

2021 Annual Report

Belrose Public School



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Introduction

The Annual Report for 2021 is provided to the community of Belrose 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

Belrose Public School

Ralston Ave

Belrose, 2085

<https://belrose-p.schools.nsw.gov.au>

belrose-p.school@det.nsw.edu.au

9451 6203

School vision

Belrose Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for every student. Our vision is to develop confident students who connect and succeed through diverse opportunities, feel challenged and motivated to aspire to personal excellence, succeed to their individual/or personal best and thrive in a safe, supportive and respectful environment where every child is known, valued and cared for.

School context

Belrose Public School is situated on the Northern Beaches of Sydney encompassing 3.5 hectares of learning areas and playing fields. It is a dynamic, inclusive school where the pursuit of excellence and personal best is at the forefront of our school ethos. Professional, dedicated teachers are committed to developing a love of learning by engaging each student within a nurturing, safe environment. Quality teaching is paramount with an emphasis on literacy, numeracy and technology. Teachers provide an extensive range of curricular and extra-curricula opportunities so that students have access to a rich, vibrant education. Our community values of respect, responsibility and personal best are taught and encouraged. The partnership between teachers and parents is highly regarded and this synergy has enhanced the learning outcomes of our students. We have a very generous, proactive, innovative and supportive parent body. Belrose Public School offers a rich variety of extra-curricula programs which includes Maths Olympiad, Chess Club, PSSA sport, K-2 Fundamental skills, Training and Performance bands, choirs and dance groups, Music and K-2 Musical, Japanese lessons K-4, Year 6 Leadership opportunities, Public Speaking, Peer Support Programs, Environmental group and lunchtime coding. Belrose Public School is a PBL (Positive Behaviour and Learning) school. We successfully provide a safe, nurturing and engaging learning environment in partnership with students and the school community to ensure all students can learn effectively and grow with confidence in a positive school climate of mutual respect, shared responsibility and support. Through our alliance with the STEM Academy of Sydney University, student engagement and embedded STEM pedagogies are taught within our integrated learning programs.

The school completed a situational analysis that has identified three areas of focus for Belrose Public School. This builds upon the work undertaken in the previous school's planning cycle.

1. Student growth and attainment - In order to maximise student learning outcomes in reading, writing and numeracy we will deepen pedagogical knowledge and refine data driven teaching practices that are responsive to the learning needs of individual students.
2. Wellbeing - In order to support the wellbeing of all students so they can connect, succeed, thrive and learn we will develop whole school wellbeing processes including the explicit teaching of interpersonal skills that enable students to interact effectively and respectfully with others and a Growth orientated Mindset to build resilience, to take on challenges and embrace learning.
3. Student, staff and community partnerships in learning and engagement - To foster a school-wide culture of high expectations and a shared sense of responsibility for community and student engagement through various initiatives including embedded STEM pedagogies through innovative and integrated learning programs using Project Based Learning (PBL) paradigms and secondly, quality feedback by teachers and increased parent engagement around student progress and achievement

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading, writing and numeracy we will deepen pedagogical knowledge and refine data driven teaching practices that are responsive to the learning needs of individual 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.

- Instructional Leadership
- Whole school processes
- Data driven practices

Resources allocated to this strategic direction

QTSS release: \$43,389.67

Professional learning: \$15,230.00

Literacy and numeracy: \$32,000.00

Summary of progress

LITERACY

Key evidence-based practices for continuous school improvement have been facilitated through the introduction of Instructional Leadership across K-6. Core elements of 'What Works Best' (CESE, 2020) have been introduced, but sustainability in these practices have not yet been obtained due to the interruption caused by the pandemic.

Collaboration and high expectations have permeated classroom K-6 resulting in a more consistent approach to the planning, teaching and assessing of reading and writing. This includes the use of quality literature to develop and expand thinking processes and vocabulary, guided, modeled and independent practices in K-2 classrooms, as well as the explicit and systematic teaching of core elements of reading; e.g. phonemic awareness, comprehension.

During Semester 1, Instructional Leaders worked with their Stage teams, targeting specific strengths and needs of individual teachers to develop other key evidence-based practices, specifically using data to inform practice, explicit teaching and establishing quality learning environments that are conducive to the integration of targeted teaching and using data to inform practice.

The co-planning, co-teaching, co-reflecting cycle was established in this time in some classrooms, which enhanced reflective practice for those teachers that were engaged in this process.

Assessment procedures have been introduced across K-6, which includes the use of Fountas and Pinnell Benchmark Assessment System for measuring growth in reading and identifying individual needs and trends in reading strengths and weaknesses for specific cohorts. Consistent Teacher Judgement (CTJ) has been implemented across K-6 to assess and measure growth of students' writing in 5 weekly intervals. This data is being used in some classrooms to inform practice.

The Reading Check-in Assessments Term 4, 2021 highlights our school's successful implementation of our Literacy programs from Years 3-6. Average results indicate: Year 6 - 7% higher than state average (71.9% of students to 64.7% of state), Year 5 - 7% higher than state average (70.3% compared to 63.3% of state), Year 4 - 3% higher than state average (62.3% compared to 59.9% of state) and Year 3 - 2% higher than state average (64.7% compared to 63.2% of state).

