

Belmont High School

2019 Annual Report



8203

Introduction

The Annual Report for 2019 is provided to the community of Belmont 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.

School contact details

Belmont High School
424 Pacific Highway
BELMONT, 2280
www.belmont-h.schools.nsw.edu.au
belmont-h.school@det.nsw.edu.au
4945 0600

Message from the principal

I have been Relieving Principal at Belmont High School for over 6 months and am still thrilled and excited to be here. It is a great privilege and honour to be entrusted with the Principalship at a local school and in a short period of time I've become exceptionally proud of everything that is associated with it. We have some fantastic students, enthusiastic, caring teaching and support staff and as I get to know the community better – some interested and passionate parents – keen on the best possible education for their children. It is an absolute pleasure to be Relieving Principal at BHS.

Tony Keevill Principal

School background

School vision statement

Building Harmony and Success:

Be the best you can,

Give respect, get respect,

Responsible in all we do,

Learning is power,

Accept people are different,

Work together.

School context

Belmont High School is a proud and strong comprehensive high school located in the southern suburbs of Lake Macquarie. The school was established as the first comprehensive school outside of Newcastle in 1953. The school has 860 students, including 80 Aboriginal students and 5 Support classes.

The school draws from across a diverse community, and supports an inclusive culture. BHS is a Positive Behaviour for Learning school with a focus on developing respect, responsibility and resilience in our students. The creative and performing arts, trampolining and diving programs are strengths of the school. A major building upgrade was completed in December 2019. The upgrade includes new student and staff facilities, special education learning spaces, hospitality and technology learning spaces and administration areas.

The school provides an enrichment stream in Years 7–10 with students selected to participate in these classes after sitting an external test. A senior Learning Hub operates daily with provision for juniors one afternoon per week. The Hub provides support for students in the completion of assignments and assessments.

The school has a strong and active Parents and Citizens Association that supports school initiatives and appreciates the effective support and guidance provided to their children in selecting appropriate educational and employment pathways. The school is an active member of the Belmont Learning Community having established a strong partnership with its partner schools – Belmont PS, Belmont North PS, Floraville PS and Jewells PS.

BHS is an active member, and strong supporter of Minimbah local AECG and provides cultural support and activities for our Aboriginal 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>

The BHS School Self-assessment against the School Excellence Framework was undertaken by 24 staff working in groups at the BHS Executive and Aspiring Leaders professional learning weekend over the 6th and 7th March 2020.

Strategic Direction 1

Quality Teaching

Purpose

To improve delivery of innovative and creative teaching and learning experiences for students to reach their academic, vocational, technological, social, cultural and personal potential in a global society.

Improvement Measures

Moving value added student achievement in both NAPLAN and HSC from delivering to sustaining as measured by the School Excellence Framework.

Meeting benchmarks set by NSW State Plan: increase the students in the top two bands of NAPLAN by 8% by 2019; Increase Aboriginal students in top two bands of NAPLAN reading and numeracy by 30% by 2019

Increase by 5% 2017 levels of student interest and motivation (21) and appropriately challenged(28) as measure by TTFM survey.

Progress towards achieving improvement measures

Process 1: • Literacy and numeracy strategies developed for identified students

Evaluation	Funds Expended (Resources)
In 2019 1.0 LAST was purchased in addition to the 1.7 allocated through staffing to provide support for high needs students and conduct data analysis to formulate strategies for students in the development of literacy and numeracy skills, with a focus on students not meeting benchmarks. Transitioning students to the online format of NAPLAN was also a priority. Thorough analysis of results indicated this would need to be a continued focus area for 2020.	2.7 LASTs – \$266 826.00

