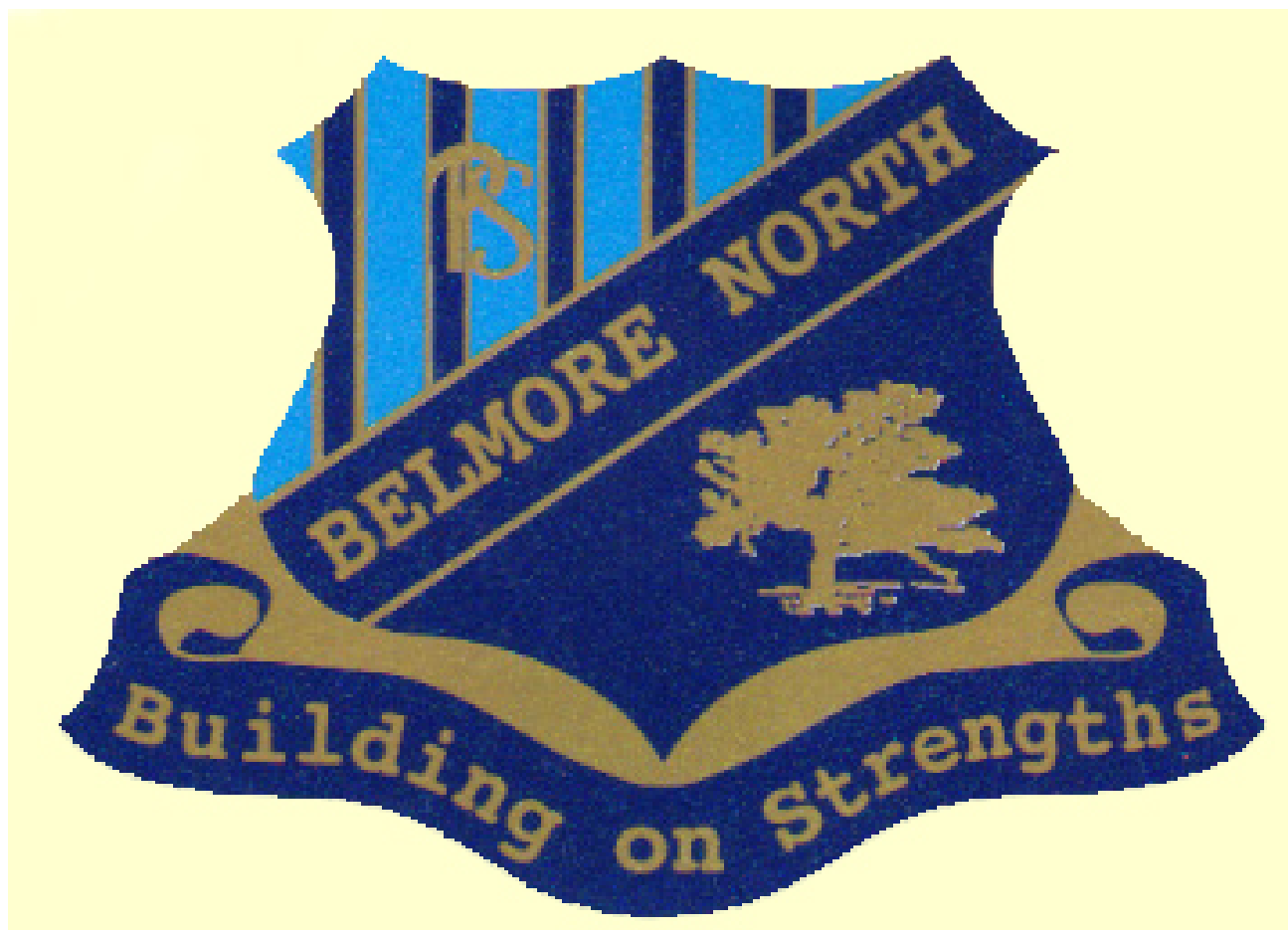# 2022 Annual Report

Belmore North Public School

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Introduction

The Annual Report for 2022 is provided to the community of Belmore North Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

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School vision

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

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

School context

Belmore North Public School is located in Belmore, a suburb of Sydney, in the state of New South Wales, Australia. It is located 11 kilometres south-west of the Sydney central business district, in the local government area of the City of Canterbury-Bankstown. Belmore is part of the traditional land of the Bediagal people. The school serves a diverse multicultural community and has a total enrolment of 255 students, 96% of whom speak English as an additional language or dialect. A support unit of 5 classes caters to students with additional learning needs and is an integral part of the school. The school is supported with staffing and funding loadings for socio-economic disadvantage and English language proficiency. The school is also supported with staffing and flexible funding to support students with low levels of disability in mainstream classrooms. There is a strong focus on implementing evidence based teaching practices and an emphasis on developing students' literacy and numeracy skills to achieve school targets. A dedicated staff provides extra-curricular activities for students to enhance their experiences at school. Extra-curricular activities include an environment club, homework club and robotics club . Arabic community language classes provide opportunities for students to maintain and develop literacy skills in their background language. Positive Behaviour for Learning provides a consistent system for managing student behaviour as part of a positive approach to student wellbeing K-6. A small but dedicated group of parents work hard to maintain an effective Parents and Citizens' association with whom the school works collaboratively and consultatively.

