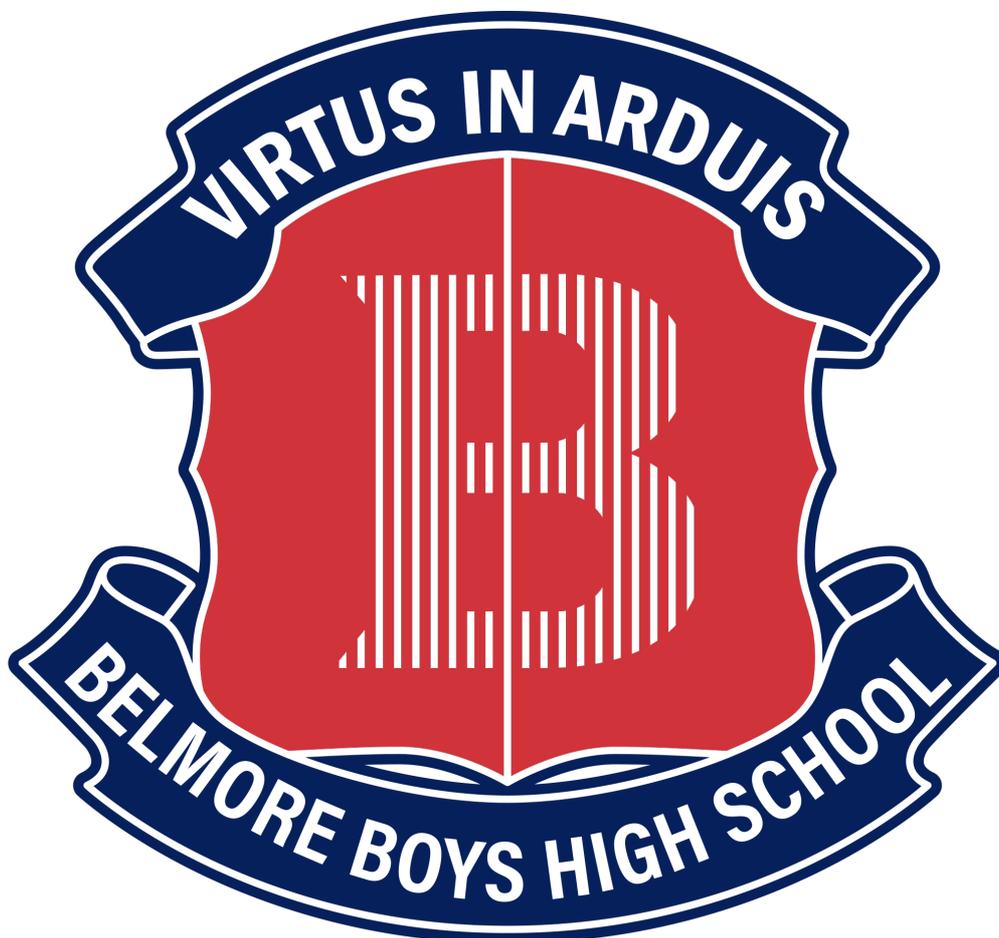


2020 Annual Report

Belmore Boys High School



8804

Introduction

The Annual Report for 2020 is provided to the community of Belmore Boys High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Belmore Boys High School

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Message from the principal

The Annual Report for 2020 provides a detailed account of the progress the school has made over the year in meeting the strategic directions outlined by the school plan.

In particular, it focuses on the academic, social and well-being programs that are offered at the school to support every student in their learning journey.

2020 was an extraordinary year for us all and the entire school community worked together to support each other and thrive.

The school has, during the year, implemented extra-curricular activities to promote social and emotional learning. A range of community initiatives were implemented to connect the school with its immediate community.

While many events and programs were cancelled due to the COVID-19 pandemic, students and staff were able to participate in alternative valuable experiences.

Hala Ramadan

Principal

School vision

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

School context

Belmore Boys High School is a family of approximately 431 students and 50 staff. Our diverse student population represents 33 languages with 98% of students from language backgrounds other than English. Our school is a boys' education specialist focusing on the academic, social and emotional growth of our students. Our boys enjoy positive relationships with their teachers and peers, which allows them to be creative and confident learners who recognise the importance of learning and wellbeing. Our learning environment provides students with tailored learning experiences through planned, explicit and differentiated learning activities. Our school also offers a wide curriculum allowing students to successfully transition into a diverse range of future learning and employment. At Belmore Boys High School, we take pride in being an inclusive community working closely with local partners to ensure success for our students. Every individual, staff and student, is celebrated as a unique member of our family.