Process 2: • Students in enrichment class enrolled in academic contests

Evaluation	Funds Expended (Resources)
Creative and Performing Arts was again particularly active in external competition in 2019 including Bandfest (winners of Secondary Premier division, highly commended in Secondary Jazz and Secondary Intermediate), Choralfest (winners of under 16 vocal and high schools mixed harmony), Operation Art and the Morton Music Award (Year 7 candidate awarded scholarship). Year 9 enrichment students engaged in the Geography Teachers Association Competition with four high distinctions and two credits awarded. Year 10 enrichment students were competitors in the Science and Engineering Challenge. Stage 5 candidates from both enrichment classes also entered the Junior Hunter Robotics Challenge. Enrichment students from Years 7 – 10 participated in a range of external competitions with the objective of raising the school's academic profile. Year 7 enrichment also included entry into the National Chemistry Societies Crystal Growing Competition. A team from Year 8 were outright winners in the Sun Safe Ambassador Program where their film making skills were highly recognised.	Entry fees – \$480 Casual cover – \$450

Process 3: • Expansion of Learning Hub time available to students

Evaluation	Funds Expended (Resources)
In 2019 BHS conducted detailed analysis of its Thursday Learning Hub program with the objective of expanding to a targeted senior program 5 days per week. Data analysis of the existing program determined that the resource was primarily utilised by senior students with specific emphasis on	Senior Learning Hub Coordinator – \$31 017.00 Furnishing – \$26 282

Progress towards achieving improvement measures

Mathematics and English subjects. Evaluation of the existing resource determined its location and furnishing needed reviewing as it did not offer the required level of seating and privacy to suit senior study needs. A dedicated member of staff was consequently employed to support senior study requirements, establishment of a HSC Minimum Standards Program and plan for the refurbishment of the Library mezzanine for the instigation of a specialised Senior Learning Hub Term 1 2020.

Process 4: • Pilot project in 2018 for teachers to be involved in quality teaching rounds across the Belmont Learning Community

Evaluation	Funds Expended (Resources)
This process has been completed and staff did not participate in Quality Learning Rounds. The school learning environment underwent a major building upgrade and staff combined with partner primary schools and broader professional learning exercises to develop Future Focused Learning strategies to maximise new school facilities which were handed over in October 2019.	Project NEST Professional Learning (3 staff) – \$2335.00

Process 5: • Introduction of STEM initiatives in 2018

Evaluation	Funds Expended (Resources)
At the conclusion of 2019 Belmont High School successfully engaged in a broad range of STEM activities aimed to increase the number of students engaging in STEM across the school and reflect the National STEM School Education Strategy 2016–2026. There has been an increase in students studying STEM elective subjects in 2018 to 2019 by 13%. Analysis of the post school data (2019) revealed that 43% of the students surveyed are engaged in STEM related courses at university. A range of students from Years 7–10 engaged in STEM competitions across curriculum areas to extend skills in problem solving, team work and to broaden their perception of STEM as a potential career path. The whole school STEAM event increased awareness of STEM and drew attention to the critical skills gained from engaging in STEAM activities. The day successfully brought together bright minds to consider how STEAM can be used to solve some of the greatest issues we face in the future. The success of this initiative has led to the planned whole school cross curricula Pi day in 2020. BHS has continued STEM partnerships with the broader community. At BHS we held a Newcastle and Hunter Drone Camp– supported by Aurizon Community Giving and Youth Express specifically targeted towards engaging girls in STEM as women are still under represented in the STEM workforce. BHS was successful in securing funding from Regional Development Australia–Hunter ME Program STEM Grants Initiative 2019–2020 and as a result we have an Obelisk StarLAB Mars Rover worth approximately \$2500. The Obelisk Systems' StarLAB is a combined hardware, software, and learning platform. In 2020 students will enter into a Mars Rover Challenge where students can display their newly acquired skills by remotely navigating a rover through a simulated alien landscape. Professional learning for staff has continued across the faculties. This has included, but not limited to, Future Focused Learning, Project NEST, Coding, Lego Robotics, Arduino and engagement in the 2019 SISF Program STEM Conference. BHS is committed to Future Focused Learning in Year 7 2020.	Professional Learning – \$580

Process 6: • Expansion of BYOD across school

Evaluation	Funds Expended (Resources)
In 2019 Belmont High School aimed to increase the number of students bringing their own device to school. This was a compulsory requirement for Years 7 and 8 enrichment classes, and strongly encouraged in all other	Technical Support Officer – \$81 647.00