Where to next: The school's goal for 2022 is to develop a sustainable culture of continuous school improvement by building on and expanding the evidence-based practices that were introduced this year.

Specifically, the Instructional Leaders will collaborate to expand and further develop a consistent approach to the co-planning, co-teaching, co-reflecting cycle so that all teachers understand and apply their knowledge to analysing and using data to inform their practice, and explicit teaching. Reflective practice will expand to build teacher capacity to target individuals and groups based on data.

The assessment procedures in 2021 revealed that comprehension and vocabulary were key elements of reading that need to be addressed across K-6. In 2022, collaborative planning and building teacher capacity with deep content

knowledge and responsive teaching strategies will occur within and across Stages. Teachers will collaboratively plan to build inferential comprehension and vocabulary through quality talk, as well as, engage students in explicit teaching of these skills and provide opportunities for students to practice, apply and transfer their knowledge and skills across KLAS.

A consistent approach to the teaching of reading will be sought via professional learning in current evidence-based reading practice as well as in the use of the Fountas and Pinnell Reading program.

NUMERACY

Instructional Leaders, Tom Davidson and Rochelle Iwakura through instructional leadership, initiated professional dialogue and collaborate discussion around effective practice. Establishing whole school practices required a shared understanding of evidenced-based practices based on research. Weekly professional learning sessions by all staff, Kindergarten to Year 6 established a common understanding of 'what is numeracy?' From three research articles, teachers discussed and then concluded with a shared belief statement of what is numeracy? Our Belrose PS' s belief statement was '*Numeracy is the ability to understand deeply and think efficiently, effectively and flexibly with numbers.*' Group discussions were conducted to reflect on what teaching/learning occurred in the classroom that reflect our beliefs. Mathematics scope and sequence and teaching and learning programs were reviewed against the syllabus and our beliefs. Whole staff completed eLearning module Mathematics building blocks for numeracy Course 1: Effective mathematics teaching for numeracy development. Through the use of professional learning opportunities, the staff shared and gained expertise in evidence based teaching practices by reading Jo Boaler's Mathematical Mindsets. Discussions within stage groups reflected on what these lessons would look like in their classroom? Ongoing weekly K-2 PL sessions examined objectives from within the Mathematics syllabus, aligning these with current research and adapting our programs to show best evidenced-based practice. K-2 staff trialed lessons during the week and shared them in google drive. Completion of reading and watching of Youcubed videos. Professional Learning was completed on Teaching strategies - building number sense and Mathematics online P/L 'In Conversation' session with Catherine Attard-exploring a framework for engagement in mathematics and the role technologies can play in supporting student learning in mathematics.

During Home-Based Learning Tom Davidson delivered professional learning sessions around additive thinking and multiplicative thinking. Staff reflected on their research to adapt their teaching and learning activities, as best they could, to reflect on genuine mathematical activities through conceptual planning with problem solving, justification and reasoning.

NAPLAN and Checkin assessments data: 27 students completed the Year 5 NAPLAN test in 2021. Students in the top 2 bands in Year 3 from 2019 to Year 5 2021 has reduced from 47.5% to 29.6%. These results are influenced by 5 students leaving for independent schools who achieved the top 2 bands in 2019 (20% of students), 1 student enrolled in 2020 who achieved top 2 bands in 2021, 6 students who achieved the top 2 bands in 2019 did not achieve the top 2 bands in 2021 and 1 student achieved top 2 bands in 2021 did not achieve this in 2019. To achieve 47% of students of Year 5 in 2022, Belrose requires 16 students to achieve within the top 2 bands, an addition of 11 students out of 27 students.

The Numeracy Check-in Assessments Term 4, 2021 highlights our school's successful implementation of our Numeracy programs from Years 3-6. Average results indicate: Year 6 - 4% higher than state average (69.8% compared to 66.3% of state), Year 5 - 4% higher than state average (65.1% compared to 61.6% of state), Year 4 - 3% higher than state average (68.9% compared to 66.8% of state) and Year 3 - 3% lower than state average (61.1% compared to 63.7% of state).

From teacher conversations and discussions, this matches the current class-based qualitative assessments. For example, the students have needed to consolidate stage 1 concepts in year 3 before moving onto stage 2 outcomes. This absence of K-6 qualitative data is an area that has been identified. In the second semester of 2021, the aim was for staff to address this area i.e. assessment data through TPL sessions planning, teaching and moderating lessons and assessments. Due to COVID caused Home-based learning, this has been set back for Sem 1 2022

Areas of focus:

From the NAPLAN and Check-in data, the areas for focus are for Year 3-6:

Syllabus areas of focus

- Multiplication and decimals strategies

- Fractions and decimals

Use of PLAN 2 and 3 platforms

- Multiplicative strategies

- Operating with decimals

- Interpreting fractions

Where to next:

- Creating a database of qualitative data to track student achievement

- This aspect of data is present in the stage team but needs consolidation into a central location such as Plan 2 or Plan 3

- TPL regarding ES1 - Number Sense S1 - Addition and Subtraction S2 - Multiplicative and S3 - Fractions and Decimals plotting during Plan 2 or Plan 3

- Grade meetings/TPL sessions to focus on aligning and moderating assessments to increase the reliability of Plan 2 and 3 data

- Monitoring focus groups as per student differentiation in Scout check-in data

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
<p>Numeracy</p> <p>In a combined average of Year 3 and Year 5, an uplift of 4.1% of students achieved Top 2 Bands (or equivalent) in NAPLAN.</p> <p>Reading</p> <p>In a combined average of Year 3 and Year 5, an uplift of 4% of students achieved Top 2 Bands (or equivalent) in NAPLAN.</p>	<p>Numeracy - In 2021, 27 students completed the Year 5 NAPLAN Numeracy test and 17 students from Year 3. In a combined average of year 3 and 5 students, 29.5% of students were in the top 2 bands. The progress is yet to be achieved of the system-negotiated target of 49.9.% for 2021.</p> <p>With regards to the top three bands, additional students are within the top three NAPLAN bands in Numeracy.</p> <p>Reading - In 2021, 27 students completed the Year 5 NAPLAN Reading test and 17 students from Year 3. In a combined average of year 3 and 5 students, 54.5% of students were in the top 2 bands. The progress is yet to be seen towards the system-negotiated target of 58.4% in 2022. The percentage of students in the top three NAPLAN bands has increased from 79% in 2019 to 88% in 2021. The number of students in the bottom two bands has decreased.</p> <p>With regards to the top three bands, additional students are within the top three NAPLAN bands in Reading.</p>
<p>Numeracy</p> <p>At least a 2% uplift of students achieved expected growth in NAPLAN Numeracy between year 3 and year 5.</p> <p>Reading</p> <p>At least a 2% uplift of students achieved expected growth in NAPLAN Reading between year 3 and year 5.</p>	<p>Numeracy - The average growth in Numeracy between Year 3 and Year 5 of students who completed both the Year 3 and Year 5 NAPLAN tests at Belrose Public School is 82.0.</p> <p>52% of Belrose Public School students are at or above their expected growth. The school is below the state percentage of 57.51%.</p> <p>Belrose Public School is 8% below the target of 60% which is set for 2021. Contributing to this outcome, is that 20% of students left the school for independent schools. These students had achieved in the top 2 bands in 2019.</p> <p>Reading - The average growth in Reading between Year 3 and Year 5 of students is 89.61.</p> <p>76% of Belrose Public School students are at or above their expected growth. When compared to a statistically similar school group (SSSG), Belrose Public School out-performed these schools by 7.51%. The data indicates that the school exceeds the state percentage of 63.91% by 12.09%.</p> <p>A high proportion of Year 3 and Year 5 students are currently exceeding the</p>

<p>Numeracy</p> <p>At least a 2% uplift of students achieved expected growth in NAPLAN Numeracy between year 3 and year 5.</p> <p>Reading</p> <p>At least a 2% uplift of students achieved expected growth in NAPLAN Reading between year 3 and year 5.</p>	<p>higher bound target of 65% which is set for 2024. We currently exceed our higher bound target for 2024 by 11%.</p>
<p>Writing</p> <p>In a combined average of Year 3 and Year 5, an uplift of 5.5% of students achieved Top 2 Bands (or equivalent) in NAPLAN.</p> <p>At least a 2% uplift of students achieved expected Belrose Writing Continuum levels, K-6.</p>	<p>In 2021, 18.5% of Year 5 students scored in the top 2 bands compared to 6.5% in 2019. This signifies a 12% increase.</p> <p>In 2021, 52.9% of Year 3 students scored in the top 2 bands compared to 43.9% in 2019. This signifies a 9% increase.</p> <p>Belrose Public School has exceeded its 2021 target of 5.5% by an additional 4.5%</p> <p>In 2021, the average scale growth was 69.7 compared to 58.76 of state. 69.2% of students between Years 3 and 5 have achieved or exceeded their expected growth in both NAPLAN and in the school's Writing Continuum, which exceeds our targeted growth milestone by 2%.</p>

Purpose

In order for all students to connect, succeed, thrive and learn we will refine the whole school wellbeing processes that support the wellbeing 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.

- Growth Orientated Mindsets for learning agility
- Wellbeing and relationships

Resources allocated to this strategic direction

Per capita: \$3,000.00

Professional learning: \$4,500.00

Summary of progress

There is evidence of embedded whole school pedagogical strategies in Growth Mindsets resulting in students taking on challenges, embracing effort and learning from their mistakes so they succeed, thrive and learn.

