2020 Annual Report

Belmore South Public School

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Introduction

The Annual Report for 2020 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

Amidst the challenges of COVID 19, Belmore South Public School remained focused on it's vision of developing a community that shares a learning journey empowering curious, creative and active citizens who contribute positively to the world. I would like to acknowledge the hard work of both staff and the parent community in nurturing and supporting student learning and wellbeing in what was a challenging year. Together we passionately continued to build and present a positive image of Belmore South Public School that will continue to shape the future.

Lurlene Mitchell

Principal

School vision

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 86% 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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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 2020 Positive Behaviour for Learning has continued to be the foundation of the development of our positive learning culture, promoting respectful relationships across the school. We also launched the Bounce Back program across K-6 to further strengthen the wellbeing processes in the school. We have continued to strengthen our student transition programs in both Kindergarten and Year 6. 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 to support student outcomes. Teachers use a combination of diagnostic and formative assessment tools 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 participated in professional learning on the EALD progressions to build their capacity to measure the English language proficiency of students. This included opportunities to collaborate and share practice across the school and Community of Schools. In addition to this teachers participated in professional learning around 'What Works Best' 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 school's mentoring programs has ensured all staff are 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 performance and development process.

Leading

Within the domain of *Leading*, our school planning cycle is driven by student, staff and community ideas and aspirations and there is an shared commitment to school improvement. Monitoring of achievement toward school priorities continues to be embedded in routines across the school with teachers actively collecting evidence and using an evaluative thinking mindset. This includes the ongoing development of the leadership team to ensure that the school's strategic financial management is used to maximise the resources available to implement our plans. Building leadership capacity and developing a professional learning community for all staff was central to our planning in 2020. All Staff are essential in driving the school strategic directions and opportunities were again provided throughout 2020 to build the teacher's professional capacities. Teachers were provided with opportunities to lead teams and drive action plans to support school improvement. Even with the challenges of Covid 19 we continued to forge a strong alliance with Lakemba Public School as part of Community of Schools initiative, and worked on implementing our theory of action for fostering collective efficacy across our Community of Schools. Through these relationships teachers engaged in cross school discussions where they utilised a variety data sources both summative and formative, to review current teaching and learning programs to inform professional learning needs at individual, stage, school and Community of Schools level. Throughout the year staff engaged in discussions with Director Educational Leadership, Principal School Leadership and Community of Schools Leadership Teams to develop a cross-school approach to review research and engage in mentoring and coaching thus sharing expert teachers, aligned to student and teacher learning needs. As a result of collaboration, a model for improved professional learning was developed and we were able to differentiate teacher professional learning and empower teachers to be leaders of learning. The introduction of additional funded Professional Growth and Reflection sessions provided greater opportunities for staff to unpack research and data to support student learning either virtually or face to face in 2020. We value our students, parents, teachers and community and continued to explore ways to engage students and parents in the ongoing tracking and monitoring of our school's performance. Community and Parental engagement in 2020 was challenging with the restrictions of Covid 19. Our online social media platforms, Seesaw and P&C meetings became the medium for communication and parents continued to support and provide feedback. Our strategic leadership in 2020 and robust self-assessment processes undertaken in Semester 2 will assist the school to refine our directions for our new improvement plan, leading to further improvements in the delivery of education to our students and community.

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)
We have continued to improve our Learning and Support processes through the use of external support groups including Mercy Connect, Hearing Australia and specialist teachers. There was consistent liaison with the HSLO and monitoring and tracking attendance systems were improved. This year Gemstone Learning Teams provided a platform for student voice on a range of social issues and increased student engagement through the development of the school's Positive Behaviour for Learning structures. Peer support structures were further strengthened through student leaders and the Triple P's (Positive Playground Patroller) initiative which provided support to students on the playground. The Positive Behaviour for Learning team continued the implementation of PBL school wide. The school PBL coach provided ongoing staff training on the PBL framework. Student voice has continued to be a key component in the development and evaluation of our Positive Behaviour for Learning structures. The school undertook a well-being audit and developed an implementation timeline for the Bounce Back program. Staff also participated in workshops to develop the social and emotional competencies of students.	Teacher Professional learning Wellbeing Funding

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.