Progress towards achieving improvement measures

cohorts. Some teachers/classes consistently utilised the devices to assist with course delivery, while some subjects found it more difficult to incorporate the technology, such as mathematics, which required formulas and drawings. Implications that arose included consistency across classrooms, deficiencies in infrastructure including charge points and developing staff expertise in utilising the Canvas platform. Policy was implemented for the 2020 Year 7 cohort that emphasised the importance of BYOD to coincide with the completion of school upgrades and access to technology in the future focused classrooms, with the objective of having all of Year 7 2020 device ready.

CANVAS – \$23 000.00

Portable device trolleys and devices – \$26 500.00

Process 7: • Introduction of Elevate program to support student engagement across years 7 – 12

Evaluation

Funds Expended (Resources)

At the conclusion of 2019 BHS successfully engaged with the Elevate Program with Years 10, 11 and 12 completing targeted elements. The 2019 Year 12 cohort engaged with the Study Sensai and Finishing Line programs, with 100% of participants indicating they would recommend the activity to their peers. Both Years 11 and 12 completed the Time Management component providing highly positive feedback with 96% describing it as time well spent. Year 10 were also given access to the Study Sensai course and feedback indicated 95% of students describing it of value to their peers. Further planning was finalised for 2020 with objective of all years having access to the program.

Elevate Program – \$15 303.00



Strategic Direction 2

Quality Systems

Purpose

The focus on BHS quality systems recognises that processes are the means by which the school organisation harnesses and realises the talents of its people to produce quality teaching and learning and relationships that are critical for student success.

Improvement Measures

Increased attendance for all students particularly in semester two by 6% to semester one levels

Increased engagement from 2017 levels for all students as measured by TTFM survey results for institutional and intellectual engagement

Progress towards achieving improvement measures

Process 1: • Increase awareness of attendance requirements to staff, students and parents through communication networks and training

Evaluation	Funds Expended (Resources)
<p>In 2019 Belmont High School utilised a SASS person one day per week to phone parents of students who had unexplained absences in the previous 5 school days. The purpose of the calls was to increase awareness of the need to notify the school when their child was absent and provide a valid reason for the absence within 7 days of the absence. Regular attendance announcements in the school newsletter, reminders for students in Sentral daily notices and assemblies as well as attendance posts on social media were included to remind parents and students of the correct procedures to follow if absent from school. The data indicates that in 2018, 45% of all student absences (25,137) were unexplained (11,353) and BHS attendance rate had declined to 85.4%. In 2019, 34% of all student absences (26,685) were unexplained (9,026) and the attendance rate remained the same as the previous year at 85.5%.</p> <p>The significant reduction in unexplained absences suggests that utilising a SASS person to contact parents in relation to unexplained absences was very effective and should be continued in 2020 to reinforce and maintain the importance of notifying the school regarding absences. The overall school attendance rate showed minimal change and could be partly attributed to improved roll marking procedures by staff and the addition of the senior attendance kiosk in the library. It also indicates there is a need for greater analysis of the reasons for why students are not attending school. Early identification and intervention for students with declining attendance, maintaining regular communication with the community through newsletters and social media, reinforcing accurate roll marking with staff, and positive recognition for students with excellent/improved attendance (aligned with PB4L strategies) should be priorities for 2020 to increase the awareness of attendance requirements and may be beneficial in working towards an improved school attendance rate.</p>	<p>1 x SASS one day/week for year – Nil Cost</p> <p>Sentral data – attendance and absence reports</p> <p>Scout data – enrolments – official attendance census</p>

Process 2: • Positive acknowledgement strategies developed for students for good/improved attendance.

