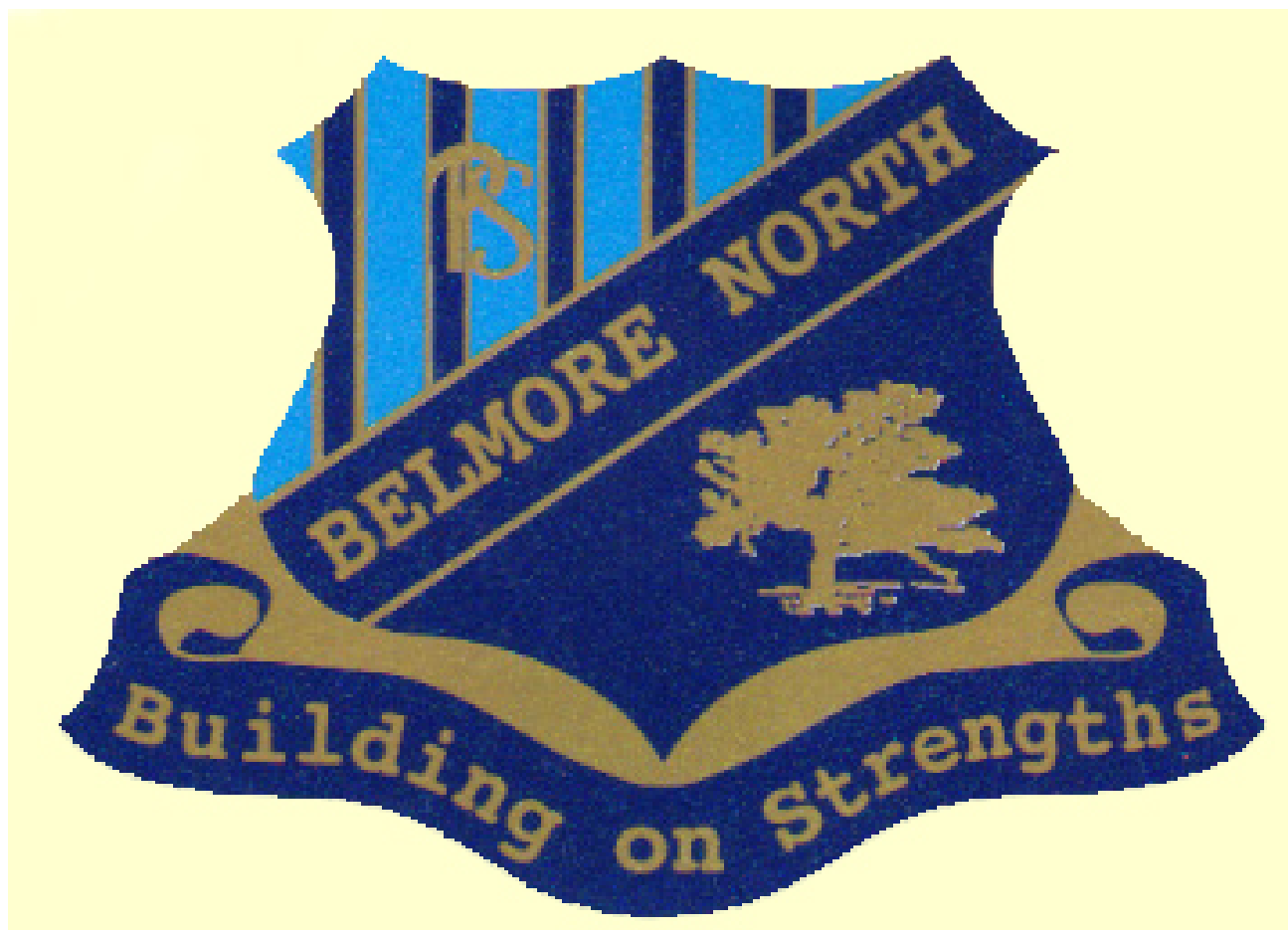# 2021 Annual Report

Belmore North Public School

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Introduction

The Annual Report for 2021 is provided to the community of Belmore North 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 Strategic Improvement 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

2021 brought many challenges to school operations and procedures in managing adaptations due to COVID-19. I am proud of the manner in which staff flexibly adapted to the many changes required of them throughout the year and maintained a focus on student wellbeing. I wish to thank the staff who attended onsite during the learning from home period to ensure that students who needed to attend were provided with high quality learning activities. The office staff who attended onsite during the lockdown were instrumental in distributing resources to parents and keeping the school running smoothly. Parents remained patient, cooperative and supportive of the school as we worked our way through a range of changes. Our students showed resilience as they adjusted to the changes and applied themselves to their learning at home. I am thankful for the efforts of all members of our extended school community in contributing to the success and achievements of the school.

Sincerely,

Janet Burling

School vision

Our vision statement is: We are committed to providing excellence in teaching and learning in a safe and positive environment to develop the whole child and enable each to achieve his or her fullest potential in an ethos of continuous improvement. We value respect, excellence, community, opportunity and creativity.

We believe that all students can achieve to their own high standards with the right time, the right support, motivation and encouragement.We support all teachers to teach to high standards by giving them the right support that builds trust and considers staff wellbeing.We have a moral purpose and responsibility to teach to a high standard to facilitate the development of each student's academic skills to his/her potential and to support each student to feel known, valued, cared for and safe.