Evaluation	Funds Expended (Resources)
In 2020, teachers continued to met regularly to analyse student work samples and collaboratively plan teaching and learning programs. Teachers continued to use the writing rubrics to moderate student work, adjusting the rubrics where necessary. All K-2 teachers continued to collect and monitor student	Teacher Professional Learning QTSS Funding

Progress towards achieving improvement measures

reading benchmark level data every 5 weeks. In order to inform interventionist programs and enable teachers to meet the learning needs of their students through differentiated teaching and learning, the MaqLit sight vocabulary assessment was administered to all Stage 1 students, the Year 1 Phonics Screener was administered to all year 1 students, and the Phonological Awareness Diagnostic Tool was used at point of need. The Number Talk strategy was extended to the measurement strand of the Mathematics syllabus and teachers K-6 were provided with professional learning, through observations of practice and co-teaching. In a Term 4 teacher survey, 100% of K-2 teachers stated that the demonstration of number talk strategies assisted them to enhance their questioning, in order to promote students' mathematical thinking and problem solving. During 'Learning from Home', classroom and interventionist teachers used the Seesaw App and Google Classroom to upload "Read-a-louds" of quality literature and post learning tasks to enable continuity of learning at home. The Parents as Teachers and Classroom Helpers (PaTCH) program was offered to parents in Term 1, however due to Covid-19, the program was unable to proceed.	Early Action for Success Instructional Leader

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 2020 we continued to plan and transform learning spaces at Belmore South Public School. The ongoing use of flexible learning spaces led to team teaching opportunities and increased collaboration between students. Students and teachers engaged in open ended problem solving, team based learning projects, personal goal setting activities, digital classrooms and online collaborative tools. Digital technologies were embedded through library lessons and in classroom projects ensuring that student efficacy in the use of technology including applications for coding using microbits and beebots. STEM Share kits were sourced from the Department of Education and utilised in classrooms to support the attainment of outcomes in the NSW Science and Technology syllabus. Enrichment programs were developed across the school, nurturing student's critical thinking and social skills, fostering engagement and valuing the skills of collaboration. Teachers in Stages 2 and 3 worked closely alongside their Community of Schools' colleagues to enhance skills and shared learning experiences. Students K-6 were active participants in their goal setting, where they used writing checklists and self-assessment rubrics to support growth. Teacher and peer feedback were also used to support planning of next steps and is seen as an area for further development.	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)
Throughout 2020 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.	Teacher Professional Learning Funding Equity Funds

Progress towards achieving improvement measures

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Ongoing meetings and discussions were held with Director Educational Leadership (DEL) Principal School Leadership (PSL), and Community of Schools Leadership teams around the research of Jenni Donohoo, Vivian Robinsons and Centre for Educational Statistics and Evaluation. As teams we unpacked the enabling conditions, and leadership practices that would support the continuation of Collective Efficacy and it's alignment to the School Excellence Framework and What Works Best Toolkit. Working parties established across Lakemba PS and Belmore South PS- Staff engaged in professional learning in the areas of digital tech, wellbeing, feedback, high performance and gifted education, Literacy and Numeracy targets and EALD Progressions. Teachers also completed lesson observations based around feedback in order to practice the structure of giving and receiving feedback. Using school survey results and research, staff and the leadership team began the development of the new school improvement plan. Professional Learning was also undertaken twice a term as part our our aspiring leadership initiative to build leadership capacity These sessions focused on activities to enhance their leadership in delivering Community of Schools based initiatives.	

