2022 Annual Report

Belmore South Public School

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Introduction

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

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

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School vision

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

School context

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

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

Belmore South Public School continues to enrich learning opportunities by building productive partnerships within and beyond the school including Sydney Universities, local community agencies and community of school learning networks to support continuous improvement.

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

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

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes and to build strong foundations for academic success in reading and numeracy, we will further develop and refine data driven teaching practices and reporting structures.

Initiatives

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

- Data Driven Practices
- Enhanced Reporting System

Resources allocated to this strategic direction

Socio-economic background: $94,244.00
AP Curriculum & Instruction: $180,685.00
Professional learning: $9,262.00
Per capita: $30,000.00
English language proficiency: $183,873.60
QTSS release: $20,000.00

Summary of progress

Initiative 1 - Data Driven Practices

Initiative 2 - Enhanced Reporting System

Our focus for Strategic Direction 1 in 2022, was to modify and enhance Reading and Numeracy programs to meet and/or exceed our system-negotiated targets. We were also working towards refining our reporting systems and structures.

In Initiative 1: Data Driven Practices, the whole school staff unpacked and triangulated external data such as Check-in Assessment, NAPLAN and internal data such as formative and summative assessment tasks to provide accurate focus areas in Reading and Numeracy. Staff were supported through targeted professional learning sessions around formative assessment strategies, vocabulary, fluency and Newman's Error Analysis. These were delivered by executive, APC&I and aspiring executive and enabled staff to embed research-based practices into their classrooms. Through staff goal consensus, Literacy and Number Talks were implemented K-6 using focus areas unpacked from internal and external data sources. APC&I's created resources and a tracking system to observe growth and attainment as students learn and collected feedback to refine structures as needed. As a result of feedback, differentiated Number Talks were created to challenge High Potential and Gifted Education (HPGE) students to enable them to access stage 4 mathematics content. Additionally, grades 3-6 modified mathematics programs to introduce differentiated maths groups where targeted tasks and assessments were developed at student point of need. These fluid structures revealed areas of strength and improvement and promoted conversation that addressed gaps in student learning. There were difficulties encountered due to COVID, including staff resourcing, this at times hindered the provision of differentiated maths groups. Executive focused on building capacity in colleagues by providing explicit instruction in using the Literacy and Numeracy progressions and PLAN2 to monitor and track growth and attainment of students in the middle bands in reading and numeracy. Staff also established and implemented Reinforced Reading intervention groups to support emerging readers. Using resources from AITSL, research-based data from John Hattie and the What Works Best: 2020 Update document. Staff continued to develop their knowledge of formative assessment strategies, and now use formative assessment strategies to evaluate measure and document the growth and attainment of student outcomes as they learn.

In Initiative 2: Enhanced Reporting System, a new reporting system and template were established using Compass to provide more explicit information to parents regarding student strengths and needs. Learning goals based on English and Maths data were set for all students and were incorporated into student reports to provide a more comprehensive and individualised overview of student's academic and wellbeing learning. Student goals were communicated to parents in our student-led wellbeing conferences to engage parents in the whole process. Additional time was also allocated to staff to enable them to conference 1-1 with students and update and modify learning goals based around new data. Student, staff and parent voice were incorporated into the decision process, which led to meaningful and relevant changes to the reporting system and template.

As a result:

Initiative 1: Data Driven Practices
- Reading and Numeracy system negotiated targets have been met and exceeded beyond the upper bound based on 2022 NAPLAN results.
- 100% of teachers are implementing Literacy and Number Talks as evident in the tracking system.
- 6/6 stage 2 and stage 3 classes have embedded differentiated Maths grouping with the support of the APC&I's.

Student focus group:

100% of students stated they received feedback from their teachers in Reading and Numeracy.

100 % of students reported receiving purposeful feedback and acting upon it during Math groups 3-6.

100 % of students reported that they found the use of pre and post-assessments beneficial for their learning.

Staff focus group:

67% of staff stated that students were transferring and applying skills learned in Number and Literacy talks to other learning areas.

66% of staff stated that Maths groups 3-6 had resulted in students being more confident and successful due to activities being differentiated and targeted to their learning needs.

Initiative 2: Enhanced Reporting System
- Implemented a new, personalised and comprehensive reporting structure that includes information around student learning, growth and next steps.
- 100% of staff are utilising Compass for reporting to parents on academic learning and wellbeing.
- All students have learning goals to allow for self-directed learning based on data from assessments.
- More direct and regular communication pathways between parents, school and students to present clear information on learning progress and achievement.

Next steps:

In Initiative 1: Data Driven Practices, we will continue to use data to inform practice at a teacher and student level because focus groups revealed current structures needed refining to support staff and ensure consistency in implementation.

In Initiative 2: Enhanced Reporting System, we will continue to collaboratively modify reporting structures based on data because focus groups revealed staff needed more support in identifying future directions for student learning.