School context

Belmore North Public School is located in Belmore, a suburb of Sydney, in the state of New South Wales, Australia. It is located 11 kilometres south-west of the Sydney central business district, in the local government area of the City of Canterbury-Bankstown. Belmore is part of the traditional land of the Bediagal people. The school serves a diverse multicultural community and has a total enrolment of 258 students, 96% of whom speak English as an additional language or dialect. A support unit of 5 classes caters to students with additional learning needs and is an integral part of the school.   The school is supported with staffing and funding loadings for socio-economic disadvantage and English language proficiency. The school is also supported with staffing and flexible funding to support students with low levels of disability in mainstream classrooms. There is a strong focus on implementing evidence based teaching practices and an emphasis on developing students' literacy and numeracy skills to achieve school targets. A dedicated staff provides extra-curricular activities for students to enhance their experiences at school. Extra-curricular activities include an environment club, homework club, robotics club and games club. Arabic community language classes provide opportunities for students to maintain and develop literacy skills in their background language. Positive Behaviour for Learning provides a consistent system for managing student behaviour as part of a positive approach to student wellbeing K-6. A small but dedicated group of parents work hard to maintain an effective Parents and Citizens' association with whom the school works collaboratively and consultatively.

Staff and parents were surveyed and consulted to determine priority focus areas for the strategic improvement plan. Staff were extensively consulted in the development of the school's shared beliefs and understandings which have been incorporated into the school vision. Parents are fully supportive of the school vision which they have endorsed as expressing their desired outcomes for their children's education.

Through our situational analysis we have identified a need to use data driven practices to monitor student progress and support teachers to implement Stage appropriate learning. Effective collaborative processes will be developed and supported by an instructional coach and additional release time for teachers. The school self assessment identified a need for improved processes for personalised student learning which will be implemented through teacher release time to meet with the Assistant Principals Curriculum and Instruction. Through collaborative practice meetings we will improve differentiated learning for students who need additional support including the extension of highly achieving students. Data analysis of the "Tell Them From Me" survey, indicated a dip in students' sense of belonging and early indications of disengagement of Stage 3 students. Student attendance and punctuality data indicated a need to implement better processes to improve student attendance. Therefore, a whole school approach to student wellbeing will support students' sense of belonging, improved attendance and consistent implementation of "positive behaviour for learning" systems. A gap analysis of students' achievement in English and mathematics showed a need for more effective syllabus implementation. This will facilitate students' learning in higher level concepts in the English and mathematics syllabi. A focus on effective classroom practice supported by an instructional approach will assist teachers to develop high expectations and teaching strategies including scaffolding student learning and explicit instruction to help students achieve at higher levels.

 Based on the findings of the situational analysis, school improvement initiatives will focus on:

- improving students' outcomes to achieve system negotiated targets for reading and mathematics
- student wellbeing and engagement
- continuous improvement to effective teaching practice supported by effective sylllabus implementation

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

We will implement initiatives that both focus on data analysis of student progress and improving classroom strategies that result in improved student growth over time and the attainment of higher levels of achievement in English and mathematics. This strategic direction closely relates to Strategic Direction 3 " Effective Classroom Practice".

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Class Enquiry
- Data driven practices

Resources allocated to this strategic direction

Socio-economic background: $120,000.00
QTSS release: $65,000.00
School support allocation (principal support): $17,010.00

Summary of progress

Collaborative Enquiry

This year the school successfully developed and implemented an effective collaborative enquiry process to examine student progress data and develop whole class and small group action plans to extend the achievement of students in the middle and upper bands in literacy and numeracy.

The school used a range of data sources to regularly analyse the effectiveness of initiatives in achieving the purpose and improvement measures as a result of the collaborative enquiry process:

- Collaborative inquiry focus question and action plans
- Video clips of student learning progress
- Annotated progression tracking documents
- Student work samples
- PLAN 2 data
- Scout - Value added data
- Check-in Assessment data
- Completed lesson planning with progressions embedded
- Reading level growth

Through rigorous analysis of the data there was evidence of improved student progress in literacy and numeracy across K-6 as a result of the collaborative enquiry process.

Data Driven Practices

The school invested time in building the capacity of staff by embedding effective strategies and processes for data analysis and reflection.

Professional learning supported staff in developing a shared understanding of *data literacy*, internal student assessment data and comparing results obtained from external assessments to build consistent and comparable judgement of student learning. Other forms of ongoing professional learning included, further unpacking the concept of data literacy and successful ways of integrating data collection and evidence sets as methods to improve future planning for students during the collaborative enquiry process.

The school used a range of data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures including:

- NAPLAN data
- Scout - Value added data
- Literacy and numeracy PLAN2 data
- Students' individual learning plans
- Teacher surveys on effectiveness of the collaborative enquiry process
- Teacher surveys to evaluate professional learning

These data driven practices were reviewed term by term to create triangulation of data sources whereby future directions were created for literacy and numeracy.