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)
Due to Covid-19, onsite activities were limited. However, during 2020, the learning from home period greatly accelerated the school's Future Focused program with all students, teachers and parents quickly learning how to collaborate via the online platforms of Seesaw, Zoom and Google classroom. The School Media team also supported school communication with families, through a delegated stage representative. Regular posts kept the community informed and engaged. The school used Facebook, Seesaw and Google Classroom to build relationships and support learning. These platforms continued when students returned to Face-to-Face teaching in the middle of Term 2. Seesaw was used to post homework activities and share online school activities. Zoom was used to conduct P&C Meetings. The Learning from Home period also included a strategic and planned approach to wellbeing including a Student Learning Support Officer (SLSO) who monitored daily attendance. All teachers had weekly contact with parents, with a focus on keeping students engaged in daily learning in literacy and numeracy. Parents continued to support the development of the flexible learning spaces. They provided input and were consulted during the planning phase. Parents collaborated with staff and provided ideas for possible design features to be implemented and also continued to apply for grants to support school improvement.	Socio Economic Funding Equity funding

Belmore South Public School 1186 (2020)
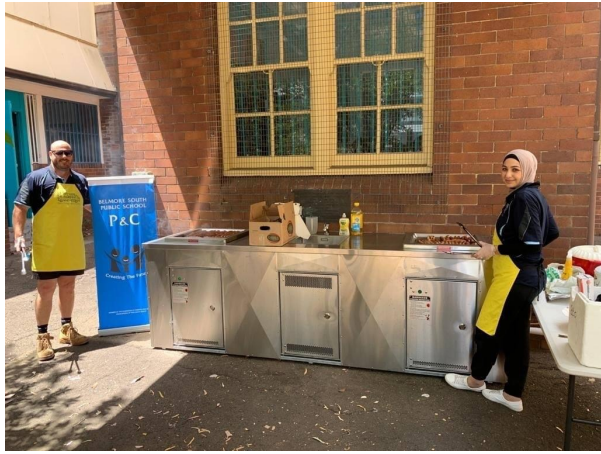
Strategic Direction 3

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 2020, our school maintained and strengthened our 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 external partnerships. Even with COVID 19 restrictions students collaborated and participated in school-based activities that extended their current knowledge in communication and team work skills. The school leadership team and media club were committed to connecting with the community through termly events, these included:ANZAC DAY, Naidoc Week, Science Week, Book Week, Remembrance Day, Virtual Art Show and Presentation day. Students were able to engage in learning beyond their classroom, networking with peers online and participating in virtual excursions. Students had the opportunity to also participate in extra curricula activities these included: Drumming Club, Gardening Club, Art Club, Media Club, inter school Dodge Ball and Soccer events. The school also undertook a Virtual Art Show where students, staff and parents contributed an artwork that they created to be added to a virtual story which was then viewed online by students, staff and parents and extended community. Senior students developed empathy and made connections beyond their school life and developed greater empathy as part of fundraising activities to support students in need in rural and remote communities. Although difficult in 2020 we made a concentrated effort using online platforms to support our community to connect with the school during restrictions to ensure a sense of belonging.	Wellbeing Funds Equity Funding

Process 2:   Community of Schools & Learning Alliances

Community partnerships and learning alliances are valued as an embedded component of professional

Progress towards achieving improvement measures

Process 2: learning as well as of teaching and learning programs. This is evident in the annual planning cycles.

Evaluation	Funds Expended (Resources)
Throughout 2020 we have continued to forge a strong alliance with Lakemba Public School as part of Community of Schools initiative and continued to work on developing our theory of action for fostering Collective Efficacy. Through these relationships we have been able to differentiate teacher professional learning and empower teachers to be leaders of learning and change. We have strengthened networking and introduced Professional Growth and Reflection Sessions to provide greater opportunities for staff students and parents and wider community to connect to support student learning. Working in a community of schools has assisted Belmore South PS to contextualise evidence based practices which will underpin the 2021-2024 Strategic Improvement Plan. To support whole school improvement, we undertook a planned and considered process to investigate the research underpinning 'What Works Best 2020 Update', working alongside colleagues from Lakemba PS. The triangulation of data including external and internal measures helped frame initiatives for strategic directions and give insight into staff individual and collective needs. Staff, students and parent reflections across the schools have been used to support future planning. Moving forward our shared approach to school improvement across the school and Community of Schools will focus on embedding reflective practices to draw upon relevant and reliable data to make evidence-informed decisions about teaching and learning. The Community of Schools' Leadership Team will play a key role in driving these practices across the schools.	Teacher Professional Learning Funding Equity Funding Socio Economic Funding