Self-assessment and school achievement

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	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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

Strategic Direction 1

A learning culture fostering student academic and social growth

Purpose

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

Improvement Measures

Increase the proportion of students demonstrating active engagement and responsibility towards their learning against the 2017 benchmark

Increase the number of students demonstrating expected growth in both literacy and numeracy against the 2017 benchmark.

Strengthened teaching capacity across all areas of the school, reflected in increased use of a broader assessment and feedback strategies for diverse learners.

Progress towards achieving improvement measures

Process 1: Student wellbeing

The school's wellbeing approach focuses on creating an effective and supportive learning environment through Positive Behaviour for Learning practices, building student leadership capacity and incorporating student voice into school culture.

Evaluation	Funds Expended (Resources)
<p>Students at Belmore Boys High School were engaged and supported explicitly and consistently across the school in 2020. Students engaged in programs that focused on building positive relationships, wellbeing, learning experiences and creating a safe and supportive environment. With the ongoing limitations and effects of COVID-19, ensuring positive student wellbeing became a priority in 2020.</p> <p>Students in Year 7 were transitioned into the Belmore Boys High School environment through a number of wellbeing strategies. Intensive Positive Behaviour for Learning lessons formed part of the induction process in the first weeks of high school. Feedback from students, parents and teachers identified this strategy as integral in establishing a positive learning environment for students, ensuring maximum success for positive wellbeing.</p> <p>The entire student body engaged in regular Positive Behaviour for Learning lessons targeted at developing student wellbeing and the understanding of Responsible, Respectful and Safe Learner values. Staff and the Wellbeing team worked cohesively to develop relevant and engaging lessons to ensure a positive school experience and life-long positive wellbeing practices.</p> <p>Student voice and leadership continued to lie at the centre of all school events and celebrations. Senior students' future wellbeing was addressed through preparatory sessions for life beyond school. The Careers Advisor worked tirelessly with students to support their transition into higher education or the workforce by preparing exit plans, sourcing training opportunities, applying for courses and assisting in the preparation of university applications.</p> <p>The Tell Them From Me survey was invaluable in identifying areas of concern regarding student wellbeing. In 2020, the Head Teacher Wellbeing was employed to monitor student wellbeing, identify wellbeing needs and implement programs or strategies to support student wellbeing. Individual Learning Plans were developed to provide ongoing support for students,</p>	<p>Transition Coordinator</p> <p>Wellbeing Coordinator</p> <p>Positive Behaviour for Learning Team</p> <p>External Resources for Wellbeing Programs</p> <p>Careers Advisor for Study Skills and Exit Plan Programs</p> <p>Student Leadership Programs</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• HT Wellbeing (\$146898.00)• Wellbeing Programs and Events (\$232.00)• Careers Advisor (\$0.00)• STARTTS Funding (\$20280.00)• EAL-D Support Teacher (\$131261.00)• School Learning Support Officers (\$240438.00)• Second Deputy Principal (\$167335.00)

Progress towards achieving improvement measures

targeting their specific learning needs.

Process 2: Quality learning practices

School delivers a differentiated curriculum and targeted teaching and learning programs to address the specific learning needs of students from culturally diverse backgrounds, including newly arrived and refugee students. This includes a focus on literacy and numeracy, the implementation of a variety of assessment practices and refining feedback practices to enhance student learning and achievement.