Future Directions in Literacy:

* continue to assess all K-2 students using the Phonological Awareness Diagnostic Assessment tool and use this data to support and inform reading programs

* continue to assess all K-2 students using the Phonics Diagnostic Assessment tool and use this data to support and inform reading programs

 * continue to monitor student progress through the Literacy Progressions and utilise this tool to drive consistent implementation of the learning intention and success criteria (LISC) for lessons

 * monitor the impact of professional learning and continue to strengthen practice by embedding effective teaching of reading informed by the science of reading.

Future Directions in Numeracy:

* assess all students across K-6 using the Interview for Student Reasoning (IfSR) Number and Place value (NP) assessment tool to gain understanding into how students apply their mathematical understanding of number and place value and use this data to support programming across the school

* assess all students across K-6 using IfSR-Additive Thinking (AT) assessment tool to gain understanding into how students apply their mathematical understanding of additive thinking and use this data to support programming across the school

* focus on mathematics problem solving strategies

* continue to monitor student progress through the Numeracy Progression and utilise this tool to drive the use of teaching using learning intentions and success criteria.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improve the percentage of students in Year 5 achieving in the top 2 bands for numeracy from 6% (2019) to 8% Improve the percentage of students in Year 5 achieving in the top 2 bands for reading from 6% (2019) 8%	The school achieved this annual progress measure. **Year 5 Numeracy** • 9% of Year 5 students achieved in the top 2 bands. This indicates a 3% increase since 2019 and is 1% above 2021 improvement measure. **Year 5 Reading** • 12% of Year 5 students achieved in the top 2 bands. This indicates a 6% increase since 2019 and is 4% above 2021 improvement measure.
Improve the percentage of students in Year 3 achieving in the top 2 bands for numeracy from 12% (2019) to 14%. Improve the percentage of students in Year 3 achieving in the top 2 bands for reading from 18% (2019) to 20%	The school achieved the annual progress measure in reading but needs to revise its programs for the improvement of numeracy outcomes as the annual progress measure in numeracy was not achieved. **Year 3 Numeracy** • 8% of Year 3 students achieved in the top 2 bands. This indicates a 4% decrease since 2019 and is 6% below the 2021 improvement measure. **YEAR 3 Reading** • 32% of Year 3 students achieved in the top 2 bands. This indicates a 14% increase since 2019 and is 12% above the 2021 improvement measure.
Improve the percentage of Year 5 students achieving expected growth in numeracy from 85% (2019) to 87% Improve the percentage of Year 5 students achieving expected growth in	The school achieved the annual progress measure in reading, however, did not achieve the annual progress measure for expected growth in numeracy. The school will review its programs for improved student outcomes in numeracy. **Expected Growth**

reading from 67% (2019) to 68%	• Year 5 expected growth in numeracy is 43%. This indicates a 42% decrease since 2019 and is 44% below the improvement measure. • Year 5 expected growth in reading is 81%. This indicates a 14% increase since 2019 and is 13% above the improvement measure.

Strategic Direction 2: Student wellbeing and engagement

Purpose

Student wellbeing is closely aligned with achievement in learning. We will implement initiatives that focus on improving students' sense of belonging, school attendance and improved learning support systems.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Wellbeing and Engagement
- Personalised learning

Resources allocated to this strategic direction

Refugee Student Support: $2,966.00
Per capita: $75,917.00
English language proficiency: $188,934.00
Socio-economic background: $2,000.00

Summary of progress

Student Wellbeing and Engagement

This year our school began the journey to embed a whole-school approach to student well-being and engagement where there is a collective responsibility for student learning and success. Developing a whole-school approach to well-being processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is core to the success of this initiative.

Our school used a range of data sources to regularly analyse the effectiveness of initiatives in achieving the purpose and improvement measures, including

- attendance data
- Tell Them From Me" survey data
- behaviour data

At the end of Term 2 it became apparent that in order to accurately assess school wellbeing processes against the wellbeing framework, all staff would need a clear and shared understanding of the framework. This includes the elements of the framework and how to utilise them effectively in a school setting. At the beginning of Term 3 an executive staff member undertook professional learning in the understanding and implementation of the wellbeing framework, with a view to begin the delivery of the professional learning as soon as the school reopened. The professional learning was not implemented due to the complexities of the COVID-19 lockdown period when most staff worked from home. In Term 4, the emphasis was on supporting students as they returned to school and English and mathematics learning.

Attendance and behaviour data were monitored. Attendance plans were put into practice where necessary. All students nominated a trusted teacher.

The school's involvement in External Validation in mid Semester 1 followed by Covid-19 closures for most of Semester 2 meant that the assessment of school wellbeing processes did not take place. Similarly, whilst data was collected for attendance and behaviour and while students participated in the *Tell Them From Me* survey, no actions were taken based on that data due to the focus on students as they returned to school after the COVID-19 lockdown.

Due to the circumstances of the COVID-19 *Learning from Home* period, staff undertook a systematic welfare call program, wherein each family was called by a staff member each week or fortnight, as the family requested. Staff made queries the general wellbeing of the family, if the *Learning from Home* books had been picked up and returned and if parents needed any support. Strong community ties were developed as a result of the check-in process. Teachers and parents reported lengthy conversations and enjoyed the time to get to know each other. In addition, weekly "fun activity" booklets were sent home with each family, along with a deck of cards, dice, counters and a spinner for numeracy activities. In the final week of the term, a care pack was sent to all families with more activities, some games and toys, and a packet of chocolate biscuits. While not a formal well-being program, this did serve to strengthen to bond between school and home.