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background $10,711	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 pathway (PLP) and were provided additional support on a needs basis to support their pathway goals.
English language proficiency	Staffing 1.8 FTE Flexible Funding $37,603	The school continued to support students across K-6 through a variety of different strategies. Specialist EAL/D (English as an Additional Language or Dialect) teachers provided 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. Key progress made in 2020 to support EAL/D students included the employment of additional teacher to deliver targeted support to students. Improvements were also made to reporting processes with reports providing information strongly linked to the EAL/D progressions with next steps in English language learning clearly identified and communicated to parents.
Low level adjustment for disability	FTE 0.9 Flexible Funding $59,774	Students requiring adjustments and learning support are catered for within the classroom through differentiated programming and teaching. 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.
Quality Teaching, Successful Students (QTSS)	Staffing allocation 0.490	Quality Teaching, Successful Students(QTSS) funding allowed our leadership team to enhance professional practice by using evidence-based strategies to improve the quality of classroom teaching

Quality Teaching, Successful Students (QTSS)	Staffing allocation 0.490	through the collaborative practice of mentoring, feedback and reflective practice. This resourcing has increased our local decision-making and was utilised to support teachers at all stages of their careers.throughout 2020.
Socio-economic background	Flexible Funding $170,605	Funds were allocated for additional office, support and teaching staff to develop and implement and support the schools strategic directions. Funds were also allocated to support the further development of indoor and outdoor learning spaces.
Support for beginning teachers	$47,467	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 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.
Targeted student support for refugees and new arrivals	$2,751	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 FTE 1.0	In 2020, 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 implemented the phonics screeners and also used phonological awareness diagnostics data to inform teaching and learning programs. The instructional leader also worked closely with staff to provide professional learning on the EALD progressions to build their capacity to measure the English language proficiency of students and support programming. Teachers K-6 were again provided with additional professional learning in number talks, through observations of practice and co-teaching.

Early Action For Success	Staffing Allocation	Number talks continued to be 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 again offered to parents, enhancing their knowledge and understanding of literacy and numeracy teaching and learning in K-2 classrooms but was hindered by the restrictions of COVID 19.
	DP Instructional Leader FTE 1.0	

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	161	170	170	171
Girls	122	117	117	115

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	91.2	90.5	90.8	85.7
1	92.5	90	89.5	80.8
2	90.8	91.1	89.5	78.4
3	92.9	91.6	90.4	78.4
4	92.3	91.5	89.5	78.7
5	91.9	91.4	89.7	78.9
6	94.3	94.3	89.6	79.5
All Years	92.2	91.2	89.8	80.2
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.
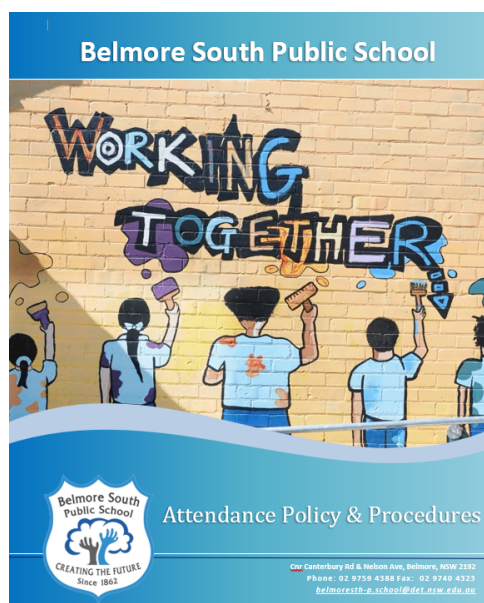
Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.49
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	2.82
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	1,110,898
Revenue	3,775,513
Appropriation	3,746,253
Sale of Goods and Services	1,995
Grants and contributions	24,673
Investment income	2,191
Other revenue	400
Expenses	-4,144,786
Employee related	-3,490,989
Operating expenses	-653,797
Surplus / deficit for the year	-369,274
Closing Balance	741,624