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

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

 Based on the findings of the external validation process and reviewed situational analysis, school improvement initiatives will focus on:

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Collaborative Class Inquiry
- Data driven practices

Resources allocated to this strategic direction

AP Curriculum & Instruction: $210,799.40
QTSS release: $246,850.32
Professional learning: $1,858.76

Summary of progress

Throughout 2022 a process was established where teachers met with the APCI (K-4 and 5-6) twice a term to discuss teaching practice and student achievement data. As a result of the meetings, it was decided that small, in-class tuition groups will focus on developing student gaps in learning through explicit modeling of best practice.

Consistent teacher judgement was implemented teams-based to support collaboration with summative and formative assessment. This resulted in planning for more formal professional learning being implemented. Teachers are continuing to work towards providing effective formative assessment feedback related to defined success criteria.

Progressive Assessment Testing did not continue throughout 2022; however, Check In Assessments were scheduled once a semester. The data from the Check In Assessment informed and directed the conversations that the APCI's had with their teams to support small group tuition.

NAPLAN Year 3 Top 2 Bands

Reading   - 44.83%

Numeracy   - 23.33%

NAPLAN Year 5 Top 2 Bands

Reading   - 30%

Numeracy   -7.89%

Year 3 NAPLAN:

Reading   - 32% of students achieving in bands 5 and 6

Writing   - 55% of students achieving in bands 5 and 6

Spelling   - 43% of students achieving in bands 5 and 6

Grammar and Punctuation   - 37% of students achieving in bands 5 and 6

Numeracy   -20% of students achieving in bands 5 and 6

Year 5 NAPLAN:

Reading — 31% of students achieving in bands 7 and 8

Writing — 9% of students achieving in bands 7 and 8

Spelling — 38% of students achieving in bands 7 and 8

Grammar and Punctuation — 10% of students achieving in bands 7 and 8

Numeracy -8% of students achieving in bands 7 and 8

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
Achieve 2022 NAPLAN system-negotiated targets: Improve the percentage of students in Year 3 achieving in the top 2 bands for reading from 18% (2019) to 24% Improve the percentage of students in Year 5 achieving in the top 2 bands for reading from 6% (2019) 12%	In 2022, 46% of students were in the top two bands in Year 3 with 4% exceeding beyond. In 2022, 31% of students were in the top two bands in Year 5.
Achieve 2022 NAPLAN system-negotiated targets: Improve the percentage of students in Year 3 achieving in the top 2 bands for numeracy from 12% (2019) to 15%. Improve the percentage of students in Year 5 achieving in the top 2 bands for numeracy from 6% (2019) to 12%	In 2022, 22% of students in Year 3 were in the top two bands for numeracy. In 2022, 8% of students in Year 5 were in the top two bands for numeracy.
Achieve 2023 NAPLAN system negotiated targets: Improve the percentage of Year 3 students achieving expected growth in reading from 67% (2019) to 70% Improve the percentage of Year 5 students achieving expected growth in reading from 67% (2019) to 70%	Continuing to working to towards achieving.
Achieve 2023 NAPLAN system negotiated targets: Improve the percentage of Year 3 students achieving expected growth in numeracy from 85% (2019) to 88% Improve the percentage of Year 5 students achieving expected growth in numeracy from 85% (2019) to 88%	Continuing to working to towards achieving.

Achieve school-based targets in 2022: Improve the value-added rating in K-3 from Delivering to Sustaining and Growing. Maintain the value-added rating for Year 3 to Year 5 at Excelling. Maintain the value-added rating for Year 5 to Year 7 at Excelling. Achieve or exceed parity with the statistically similar school group in Year 3 reading and numeracy. Maintain or exceed parity with the statistically similar school group in Year 5 reading and numeracy.	Continuing to working to towards achieving.