Personalised Learning

At the beginning of the year, teachers met with instructional leaders regularly (K-2 weekly, 3-6 fortnightly, Support Unit twice a term) to identify and monitor students who were achieving at a C level. English as an Additional Language or Dialect (EALD) staff met with class teachers to assess students' achievement in English against the EALD learning progressions and discuss focused programs. Teacher meetings with the instructional leaders were discontinued in Term 3 due to the COVID-19 lockdown. During Term 4 the focus for student learning was on literacy and numeracy. Learning support team meetings did not include data and case study meetings did not occur, due to time constraints, the External Validation process and the learning from home periods.

Following on from External Validation the school will review the strategic improvement plan and make adjustments where necessary. Case management meetings will be implemented during weekly learning support team meetings .

Collaborative enquiry meetings with the instructional leader and teachers will be adjusted due to the changes involved with the new Assistant Principal, Curriculum and Instruction program and role.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students reporting positive wellbeing from 86% (2020) to 88% (lower bound) measured using the "Tell Them From Me Survey" (TTFM)	The annual progress measure for students' positive wellbeing was not achieved. The school will review its programs to support student wellbeing. Analysis of data showed: 84 % of students reported positive well-being on the "Tell Them From Me" survey which was 4 % below the school's target.
Increase the percentage of students attending at least 90% of the time from 69% (2020) to 73% (lower bound)	The school did not achieve the annual progress measure for attendance. The school will review its programs to support improved student attendance in 2022. 67% of students attended at least 90% of the time which is 11% below the school's target
Reduce the number of behaviour referrals (detentions) from 163 (2019) by 10% to 147 in 2021	The annual progress measure was achieved but the data needs to be interpreted with caution due to the extensive "learning from home" period. The school will continue to carefully monitor student behaviour referrals. In Semester 1 2021 the number of behaviour referrals was 40 which exceeded the school's target.

Strategic Direction 3: Effective teaching practice

Purpose

We will implement professional learning that supports teachers to understand and implement effective, explicit, evidence-based teaching methods related to *What Works Best* and underpinned by effective systematic syllabus implementation.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Focused professional learning
- Effective curriculum implementation

Resources allocated to this strategic direction

Socio-economic background: $155,448.00
Literacy and numeracy: $12,666.00
Professional learning: $2,798.00

Summary of progress

Focused professional learning

Professional learning was dedicated to supporting staff in effectively teaching reading based on the science of reading and empirical evidence- based strategies to implement high quality teaching practices.

The "Science of Reading" professional learning included:

effectively teaching reading- phonicseffectively teaching reading- vocabulary and fluency*Quality Teaching Rounds*

The professional learning program met with varying success due to the limiting factors associated with COVID-19.

In addition all teachers participated in professional learning to build their understanding of the English as an Additional Language or Dialect (EALD) learning continuum known as the EALD Progressions.

The school used a range of data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures including:

- teacher feedback surveys from professional learning session
- Year 1 Phonic Screen check data
- Progressive Achievement Tests (PAT) data

Effective curriculum implementation

This year the school began the journey of developing effective curriculum implementation across Kindergarten to Year 6. We collected samples of current scope and sequence documents and teaching programs. The analysis and improvement of these documents will be a focus in 2022.

This year, our school focused on:

all teachers completing *Leading Curriculum and Policy monitoring for continuous school improvement - Module 1 - Legislation and Policy* online PL.all mainstream classes K-6 implementing writing programs aligned with professional learning in the *Talk for Writing* program.the employment of an additional assistant principal was delayed due to COVID-19 and the lockdown.

Future Direction in Focused professional learning

The school will continue to implement focused professional learning based on recommendations of the Assistant Principals, Curriculum and Instruction. We will:

- continue to embed effective strategies in teaching reading and phonics
- continue to embed effective strategies in teaching the aspects of fluency and vocabulary as part of teaching reading
- monitor the impact of professional learning through teacher feedback, and reflection
- continue to use the Year 1 Phonic Screener check
- initiate professional learning with a focus on implementing high quality numeracy programs
- continue to develop staff understanding of *Quality Teaching Rounds* through professional learning.

Future Direction in Effective curriculum implementation

As part of effective curriculum implementation the school will focus on:

- developing staff understanding of the new K-2 English and mathematics syllabuses and the creation of explicit scope and sequence documents
- continue to implement writing programs aligned with professional learning in the "Talk for Writing" process
- develop teacher understanding of official school registration requirements for programs

