

# 2021 Annual Report

## Belmore South Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Belmore South Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

## School contact details

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## Message from the principal

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As we look back at the year of 2021 amid all the changes that have occurred as a result of COVID19, I have been extremely proud of the achievements of our school community in a year that was fraught with unpredictability.

The challenges that were faced, were managed through a team approach as we adjusted to the ever changing landscape of restrictions and guidelines. Belmore South Public School students accepted, adapted and overcame all obstacles and disruptions to their routines, and our staff were creative, flexible, resilient and determined to provide the best learning experience possible for students. Be it online learning, preparation of home learning packs, check ins with students, talking with parents through concerns and engaging with students individually to support their wellbeing.

Our wonderful parents and carers were vital pieces in the learning partnership, and I thank them for being resilient and adapting to all the challenges of home schooling and working with our teachers and staff to bring out the best in our students learning and wellbeing throughout 2021.

Lurlene Mitchell

Principal

## School vision

Belmore South Public School community shares a learning journey that empowers, curious, compassionate and active citizens who contribute positively to the world as Leaders of Learning and Change.

## School context

Belmore South Public School is a vibrant and dynamic school that is situated in the socio-economically changing inner south western suburb of Belmore. Our school prides itself on providing a welcoming and supportive environment, built upon high expectations for all. Our school celebrates and values our diverse community with over 83% of our families coming from a language background other than English, with refugees and new arrivals numbering among these.

The school has a strong team of professional, dedicated teaching and non-teaching staff who are at various stages of their careers. They actively engage in high quality professional learning to deepen pedagogical knowledge and understanding to support student learning and engagement.

Belmore South Public School continues to enrich learning opportunities by building productive partnerships with Community of Schools groups, Sydney Universities and local community agencies.

Our extended community, whilst diverse, is extremely harmonious and cohesive in its support for the school. Our parents, teachers and community work together to provide great educational opportunities for all students.

The school has completed a situational analysis and it is important to note that the areas of focus for the schools next Strategic Improvement Plan builds upon the work undertaken in the previous school planning cycle. The strong threads through the previous school plans focussed on continual whole school improvement and the school learning community working collaboratively to support the learning and wellbeing of all.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. By using improved data driven practices and high impact teaching strategies, we aim to provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning.

As a school we will continue to develop further a culture of collaboration where high expectations and feedback allow teachers to successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted.

The wellbeing and engagement of our students remains a priority. We have identified the need to review our processes to maximise student learning by continuing to implement explicit wellbeing practices and foster partnerships that raise expectations and promote lifelong learning.

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

This year Belmore South Public school participated in the external validation process. The external validation process is an important component of a system-wide approach to school excellence. Schools regularly self-assess their improvement efforts using evidence to support their reflections and an external validation panel considers the school's evidence, providing assurance to the school and the system that the process being made either through the school plan or as part of their ongoing school focus areas, aligns with the standards articulated in the School Excellence Framework.

**In the domain of Learning** the school's self-assessment is consistent with the evidence presented in 5 elements and is validated using the School Excellence Framework. In the element of Reporting the evidence presented indicates the school is operating at the Delivering stage.

**In the domain of Teaching** the school's self-assessment is consistent with the evidence presented in 2 elements and is validated using the School Excellence Framework. In the element of Effective classroom practice the evidence presented indicates the school is operating at the Excelling stage. In the element of Learning and development the evidence

presented indicates the school is operating at the Excelling stage.

**In the domain of Leading** the school's self-assessment is consistent with the evidence presented in 3 elements and is validated using the School Excellence Framework. In the element of School planning, implementation and reporting the evidence presented indicates the school is operating at the Delivering stage.

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of all students.