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
An uplift of 7.8% of students performing in the top 2 bands in NAPLAN Reading to meet or exceed the lower bound system-negotiated target.	• Data indicates that 38.57% of students performed in the top 2 bands for reading showing growth from baseline data.
An uplift of 8.7% of students performing in the top 2 bands in NAPLAN Numeracy to meet or exceed the lower bound system-negotiated target.	• Data indicates that 25.37% of students performed in the top 2 bands for numeracy showing growth from baseline data.
An increase in the percentage from 2021 results of students making expected growth in NAPLAN Reading.	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
An increase in the percentage from 2021 results of students making expected growth in NAPLAN Numeracy.	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Whole school systems and structures for reporting on student growth and attainment are refined.	• Tell Them From Me (TTFM) survey indicates 89% of staff have completed professional learning on reporting to parents using the new Compass system.
	• Tell Them From Me (TTFM) survey indicates 89% of parents state that reporting structures provide clear information about their child's learning.

Strategic Direction 2: Sustainable Learning Culture

Purpose

Create a collaborative and supportive culture that maximises student learning.

Initiatives

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

- Responsive Curriculum
- Wellbeing and Inclusion

Resources allocated to this strategic direction

Professional learning: $15,000.00
Socio-economic background: $25,000.00
Per capita: $32,771.00
Aboriginal background: $10,233.70
Integration funding support: $198,005.00
Refugee Student Support: $688.00
Low level adjustment for disability: $165,863.00
English language proficiency: $54,041.00
QTSS release: $15,012.00

Summary of progress

Initiative 1 - Responsive Curriculum

Initiative 2 - Wellbeing and Inclusion

In Initiative 1: Responsive Curriculum, our focus for 2022 was underpinned by the evidence based strategies of "Feedback", "Assessment" and "Wellbeing", as supported by the "What Works Best: 2020 Update". Staff continued to build on their knowledge and understanding of formative assessment practices. The school's leadership team utilised AITSL and LEED resources to plan and deliver professional learning to all staff. Staff reflected upon their own teaching practice through self-observations, and current formative assessment practices across the school were highlighted.

In initiative 2: Wellbeing and Inclusion, a range of programs were implemented ensuring a whole-school approach to wellbeing. The school continued to implement the Positive Behaviour for Learning (PBL), which was complimented with the social and emotional learning program, BounceBack. A student and staff wellbeing survey was introduced, seeking feedback from all students and staff. The results from these surveys will be triangulated with the PBL tiered fidelity and Tell Them From Me (TTFM) data to enable the school to monitor and refine our whole school approach to wellbeing and engagement.

The school community embraces all learners, has respect for, and values diversity. Targeted programs, such as Peaceful Kids and Skill Streaming have continued and the COVID Intensive Support Program has provided additional learning support for students in literacy and numeracy. Adjustments to learning were evident in all teaching programs and Personalised Learning and Support Plans were developed in consultation with families to support the learning needs of individual students. The school's Behaviour Response Plans were updated to meet the Department guidelines, and ensure a proactive response in managing challenging student behaviour.

The school has continued to build collaborative partnerships with Aboriginal and Torres Straight Islander students and their families, Department Advisors and local elders through providing student, parent and community voice into school based decisions regarding projects and initiatives. This included input into a welcoming BBQ and termly community breakfasts for the Aboriginal and Torres Strait Islander families, guidance from the Aboriginal and Community Liaison Officers to support attendance, the design and construction of Two Yarning Circles and a school mural to acknowledge country. Personal Learning Pathways were also created for all Aboriginal and Torres Strait Islander Students, in consultation with the students, teachers and families. Students identified academic and cultural goals, promoting their connectedness to school and community.

In 2022, the school embarked on the school-wide implementation of Compass for roll marking and attendance monitoring. Student attendance is monitored regularly and accurately at a classroom teacher level by the inclusion of attendance data at weekly stage meeting. A school delegate monitors the attendance of students at risk and works

alongside the Home School Liaison Officer to implement personalised approaches to improve attendance for students at risk. Parents are regularly updated regarding their child's attendance through the Compass App. The school uses a variety of avenues to communicate attendance requirements including the school newsletter, school website, school Facebook page and parent information and transition evenings.

As a result:

- *Initiative 1: Responsive Curriculum*

- Staff surveys indicated that:
- 100% staff use effective teaching methods from the WWB document.
- 100% staff feel more confident with knowledge and understanding of formative assessment strategies.
- 100% staff participated in self observations around formative assessment.
- 50% of teachers are utilising formative assessment resources.

- *Initiative 2: Wellbeing and Inclusion*

- An internal measure for student wellbeing was established resulting in:
- 100% students providing feedback on the implementation of wellbeing strategies.
- 100% staff providing feedback on the implementation of wellbeing strategies.
- Staff analysis of both student and staff surveys.

