, with the upgrading of our internal learning spaces and gardens. The primary block was repainted and new carpets and dividing doors were replaced to stimulate future focused learning. Over \$70,000 was spent to upgrade Interactive SMART boards and digital resources across the school to ensure the best in ICT and learning. The school also created a new art space for our budding artists and creative parents.

I am very proud of the high standard of work and quality education we continue to provide and wish to acknowledge the constant support of parents, students, teachers and our community, as we work together to build a strong and supportive learning environment.

Lurlene Mitchell

Principal

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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

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 continuation of the Building Numeracy Leaders, the development of programming and the continuation of L3 is reflected in improved student outcomes. Additionally, we have developed our understanding, knowledge and skills in creating, implementing, analysing and evaluating current assessment practices to support teaching and learning programs. Our commitment to improving student wellbeing has remained a key focus. In 2019 Positive Behaviour for Learning has continued to be the foundation of the development of our positive learning culture, promoting respectful relationships across the school. As part of the NESA registration process our school wellbeing policies, programs and structures were identified as outstanding. We have strengthened our student transition programs in both Kindergarten and Year 6, continued and extended our partnerships with external providers (such as Mercy Connect, Learning Links and Sydney Story Factory) and built connections for students across our community of schools through the continuity of School Camp alongside other 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 students are the centre of learning, providing opportunities for all students to achieve their personal best.

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 our community of schools. We have established and maintained a strong professional learning community across other schools, where teachers share expertise and knowledge in pedagogy to support student outcomes. 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 for Teachers underpin supervision, feedback and support for all teachers, which has been further developed through teacher Performance and Development Plans (PDPs). 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 continuing to be 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 2019, literacy and numeracy learning within K–2 classrooms was supported by parents who participated in the Parents as Teachers and Classroom Helpers

(PaTCH) program. Parent knowledge and understanding of literacy and numeracy teaching and learning was enhanced through the provision of parent forums.

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 the 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. In 2019, we supported non-teaching staff in the development of their Performance and Development Plans (PDPs) to ensure all staff are professionally developed and working towards goals in their roles.

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.

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.

Improvement Measures

Adoption of **whole-school wellbeing structures** results in measurable improvement in student wellbeing demonstrated through a range of data.

Improved student outcomes in **literacy and numeracy** are achieved through the implementation of the *Learning Progressions* aligned to the syllabuses and programs that are targeted to student learning needs.

Progress towards achieving improvement measures

Process 1: Whole-School Wellbeing

Our school has an integrated whole-school approach to wellbeing where every student is known, valued and cared for. Students develop personal resilience and understanding towards others in order to become resilient and compassionate citizens of the future.

Evaluation	Funds Expended (Resources)
<p>We have continued to improve our Learning and Support processes through the use of external support groups (such as Mercy Connect, Learning Links) 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.</p> <p>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. Peer Support structures were further strengthened through Student Leaders and the Positive Playground Patrollers initiative which provided support to students on the playground.</p> <p>The Positive Behaviour for Learning Team met with the external PBL coach mentor who supported the PBL team in continuing the implementation of PBL school wide. The school PBL coach provided ongoing staff training in the PBL framework, core components and the involvement of community members in consultation. Student voice and community consultation were key components in the development and evaluation of our Positive Behaviour for Learning structures.</p> <p>The school undertook a review of wellbeing policies including staff induction, student leadership, anti-bullying and anti-racism. This included consultation with the school community on issues such as anti-bullying and racism. In addition to this, the school conducted a review of the merit award system and streamlined the tracking of awards.</p>	<p>Teacher Professional Learning</p> <p>Wellbeing Funding</p>

Process 2: Literacy and Numeracy

Whole school implementation of the *Literacy and Numeracy Learning Progressions* and the development of targeted programs support improved student outcomes in literacy and numeracy thus allowing students to understand the world around them as engaged citizens.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
In 2019, K–2 teachers continued to monitor all K–2 students against one sub–element of the literacy and numeracy progressions. K–2 teachers continued to deepen their knowledge of explicit literacy pedagogies and monitor student learning through participation in the L3 Kindergarten and Stage 1 literacy program. This enabled the implementation of differentiated literacy instruction for all students K–2. Writing rubrics were collaboratively developed and used by teachers K–6 to ensure a consistent judgement of student learning across grade groups and accurate assessment and reporting of student outcomes. Resulting from on–going professional learning, all classroom teachers continued to program for and implement number talks in their classrooms.	Teacher Professional Learning QTSS Funding Early Action for Success Instructional Leader

Next Steps

Wellbeing

- Continue the implementation of Positive Behaviour for Learning to create positive learning environments that enable student learning and wellbeing.
- Strengthen student leadership structures to empower students to undertake projects focused on a school improvement target.
- Conduct an audit of the schools wellbeing processes to identify areas for future growth.
- K–6 social and emotional program implementation plan for 2020.