### 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.

- Data driven practices
- Building strong foundations responsive to learning needs

### Resources allocated to this strategic direction

**Early Action for Success (EAfS):** \$171,513.00

**Socio-economic background:** \$100,446.28

**Literacy and numeracy intervention:** \$47,089.56

**Literacy and numeracy:** \$9,658.74

**Per capita:** \$30,000.00

**Low level adjustment for disability:** \$100,906.20

**Professional learning:** \$22,740.00

### Summary of progress

During 2021, data driven practices were established to begin working towards system-negotiated targets. Staff have received professional learning in using Plan2 and the Literacy Progressions, as an internal measure, to assist them in identifying observable learning behaviours of students and using this to track student progress towards the system-negotiated target in Reading and Numeracy.

In Semester One 2021, K-6 assessment structures and schedules were established and a whole school approach to storing assessment data was agreed upon. The Executive team unpacked, evaluated and reviewed results from Check In Assessment and internal data sources to ensure the focus areas for Reading and Numeracy were updated. These were shared with stage teams where a plan was established for targeted intervention as well as a whole stage focus on grammar in reading and all measurement and geometry concepts. Additionally, the leadership team revised and restructured the RFF model to support our school in achieving our system-negotiated numeracy target where it focused improving student outcomes in all measurement sub-strands through working mathematically strategies.

All grades 3-6 received professional learning in reading practices using the Reciprocal Reading process to ensure reading practices were taught effectively. To further support teacher knowledge of the English Syllabus, 3-6 staff were provided with professional learning in spelling strategies using the Words Their Way program.

Results from the What Works Best: 2020 Update survey highlighted High Expectations and Feedback as an area of focus. Continued support was provided in these identified areas, where teachers participated in professional learning on feedback practices and were provided with opportunities for peer observation and reflective conversations. Members of the School Executive Team planned, delivered and evaluated the updated High Potential Gifted Education Policy to all staff. Students, staff and parents were included in the process to ensure voice, perspective and collaboration. This further embedded the High Expectations theme from WWB into all classrooms and ensured differentiation and opportunity for all students across all curriculum areas.

As a result:

- Teachers apply and consistently use a range of evidence-based teaching practices to optimise learning progress for all students, with a focus on setting high expectations and feedback
- Teachers plan for explicit and dynamic teaching of Reading and Spelling strategies using Words Their Way and Reciprocal Reading approach
- Staff develop a comprehensive and focused approach to teaching Measurement and Geometry
- Staff have an increased confidence in giving and receiving feedback as well as improved consistency in using growth mindset strategies to promote cognitive well being.
- Staff can identify students displaying characteristics of high potential/gifted across the four domains and use the Differentiation Adjustment Tool (adjustment strategies) to create Numeracy tasks to support the different learning needs of high potential and gifted students.
- The Executive Team maintain a data focus in collegial professional discussions to ensure priority of progress



towards targets.

Next Steps:

- Continue to monitor data and evaluate teaching practices in relation to the school targets
- Support staff in using evidence-based approaches that improve teacher practice and pedagogy.

### Progress towards achieving improvement measures

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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
Greater than 24.9% of students achieve top 2 bands in NAPLAN Reading.	NAPLAN scores indicate 23.08% of students achieving in the top two skill bands for Reading.
Greater than 12.3% of students achieve top 2 bands in NAPLAN Numeracy.	NAPLAN scores indicate 19.48% of students achieving in the top two skill bands for Numeracy.
Greater than 48.2% of students achieving expected growth in NAPLAN Reading.	NAPLAN scores indicate 52.17% of students achieving expected growth in NAPLAN Reading.
Greater than 56.2% of students achieving expected growth in NAPLAN Numeracy.	NAPLAN scores indicate 71.43% of students achieving expected growth in NAPLAN Numeracy.
Create a school based measure to establish a school baseline for students achieving system-negotiated targets in Reading.	100% of staff are beginning to interact with the 'Understanding Texts' element within the Literacy Progressions as a school based internal measure working towards the system-negotiated targets.
Create a school based measure to establish a school baseline for students achieving system-negotiated targets in Numeracy.	100% of 3-6 staff are assessing Maths strands using the DoE Diagnostic assessment tasks, which will be used to track progress towards the system-negotiated targets.