Evaluation	Funds Expended (Resources)
<p>Extensive professional development on a variety of pedagogies better equipped all teaching staff to differentiate the curriculum. All staff were professionally developed on the Literacy and Numeracy Progressions. Faculties identified areas within their programs that could assess student skills against the Progressions as well as opportunities for explicit Literacy and Numeracy teaching and learning. All staff, including beginning teachers, were also professionally developed on a variety of assessment and feedback strategies and how they impact on teaching practice and student learning.</p> <p>Continuous support by Learning and Support teachers, Student Learning Support Officers and EAL/D teachers have increased student confidence and ability, allowing them to access the curriculum and engage in their learning.</p> <p>Learning and support teachers delivered the Multi-Lit literacy program to targeted students in order to support students who are struggling to acquire reading and related skills. An intensive reading program was also implemented to support students in improving their reading and comprehension skills. Students were tested and the data was used to deliver ability-appropriate intensive reading sessions. Post-testing was then conducted demonstrating growth in students' reading skills.</p> <p>The Learning Support Team identified students requiring support strategies to enhance learning and well being. Personal Learning Plans were created for these students targeting their individual needs. The Learning and Support Team continued to work across all key learning areas to support students with identified additional learning needs</p>	<p>Literacy Coordinator</p> <p>Numeracy Coordinator</p> <p>Learning Support Team</p> <p>Student Learning and Support Officers</p> <p>English as an Additional Language or Dialect Support Teacher</p> <p>Programs for refugee and newly arrived students</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$179640.00) • Second Deputy Principal (\$167335.00) • Professional learning (\$28462.00) • Low level adjustment for disability (\$199433.00) • Support for beginning teachers (\$5288.00) • Targeted support for refugees and new arrivals (\$1712.00) • Socio-economic background (\$453599.00)

Strategic Direction 2

A leadership culture inspiring teacher learning and growth

Purpose

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

Improvement Measures

Improve teaching and learning outcomes through differentiation practices that challenge and engage students which are evident in all learning settings. This is reflected in improved growth trends in NAPLAN, HSC and in school assessment data.

Increase teacher collaboration within faculties and across key learning areas to facilitate a higher level of student engagement through rich and meaningful tasks.

Progress towards achieving improvement measures

Process 1: Teacher learning and development: Differentiated learning & Leadership

The school supports all staff in working towards their goals through the provision of a high quality professional learning plan that is responsive to staff goals (as outlined in Professional Development Plans s) student needs (driven by data analysis) and school directions.

Staff differentiate and adjust teaching programs and lessons to meet the specific learning needs of students. This includes ongoing data analysis, clear learning intentions, success criteria, feedback and reflection.

Teachers use a variety of assessment strategies to address different learning styles, reflect upon practice and inform planning.

Evaluation	Funds Expended (Resources)
<p>All staff at Belmore Boys High School completed the Professional Development Plan process in 2020. Professional learning needs were identified through this process and staff participated in both internal and external professional learning activities. School professional learning activities throughout the year focused on assessment, differentiation, literacy, numeracy and data analysis.</p> <p>The analysis of HSC, NAPLAN and school assessment data was used to inform programming and assessment across all stages. Professional development on quality assessment practices that was delivered this year also focused on differentiating the curriculum to allow all students the opportunity to achieve outcomes.</p> <p>Literacy and numeracy were a major focus in 2020. The Literacy and Numeracy Progressions were explicitly presented to staff and teaching programs were modified and adjusted to meet the learning needs of students in order to meet future DoE targets. Executive members and staff engaged in an analysis of data in order to identify specific areas of concern in order to plan teaching and learning programs for future implementation.</p> <p>The new and beginning teachers were supported through a year-long induction program and mentoring. This orientated teachers to the processes and procedures of Belmore Boys High School and the Department of Education, as well as supporting them with developing teaching and learning strategies for the classroom.</p>	<p>Professional Learning Activities</p> <p>New and Beginning Teacher Support</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Second Deputy Principal (\$167335.00)• Professional learning (\$28462.00)• Literacy and numeracy (\$48379.00)• Support for beginning teachers (\$5288.00)

Process 2: Collaborative Practices to Enhance Staff Learning

Progress towards achieving improvement measures

Process 2:

The school implements built in structures that prioritises and facilitates collaborative planning. Teachers produce rich tasks and project based learning activities by working together to research, plan, design and reflect on effective teaching strategies and programs.

Teachers use collegial observation to improve professional knowledge and practice.