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.
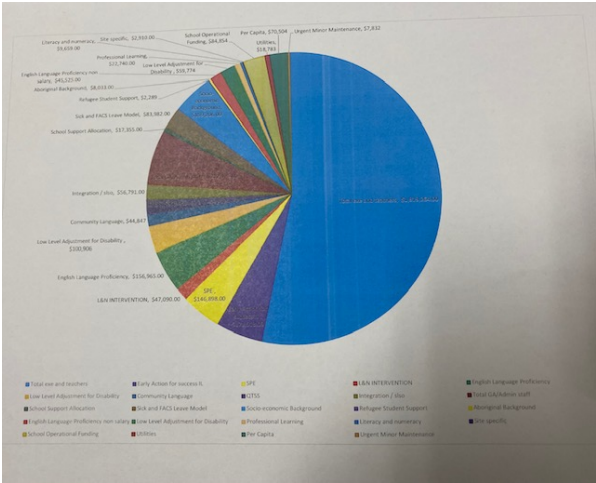
Financial summary - Equity loadings

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

	2020 **Approved SBA** ($)
Targeted Total	115,811
Equity Total	595,907
Equity - Aboriginal	10,711
Equity - Socio-economic	170,605
Equity - Language	256,371
Equity - Disability	158,220
Base Total	2,233,672
Base - Per Capita	69,025
Base - Location	0
Base - Other	2,164,648
Other Total	723,903
Grand Total	3,669,294

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

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' in Term 1 and in Term 3.

Their responses are below:

Students

79% of students have a positive sense of belonging

93% of students have high expectations of success

84% of students advocate for others at school

Teachers

Teachers completed a staff satisfaction survey at the end of term 4. A summary of key findings from the survey included:

80% of teachers said that collaboration was a strength in the school

Teachers have high expectations of students and monitor their progress using evidence of student learning to inform teaching and learning programs.

Teachers work collaboratively with other staff and parents 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.:

Parents felt welcome in the school community.

Parents indicated that communication with the school through technology was strong and useful.

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.

At Belmore South Public School, during 2020 we had a focus on strengthening our commitment to Aboriginal Education. We endeavoured to improve collaborative decision making by increasing student voice and engagement, and developing partnerships with community members to enrich our knowledge, understanding and practices. Staff members participated in a 'Welcome to and Acknowledgement of Country' Professional Learning course run by Aboriginal Wellbeing and Learning Advisors, who generously offered their expertise in the area. This experience provided a greater insight into cultural values, and the significance and difference between a Welcome to and Acknowledgement of Country. To further this learning journey, student leaders took part in an 'Acknowledgement of Country' workshop, led by two Aboriginal Community Liaison Officers. Students developed greater awareness and respect for the land our school is built on, the Bediagal Clan of the Eora Nation, and collaboratively composed a personalised Acknowledgement of Country.

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.

Belmore South Public School

Acknowledgement of Country

On behalf of the students, staff and families of BSPS, we would like to acknowledge the traditional custodians of the land we gather on every day, the Bediagal Clan of the Eora Nation. We would also like to pay our respects to Elders past, present and emerging.

We acknowledge that our school is built on what always was, and what always will be Bediagal land. We honour the children who played, learned and lived here before us, under the shade of the same tall trees and to the sounds of the laughing kookaburras above.

We respect the Bediagal Clan's ongoing deep connection to the land, sky and waterways around us. We keep this special place safe by taking responsibility to nurture, protect and care for it. As lifelong learners, we recognise nature as our greatest teacher. We will continue on our learning journey as we deepen our knowledge of First Nations Country and culture.

We are grateful to share this land and look forward, in the spirit of working together, to creating a better future for many generations of bright learners to come.