## Strategic Direction 2: Sustainable Learning Culture

### Purpose

Create a collaborative and supportive culture that maximises student learning.

### 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.

- Collaboration
- Supportive Learning Culture

### Resources allocated to this strategic direction

**English language proficiency:** \$202,490.28

**QTSS release:** \$56,395.35

**Integration funding support:** \$123,122.00

**Low level adjustment for disability:** \$59,774.33

**Refugee Student Support:** \$2,289.00

**Per capita:** \$15,000.00

### Summary of progress

In Strategic Direction 2, our focus for 2021 was underpinned by the evidence based strategies of Collaboration and Wellbeing, as supported by "What Works Best: 2020 Update". During Semester One, staff continued to build on their knowledge and understanding of EAL/D Progressions and developed processes to collect, use and monitor EAL/D assessment data. Classroom teachers and EAL/D specialist teachers built on collaborative practices to develop and document sequenced teaching and learning programs to support the EAL/D learners. The leadership team engaged the assistance of the Assistant Principal Learning and Support to refine the Learning and Support systems and structures ensuring the learning and wellbeing needs of students continued to be catered for and monitored. School procedures for the provision of learning and support were communicated to all staff via professional learning meetings. A member of the school executive team undertook Wellbeing for Schools Facilitator training.

Attendance systems and structures were refined at the beginning of the school year and were communicated to all staff. An Attendance Coordinator was appointed and partnerships with the Home School Liaison Officer were strengthened. Attendance data was regularly analysed, used to track student attendance and tiered strategies were then put in to support students in increasing their attendance at school. Due to Covid-19, attendance rates then decreased. Next year, we will begin to use Compass (web-based school management system) to monitor and track student attendance and will continue to work with families and the Home School Liaison Officer to increase student attendance rates.

During Terms 2-4, the Wellbeing for Schools Facilitator provided professional learning for all staff, unpacking the 5 domains of the Wellbeing Framework and evidenced based strategies to support student wellbeing. Through improved teacher knowledge of wellbeing practices, teachers effectively used the Wellbeing Framework for Schools Evaluation Tool to analyse the school's wellbeing practices, identifying areas of strength and improvement. Student Learning and Support Plans were developed, monitored and evaluated in consultation with students and their families, either face-face or via Zoom. Pre and post survey data gathered from this professional learning demonstrated a significant increase in staff understanding on the Wellbeing Framework. An informed analysis of the school's wellbeing strategies identified the cognitive and emotional domain of the Wellbeing Framework as areas for school improvement.

As a result:

- Classroom teachers plan, implement and evaluate teaching and learning programs in collaboration with EAL/D teachers. Strategies to support the literacy learning needs of EAL/D students are clearly visible in teaching programs across all curriculum areas. All student reports now have an EAL/D comment to inform parents of their child's English language learning measured against the EAL/D Learning Progressions.
- Provision for students requiring additional learning and wellbeing support is met through the implementation of personalised learning goals in consultation with students and their families. This is documented in personalised learning and support plans (PLPs), adjustment letters and in teaching and learning programs.
- All teaching staff have gained increased knowledge and understanding of the Wellbeing Framework. A range of evidence-based wellbeing practices are being implemented across the school, including mindfulness, brain breaks and goal setting.
- Attendance procedures are consistently implemented across the whole school. Students at risk are closely monitored by the school appointed attendance coordinator and minuted at every Stage Meeting. Parent/carer



consultation regarding attendance policies and procedures has improved through varied modes of communication including Seesaw, Zoom, social media and the school newsletter.