Literacy and Numeracy

- Revise writing rubrics to realign with current writing foci
- Year 1 phonics trial
- Revisit 'Talk Moves' to support implementation of number talks
- Sustained professional learning: Effective Mathematics Practices (3–6 team)
- Data conversations: Review of assessment schedules and effective data collection driving teaching and learning and interventionist programs



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.

Improvement Measures

All teachers use future focused pedagogies, contemporary technologies and multiple learning environments to enrich student learning.

An increase in parent engagement with student learning, understanding of future-focused learning and involvement in school activities.

Students articulate their learning growth and utilise visible learning processes to identify personal learning goals.

Progress towards achieving improvement measures

Process 1: Empowering Students

Empowering students so that they see themselves as directors of their own learning and future success.

Evaluation	Funds Expended (Resources)
In 2019 outdoor spaces were transformed at Belmore South Public School with the creation of outdoor gardens. Students were responsible for cultivating vegetables which were then sold to parents. The introduction of flexible learning spaces led to team teaching opportunities and increased collaboration between students. Classes trialled Microbit and Minecraft with positive feedback from students and staff. A Digi Tech club set up at lunch to extend and engage students' interest in this area.	Teacher Professional Learning Funding Equity Funds

Process 2: Engaging Staff

Engaging staff in flexible, professional learning communities in order to develop and sustain best practice for continual improvement.

Evaluation	Funds Expended (Resources)
In 2019, 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, all teachers were supported to develop their skills in literacy and numeracy to better support student learning and foster deep learning and critical thinking. Through the Building Numeracy Leaders (BNL) initiative, all teachers were supported to develop and transform their skills in teaching numeracy concepts in an innovative manner to foster transformation of numeracy pedagogy. 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.	Teacher Professional Learning Funding Equity Funds

Process 3: Empowering Parents

Empowering parents to engage with student learning through the use of future focused technologies and on-site opportunities for building skills, knowledge and relationships.

Evaluation	Funds Expended (Resources)
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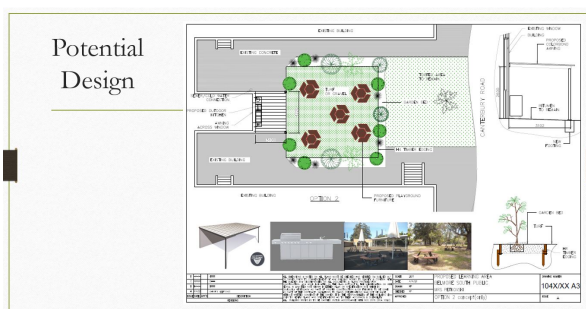
Progress towards achieving improvement measures

In 2019, parents were involved in the development of the outdoor garden, kitchen and flexible learning space. They provided input and were consulted during the planning phase. Parents collaborated with staff and provided ideas for possible design features to be included in the final plan.

Socio Economic Funding

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 Community of Schools 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.

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Authentic Learning Opportunities

Our school provides ongoing opportunities for students, teachers and community to connect learning to authentic contexts.

Evaluation	Funds Expended (Resources)
In 2019 Students were involved in a variety of community of schools initiatives such as 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. Student leadership capacity was developed through Student Leadership Conferences, Triple Ps program for Year 5 students, the Student Action Team as well as our Gemstone Learning Teams and Bully Busters programs. Student involvement in specific community events such as the Combined Bankstown Music Festival, the Campsie RSL ANZAC grant, High School Orientation days, the Margot Hardy Gallery and the Belmore Writer's Festival assisted students to build skills and knowledge and develop partnerships beyond the school environment.	Wellbeing Funds Equity Funding

Process 2: Community of Schools & Learning Alliances

Community partnerships and learning alliances are valued as an embedded component of professional learning as well as of teaching and learning programs. This is evident in the annual planning cycles.

Evaluation	Funds Expended (Resources)
In 2019, our school maintained a strong focus on building mutually beneficial relationships within and beyond our school for students, staff and parents. Teachers had opportunities to build their capacities through professional learning, collaboration and programming with our community of schools and experts from external partnerships (such as Eddie Woo, CESE, CoS professional learning). We supported our community to connect and communicate through the continuity of regular Parent Forums and networking programs in collaboration with the P&C. Special community events such as Iftar, and Multicultural Day brought families to celebrate diversity and community. Parent gatherings such as morning teas occurred throughout the year, providing a sense of community and belonging.	Teacher Professional Learning Funding Additional Teacher funded release to coordinate projects