Whole school strategic, systematic and planned approach to whole school wellbeing was initiated at the beginning of 2021 and will be sustained over the life of the strategic plan. Professional learning around Carol Dweck's Growth Mindset with James Anderson, consultant and school's mentor was sourced through school funds. Preliminary readings of 'Agile Learner-Where Growth Mindset, Habits of Mind and Practice unit' by James Anderson were provided to all staff during the 2020/2021 holiday break. Staff reflect on three key questions during each P/L session:

1. What are the main points/conclusions drawn?
2. How does your understanding contribute to your understanding of supporting students at Belrose PS?
3. What are the implications of this knowledge for your teaching practice?

Targeted PD/Health/PE lessons were programmed using research-based curriculum that teaches social- emotional competence to help children more effectively handle life challenges and thrive in both their learning and their social environments.

Overview introduced to staff of the three areas a) understanding growth and fixed mindsets b) habits of the mind and c) understanding the 'agile learner'

Whole school professional learning using James Anderson's Mindset continuum was initiated. P/L sessions included: a) The importance of using Backstories with students. Teachers to link our use of learning intentions and achievement of success criteria to indicate growth in learning. b) Think/Pair/Share the staff beliefs compared to Anderson's views on talent included Innate Abilities exist, but they don't lead to future abilities, the more you practice, the better you get, there's no limit to how much better you can get, there are no naturals, effective effort is required for growth. Do they hold similar views? Do they have high expectations of students growth and attainment?

This has been supported by:

1. Staff following agreed scope and sequence of targeted PBL Values and Behaviour expectations by following updated PD/Health/PE program
2. Using positive growth mindset language to encourage students to take challenges and learn from their mistakes.
3. Using the "Learning Pit" to help understand and visualise where students may be in the learning process.
4. Programming for open-ended learning and collaborative learning.
5. Consistent language used on Student of the Week awards, when handing out merit awards and Superkids.
6. Fixed and growth mindset language used daily.

There are consistent processes and practices supporting positive, respectful relationships and the promotion of student wellbeing for optimum conditions for student learning.

This is evidenced by:

Implementation of the PD/H syllabus K-6 incorporating the skills in focus of self management and interpersonal skills through the use of the Second Step program and compulsory Child Protection units. The use of a systematic and planned whole school scope and sequence of personal and social capabilities of self-awareness, self-management, social awareness and social management.

Weekly lessons are structured and resourced to support overall student wellbeing K-6 with classrooms and the playground as a response to identified needs. Whole school evaluation at the end of Term One led to improved modifications for program development.

Incorporated in the PD/H units of work, additional evidence-based resources of Bounce Back, Smiling Minds and Peer Support.

Restorative practices throughout the school and support of the personalised learning has been supported by:

- Setting student personal goals. Setting students up for success. Assessment and evaluation of student learning needs.
- Transition to school and from school.
- Case management approach
- Individual Learning Plans

Creative and flexible physical environments have supported the students' wellbeing and their relationships. This has been supported by:

- Varied sports equipment is provided regularly for student use in the playground at recess and lunch.
- Indoor and outdoor learning spaces are created to support a sense of value for students and the entire school community.
- A recent merging of the K-2 and 3-6 playground to foster relationships between all students and open the playground for varied activities.
- Garden area - Aboriginal plants, veggie patch
- Continue to provide a safe learning environment

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
<p>85% of survey responses from student focus group indicated increased favourable responses to challenges, mistakes, the development of their abilities, and whether they are open to feedback</p>	<p>At the conclusion of 2021, 18 students were randomly selected students as part of the school's focus group, across all classes.</p> <p>The success of our initiative was measured by how much more growth oriented the students had become with regards to challenges:</p> <p>10 out of 18 students (55.6%) felt that they had a Growth or higher response with an additional 5 out of the 18 students (28%) having a mixed growth</p> <p>The success of our initiative was measured by how much more growth oriented the students had become with regards to seeing mistakes as a sign for higher learning potential than as a negative and ignoring element:</p> <p>9 out of 18 students (50%) felt that they had a Growth or higher response with an additional 9 out of 18 (50%) felt that they had a mixed growth</p>