**Next steps:**

- Teachers continue to collaborate with EAL/D specialist staff to plan, implement and evaluate teaching and learning programs that are highly scaffolded to meet the literacy needs of EAL/D learners. Classroom teachers take ownership of assessment and tracking using the EAL/D progressions.
- The provision of professional learning to strengthen teacher knowledge and understanding of deescalation strategies and the development of Behaviour Response Plans, as per DoE policy.
- Refine current systems and structures to support the implementation of the Inclusive Education Policy for students with disability.
- Continue to build upon processes that support the collaboration between teachers, students and parents, developing a shared responsibility for student learning.
- Increase our focus on student efficacy through the evidenced based, wellbeing strategy of student voice.
- An internal school based measure using the BounceBack Program will be created to track impact on student's wellbeing.
- Further refine attendance and monitoring procedures through school-wide implementation of Compass (web-based school management system).

### **Progress towards achieving improvement measures**

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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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
Greater than 80.33% average of Expectations of Success, Advocacy and a Sense of Belonging in the TTFM student survey.	At the end of 2021, students reported an average of 79.3% overall in the TTFM survey.
Greater than 69.4% of students attending greater than 90% of the time or more.	At Belmore South Public School 67.29% of students have attended school greater than 90% of the time.
Create a school based measure to establish a school baseline for students achieving system-negotiated targets in productive learning behaviours.	100% of staff completed Wellbeing for School Excellence Evaluation Support Tool which indicated Cognitive and Emotional Wellbeing Domains are areas for improvement to support productive learning behaviours.

## Strategic Direction 3: Effective Partnerships

### Purpose

To create authentic learning opportunities for all students through a connected learning community that engages in rich learning experiences.

### 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.

- Communities of Practice
- Parent Partnerships

### Resources allocated to this strategic direction

**Socio-economic background:** \$58,759.28

**Aboriginal background:** \$8,033.08

**Per capita:** \$3,795.00

### Summary of progress

Our focus for 2021 was creating sustainable and effective partnerships in our communities of practice and with parents.

In Semester One Belmore South PS took part in the School Leadership Identification Framework (SLIF) where Executive staff undertook SLIF professional learning, identified aspiring leaders and took part in the 360 reflection tool. Systems and structures were successfully established by aspiring leaders and communicated to all staff. Data has indicated an increase in staff confidence in interpreting and responding to data. Attendance monitoring is consistently occurring in all classes K-6.

In Semester One, there was a continued focus on High Impact Professional Learning (HIPL), where the school executive across the community of schools developed a model for sustainable professional learning. The HIPL model was trialed and evaluated by staff as they developed and implemented PL. The PL model is still under review, based upon feedback from the trial and school leaders. Implementation of the model is set for 2022. The HIPL survey indicated that not all staff understand the link between high impact professional learning and school improvement, through their engagement in relevant, focused and ongoing professional learning and the translation of professional learning into classroom practice.

Belmore South Public School supported the DoE Aboriginal Education Policy and the students at Belmore South Public School from an ATSI background through professional learning on Personalised Learning Pathway Plans to ensure compliance and incorporate community consultation into the process. Data from the ATSI student focus group demonstrated that 100% of students felt more connected to their culture and background through the new personalised learning pathway plan.

A Community of Schools Data Team was established across Belmore South PS, Lakemba PS and McCallums Hill PS to build effective partnerships with local schools. The Data Team collected and analysed data based on whole school reading and numeracy survey of staff, NAPLAN analysis 2021, created a data inventory of data sources K-6 and evaluative SIP templates (focus groups, reflections, exit slips, pre and post google forms, use of mentimeter). Data leaders facilitated data-based conversations across CoS Executive to share data team accomplishments and set expectations and non-negotiables for leaders to ensure data is a priority. Pre and post data based on data team knowledge and understanding demonstrated 100% growth in data knowledge, deeper questioning, confidence in presenting to the whole staff and developing a K-6 perspective of data processes.

Parent focus groups were conducted in Semester Two to support school planning and establish the next steps as part of the school consultation process and to provide feedback from Belmore South Public School participation in External validation in 2021.