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
In mathematics:	**In mathematics:**
Reduce the number of students in Year 3 achieving below the PAT median in mathematics by 10% from 92% to 82%	In Term 1, in Year 3, 83% of the cohort scored below the PAT median. In Term 4, 58% of the cohort scored below the normed PAT median . The annual progress measure was achieved.
Reduce the number of students in Year 4 achieving below the PAT median in mathematics by 10% from 93% to 83%	In Term 1, in Year 4, 65% of the cohort scored below the PAT median. In Term 4, 55% of the cohort scored below the normed PAT median. The annual progress measure was achieved.
Reduce the number of students in Year 5 achieving below the PAT median in mathematics by 10% from 81% to 71%	In Term 1 , in Year 5, 84% of the cohort scored below the PAT median . In Term 4, 84% of the cohort scored below the normed PAT median. The annual progress measure was not achieved.
Reduce the number of students in Year 6 achieving below the PAT median in mathematics by a 10% from 73% to 63%	In Term 1, in Year 6, 48% of the cohort scored below the PAT median . In Term 4, 58% of the cohort scored below the normed PAT median. Although the target was achieved, the cohort results showed no growth between Term 1 and Term 4.
In reading:	**In reading:**
Reduce the number of students in Year 3 achieving below the PAT median in reading by 10% from 86% to 76%	In Term 1, in Year 3, 85% of the cohort scored below the PAT median. In Term 4, 70% of the cohort scored below the normed PAT median. The annual progress measure was achieved.
Reduce the number of students in Year 4 achieving below the PAT median in reading by 10% from 86% to 76%	In Term 1, in Year 4, 73% of the cohort scored below the PAT median. In Term 4, 59% of the cohort scored below the normed PAT median. The annual progress measure was achieved.
Reduce the number of students in Year 5 achieving below the PAT median in reading by 10% from 80% to 70%	In Term 1, in Year 5, 74% of the cohort scored below the PAT median. In Term 4, 71% of the cohort scored below the normed PAT median. The annual progress measure was not achieved by 1%.
Reduce the number of students in Year 6 achieving below the PAT median in reading by 10% from 78% to 68%	In Term 1, in Year 6, 71% of the cohort scored below the PAT median. In Term 4, 65% of the cohort scored below the normed PAT median. The annual progress measure was achieved.
	Overall progress in Year 3 and Year 4 for both mathematics and reading showed some pleasing gains. A stronger focus on Year 5 and Year 6 growth in reading and mathematics is indicated going forward.
Improve the number of students in Year 1 who are on track for phonological knowledge measured on the Year 1 Phonics Screener by 10% from 44% (2020) to 54%	At the beginning of Term 1 2021, 46% of the Year 1 cohort were on track for phonological knowledge. This has shown an increase of 2% from the beginning 2020. Although the modest achievement is welcome the data reflects the need for the school to renew its efforts to improve student achievement in phonics.

Funding sources	Impact achieved this year
Refugee Student Support $2,966.00	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student Wellbeing and Engagement **Overview of activities partially or fully funded with this targeted funding include:** • intensive English language and learning support to increase educational outcomes for students • application of funds to support student assistance for uniforms and participation in extra-curricular activities **The allocation of this funding has resulted in:** targeted in-class support and withdrawal initiatives for students from a refugee background. These provisions have facilitated differentiated support for academic achievement and social participation of students from a refugee background. **After evaluation, the next steps to support our students with this funding will be:** The school will continue to implement small group and in-class support as well as the provision of resources, to support the achievement, participation and sense of belonging for students
Integration funding support $33,851.00	Integration funding support (IFS) allocations support eligible students at Belmore North Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Integration funding support was applied to the employment of learning support officers whose role was to support student learning in class and the implementation of behaviour management plans. **The allocation of this funding has resulted in:** The students being supported to fully participate in all class learning activities and the smooth operation of the class due to effective and proactive behaviour support plans. **After evaluation, the next steps to support our students with this funding will be:** The school will continue to apply funds to employ learning support officers whose role is to provide individual student support to achieve learning outcomes and behaviour management support.
Socio-economic background $277,448.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Belmore North Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning • Collaborative Class Enquiry • Focused professional learning

Socio-economic background $277,448.00	• Effective curriculum implementation **Overview of activities partially or fully funded with this equity loading include:** • The recruitment and employment of an additional class-free assistant principal did not eventuate due to time constraints associated with external validation and the COVID-19 lockdown. • An additional class teacher was employed to reduce class sizes thereby enabling teachers to provide more one to one attention to students. An additional teacher of one day per week was employed to provide the necessary release from face to face teaching time. **The allocation of this funding has resulted in:** smaller class sizes across the school and particularly a reduction in the need for multi-age classes in the K-2 grade range evidenced-based professional learning improved personalised learning for students effective curriculum implementation student assistance for uniform and participation in extra-curriculum activities. **After evaluation, the next steps to support our students with this funding will be:** In consultation with the school community, the school will continue to utilise funds for low socio-economic background to reduce class sizes by employing additional staff. Students are provided with a wide range of resources to reduce the economic burden on families. The school is planning to move forward with the employment of a class-free assistant principal to support effective curriculum implementation.
Aboriginal background $700.99	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Belmore North Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • allocation of additional specialist teaching staff (learning and support) to support Aboriginal students to achieve the goals in their personalised learning pathways • allocation of additional learning support officers to support Aboriginal students in class. **The allocation of this funding has resulted in:** Aboriginal students being provided with additional support to achieve their learning goals as documented in their Personalised Learning Pathway. **After evaluation, the next steps to support our students with this funding will be:** The school will continue to expend funds to specifically support Aboriginal students. Equity funds will be used to supplement Aboriginal background funding to ensure students fully participate in all aspects of school activities and extra-curricular activities.
English language proficiency $188,934.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Belmore North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