<p>85% of survey responses from student focus group indicated increased favourable responses to challenges, mistakes, the development of their abilities, and whether they are open to feedback</p>	<p>mindset</p> <p>The success of our initiative was measured by how feedback was perceived by the students:</p> <p>100% of students had mixed or a positive growth mindset with 12 out of 18 (66.7%) feeling that receiving feedback, particularly through formative means, was useful to driving learning.</p>
<p>An uplift of 5.4 percent overall in the TTFM student survey for sense of belonging, expectations for success and advocacy at school</p> <p>Results of annual ACER Social Emotional (Yrs 2-6) student surveys and TTFM parent and teacher surveys on students' positive social-emotional wellbeing were at the NSW average</p>	<p>ACER Social Emotional (Yrs 2-6) student surveys for overall social-emotional wellbeing and behaviour outcomes:</p> <p>7.5% were very highly developed</p> <p>17.8% were highly developed</p> <p>55.1% were developed</p> <p>Total: 80.4% of students have developed to very highly developed social emotional wellbeing and behaviour which is 6% lower than the school's results of 2020. Students completed this survey when they returned to school following Learning from Home due to the COVID pandemic. This slight decrease is justifiable.</p> <p>Tell Them From Me Survey - Students' positive social-emotional wellbeing were assessed using the TTFM survey. 72% of students (2021) compared to 65% (2020), a 7 % uplift from 2020 feel accepted and valued by their peers and by others at their school. 80% of students (2021) compared to 76% of students (2020), a 4% uplift from 2020 feel they have someone at school who consistently provides encouragement and can be turned to for advice regarding advocacy. Expectations for Success where school staff emphasise academic skills and hold high expectations for all students to succeed scored at 83% (2021)</p> <p>Tell Them From Me Survey results for parents is on par with the NSW Norms with regards to students' positive social-emotional wellbeing.</p> <p>Tell Them From Me Survey results for teachers on students' positive social-emotional wellbeing were significantly above the NSW Norm by at least 8%.</p>
<p>An uplift of 2.2 percent of students attended >90% of the time.</p>	<p>In 2021, 95.9% of students attended >90% of the time. This is 0.07 higher than in 2020. In 2021, our attendance rate is 0.9 higher than the DOE state average, 9.4% higher than the network and 9% higher than SSSG. Considering that Learning from Home was sustained for 13 weeks during 2021, this significant high attendance rate is due to our engaging Learning from Home packages, supportive parent community as well as our strong check-ins and mentoring approach by all staff, K-6.</p>

Purpose

To foster a school-wide culture of high expectations and a shared sense of responsibility for community and student engagement.

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.

- Embed Science Technology Engineering Mathematics pedagogies
- Collaboration in learning with colleagues from Community of Schools and parents

Resources allocated to this strategic direction

Summary of progress

Through previously adopted evidenced-based STEM research during Professional Learning sessions from 2018-2020, TPACK (Schumann), Stanford d.school Design Thinking Process and A continuum of STEM integration (Vasquez, 2014), Belrose Public School has incorporated this pedagogy into K-6 programs. Tom Davidson, the Stage 3 Assistant Principal and other teaching staff have demonstrated and shared their expertise within the school. Staff have expert contemporary content knowledge and deploy effective teaching strategies and innovative practices. Technology supports learning and is available and expertly integrated into lessons by teachers. All students had the opportunity of using the Virtual STEM Share kit which is on loan by the Department. One device between student with ipads, laptops, desktops, makey makey and hummingbirds are made available to all students.

Using this technology with the 21st century fluencies of collaboration, critical and creative thinking, the project-based learning for 2021 centred around the BAFP 'Belrose Agency for Fire Protection'.

Students collaboratively worked together to 'pitch' the proposal for a Fire Protection Device to the BAFP Executive consisting of Stage 3 teachers and the Principal. The persuasive text argued that the Fire Protection Device Project had the potential to meet a fire hazard need. The 'pitch' received feedback of either a red, orange or green light. Once the team received a green light, the success criteria was achieved and the team of students proceeded to the prototype and testing phase of the Fire Protection Device Design. An integrated unit of work incorporated the English, Mathematics, Geography and History, Science and Technology syllabus.

-Success Criteria for the task involved:

Introduction - setting the scene:

Team name and logo of What is the Fire Protection Device's name? Who is the target user? Outline its functionality and purpose.

What is the purpose of your device?

Describe the fire protection need that the device will meet.

Thinking about the fire triad - heat, fuel and oxygen, explain which element or elements your device will reduce or eliminate.

How will this protect the user from fire?

State what evidence you have that the device will protect against fire.

What are the design features that will address this need?

What will your Fire Protection Device look like using a rough diagram?

Label the Fire Protection Device:

Size in mm and 3D object shape

Literacy

Presentation meets a minimum of a 'high' on the Persuasive text (Hortatory Exposition) marking rubric.

Due to Home-based learning, our proposed program was interrupted for 13 weeks. The Celebration of Learning event could not occur and the Mayor of the Norther Beaches was unable to attend. Additionally, the parent surveys could not be completed at the 'Celebration of Learning' event. The whole school community demonstrated an aspiration for learning progress and achievement for all students, and together, with the staff, were committed to the pursuit of excellence. This effective partnerships in learning with parents and students meant students were motivated to deliver their best and continually improve.

During Term 4, the student completed their projects. Students completed a self-assessment of their ICT Capability along the learning continuum with 77% of students achieving Level 4.

Where to next:

Embed Science Technology Engineering Mathematics pedagogies

Professional learning and instructional leadership will embed Science, Technology, Engineering and Mathematics (STEM) pedagogies through innovative and integrated learning programs using Project Based Learning (PBL) paradigms into 3-6 teaching and learning programs. Evidenced-based research from Schumann, Stanford d.school Design Thinking Process and 'A continuum of STEM Integration' (Vasquez. 2014) will form the basis of the approach. Professional learning will continue on scientific, computational, design and systems thinking within teaching/learning programs.

As part of the newly established High Potential Gifted Education Network Committee, an Assistant Principal will become familiar with the implementation of the policy into teaching/learning programs and prepare for the professional development of staff.