As a result:

- Participation in this program highlighted aspiring leaders across staff and allowed Executive members to create opportunities for leadership and growth in their career stage
- Executive are implementing the model for sustainable professional learning when presenting to staff that supports the HIPL Framework
- The Aboriginal Education team liaised with community and external providers to install new flag poles to fly the Australian, Aboriginal and Torres Strait flags. All identified ATSI students have PLPs that have been co-created

with students and parents/carers.

- The Data Team has analysed, evaluated and shared quantitative and qualitative findings from surveys with Executive across the CoS and staff in respective schools. This has allowed for accurate forward planning in relation to whole school improvement and School Targets.
- Parents had opportunities to engage and provide feedback on school planning.

Next steps:

- Continue to create growth and leadership opportunities for aspiring leaders across the school based around school improvement
- The model for professional learning will be shared with all staff in order to begin implementing the new structure to follow the HIPL Framework
- The Aboriginal Education team will continue to support our ATSI students through the use of the ACLO, create community events and update and refine PLPs
- Data team will continue to support staff through the data collection process, analysis of data and guided support of the QDAI process within the SIP.
- Parent partnerships will be strengthened via explicit communication systems and enabling more opportunities for parent voice.

### Progress towards achieving improvement measures

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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
Create a school based measure to establish a school baseline for staff utilising the community of practice to engage in professional capacity building.	Internal progress measures were established and used as initial baseline to provide data on the engagement and capacity building of staff utilising community of practice networks.
Greater than a 5.9 average reported by parents in the TTFM survey under the theme of 'Parents are Informed'.	An average of 6.7 was reported by parents in Tell Them From Me Survey, which indicated a 0.7 increase from 2020.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,289.00</p>	<p>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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for targeted interventions to support student learning</li> <li>• intensive English language and learning support provided to increase educational outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff targeting the needs of refugee students across Literacy, Numeracy and wellbeing. Higher levels of student engagement in the classroom and wellbeing programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After evaluation, the next steps to support our students include professional development for staff around the impact of trauma, learning and wellbeing needs of refugee students.</p>
<p>New Arrivals Program</p> <p>\$21,645.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Belmore South Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students successfully integrating into the mainstream class.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Provide ongoing support with stage and class intervention through withdrawal and in class support focusing on students at the Beginning &amp; Emerging phase. This includes co teaching.</p>
<p>Integration funding support</p> <p>\$123,122.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Belmore South Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul>

<p>Integration funding support</p> <p>\$123,122.00</p>	<ul style="list-style-type: none"> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All eligible students demonstrating progress towards their goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Parents are informed and part of the process of the PLSP for their child.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After evaluation, all Personalised Learning and Support Plans will continue to be modified, created alongside students and shared with parents. The use of the Integrated Funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to track and monitor the impact of student support needs.</p>
<p>Socio-economic background</p> <p>\$159,205.56</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Belmore South Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices</li> <li>• Communities of Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to establish data team and build staff capacity in use of data</li> <li>• employment of external providers to support school based programs and provide staff opportunities to participate in growth in practice sessions</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff can effectively use data to identify and respond to learning needs. All stages across the school have compliant assessment processes and systems in place. Aspiring leaders participating in projects to develop their leadership skills at school improvement level. Staff engaging in fortnightly Growth in practice sessions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Aspiring leaders to continue engaging in school improvement projects that support their leadership journey. Staff to continue to use a range of data-driven practices to drive their teaching and learning that include formative, summative, internal and external assessments. Continue the engagement of external providers to allow for Growth in Practice sessions focused on data.</p>
<p>Aboriginal background</p> <p>\$8,033.08</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Belmore South 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.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Aboriginal background</p> <p>\$8,033.08</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Communities of Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Working with the Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. The allocation of this funding has resulted in: an increase (&gt;50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> PLPs will continue to be modified and responsive to student needs in order to meet the goals in their PLP. Parents will continue to be included in the PLP process and school based programs.</p>
<p>English language proficiency</p> <p>\$202,490.28</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Belmore South Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved staff knowledge and confidence in identifying and assessing students using the EAL/D progressions. Students are regularly assessed to reflect growth on the EAL/D progressions. Revising units of work to strengthen language acquisition and proficiency in Literacy. Improved teacher capacity to support EAL/D students through resourcing and co-teaching.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue the use of regular assessment using EAL/D Progressions and student work samples. Continue to strengthen the co-teaching model with EAL/D Specialist staff to build teacher knowledge and understanding of appropriate teaching</p>