English language proficiency $188,934.00	• Personalised learning **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support the delivery of the English as an Additional Language or Dialect (EAL/D) program • provision of additional EAL/D support in the classroom and as part of differentiating student learning • the purchase of resources, computer devices and software applications to support EAL/D students • staff professional learning in assessing and teaching students who are learning English as an additional language or dialect. **The allocation of this funding has resulted in:** *personalised learning and support for a greater number of students across the school, including those in the middle and upper bands *improved teacher understanding of EALD pedagogy *improved outcomes for students who speak English as an additional language or dialect. **After evaluation, the next steps to support our students with this funding will be:** The school will continue to employ specialist staff to support EAL/D students within the classroom and in small withdrawal groups. Staff will continue to develop their expertise in understanding and applying the EAL/D assessment and pedagogical practices to support student learning outcomes.
Low level adjustment for disability $196,462.00	Low level adjustment for disability equity loading provides support for students at Belmore North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • literacy interventions such as MiniLit, Reading Tutor Program, Word Attack Skills Extension, Language for Learning, Language for Thinking, and Language for Writing programs and the Bounce Back program. • the development and implementation of effective individualised learning programs • employment of 2 additional learning support officers to implement intervention programs. **The allocation of this funding has resulted in:** most students showing improved learning outcomes following their participation in the intervention programs. The learning from home period disrupted the effective implementation of some intervention programs. **After evaluation, the next steps to support our students with this funding will be:** The school will continue to implement targeted intervention programs to support student outcomes in reading, language, writing and social-emotional programs. The school will make enquiries into the efficacy of targeted mathematics programs with a view to their implementation in 2022.
Professional learning $30,879.00	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Belmore North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

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| Professional learning

$30,879.00 | • Effective curriculum implementation
• Other funded activities

Overview of activities partially or fully funded with this initiative funding include:
 • staff participated in range of professional learning activities both online and face to face activities focused on English and mathematics pedagogy
 • assistant principals and 3 class teachers participated in professional learning for Quality Teaching Rounds
 • staff participated in professional learning to enhance their skills to deliver remote teaching activities as a result of the learning from home period
 • staff participated in professional learning to develop their skills in understanding the English as an Additional Language or Dialect (EALD) learning progressions. Staff developed understanding in how to assess students to understand their phase in the learning progressions and how to report on student progress in learning English
 • staff completed mandatory professional learning to ensure a safe learning environment for students.

The allocation of this funding has resulted in:
all staff significantly developing their skills in understanding best practice in teaching English and mathematics . Staff also developed improved technological skills in delivering remote teaching and learning activities. There was resistance by some staff to participating in Quality Teaching Rounds despite the reassurance that the process is not hierarchical and modifications to the program would support staff in taking small steps to building their confidence to participate in the rounds. Staff maintained their currency of mandatory professional learning.

After evaluation, the next steps to support our students with this funding will be:
The school will continue to focus on ensuring that all staff maintain currency in mandatory professional learning as informed by system data reports (SCOUT). The school will continue to deliver professional learning in best practice pedagogy in English and mathematics.. The school will revise professional learning in Quality Teaching Rounds to assist staff to develop their confidence in participating in the rounds. |
| School support allocation (principal support)

$17,010.00 | School support allocation funding is provided to support the principal at Belmore North Public School with administrative duties and reduce the administrative workload.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Data driven practices

Overview of activities partially or fully funded with this initiative funding include:
 • Funds were applied to increase administrative support staff. This enabled the principal to focus more closely on instructional leadership and implementation of the strategic improvement plan.

The allocation of this funding has resulted in:
the capacity of the principal and assistant principals to delegate more administrative tasks to the office staff. This has enabled school executive staff to focus more closely on instructional leadership and student wellbeing issues.

After evaluation, the next steps to support our students with this funding will be:
The school will apply funds towards the employment of additional administrative staff including higher duties for a business manager. The business manager will manage various aspects of school asset management, work health and safety and liaise with tradespeople. This will enable the principal and executive staff to maintain a stronger focus on instructional leadership and student wellbeing. |

Literacy and numeracy $12,666.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Belmore North Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective curriculum implementation **Overview of activities partially or fully funded with this initiative funding include:** • the provision of resources to support the quality teaching of literacy and numeracy based on the science of reading • the purchase of literacy resources such as quality picture books for guided and shared instruction • the purchase of decodable reading texts to support InitiaLit implementation, which is based on the science of reading • the purchase of literacy resources to support the implementation of the new K-2 English syllabus. **The allocation of this funding has resulted in:** The provision of resources to support the effective delivery of evidence based reading instruction K-6. **After evaluation, the next steps to support our students with this funding will be:** The school will continue apply funding for resources to support the effective implementation of literacy and numeracy programs.
Early Action for Success (EAfS) $205,816.00	The early action for success (EAfS) funding allocation is provided to improve students' performance at Belmore North Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • the deputy principal, instructional leader (DPIL) regularly meeting with staff to discuss student learning outcomes and devise activities for improved student outcomes • the DPIL spending time in observing teachers' practice and providing feedback for improvements in pedagogy • the DPIL supporting staff to enter student data aligned to the progressions and understanding the technical aspects of PLAN 2, the software application for capturing student achievement on the learning progressions. • the DPIL supervising and supporting the staff employed under the COVID-19 Intensive Learning Support program to ensure that programs were targeted to students' needs. **The allocation of this funding has resulted in:** increased teacher support in understanding and analysing student progress data and differentiating learning to meet students' needs. Additionally the DPIL maintained a focus on effective pedagogy and high expectations for quality classroom practice. **After evaluation, the next steps to support our students with this funding will be:** At the end of 2021, the Department of Education made changes to the program. The school was allocated 2 Assistant Principals Curriculum and Instruction (APCI) to support teachers in improving students' achievement in English and mathematics. The APCI staffing allocation comprises one full time assistant principal (FTE 1.0) and one part-time assistant principal for 2 days per week (FTE 0.4). The APCI staff will support the implementation of Strategic Directions 1 and