Evaluation	Funds Expended (Resources)
<p>In 2019 BHS aimed to increase the awareness of the importance of excellent attendance by acknowledging students with attendance above 90%. This would occur at the end of Semester 1 and Semester 2 in the year assemblies. Teachers were also encouraged to award Belmont Besties and merits for students above 90% attendance in their classes at least once per</p>	<p>Sentral attendance records</p> <p>SASS person to print awards</p>

Progress towards achieving improvement measures

term. An analysis of data showed that the number of attendance awards issued for outstanding attendance in Semester 2 (76) increased by more than 50% from those awarded in Semester 1 (30). Teachers also issued 31 class awards for attendance throughout Semester 1, though this did not occur in Semester 2. The improvement in excellent attendance awards issued in Semester 2 indicates that this strategy should continue in 2020 with the recommendation that these be awarded each term rather than each semester. This will supplement PB4L strategies to regularly reward positive behaviour. Reminders should also be given to faculties to recognise excellent attendance/improved attendance in their classes at least once per term.

Process 3: • Implementation of CANVAS as teaching and learning platform across the school

Evaluation	Funds Expended (Resources)
<p>In 2019 BHS is in the second year of using Canvas as a Learning Management System (LMS). The aim for this year was to establish consistency across the school with a common home page template and for each course to have one unit of work and one assessment task or quiz. Once established, parents would then be given access and information on how to 'pair' with their child and act as an observer in their courses. Analysis of data on staff usage of Canvas indicated that there were some staff who were consistently using Canvas, particularly in the area of quizzes that students could complete as homework tasks. Statistics also showed that more than 50% of BHS staff were not regularly using Canvas and/or had not developed their home page templates. Data also indicated that Canvas activity by staff increased significantly after Canvas PL sessions (13,378 page views and 210 participation's in courses at its peak usage but declined to below 9,000 views in the ensuing weeks. Feedback from staff indicated that while they enjoyed using Canvas there were also a number of factors that contributed to the decline in the use of Canvas. The school renovations was a significant factor due to disruptions in internet services, relocating of staffrooms and classrooms, lack of access to computer rooms or rooms with appropriate technology, as well as students not having their own device in the classroom.</p> <p>Greater emphasis on BYOD is needed to increase the use of, and access to, technology in the classroom and specific guidelines on the expectations of all staff to deliver one unit of work and one assessment task in each course via Canvas. With the completion of the building refurbishments and improvements in access to technology it will be more appropriate to release the Canvas app to parents in 2020. It is also anticipated that more Year 7 students will have their own devices following a strong emphasis on BYOD. There is still a clear need to provide training for staff requiring assistance in the implementation of Canvas. Increasing opportunities for staff to team teach/observe peers proficient in the use of Canvas may be beneficial in improving teacher/student skills and confidence in the use of Canvas as an effective teaching and learning tool.</p>	<p>\$23,064 for LMS and Tier 1 support</p> <p>TSO</p> <p>Canvas Champions</p> <p>Canvas Administrators</p> <p>CLO</p>

Process 4:

Evaluation	Funds Expended (Resources)
<p>The original process being evaluated here has been absorbed into other, more appropriate processes as they relate to the 2018–2020 BHS School Plan.</p>	



Strategic Direction 3

Quality Relationships

Purpose

To develop productive relationships within the school and wider community in order to enhance the educational opportunities for the students of Belmont High School.

Improvement Measures

Increase Aboriginal attendance by 5% from 2017 (84%) to 2020

Increase percentage of local enrolments from year 6 to 7 from 66% in 2017 to 80% in 2020

Increase the percentage of students who are socially engaged in the life of the school from 59% in 2017 by 7 % in 2020 as measured by TTFM survey.

Progress towards achieving improvement measures

Process 1: • Development and implementation of student support programs for all students

Evaluation	Funds Expended (Resources)
Positive Behaviour 4 Learning has been welcomed by both staff and students. Sentral has been adjusted to reflect this to enable easy collation of data. Lessons have been incorporated as part of the weekly assembly program and staff actively issue Belmont Besties for positive behaviour. Increased number of students including Besties in the collection box–widened to Stage boxes to encourage increased participation by older students in the reward system. This is supported with range of age appropriate prizes– vouchers, chocolates, coffee cards etc	Casual cover \$2,000.00 for staff to complete lessons/videos Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$70000.00)

Process 2: • Improvement of school connection with the community through website, Facebook and other social media, improved signage.