English language proficiency \$202,490.28	strategies for EAL/D learners.
Low level adjustment for disability \$160,680.53	<p>Low level adjustment for disability equity loading provides support for students at Belmore South Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices</li> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• targeted students are provided with an evidence-based intervention Macqlit/Multilit/Minilit to increase learning outcomes</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• Professional learning delivered on evidenced based approaches to support differentiation of learning to meet student needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Professional Learning targeted to staff in stage 2 and 3 around Reading to link with NAPLAN targets. LAST and SLSOs provided targeted intervention to students in Reading through the Macqlit/Multilit/Minilit program to increase student growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to expand the impact of the learning support team to provide additional support to identified students and employment of additional SLSOs . Professional development to continue to focus on identified needs to support targets.</p>
Literacy and numeracy \$9,658.74	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Belmore South Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• updating reading resources to meet the needs of students</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff can effectively use data to identify and respond to learning needs. All stages across the school have compliant assessment processes and systems in place. Aspiring leaders participating in projects to develop their leadership skills at school improvement level.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Aspiring leaders to continue engaging in school improvement projects that support their leadership journey.</p>

<p>Literacy and numeracy</p> <p>\$9,658.74</p>	<p>Staff to continue to use a range of data-driven practices to drive their teaching and learning that include formative, summative, internal and external assessments.</p> <p>Additional resources to be purchased to support curriculum delivery and support implementation of new syllabuses.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Belmore South Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to support literacy and numeracy programs</li> <li>• lead analysis of student performance data with whole school and stage teams</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Consistent implementation of evidence-based pedagogy Instructional Leader has delivered targeted professional learning to all staff, engaged teachers in data analysis to inform and drive teaching programs and provided strategies for differentiation in curriculum delivery.  Targeted intervention provided to students with a focus on school targets in reading and numeracy.  Access to high quality literature resources to engage students in deep conversations around English concepts.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continued implementation of future professional learning connected to school targets and school needs.  Early Action for Success funding model adjusted into the Assistant Principal Curriculum and Instruction model for future implementation in 2022 and beyond.</p>
<p>QTSS release</p> <p>\$56,395.35</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Belmore South Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Increased knowledge of EAL/D Progressions from targeted professional conversations.  Development and implementation of EAL/D strategies into teaching and learning programs.  Opportunities to observe teachers practice to strengthen quality teaching.  Improved staff confidence in Strategic Improvement Plan implementation and use of QDAI to support next steps.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

<p>QTSS release</p> <p>\$56,395.35</p>	<p>Embed EAL/D strategies/approaches into all curriculum areas K-6 including the use of regular assessment using EAL/D Progressions and student work samples.</p> <p>Continue co-teaching model with EAL/D Specialist staff to build teacher knowledge and understanding of appropriate teaching strategies for EAL/D learners.</p> <p>Continue to provide regular opportunities for collaboration and classroom observation across community of schools to improve teacher practice.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Belmore South Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All classroom teachers use data to make informed judgements and create targeted intervention groups.</p> <p>NAPLAN, Check In Assessment and Internal Assessments have been triangulated and shared with staff to identify focus areas and groups.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue the engagement of staff using other flexible funding to refine systems and structures to enable deeper analysis of student progress in literacy and numeracy.</p> <p>Continued modification of intervention groups around focus area identified by triangulation of internal and external data sources.</p>
<p>COVID ILSP</p> <p>\$132,749.00</p>	<p>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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small groups and monitor progress of student groups</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Reading: 69% of Year 1 students have increased their reading benchmark by at least 4 levels and are on track to meet end of year benchmarks for Year 1.</p> <p>75% of students have met their learning goals, based upon the indicators in the Literacy Progressions: Understanding Texts, Creating Texts and Phonic</p>