Evaluation	Funds Expended (Resources)
<p>Staff members from each faculty collaborated in regular team meetings to work on various aspects of the school community. Literacy, Numeracy, Assessment, Data and PBL teams worked together to analyse current practices and data, research strategies for improvement and create resources to support school teaching and learning. Each team mapped their outcomes and products to the school plan. Team members were able to share their knowledge with their own faculty so that outcomes could be implemented across the whole school in order to see student improvement in these areas. The teams met regularly throughout the year to engage in professional discussions regarding the implementation and achievement of milestones.</p> <p>A number of executive members of staff as well as aspiring leaders participated in a Leadership Colloquium professional learning, which involved a number of workshops targeted at building leadership capabilities. Head Teachers and aspiring leaders employed collegial observations and mentoring discussions in order to support and develop leadership knowledge and practice.</p>	<p>Literacy Coordinator</p> <p>Numeracy Coordinator</p> <p>PBL Team Coordinator</p> <p>Assessment Team Coordinator</p> <p>PBL Team Coordinator</p> <p>Leadership Colloquium</p> <p>Professional Learning Activities</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Second Deputy Principal (\$167335.00) • Professional learning (\$28462.00) • HT Wellbeing (\$146898.00)

Strategic Direction 3

A connected community promoting school learning and growth

Purpose

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

Improvement Measures

Increase the percentage of enrolments from local primary schools by establishing a meaningful and relevant transition program to inform and support students' successful transition through collaboration with primary schools.

The school is identified as a responsive community hub where community satisfaction is measured, analysed and reflected upon to drive further improvement. This is evident through an increase in attendance and engagement with school and community events.

Improve school communication and promotion process through alignment of all promotional media and a published school promotion package.

Progress towards achieving improvement measures

Process 1: Transition:

The school engages in meaningful collaborations with primary schools to build partnerships, support continuity of learning for all students at transition points, build teacher capacity and enhance alignment between stage 3 and stage 4 content.

Evaluation	Funds Expended (Resources)
<p>Engaging students, parents and the community was a key focus in 2020. The school engaged in a range of projects, events and workshops targeted at building partnerships with local primary schools in order to create a more successful transition for students.</p> <p>Due to COVID-19, many of the events that were regularly held throughout the year were not able to occur. However, Belmore Boys High School was able to continue collaborations with primary schools in other ways. Orientation Day was held at the end of the year to support the transition of students from a variety of primary schools into Belmore Boys High School. Students were able to orientate themselves with the school, staff and educational opportunities available to them at the school.</p>	<p>Primary School Transition</p> <p>Transition Coordinator</p> <p>School Events</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Second Deputy Principal (\$167335.00)• Primary School Transition (\$500.00)• HT Wellbeing (\$146898.00)

Process 2: School communication and promotion

School develops a promotion and publicity package that promotes positive school experiences, achievements and successes with the community in a range of media.

Evaluation	Funds Expended (Resources)
<p>All members of the school community were active participants in a range of media targeted at promoting school success. Due to COVID-19, physical participation of community members at the school was quite limited. However, social media provided the opportunity to celebrate student achievement and their participation in programs and events. Community following of social media has risen significantly, with instant feedback demonstrating a positive school image.</p> <p>Flyers and brochures were distributed outside local primary schools by Belmore members of staff. This allowed future parents to familiarise themselves with members of staff and gain any information needed immediately. Strategies for increasing an awareness of the positive learning</p>	<p>School Events</p> <p>Social Media</p> <p>School Flyers and Brochures</p> <p>New School Signage</p> <p>Open Days/Nights</p> <p>Community Liaison Officers</p>

Progress towards achieving improvement measures

experiences at Belmore Boys High School have proven successful due to the increased demand for student enrolment. The school numbers grew in 2020 and interest for future enrolment has also increased.

Funding Sources:

- Second Deputy Principal (\$167335.00)
- School Events (\$332.00)
- Community Liaison Officer (\$21641.00)
- Signage (\$3000.00)

Process 3: P and C learning and development

School provides opportunities for community partners to contribute to students learning and growth through structured opportunities for community feedback and learning.