Partnership in learning with parents, other community members and schools through celebration of learning events in term 3.

Partnership with Macquarie University through Mathematics Dr Laurinda Lomas Sydney STEM Academy to support the improvement of Numeracy.

Collaboration in learning with colleagues from Community of Schools and parents

Sourcing the Department's Community Engagement Team to increase and foster positive relations between the school and the community.

Mentoring of a new Principal and collaborating with staff of Kambora Public School with regards to teaching and learning programs.

Information sharing sessions of the new Mathematics and English syllabus for parents

Management practices and community satisfaction will be enhanced through additional communication avenues ie Information handbook, Sentral Parent App for access to reports, Calendar dates, Attendance and urgent messages as well as a Digital permission notes through Schoolbytes.

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
As evidenced at 'Celebration of Learning' events with the school community 90% of students completing Year 6 achieved: Level 4 of the ICT Capability learning continuum, learning goals, success criteria, which included an acquired deep understanding	100% of students achieved the learning goals and success criteria for the embedding of the Science, Technology, Engineering and Mathematics pedagogies within the project-based learning for 2021. Through self assessment, 77% of students self assessed themselves as achieving Level 4 (Year 6 standard) of the ICT Capabilities with teachers assessing the students with an 85% success rate.
Parent focus group responses measured a moderate agreement of fostering positive relations between the	The results of the Parents' 'Tell Them From Me' survey indicated a moderate agreement of fostering positive relations between the school and the community. 79% of parents felt welcomed when they visited the school

school and the community

with 84% easily speaking with their child's teacher. Parents being informed of their child's progress indicated a moderate agreement and is an area for further development.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$33,355.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Belrose Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in all eligible students demonstrating progress towards their personalised learning 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.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$4,590.72</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Belrose Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <p>Year 3 and 5 NAPLAN Reading above both state and SSSG</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continuation of supporting students with access to the full curriculum</p>
<p>Aboriginal background</p> <p>\$1,434.98</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Belrose 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>Funds have been targeted to provide additional support to students</p>

<p>Aboriginal background</p> <p>\$1,434.98</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • students access to Community of School's excursion to support inclusiveness <p>The allocation of this funding has resulted in: Students exceeding expected growth in Literacy and Numeracy</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of current processes.</p>
<p>English language proficiency</p> <p>\$9,710.62</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Belrose Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding allows an SLSO and teacher to work with students from English as a Second language background.</p>
<p>Low level adjustment for disability</p> <p>\$92,208.91</p>	<p>Low level adjustment for disability equity loading provides support for students at Belrose Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Low level adjustment for disability</p> <p>\$92,208.91</p>	<p>funding will be: Continuation of activities and funding for three day a week LaST teacher.</p>
<p>Professional learning</p> <p>\$19,730.00</p>	<p>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 Belrose Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school processes • Wellbeing and relationships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional Learning. Developing K-6 understanding of 'what is numeracy?' From several research articles, teachers discuss and then conclude with a shared belief statement of what is numeracy? Reflection task - what we do in class reflect our beliefs? Mathematics scope and sequence and teaching and learning programs reviewed against the syllabus and our belief statement. Scope and sequence changed to reflect our current beliefs. Whole staff complete eLearning module Mathematics building blocks for numeracy Course 1: Effective mathematic teaching for numeracy develop. Collaborative practices using professional learning opportunities to share and gain expertise in evidence based teaching practice. Regularly participate in structured lesson observation focusing on how different teaching approaches impact on student learning. Use of data to inform practice by regularly dedicating time to collect and use meaningful data. Begin to use PLAN 2. <p>The allocation of this funding has resulted in: A common and deep understanding of what is numeracy, a common language and a developing of evidenced-based practices among all staff to improve student outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Action a model of quality practices and strategies that can be observed in all classrooms, K-6, across the school. Maintain and grow the success of current practices across the school.</p>
<p>School support allocation (principal support)</p> <p>\$14,854.79</p>	<p>School support allocation funding is provided to support the principal at Belrose Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staffing - This funding which is equivalent to one day a week of SLSO employment within classrooms. <p>The allocation of this funding has resulted in: Decreased social and emotional wellbeing concerns through intervention by SLSOs has provided time for Principal to undertake other Executive duties.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of one day per week for SLSOs to be on the playground and in the classrooms to support the wellbeing of students and staff.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the</p>