Early Action for Success (EAfS) $205,816.00	2 in the strategic plan.
QTSS release $65,000.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Belmore North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaborative Class Enquiry **Overview of activities partially or fully funded with this initiative funding include:** • staff were provided with additional release time to meet with the instructional leaders to discuss student learning, data and to devise strategies to improve student learning outcomes. **The allocation of this funding has resulted in:** staff highly valuing the provision of additional release time to meet with instructional leaders, assess student progress and enter data into the PLAN 2 software. Staff are developing their expertise on an individualised basis through the support of the instructional leaders. **After evaluation, the next steps to support our students with this funding will be:** The school will continue to utilise the funds to release teachers to meet individually or in small groups with the instructional leaders which is in line with the strategic improvement plan.
Literacy and numeracy intervention $22,424.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Belmore North Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • the employment of an intervention teacher 1 day per week (FTE 0.2) to supplement the work of the learning and support team. **The allocation of this funding has resulted in:** effective implementation of intervention programs to support improved student outcomes in reading and mathematics. **After evaluation, the next steps to support our students with this funding will be:** The literacy and numeracy intervention program will not be separately funded in 2022. Funds have been subsumed into the Assistant Principal Curriculum and Instruction program.
COVID ILSP $206,684.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:**

COVID ILSP $206,684.00	• 2 teachers were employed to deliver small group tuition in mathematics to students K-6. • additional release time was provided to the assistant principals in K-2, Stage 2 and Stage 3 to support the implementation of the program and oversee data collection processes. **The allocation of this funding has resulted in:** small group tuition for students K-6 in mathematics. Student progress data was regularly entered into the PLAN 2 software program. Data demonstrated that the majority of students improved their learning outcomes through this program. **After evaluation, the next steps to support our students with this funding will be:** The program will be funded again in 2022 and will be implemented in line with Department of Education processes. The intervention programs will be overseen by the instructional leaders.
Per capita $75,917.00	These funds have been used to support improved outcomes and the achievements of staff and students at Belmore North Public School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student Wellbeing and Engagement **Overview of activities partially or fully funded with this operational funding include:** • provision of student consumable resources such as exercise books, text books and a range of stationery needs • provision of a wide range of reading resources to support students' home reading activities including the School Magazine for students in grades 3-6 and decodable books for students in K-2 • provision of stationery "Welcome Packs" for students who transfer to the school from other schools • student leaders attending the National Young Leaders day forum • funds allocated to support the Student Representative Council and its activities. **The allocation of this funding has resulted in:** *the stationery, text books and reading resources provided to students ensures that all students are well-provisioned in the classroom and develop a strong sense of belonging and no student is disadvantaged *student leaders participating in the Young Leaders forum to develop a better understanding of leadership *the student representative council participating in gardening and recycling projects. **After evaluation, the next steps to support our students with this funding will be:** The school will continue to allocate per capita funds to ensure that every student is well-equipped with resources to fully participate in all learning activities. In 2022 it is envisaged that funds will be allocated to support all students to participate in a dance program..

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	179	162	149	147
Girls	152	145	128	107

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.4	92.5	88.1	89.1
1	91.9	89.6	86.6	89.5
2	92	92.9	82.2	92.6
3	92.3	91.6	91.2	88.2
4	92.9	93.6	91.3	91.5
5	92	91.6	90.2	91.3
6	92	90.9	94.9	92.1
All Years	91.9	91.8	89.2	90.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	4
Classroom Teacher(s)	11.82
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher ESL	1.8
School Administration and Support Staff	7.62
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	1,146,603
Revenue	4,583,107
Appropriation	4,522,347
Sale of Goods and Services	10,762
Grants and contributions	48,237
Investment income	660
Other revenue	1,100
Expenses	-4,992,721
Employee related	-4,223,414
Operating expenses	-769,307
Surplus / deficit for the year	-409,615
Closing Balance	736,988

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.

COVID-19 significantly impacted the school's capacity to effectively implement the strategic improvement plan (SIP), employ additional staff in line with the SIP and implement planned capital works. A major planned capital works program has been delayed by the local council as the school awaits the approval of a development application.