<p>COVID ILSP</p> <p>\$132,749.00</p>	<p>Knowledge and Word Recognition.</p> <p>Year 1: 94% of students have met their personal learning goals based upon the numeracy progressions.</p> <p>Year 5: 75% of students have met their personal learning goals based upon the numeracy progressions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue implementation for literacy and numeracy tuition.</p> <p>Continue with frequent analysis of student assessment and recording of data on Plan2.</p> <p>Ensure ongoing PL for CILSP, with a focus on embedding the use of student data to differentiate learning in literacy and numeracy, using the Literacy and Numeracy Progressions and PLAN2.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	170	170	171	172
Girls	117	117	115	116

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.5	90.8	85.7	89
1	90	89.5	80.8	91.1
2	91.1	89.5	78.4	91.3
3	91.6	90.4	78.4	89.5
4	91.5	89.5	78.7	91
5	91.4	89.7	78.9	88.3
6	94.3	89.6	79.5	90.1
All Years	91.2	89.8	80.2	90.1
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

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

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



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.47
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	2.52
Other Positions	0.4

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	741,624
<b>Revenue</b>	3,585,134
Appropriation	3,546,476
Sale of Goods and Services	737
Grants and contributions	36,917
Investment income	905
Other revenue	100
<b>Expenses</b>	-3,528,170
Employee related	-3,222,167
Operating expenses	-306,004
<b>Surplus / deficit for the year</b>	56,963
<b>Closing Balance</b>	798,587

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	125,411
<b>Equity Total</b>	530,410
Equity - Aboriginal	8,033
Equity - Socio-economic	159,206
Equity - Language	202,490
Equity - Disability	160,681
<b>Base Total</b>	2,123,666
Base - Per Capita	70,504
Base - Location	0
Base - Other	2,053,162
<b>Other Total</b>	551,784
<b>Grand Total</b>	3,331,271

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year our school seeks the opinions of parents, students, and teachers. Students from Years 4.-6 completed the online 'Tell them from me survey in Term 1 and Term 3.

### Students

At the end of 2021, 79.15% of students responded positively to wellbeing in the TTFM survey. A key summary of measures used to calculate the average included:

63% of students reported a positive sense of wellbeing which is related to students' perception of being accepted, valued, and included in the school setting.

92% of students reported positive expectations of success which refers to the extent to which teachers value academic achievement and hold high expectations of all students.

83% of students reported positive advocacy at school and this refers to the active consideration and support of students' academic and wellbeing needs.

### Parents

In 2021, parents completed the TTFM survey. A summary of key findings from the parent's survey included:

An increase under the theme 'Parents are Informed indicated that parents felt communication through technology was strong and useful.

Parents felt welcome in the school community and confident they could contribute to decisions about improving the school. This was evident through the increased participation of parents in parent focus groups.

### Staff

Staff provided ongoing feedback and reflection from varied professional learning and collaboration opportunities. Staff have high expectations of students and monitor their progress using evidence of student learning to inform teaching and learning programs. The professional learning opportunities were explicitly linked to the school plan and improvement measures. Staff participated in wellbeing activities to promote a sense of wellbeing for all. As a result of feedback and reflection staff were able to engage in collaboration through their professional learning networks focusing on improving their practice and pedagogy.

We truly value the input of all our stakeholders and have utilised these valuable information sources to determine and plan out areas for development through our 2022 Strategic Improvement Plan.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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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.

## Multicultural Education Policy

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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.