<p>\$32,000.00</p>	<p>literacy and numeracy learning needs of students at Belrose Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release to conduct Fountas and Pinnell Reading Assessment <p>The allocation of this funding has resulted in:</p> <p>Numeracy - The average growth in Numeracy between Year 3 and Year 5 of students who completed both the Year 3 and Year 5 NAPLAN tests at Belrose Public School is 82. 52% of Belrose Public School students are at or above their expected growth. The school is below the state percentage of 57.51%. Belrose Public School is 8% below the 2021 target of 60%. Contributing to this outcome, is that 20% of students left the school who had achieved in the top 2 bands in 2019.</p> <p>Reading - The average growth in Reading between Year 3 and Year 5 of students is 89.61. 76% of Belrose Public School students are at or above their expected growth. When compared to a statistically similar school group (SSSG), Belrose Public School out-performed these schools by 7.51%. The data indicates that the school exceeds the state percentage of 63.91% by 12.09%.</p> <p>The proportion of Year 3 and Year 5 students are currently exceeding the higher bound target of 65% which is set for 2024. We currently exceed our 2024 target by 11%.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Belrose Public School will be an early adopter of the new K-2 Mathematics syllabus in 2022. A Department-based Numeracy Consultant will be working within the school for 15 weeks to support the programming, assessment and evaluation of Numeracy within the school. Funds will be used to release teachers from face to face teaching for Instructional Leadership with the Consultant and additional time for effective K-6 programming, data-driven practices and assessment.</p>
<p>COVID ILSP</p> <p>\$30,483.27</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employing staff to provide online tuition to student groups in literacy/numeracy - [focus area] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in:</p> <p>33 students being supported, as part of the children of Essential Workers,</p>

<p>COVID ILSP</p> <p>\$30,483.27</p>	<p>with the online programs implemented by K-6 teachers. Continued growth by each student was reported by each teacher when full-time school resumed.</p> <p>44 students were part of the Term 1, 2 and 4 small group tuition in Literacy or Numeracy, as directed by their teachers. PLAN 2 data indicates the majority of students have maintained or moved along the strands of which we are collecting data.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022, the school will receive a reduction of \$6000 compared to 2021. The COVID Intensive Learning Support will change staffing and will be provided by Mrs Staples each Monday. The allocation of teachers was varied due to teachers' availability so we envisage that the one teacher will be allocated to this position for 2022, ensuring consistency with programming and assessments. Our intention is that the support will be provided within each classroom and be directed by the teacher with a focus on Reading, Writing or Numeracy, as dependent on the timetable for the day. Formative assessment will be better adopted in 2022 as well as planning for future teaching.</p>
<p>Per capita</p> <p>\$3,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Belrose Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and relationships <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • \$225/student is used for the purchasing of resources for the implementation of the curriculum. <p>The allocation of this funding has resulted in:</p> <p>Staff purchasing required resources for teaching. Examples have included quality literature for English, Fountas and Pinnell Reading Assessment kits, sports equipment for the implementation of the PE program. Casual teacher release days for the writing of the PD/Health/PE syllabus and Mathematics implementation team time for the development of programs and Executive staff for the writing the planning and writing of the Strategic Improvement Plan.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued allocation of funding where the needs arises for syllabus implementation, programming of teaching and learning activities, resources and assessments, the purchasing of resources as well as the costs for casual release days for staff.</p>
<p>QTSS release</p> <p>\$43,389.67</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Belrose Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff

QTSS release

\$43,389.67

The allocation of this funding has resulted in:

QTSS funding made possible the Instruction Leadership role of two days a week for co-planning, co-teaching and co-reflecting with K-4 teachers in the areas of literacy and numeracy. QTSS funding provided time for technology support with our 2nd strategic direction. QTSS Days were used for the collaboration of unit writing as well as ensuring that class programs were continued when staff members were required to accompany students at programmed events.

After evaluation, the next steps to support our students with this funding will be:

The Instructional Leaders will collaborate to expand and further develop a consistent approach to the co-planning, co-teaching, co-reflecting cycle so that all teachers understand and apply their knowledge to analysing and using data to inform their practice, and explicit teaching. Reflective practice will expand to build teacher capacity to target individuals and groups based on data.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	148	134	111	96
Girls	141	133	127	118

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.9	96.6	97.8	96.1
1	94.1	95.1	96.5	95.5
2	95.3	95.8	97.5	95.9
3	95	95.5	96	95.4
4	93.8	95.3	96.8	94.5
5	95.7	96.6	96.5	95.6
6	95.1	95.3	97.5	95.9
All Years	95	95.7	96.8	95.5
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)	3
Classroom Teacher(s)	7.17
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*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	249,619
Revenue	2,383,158
Appropriation	2,155,569
Sale of Goods and Services	1,324
Grants and contributions	225,458
Investment income	407
Other revenue	400
Expenses	-2,320,829
Employee related	-2,003,472
Operating expenses	-317,357
Surplus / deficit for the year	62,329
Closing Balance	311,948

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	69,318
Equity Total	107,945
Equity - Aboriginal	1,435
Equity - Socio-economic	4,591
Equity - Language	9,711
Equity - Disability	92,209
Base Total	1,828,935
Base - Per Capita	58,671
Base - Location	0
Base - Other	1,770,264
Other Total	93,631
Grand Total	2,099,829

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

Each year, schools are required to seek the opinions of parents, students and teachers about the school. 'The Tell Them From Me' survey is designed to provide the school with insight to guide school planning and to identify school improvement initiatives. 'The Focus on Learning Survey' is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. The first 'effective schools' research assesses eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong indicators of student achievement. The second paradigm, related to Dimensions of Classroom and School Practices, is based on the learning model followed by the Outward Bound program.