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Strategic Direction 2: Student wellbeing and engagement

Purpose

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

Initiatives

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

- Student Wellbeing and Engagement
- Personalised learning

Resources allocated to this strategic direction

Low level adjustment for disability: $194,014.27
Per capita: $72,003.60
Socio-economic background: $158,782.40
Aboriginal background: $1,467.12
Refugee Student Support: $3,438.40
Integration funding support: $24,159.00
English language proficiency: $253,883.65

Summary of progress

Learning and Support Team meet weekly to discuss high priority, urgent student referrals and did not have time to undertake a 'case management approach' to supporting students school wide.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students reporting positive wellbeing from 86% (2020) to 91% (lower bound) measured using the "Tell Them From Me Survey" (TTFM)	Continuing to working to towards achieving.
• Increase the percentage of students attending at least 90% of the time from 69% (2020) to 78% (lower bound)	Continuing to working to towards achieving.
Achieve school based targets for 2024: • from sustaining and growing to excelling in caring for students • from sustaining and growing to excelling in a planned approach to wellbeing • from sustaining and growing to excelling in addressing individual learning needs • from sustaining and growing to excelling in student behaviour.	Continuing to working to towards achieving.

Strategic Direction 3: Effective teaching practice

Purpose

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

Initiatives

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

- Focused professional learning
- Effective curriculum implementation

Resources allocated to this strategic direction

Socio-economic background: $150,571.00
Professional learning: $27,647.01

Summary of progress

Progressive Assessment Testing (PAT) was unable to ensue due to lack of human resources and expertise in delivering the product in an authentic way. Belmore North Public School will reassess the purpose and functionality of using PAT throughout 2023.

Professional learning in Modelled Reads was established in K - 6 and the Support Unit to develop student's vocabulary and comprehension skills. The Modelled Reads professional learning was scoped across 4 weeks which was underpinned by curriculum advisors. It was established that the initiative did not run long enough for teachers to develop sound understanding and application of the process.

The Science of Reading pedagogy was was introduced to support the implementation of Inital Lit K-2, especially with new staff members. Assistant Principal Curriculum and Instruction team developed the capacity of teachers to align best practice in reading to that of The Science of Reading through consolidation of 2021 professional learning.

Professional learning on Quality Teaching Rounds (QTR) was implemented in 2021 in Term 4 in anticipation of introducing the initiative in 2022. Due to a high turn-over of the staff including the leadership team; Belmore North Public School was unable to see QTR at the stage anticipated in the school improvement plan.

Data literacy continues to be a focus for Belmore North Public School, this is heavily dependent on the authenticity of the source data being drawn from assessments and programs aligned to explicit teaching and QTR.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improve the number of students in Year 1 who are on track for phonological knowledge by a further 15% from 44% (2020) to 79% In mathematics: Reduce the number of students in Year 3 achieving below the PAT median in mathematics by a further 10% from 92% to 62% Reduce the number of students in Year 4 achieving below the PAT median in mathematics by a further 10% from	Due to staffing, Belmore North was unable to complete PAT tests in 2022.

93% to 63% Reduce the number of students in Year 5 achieving below the PAT median in mathematics by a further 10% from 81% to 51% Reduce the number of students in Year 6 achieving below the PAT median in mathematics by a further 10% from 73% to 43% In reading: Reduce the number of students in Year 3 achieving below the PAT median in reading by a further 10% from 86% to 56% Reduce the number of students in Year 4 achieving below the PAT median in reading by a further 10% from 86% to 56% Reduce the number of students in Year 5 achieving below the PAT median in reading by a further 10% from 80% to 50% Reduce the number of students in Year 6 achieving below the PAT median in reading by a further 10% from 78% to 48%	
The SEF self-assessment for *curriculum planning and delivery* improves from *sustaining and growing* to *excelling*	After close analysis of school-wide data, Curriculum and Planning is at delivering phase.

Funding sources	Impact achieved this year
Refugee Student Support $3,438.40	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning **Overview of activities partially or fully funded with this targeted funding include:** • release-time to engage staff in targeted professional learning. • employment of additional staff for targeted student support. **The allocation of this funding has resulted in the following impact:** differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. **After evaluation, the next steps to support our students will be:** to continue to assess and evaluate the initiative.
Integration funding support $24,159.00	Integration funding support (IFS) allocations support eligible students at Belmore North Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs. **The allocation of this funding has resulted in the following impact:** targeted students receiving intervention through APCI instructional leadership. Kindergarten students are assessed using the Kindergarten Best Start Assessment tool. The data is used to inform teacher's planning and programming. K-2 IFSR mathematics assessments and professional learning implemented. **After evaluation, the next steps to support our students will be:** to continue to support students with targeted needs where necessary, pending staff availability. A focus on mathematics underpinned by explicit direct instruction pedagogy. Three additional School Learning Support Officers deployed school-wide to support pedagogical development and behaviour support and management. Additional SLSOs will be deployed: K-2, 3-6 and in the Support Unit.
Socio-economic background $309,353.40	Socio-economic background equity loading is used to meet the additional learning needs of students at Belmore North Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student Wellbeing and Engagement • Personalised learning • Effective curriculum implementation **Overview of activities partially or fully funded with this equity loading**