Financial summary - Equity loadings

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

	2021 **SBAR Adjustments** ($)
Targeted Total	36,817
Equity Total	812,268
Equity - Aboriginal	701
Equity - Socio-economic	370,111
Equity - Language	244,993
Equity - Disability	196,462
Base Total	2,888,338
Base - Per Capita	75,917
Base - Location	0
Base - Other	2,812,421
Other Total	516,492
Grand Total	4,253,915

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.

Parent/caregiver, student, teacher satisfaction

The *Tell Them From Me* (TTFM) suite of surveys are used to measure student engagement and wellbeing. The surveys are used to capture student, parent and teacher voices, providing reliable evidence for the school to use in identifying strengths and areas for improvement.

The *Primary Student Survey* is completed by students in Years 4, 5 and 6 twice a year. This highly validated and reliable survey was developed by leading researchers.

Students

The TTFM student engagement survey measures student engagement which is defined as "a disposition towards learning, working with others and functioning in social institution." The survey includes students' sense of belonging at school, the extent to which they value schooling outcomes and their psychological investment.

The second survey implemented in September 2021 showed students' results as follows:

- 75% reported a positive sense of belonging: students feel accepted and valued by their peers and by others at the school
- 86% participated in school sports, other than in a physical education class
- 82% indicated they have positive relationships: students have friends at school they can trust and who encourage them to make positive choices
- 92% value schooling outcomes: students believe that schooling is useful in their everyday life and will have a strong bearing on their future
- 96% show positive behaviour at school: students do not get in trouble for disruptive or inappropriate behaviour
- 41% show positive homework behaviours: students do homework for their classes with a positive attitude and in a timely way
- 58% are interested and motivated in their learning
- 87% apply effort to their learning
- 89% receive quality instruction
- 77% intend to go to university

Three out of the ten results were slightly lower than 2020, which school staff attribute to disruptions to learning and school programs caused by COVID-19 restrictions, including sustained periods of 'learning-from-home'.

The following information shows drivers of student outcomes reported on a 10-point scale and compared to NSW Government norms.

The school result is shown, and the NSW Government Norm is shown in brackets beside the school result. School results compare favourably with NSW Government norms.

- 8.0 (8.2) Effective learning time - Important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives.
- 7.4 (7.9) Relevance- Students find classroom relevant to their everyday lives.
- 7.6 (7.5)-Explicit teaching and feedback - Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- 23% (36%) Victims of bullying - Students who are subjected to moderate to severe physical, social or verbal bullying or are bullied over time.
- 7.8 (7.7) Advocacy at school - Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- 8.2 (8.4) Positive teacher-student relations - Students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- 7.2 (7.2) Positive learning climate- Students understand there are clear rules and expectations for classroom behaviour.
- 8.4 (8.7) Expectations for success -School staff emphasise academic skills and hold high expectations for all students to succeed.

Teachers

The TTFM survey for teachers has a focus on learning and is based on 8 drivers of student learning. Survey results also show the 4 dimensions of classroom and school practices. The results of the 2021 survey show the school mean compared to the NSW Government Norm. The school result is shown, and the NSW Government Norm is shown in brackets beside the school result. School results are closely aligned to NSW Government norms in most cases.

7.6 (7.8) Collaboration

8.0 (8.0) Learning culture

8.0 (7.8) Data informs practice

8.0 (7.9) Teaching strategies

6.1 (6.7) Technology

8.2 (8.2) Inclusive school

6.4 (6.8) Parent involvement

Four Dimensions of Classroom and School Practices

7.6 (7.5) Challenging and visible goals

7.4 (7.6) Planned learning opportunities

7.2 (7.3) Quality feedback

7.5 (7.7) Overcoming obstacles to learning

The Strategic Improvement Plan 2021-2024 includes plans for improvement based on the survey data where the school mean was slightly lower than the NSW Government Norm.

Parents

The *Partners in Learning* survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The results of the 2021 survey show the school mean compared to the NSW Government Norm. The school result is shown, and the NSW Government Norm is shown in brackets beside the school result.

7.9 (7.4) Parents feel welcome

7.4 (6.6) Parents are informed

7.1 (6.3) Parents support learning at home

7.9 (7.3) School supports learning

7.9 (7.7) School supports positive learning

7.9 (7.4) Safety at school

7.8 (6.7) Inclusive school

School results closely align with or are slightly better than NSW Government Norms. The school maintains a focus on continuing efforts to improve parent engagement with 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.

Aboriginal Education - School statement

The school is strongly committed to supporting Aboriginal students to achieve outcomes at the same or better levels as their non-Aboriginal peers. The school applies funds to support student academic outcomes and engagement with school through participation in all school curricular and extra-curricular activities.

Anti-Racism Policy

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

Anti-Racism - School statement

As part of the Anti-Racism strategies, the anti-racist contact officer (ARCO) visits every classroom in Term 1 to explain what racism is and to explain the role of the ARCO. All staff are aware of who the ARCO is in the school and know to refer any allegations of racism to the ARCO.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

The school takes pride in its diverse multicultural context. Harmony Day and multicultural events support students to take pride in their cultural and language backgrounds.

Other School Programs (optional)

School staff provide a range of extra-curricular activities for students to enrich their school experiences and support their learning. Examples include the following club or group activities: environment , homework, choir, dance, games and PSSA teams. COVID-19 restrictions for keeping students in cohorts curtailed some of these activities in 2021.