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
Aboriginal background loading	Aboriginal Background \$12,400	Equity funding received as Aboriginal background loading was used in the allocation of school learning support officers (SLSO's). All Aboriginal students have an individual learning plan (PLP) and where provided additional support on a needs basis to support their learning plan goals.
English language proficiency	Staffing 1.6 FTE Flexible \$36,834	The school continues to support students across K–6 through a variety of different strategies. 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 continue 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. Support programs targeted language development across the modes of speaking, listening, reading and writing. Programs aligned with language purposes being taught in classroom programs, and aimed to improve functional vocabulary and enrich student participation in school experiences. Funding was combined with other equity loadings to strategically support teacher professional learning and school resourcing.
Low level adjustment for disability	FTE 0.9 Flexible \$47,930	The schools Learning and Support Teacher provided planning support, advice and in class support to teachers regarding students with additional needs. Personal Learning and Support Plans (PLSPs) were developed in consultation with parents for high needs students. Flexible funding was primarily used in the employment of School Learning Support Officers to deliver intensive in class support to students who would otherwise receive no specific funding to support their additional learning needs. Other equity funding was also used to employ a speech pathologist one day a week.
Quality Teaching, Successful Students (QTSS)	Staffing allocation 0.42	The school developed a whole school timetable to implement a mentoring and coaching structure to support teacher development. This allowed for professional conversations, observations and feedback on performance and data.
Socio–economic background	\$160,393	Funds were allocated for additional office, support and teaching staff to develop and implement and support the schools strategic directions. An Instructional Leader Performance and Development and a Speech Pathologist were also employed. Funds were also allocated to support the further development of indoor and outdoor learning spaces.

Support for beginning teachers	\$43,390	Our beginning teachers were provided with multiple opportunities to build on their quality teaching knowledge, skills and strategies through targeted professional learning and the promotion of reflective practices. Funds provided access to targeted external professional learning, in school support, mentoring and additional opportunities for reflection and peer feedback using the Australian Professional Standards for Teachers (APTS) and the Quality Teaching Framework. They were engaged in classroom observations, lesson study experiences, data conversations, goal setting and collaborative planning opportunities to develop skills in quality lesson planning and deepen knowledge of the curriculum. They also had the opportunity to participating in differentiated COS TPL, which allowed them to target specific areas of need and/or interest based on their Professional Development Plans (PDPs).
Targeted student support for refugees and new arrivals	\$3,424	The school continues to support refugee students, newly arrived students and families in transitioning into school, and the community through a range of classroom and community based programs and initiatives. Our newly arrived and refugee student families are supported by school staff and Mercy Connect, an external support agency. Our EALD staff cater for all NAP students as they arrive in the school by adjusting timetables and providing curriculum support to classroom teachers.
Early Action For Success	Staffing Allocation DP Instructional Leader FTE1.0	In 2019, teachers met regularly to analyse student work samples and collaboratively plan teaching and learning programs. The English syllabus and Literacy Progressions were used by teachers to develop writing rubrics, which enabled consistent teacher judgment of student learning across stage groups and accurate assessment and reporting of student outcomes. All K–2 teachers continued to collect and monitor student reading data every 5 weeks and Stage 1 teachers participated in the trial of the Stage 1 mathematics diagnostic assessment tasks. Teachers K–6 were provided with additional professional learning in number talks, through observations of practice and co-teaching. Number talks were implemented in all classrooms across the school, improving student's ability to work fluently and flexibly in mathematics. The Parents as Teachers and Classroom Helpers (PaTCH) program was offered to parents, enhancing their knowledge and understanding of literacy and numeracy teaching and learning in K–2 classrooms.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	141	161	170	170
Girls	106	122	117	117

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.1	91.2	90.5	90.8
1	93	92.5	90	89.5
2	94.3	90.8	91.1	89.5
3	93.8	92.9	91.6	90.4
4	95.9	92.3	91.5	89.5
5	92.4	91.9	91.4	89.7
6	94.3	94.3	94.3	89.6
All Years	93.6	92.2	91.2	89.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.48
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	2.52
Other Positions	0.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	979,414
Revenue	3,796,824
Appropriation	3,629,261
Sale of Goods and Services	236
Grants and contributions	159,348
Investment income	6,779
Other revenue	1,200
Expenses	-3,665,341
Employee related	-3,252,491
Operating expenses	-412,849
Surplus / deficit for the year	131,484

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	99,025
Equity Total	524,347
Equity - Aboriginal	12,400
Equity - Socio-economic	160,393
Equity - Language	207,580
Equity - Disability	143,974
Base Total	2,140,078
Base - Per Capita	67,341
Base - Location	0
Base - Other	2,072,737
Other Total	725,958
Grand Total	3,489,408

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.



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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.



Parent/caregiver, student, teacher satisfaction

WELLBEING

Student/ teacher/ Parent 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 Survey' in Term 1 and in Term 3.

Their responses are below:

Students

81% of students have a positive sense of belonging

94% of students value their schooling outcomes

86% of students try hard to succeed in their learning

Teachers

Teachers completed a staff satisfaction survey at the end of term 4. 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:

- 81% of parents surveyed felt welcome in the school community
- 85% of parents surveyed 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 Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