Evaluation	Funds Expended (Resources)
<p>The school addressed family and community needs by providing a variety of forums for feedback. Regular Parent and Community meetings were held, providing opportunities for communication. The interest and increased attendance of parents at the Parent and Community meetings signifies a growing sense of community and the developed understanding of the importance of building strong partnerships between school and home.</p> <p>External providers such as child psychologists and health service providers were engaged throughout the year to educate students and their families about important physical and mental health issues.</p> <p>Teachers were also able to communicate to parents about their individual students through individual parent-teacher meetings. While traditional Parent meetings were unable to be held, parents and teachers were still able to discuss student wellbeing and the achievement of learning outcomes as well as voice any concerns.</p>	<p>Tell Them From Me Survey</p> <p>Parental Engagement Program</p> <p>Welfare program providers</p> <p>Community Liaison Officers</p> <p>Head Teacher Wellbeing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Second Deputy Principal (\$167335.00) • Community Liaison Officers (\$21641.00) • School Events (\$332.00) • Parental Engagement Program (\$150.00) • HT Wellbeing (\$146898.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Sorry Day Assembly Acknowledgement of Country Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$0.00) • HT Wellbeing (\$146 898.00) 	Students engaged in developing their understanding of Aboriginal culture and heritage across Key Learning Areas throughout the year. In addition to embedding Aboriginal Education Policy concepts and themes in all curriculum processes, students also participated in extra-curricular learning activities. A heightened awareness of the history and suffering of Indigenous communities was developed by the commemoration of National Sorry Day.
English language proficiency	English as an Additional Language/Dialect support Community Liaison Officers Homework Centre Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$179 640.00) • Community Liaison Officers (\$21 641.00) • Targeted support for refugees and new arrivals (\$1 712.00) 	Teaching and learning programs were developed and implemented in order to assist the large proportion of students with Language Backgrounds Other than English. Identified English as an Additional Language or Dialect students were targeted for intensive English support which was taught by EAL/D specialist teachers. The homework centre also continued to operate, offering extra support outside school hours for students who need assistance accessing the curriculum. Community Liaison officers support the wellbeing and learning needs of students in consultation with parents and guardians. Translation services were provided to support communication between non-English speaking parents and teachers.
Low level adjustment for disability	Learning Support Teachers Professional Learning Activities Student Learning Support Officers Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$199 433.00) • Professional learning (\$28 462.00) • SLSO Training (\$100.00) • Student Learning Support Officers (\$240 438.00) 	Students with identified disabilities or learning needs were supported by the Learning and Support Team. All Learning Support teachers received training and professional development opportunities to ensure they were equipped to support individual students. All low ability junior classes received additional SLSO support. The Learning Support teachers assisted classroom teachers in differentiating the curriculum so as to make it more accessible to students with various learning needs. Differentiation of the curriculum was also addressed at teacher professional learning and development activities throughout the year.
Socio-economic background	STARTTS Councillor Teacher Professional Learning Activities Learning and Support Team Community Liaison Officers Student Learning and Support Officers Funding Sources:	With COVID-19 and learning at home, students from low socio-economic backgrounds found difficulty accessing the resources needed to continue their learning. Community Liaison Officers and all members of the Learning and Support Team assisted in supporting parents and students in understanding and accessing the materials needed. Many initiatives to improve wellbeing, truancy, lateness and disengagement were implemented throughout the year. The Head Teacher Wellbeing was active in monitoring

<p>Socio-economic background</p>	<ul style="list-style-type: none"> • Professional learning (\$28 462.00) • Socio-economic background (\$453 599.00) • Second Deputy Principal (\$167 335.00) • Community Liaison Officers (\$21 641.00) • STARTTS Funding (\$20 280.00) • HT Wellbeing (\$146 898.00) • Parental Engagement Program (\$150.00) 	<p>student attendance and lateness, implementing improvement programs and consequences. This resulted in an improvement in student attendance throughout the year.</p> <p>Community Liaison Officers also worked tirelessly to implement a number of programs and engagement activities to support and encourage students, parents and community members. Aspects of the Parental Engagement Program were able to be delivered, assisting parents who have difficulties in accessing such programs and skills.</p>
<p>Support for beginning teachers</p>	<p>Beginning Teacher Induction Program</p> <p>Professional Learning Activities</p> <p>Teacher Mentoring</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$5 288.00) • Second Deputy Principal (\$167 335.00) • Professional learning (\$28 462.00) 	<p>The new and beginning teachers in 2020 were supported with an intensive induction program that ran throughout the year. Teachers were mentored and given professional development on all aspects of the school community and strategies for developing their teaching practice.</p> <p>Beginning teachers were assigned a supervisor and mentor in order to support them in all aspects of their teaching practice. Lesson observations and mentoring sessions supported their development and allowed for reflection and the implementation of improvement strategies. Teachers were also given time and support to develop their evidence portfolio for submission in order to gain accreditation.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>EAL/D Support Teachers</p> <p>Professional Learning Activities</p> <p>Community Liaison Officers</p> <p>STARTTS Councillor</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$1 712.00) • English language proficiency (\$179 640.00) • Second Deputy Principal (\$167 335.00) • HT Wellbeing (\$146 898.00) • STARTTS Funding (\$20 280.00) • Professional learning (\$28 462.00) 	<p>Community Liaison Officers were integral in providing translation assistance for teachers to communicate to parents and the communication of official school notices or information. Led by the Head Teacher Wellbeing and Deputy Principal, wellbeing support was also made available for students with refugee backgrounds to ensure a positive school experience.</p> <p>Newly arrived students and students from refugee backgrounds were also targeted for intensive English language support both in parallel English classes and individually in a range of Learning Areas.</p> <p>Wellbeing support was also offered to students with the aid of the STARTTS Councillor and a variety of program and initiatives offered by STARTTS and other external agencies.</p> <p>Teachers engaged in professional learning addressing a variety of strategies to support students from refugee backgrounds as well as understanding the wellbeing and learning needs of these students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	307	332	373	431
Girls	0	0	0	0

Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.7	91.5	89	92.3
8	91.5	90.3	87.4	86.4
9	89.7	86.7	88.1	89.8
10	88	88.8	84.9	88.3
11	84.4	84.4	85.7	82
12	87.7	85.7	77.9	90.1
All Years	89.1	88	85.9	88.4
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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.

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	0	0	13
TAFE entry	9	4	6
University Entry	0	0	67
Other	0	2	2
Unknown	2	2	10

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Belmore Boys High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

87.8% of all Year 12 students at Belmore Boys High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	27.8
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	6.78
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, 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	1,125,188
Revenue	6,936,319
Appropriation	6,795,748
Sale of Goods and Services	20,363
Grants and contributions	101,930
Investment income	1,546
Other revenue	16,733
Expenses	-6,604,423
Employee related	-6,036,684
Operating expenses	-567,739
Surplus / deficit for the year	331,896
Closing Balance	1,457,084

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	44,386
Equity Total	832,681
Equity - Aboriginal	0
Equity - Socio-economic	453,599
Equity - Language	179,640
Equity - Disability	199,443
Base Total	5,254,282
Base - Per Capita	89,708
Base - Location	0
Base - Other	5,164,574
Other Total	319,593
Grand Total	6,450,943

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

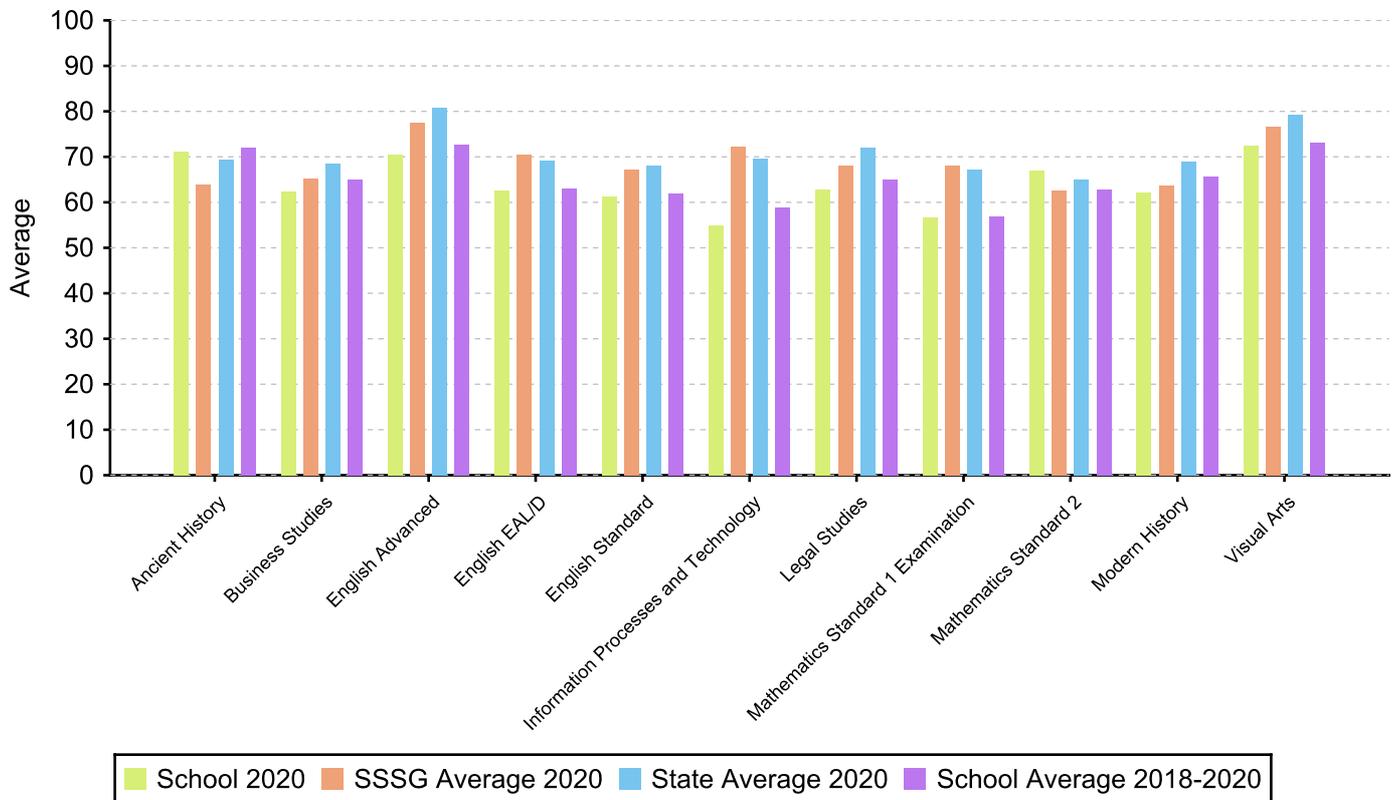
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