Evaluation	Funds Expended (Resources)
Improved communication with whole school community since introduction of school Facebook account. This offers immediate school promotion re school events, student and staff successes and school activities. It has been especially useful in keeping parents and students updated throughout the major school building project of 2019.	Funding Sources: <ul style="list-style-type: none">• Socio–economic background (\$94000.00)

Process 3: • Increase in transition activities from primary to high school to include year 5 (and younger) students.

Evaluation	Funds Expended (Resources)
Transition team have establish strong partnerships with partner primary schools to develop effective transition processes from Year 6 to 7. Students in Year 6 are engaged with high school staff through both educational and cultural visits in an ongoing manner to support their education and well being needs as they move from primary to high school.	Funding Sources: <ul style="list-style-type: none">• Socio–economic background (\$5500.00)

Process 4: • Embed cultural activities to acknowledge ATSI student heritage to increase pride and engagement

Evaluation	Funds Expended (Resources)
Opening of the school Yarning Circle was celebrated with AECG, University of Newcastle, Buttabah Land Council and ATSI students, parents and teachers. Increased participation in cultural activities in particular dance. This	Catering for opening of Yarning Circle– \$200

Progress towards achieving improvement measures

led to a number of invitations to perform at community events and conferences. BHS ATSI cultural activities (Didge, Dance, Acknowledgment of Country, performance of National Anthem in Awabakal) seen as best practice in the Lake Macquarie East region.

Funding Sources:

- Socio-economic background (\$200.00)



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$58 717.00) 	<p>Aboriginal students have been supported in class with AEW and Aboriginal SLSO to assist with improved literacy, numeracy and overall academic progress. The resignation of our AEW at the start of Term 4 led to increased days of employment for our Aboriginal SLSO to ensure the ongoing support of our students whilst the recruitment process was undertaken to employ a new AEW. The development of a senior learning HUB and the support of the Aboriginal SLSO led to increased engagement of students in their own learning. The successful development of our Aboriginal dance group combined with our own Acknowledgement of Country led to increased requests from the local community to open and perform at local conferences. Students are increasingly proud to identify and participate in cultural activities to learn about their heritage.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$1 477.00) 	<p>One Learning and Support teacher worked individually with our NESB students to assist them in the classroom and liaise with their families. This enabled students to successfully complete classwork and assignments and was a contributing factor in supporting two of our Year 12 students to successfully graduate Year 12.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$283 160.00) 	<p>In addition to the staffing allowance allocated to Belmont High School, 1.0 full time LAST and four casual SLSO's were employed by the school to support students in adjusted curriculum. This resource was utilised in both the Special Education Unit and mainstream classes. As a consequence the school was able to more effectively provide support for all Out of Home Care Students, implement the Year 7 Community Reading Program, deliver a Boys Engagement Program for at risk Year 8 students, develop behaviour support strategies for identified students and timetable one-to-one support for students as referred by the Learning Support Team.</p>
Socio-economic background	<p>Student Support Officer</p> Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$689 055.00) Flexible Wellbeing (\$46 060.00) 	<p>The Flexible Wellbeing allocation saw the appointment of a Student Support Officer directly responsible for supporting the Head Teacher Wellbeing and the Learning Support Team primarily in the case management of high needs students. As a result – Tell Them From Me Survey results shows increase in social-emotional outcomes in the following areas: sense of belonging (increase by 8%), positive relationships (6%), interest and motivation (4%), values school outcomes (6%)</p> <p>The impact can be seen across a range of social and educational domains. A highly successful HSC for the 2019 cohort saw the school and students achieve 18 x Band 6's and an incredible 65 x Band 5's. BHS therefore jumped in HSC ranking from 442 to</p>