Socio-economic background $309,353.40	**include:** • project was placed on 'hold' due to competing school priorities and staff availability. **The allocation of this funding has resulted in the following impact:** priority consideration of human resources required to move the PBL initiative forward. **After evaluation, the next steps to support our students will be:** evaluate PBL as a necessary whole-school operating norm.
Aboriginal background $1,467.12	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Belmore North Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student Wellbeing and Engagement **Overview of activities partially or fully funded with this equity loading include:** • community consultation and engagement to support the development of cultural competency. **The allocation of this funding has resulted in the following impact:** clearer Learning and Support guidelines in reference to referrals and actions required from each meeting. Teachers developed a greater understanding of Aboriginal perspectives when developing personalised learning plans. **After evaluation, the next steps to support our students will be:** continue to offer support and professional learning in Aboriginal perspectives across the curriculum. Evaluate and assess the BNPS LST protocols and products. Develop teachers capacity to develop effective SMART goals.
English language proficiency $253,883.65	English language proficiency equity loading provides support for students at all four phases of English language learning at Belmore North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning **Overview of activities partially or fully funded with this equity loading include:** • additional staffing intensive support for students identified in beginning and emerging phase. • withdrawal lessons for small group (developing) and individual (emerging) support. **The allocation of this funding has resulted in the following impact:** EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. **After evaluation, the next steps to support our students will be:** To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.

Low level adjustment for disability $194,014.27	Low level adjustment for disability equity loading provides support for students at Belmore North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student Wellbeing and Engagement • Personalised learning **Overview of activities partially or fully funded with this equity loading include:** • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students **The allocation of this funding has resulted in the following impact:** BNPS maintaining current PBL operating norms. Staff to be surveyed and anecdotal data to be analysed. **After evaluation, the next steps to support our students will be:** continue to monitor and evaluate PBL protocols and effectiveness at BNPS.
Professional learning $29,505.77	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Belmore North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaborative Class Inquiry • Effective curriculum implementation **Overview of activities partially or fully funded with this initiative funding include:** • engaging confident and expert teachers to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing. **The allocation of this funding has resulted in the following impact:** increased capacity of some teachers to embed effective practices in the explicit teaching reading. Spirals of inquiry was initially discussed and implemented short term due to staffing and competing school priorities. Learning Walks initiative was established but did not continue past one round due to staffing complexities. **After evaluation, the next steps to support our students will be:** to develop personalised and targeted professional learning in the form of mentoring and co-teaching of explicit and direct instruction. Spirals of Inquiry and Learning Walks to be reconsidered as priority initiatives for BNPS.
QTSS release $246,850.32	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Belmore North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaborative Class Inquiry • Data driven practices **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs.

QTSS release $246,850.32	• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. **The allocation of this funding has resulted in the following impact:** improved staff confidence and teaching practice. **After evaluation, the next steps to support our students will be:** continue to develop the capacity of teachers to interpret and apply knowledge of data trends.
COVID ILSP $200,600.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition. **The allocation of this funding has resulted in the following impact:** the majority of the students in the program achieving progress towards their personal learning goals. **After evaluation, the next steps to support our students will be:** to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	162	149	147	144
Girls	145	128	107	108

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.5	88.1	89.1	84.6
1	89.6	86.6	89.5	81.5
2	92.9	82.2	92.6	84.2
3	91.6	91.2	88.2	84.2
4	93.6	91.3	91.5	79.5
5	91.6	90.2	91.3	86.6
6	90.9	94.9	92.1	84.7
All Years	91.8	89.2	90.6	83.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5.4
Classroom Teacher(s)	11.78
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher ESL	1.8
School Administration and Support Staff	7.62
Other Positions	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	736,988
Revenue	4,597,256
Appropriation	4,532,034
Sale of Goods and Services	14,258
Grants and contributions	44,713
Investment income	5,950
Other revenue	300
Expenses	-4,723,774
Employee related	-4,301,897
Operating expenses	-421,877
Surplus / deficit for the year	-126,519
Closing Balance	610,470

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	27,597
Equity Total	758,718
Equity - Aboriginal	1,467
Equity - Socio-economic	309,353
Equity - Language	253,884
Equity - Disability	194,014
Base Total	2,936,266
Base - Per Capita	72,004
Base - Location	0
Base - Other	2,864,262
Other Total	550,719
Grand Total	4,273,301

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

The Partners in Learning survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The results of the 2022 survey show the school mean compared to the NSW Government Norm.

The Tell Then From Me survey was used to gauge teacher and student wellbeing feedback to which resulted in majority satisfaction. Through P&C meetings, Teacher Parent Meetings and open-classroom experiences, parents expressed satisfaction with the services that BNPS offers the community and students. Areas of growth and development were suggested to which have been considered by the BNPS leadership team for future implementation.

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.