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 2020	SSSG	State	School Average 2018-2020
Ancient History	71.2	64.0	69.4	72.1
Business Studies	62.3	65.3	68.6	65.1
English Advanced	70.4	77.5	80.8	72.6
English EAL/D	62.7	70.6	69.3	63.1
English Standard	61.2	67.2	68.1	61.9
Information Processes and Technology	55.0	72.2	69.6	59.0
Legal Studies	62.8	68.2	72.1	65.1
Mathematics Standard 1 Examination	56.7	68.1	67.2	56.9
Mathematics Standard 2	67.0	62.7	64.9	62.8
Modern History	62.2	63.7	68.9	65.6
Visual Arts	72.5	76.5	79.2	73.2

The 2020 Higher School Certificate included some pleasing results in Ancient History, English Advanced and Visual Arts. Student performance in Mathematics Standard 2 improved in relation to previous school averages.

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

Parent/caregiver, student, teacher satisfaction

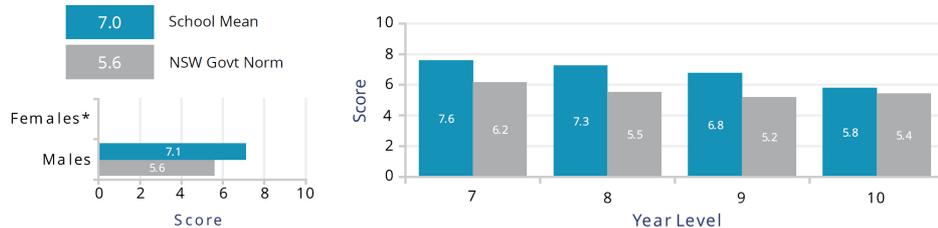
In 2020, Belmore Boys High School took part in the Tell Them From Me survey. The survey was designed to deepen the school's understanding of the perceptions that students, parents and staff have on Belmore Boys High School. The survey asks questions about different factors that are known to impact on student wellbeing and engagement in learning.

Students were asked about their social, emotional, and academic motivation and demographic outcomes. At Belmore, students continued to indicate that they felt a positive sense of belonging at school, learn in a positive school climate and have positive relationships with staff at levels consistently higher than state average.