<p>Socio-economic background</p>	<p>Student Support Officer</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$689 055.00) • Flexible Wellbeing (\$46 060.00) 	<p>330 state-wide and nine courses studied attracted Z Scores (school mean v's state mean HSC scores), above state averages.</p> <p>The appointment of a third Deputy with direct oversight of the school learning platform Canvas, saw a substantial uptake by staff over 2019. Also student management concerns decreased and negative student referrals decreased as it allowed all Deputy Principals to case manage a smaller cohort of students.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$71 667.00) 	<p>Two staff members – one in mathematics and the other in science, attracted funding and undertook substantial training and mentoring as beginning teachers. Significant support and professional learning in the BHS learning platform Canvas and KLA specific online platforms – Mathspace and STILE (Science) has seen both teachers become leaders in the school in terms of delivering lessons using these supportive technologies. As a result both staff members were successful in being allocated senior classes for 2020.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	464	442	415	426
Girls	471	449	434	435

Student attendance profile

School				
Year	2016	2017	2018	2019
7	93.8	95	89.6	90
8	92.5	93.2	85.8	85.7
9	91.8	92.8	86.4	84.3
10	91.6	91.9	83.4	86.7
11	93.6	94.9	82.8	87.1
12	93.8	96.5	85.8	90.1
All Years	92.8	93.9	85.7	87.2
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	2
Employment	7	0	24
TAFE entry	2	0	14
University Entry	0	0	55
Other	0	0	4
Unknown	0	0	1

An online survey was conducted of Year 12 students who completed school in 2019 to indicate their post-school destinations.

Year 12 students undertaking vocational or trade training

22.22% of Year 12 students at Belmont High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

92.5% of all Year 12 students at Belmont High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent Vocational Education and Training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	46.6
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.88
Other Positions	1

*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	754,567
Revenue	10,962,092
Appropriation	10,630,654
Sale of Goods and Services	8,509
Grants and contributions	317,400
Investment income	5,329
Other revenue	200
Expenses	-11,024,688
Employee related	-10,046,854
Operating expenses	-977,835
Surplus / deficit for the year	-62,596

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	1,226,946
Equity Total	740,267
Equity - Aboriginal	58,717
Equity - Socio-economic	396,913
Equity - Language	1,477
Equity - Disability	283,161
Base Total	7,826,885
Base - Per Capita	206,876
Base - Location	0
Base - Other	7,620,009
Other Total	431,861
Grand Total	10,225,958

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.