This Belrose PS report provides results based on data from 10 respondents in this school who completed the Teacher Survey between 9 November, 2021 and 18 November, 2021. The survey results indicated a higher percentage rating across most areas when compared to 2020's results. This supports Belrose Public School's positive influences on student learning. All teachers continue to be well supported by an effective leadership team. Leaders worked with staff to create a safe and orderly school environment, to assist staff to establish challenging and visible learning goals for students and that leaders helped staff to improve their teaching. Collaboration was high as teachers considered they have worked with other teachers in developing cross-curricula or common learning opportunities (80% up from 71% in 2020), discussed strategies that increase student engagement (88% up from 79% in 2020) and discussed learning problems of particular students with other teachers (consistent at 90%). An effective learning culture amongst staff has been established with setting high expectations for student learning (88% up from 86% in 2020), in most cases discussing the learning goals for the lessons (82% up from 79% in 2020) and monitoring the progress of individual students (92% up from 84% in 2020).

Teacher survey results indicate that within the teaching strategies, students are very clear about what they are expected to learn (81% up from 79% in 2020) and teachers discuss with students ways of seeking help that will increase learning (89% up from 84% in 2020). Teachers rate highly how Belrose PS is an inclusive school. This year's survey shows an increase in how students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter (78% up from 75% in 2020), assist students to use computers or other interactive technology to undertake research (88% up from 84% in 2020) and help students to overcome personal barriers to using interactive technology (consistent at 78%). Acknowledged from TTFM 2020 results, using data to inform practices has been a whole school focus within our Strategic Improvement Plan, and it is pleasing to note that within the teacher survey results, teachers are additionally using formal assessment tasks to inform lesson planning (88% significantly up from 75% in 2020) and providing examples of graded work (78% up from 71% in 2020). These areas continue to be a focus within our targeted professional learning.

The 'Tell Them From Me' parent survey was completed by the same number of parents as last year. The low numbers could be due to parents being stretched for time to complete the survey, as again, we have had interruptions to the school year due to the pandemic. In most areas surveyed, the results were higher than those of the NSW Government norms. Belrose PS's parents are aware that the school supports positive behaviour and safety programs at school, scoring higher than the state norms. 85% of parents, up from 82% think the school rules are well known to the students. Parents indicated that they feel welcomed at Belrose PS with the administration staff scoring the highest percentage in the three surveys of 86%. Overall, all effective communication avenues are noted by all parents through informal meetings, reports, newsletters, emails and social media. There is an increase in the percentage of parents who felt that they were informed about their child's progress and felt that their child's progress was written in terms that they understood, 64% up from 41% felt informed about their child's behaviour, whether positive or negative, a consistent 49% were well informed about their child's progress in school subjects and 43% up from 41% in 2020 were informed about their child's social and emotional development. 61% up from 36% of parents talk to their children about how important school work is and 50% up from 45% discuss how well they are progressing. More parents indicated that they want less time spent on homework. 82% of parents think teachers encourage their children to do their best. 59% of the parents, down from 69% in 2020, have definite educational aspirations that their child will attend university with 94%, down from 100%, expecting that their child will finish Year 12.

The student survey provides results based on data from 91 students from Years 4, 5 and 6. Belrose Public School continues to have a high rate of positive social and emotional outcomes. 91% of Belrose PS students compared to 83% of NSW students experience a high rate of participation in sports with an instructor at school, other than in a physical education class. 82% of Belrose PS students compared to 55% of NSW students have a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee. Students with a positive sense of belonging-feel accepted and valued by their peers and by others at their school is 72% up from 65% in 2020 compared to NSW Norm of 81%. 93% up from 87% in 2020 compared to the NSW Norm of 85% of students at Belrose PS have friends at school they can trust and who encourage them to make positive choices. The students acknowledge that the classroom management is highly effective when compared to the state. 63% of students strongly agree or agree that they expect to go to university.

Many drivers of student outcomes not only rely on the quality of the teaching staff but on the positive attitudes to learning and higher levels of perseverance by the students. Survey results suggest a focus for 2020 be with one of our main

values of 'Personal Best' at the forefront. Survey results which justify this include: 92%, down by 3% of students at Belrose value schooling outcomes compared to 95% of the state. Consistent with previous year, 79% up from 68% in 2020 of students are interested and motivated in their learning. 80% of students feel they have someone at school who consistently provides encouragement, 3% higher than the NSW average of 77%. Teachers continue to differentiate the learning, be scaffolding for some and extending with others. Survey results indicate that 50% of students are confident and feel challenged with 20% wanting to be challenged more, and 30% felt that they were challenged too much.

Our 2021-2024 Strategic Improvement Plan's Direction 2 which focused on Wellbeing and initiatives to aid a positive growth mindset indicates in its first year, significant growth with 93%, up from 88% of Belrose PS boys pursuing their goals to completion, even when faced with obstacles with similar results of 92% for Belrose PS girls, down from 100% in 2021.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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

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.