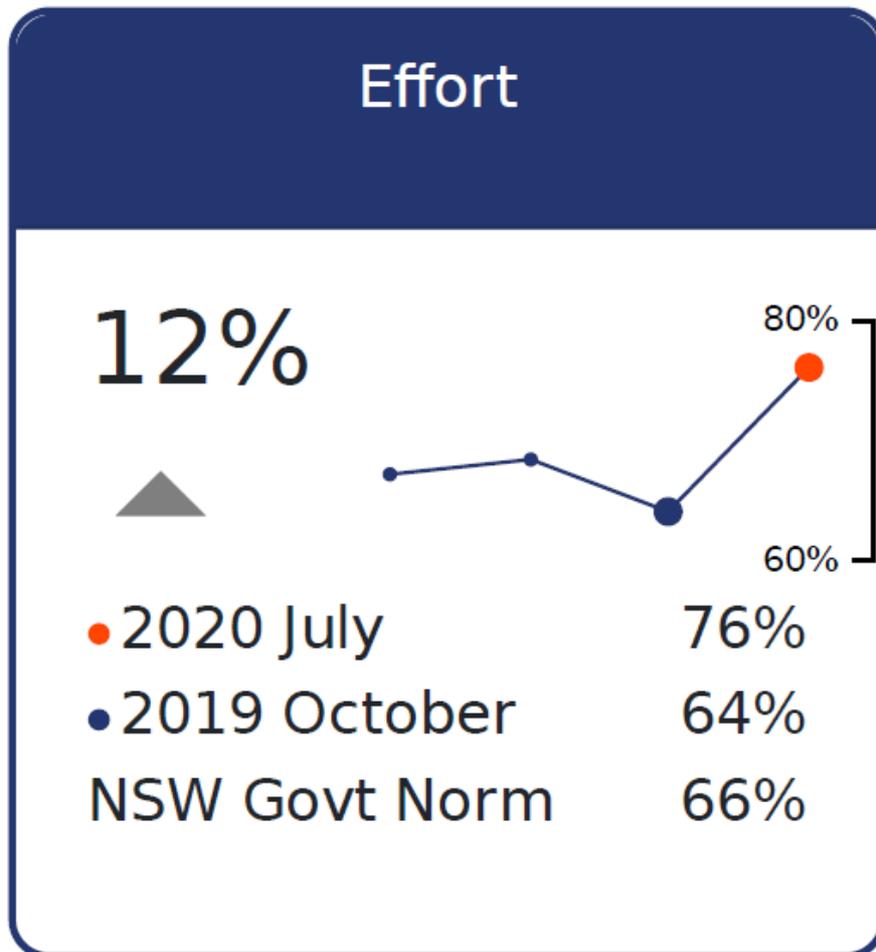
Students at Belmore also indicate they strongly value their learning, demonstrated by a 12% increase in student self-reported effort and 10% increase in high levels of perseverance, well beyond the state average. Students also rate the effectiveness of class time, quality instructions and the relevance of classwork as very high. The most striking result was in students' intellectual engagement composite in which students are intellectually engaged and find learning interesting, enjoyable and relevant, which scored at significantly higher than similar school groups in our area.

Positive teacher-student relations

Students feel teachers are responsive to their needs and encourage independence with a democratic approach.

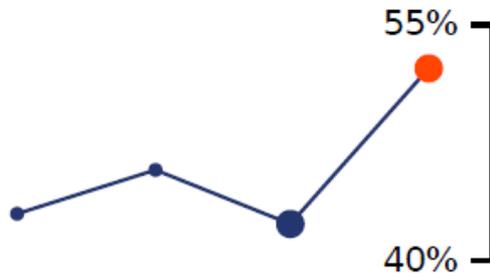


* data suppressed due to too few responses



Perseverance High

10%



● 2020 July	52%
● 2019 October	42%
NSW Govt Norm	36%

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.

The student prefect team in 2020 led an assembly acknowledging the anniversary of the National Apology to Australia's Indigenous Peoples. Student leaders expressed their understanding of this defining moment in Australia's history and replayed Kevin Rudd's 2008 speech for all students to unite in supporting the momentous occasion. Furthermore, all formal assemblies and events continue to acknowledge country.

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.

In 2020, elected staff were professionally developed as Anti-Racism Contact Officers. Those staff members were points of contact in addressing any concerns around the school. All teachers and students follow our values of Respect, Responsibility and Safety, ensuring that issues surrounding racism do not occur. Issues concerning racial tolerance are also addressed within the curriculum across all learning areas.

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.

All students at Belmore Boys High School had the opportunity to celebrate their own cultural heritage as well as come to an understanding and appreciation of others' cultures. All Learning Areas embed intercultural understanding and skills within their teaching and learning programs.

The teaching and learning programs as well as extracurricular activities implemented by Belmore Boys High School in 2020 promoted cultural diversity across the school community. The school participated in numerous events, programs and initiatives that increased intercultural acceptance and understanding as well as community harmony by focusing on the specific needs of students and families from culturally diverse backgrounds.