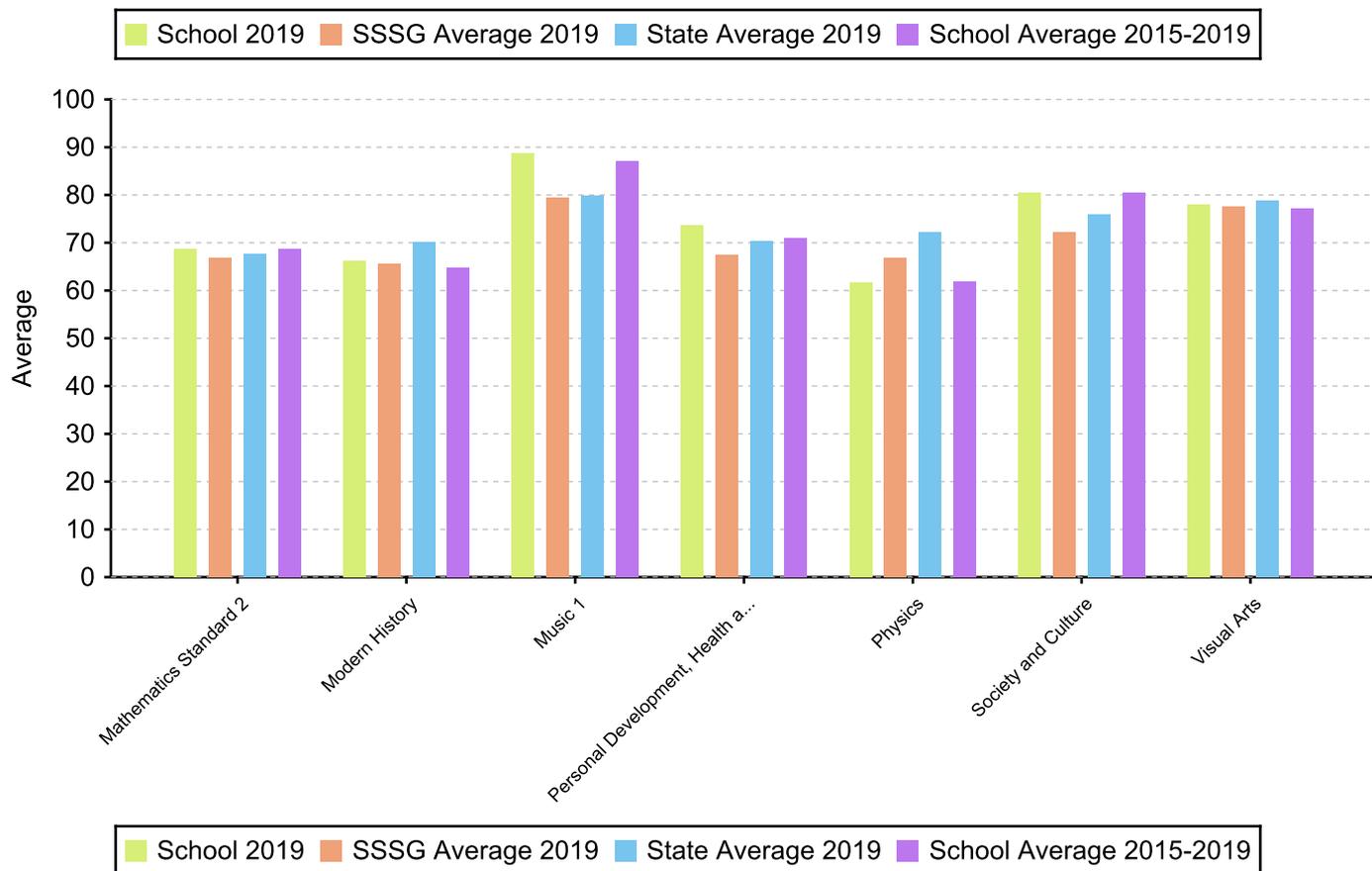
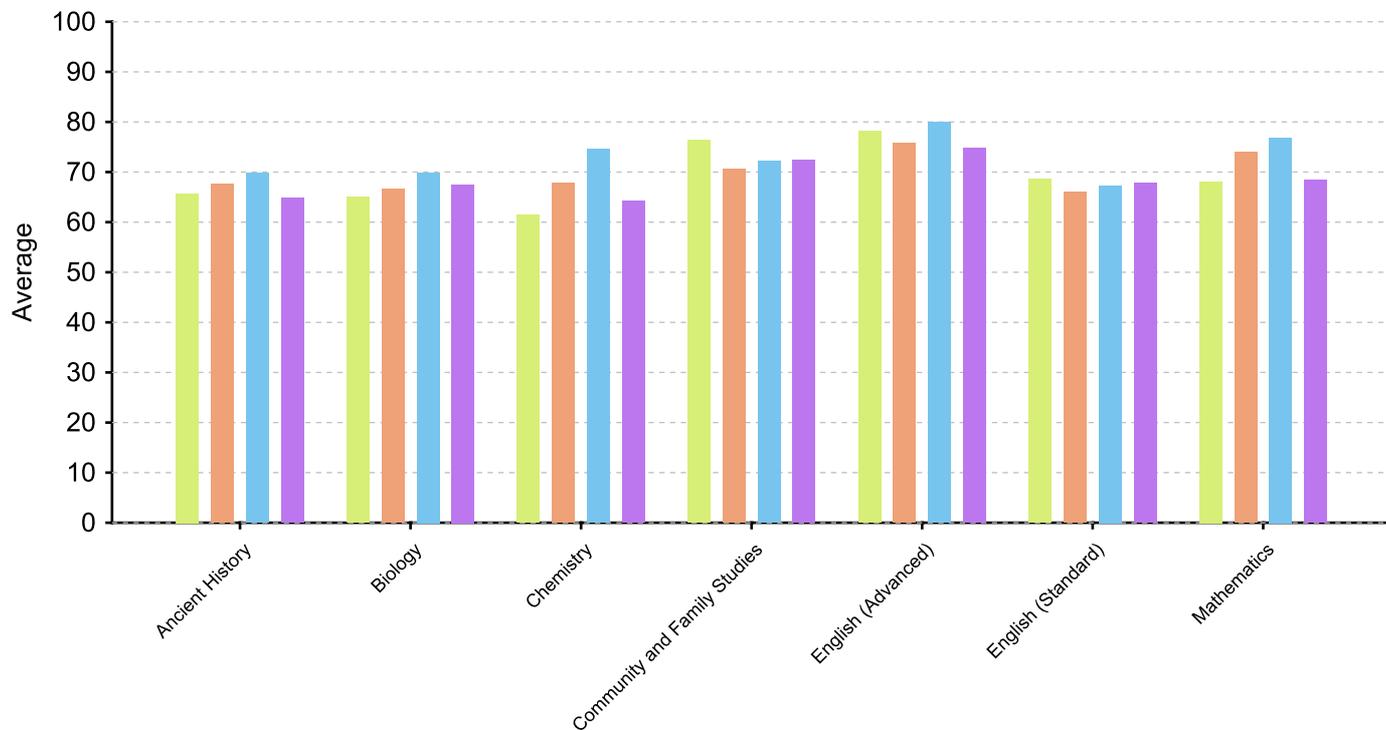
NAPLAN Online

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](https://myschool.edu.au) website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	65.7	67.6	69.9	64.9
Biology	65.0	66.6	69.9	67.5
Chemistry	61.4	67.9	74.7	64.2
Community and Family Studies	76.3	70.6	72.2	72.3
English (Advanced)	78.1	75.8	80.0	74.8
English (Standard)	68.6	66.0	67.3	67.8
Mathematics	68.1	74.0	76.9	68.4
Mathematics Standard 2	68.8	66.9	67.7	68.8
Modern History	66.3	65.5	70.2	64.7
Music 1	88.8	79.5	79.9	87.1
Personal Development, Health and Physical Education	73.6	67.4	70.5	71.0
Physics	61.6	66.8	72.1	61.9
Society and Culture	80.5	72.3	75.9	80.4
Visual Arts	78.1	77.5	78.8	77.1

Parent/caregiver, student, teacher satisfaction

This report provides results based on data from 65 respondents in this school who completed the Parent Survey between 11 Sep 2019 and 20 Oct 2019. Results indicate that the school has some work to do to improve parent perspectives. In particular – keeping parents informed and making sure they feel welcome at the school would be key focus areas for the school moving forward in 2020.

At Belmont High School, 675 students completed the Tell Them From Me Survey between 11 Mar 2019 and 28 Mar 2019, which included ten measures of student engagement alongside the five drivers of student outcomes. A Key finding from the research was that levels of engagement declined from Year 7 to Year 12 on seven of the ten measures used to assess student engagement. The most pronounced decline was in the extent to which students valued schooling outcomes. School attendance and students' participation in school sports and clubs also declined substantially during the secondary school years. However, the decline in engagement was not evident in positive classroom behaviours, which improved from Year 7 to Year 12. While some of this lack of engagement could be attributable to the disruption caused by the "New Build" – it is still an area of strong concern that will be addressed by the school in future school planning.

The Focus on Learning Survey is a self-evaluation tool for teachers and schools. The report provides results based on data from 40 respondents in this school who completed the Teacher Survey between 30 Aug 2019 and 23 Oct 2019. The results for the eight drivers of learning; leadership, parent involvement, inclusive school, technology, teaching strategies, data informs practice, learning culture and collaboration – are all below NSW Government schools norms (averages). This would indicate there is substantial work required across the whole school, in multiple domains to improve these drivers of student learning.

The evidence provided by each of these surveys and their associated reports will be used to inform future school strategic directions aimed and driving significant school-wide change and improvement in student outcomes, as we move into the 2021–2023 planning cycle.





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.