- This was triangulated with data from the PBL Tiered Fidelity Index (TFI) for students and the PBL staff Self Assessment Survey (SAS) which revealed that:
- 100% students stated they receive merit tokens regularly for positive behaviours.
- 95% students could state the three school-wide expectations: Be a learner, Be respectful, Be safe.
- 95% staff stated that the regular collection, summary and reporting of data on problem behaviour patterns is a medium to high priority for the school.

Structures to strengthen wellbeing and inclusion for students resulted in:

- 100% staff recording anecdotal notes in programs to show adjustments based on student need.
- 100% staff recording and monitoring attendance to support students at risk.
- spaces in the school have been transformed to recognise Aboriginal Histories and Cultures.
- 75% Aboriginal and Torres Strait Islander families have engaged with the school through community events.
- 100% Aboriginal and Torres Strait Islander students have shared their voice towards the creation of the Acknowledgement of Country Mural and Yarning Circle.

Next steps:

In Initiative 1: Responsive Curriculum, we will continue to consolidate staff learning on formative assessment and feedback because staff indicated that only 50% were making use of formative assessment tools in their classrooms.

In Initiative 2: Wellbeing and Inclusion, we will continue to refine systems and structures that enable the school to collect data on student wellbeing. Student and staff survey feedback will be analysed and used to embed targeted teaching and learning to support student wellbeing.

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
An uplift from 2021 of students reporting Expectations for Success, Advocacy and a Sense of Belonging from the Tell Them From Me (TTFM) survey to be working towards the lower bound system-negotiated target.	Tell Them From Me (TTFM) survey indicates an increase of 6.88% of students reporting Expectations for Success, Advocacy and a Sense of Belonging.
An uplift from 2021 of students attending 90% of the time or more to be working towards the lower bound system-negotiated target.	SCOUT indicates a decrease of 4.78% of students attending 90% of the time.
Establish an internal wellbeing measure of students reporting a sense of belonging.	Bounce Back surveys have been established as a wellbeing measure of students reporting a sense of belonging.

Review processes for quality teaching, curriculum planning and adjustments that are responsive to the needs of all students.	A document analysis of a cross section of English and Mathematics learning programs K-6 showed evidence of differentiation and adjustments to accommodate learning needs of a broad range of students, and individual student's needs.

Strategic Direction 3: Effective Partnerships

Purpose

Build strong partnerships between staff, parents, students and the community to foster a shared responsibility for school improvement

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.

- Learning Partnerships
- Learning Networks

Resources allocated to this strategic direction

Socio-economic background: $50,000.00
QTSS release: $19,000.00
Per capita: $10,000.00

Summary of progress

Initiative 1 - Learning Partnerships

Initiative 2 - Learning Networks

Our focus for Strategic Direction 3 in 2022 was to create collaborative partnerships with parents, community and share expertise of staff in and beyond the school.

In Initiative 1: Learning Partnerships, parent and community engagement was a focus for Belmore South Public School. Through the use of various forms of media and communication such as Facebook, Twitter, Newsletters, Seesaw, term overviews, student media club, school sign and Compass, we increased parent engagement and involvement. Additionally, we adapted our structures for transition to school (Year 6-7, Preschool to Kindergarten) to ensure inclusivity and fluid movement between primary and secondary schools in our local community. Through this process, we provided opportunities for parent voice through focus groups and the Tell Them From Me (TTFM) survey. Focus groups revealed the parent community needs to be supported through less platforms of communication between the school and home, bilingual documents need to be distributed for non-English speaking families and a schedule of yearly events needs to be created to increase parent involvement and attendance at whole school events.

In Initiative 2: Learning Networks, BSPS focused on sustaining current and further establishing an across school approach to sharing expertise aligned to student and teacher learning needs. This included Community of Schools Staff development days, fortnightly growth and practice sessions, executive leadership days, APC&I network meetings, early career teacher mentoring and Professional Learning Communities. In these professional learning sessions, we provided data-driven professional learning that is linked to our Strategic Improvement Plan and integrated staff voice to collect data and plan professional learning that is staff driven and intentional. The APC&I's at our school established APC&I network meetings to drive school improvement and share exemplary practice across the Beverly Hills Network. The school leadership team supported staff by working shoulder to shoulder with teachers to build knowledge and understanding of evidence-based approaches to teaching, programming and assessing as early adopters of the new Literacy and Numeracy Curriculums. Challenges encountered in building and sustaining learning networks in and beyond the school was access to casuals for release and therefore cross-school collaboration didn't occur as often as anticipated due to staffing resources. TTFM survey results indicated that staff knowledge and expertise has improved as a result of engaging in learning networks in the school and beyond the school. The school leadership team also co-planned growth in practice and whole school TPL sessions to ensure transparency and collaboration in meeting school targets.

As a result:

- *Initiative 1: Learning Partnerships:*

TTFM Survey: 37 parents indicated an average of 76% in the theme 'Parents are Informed'.

Student focus group:

100% stated parents and the school communicate verbally more than any other form of communication. 100% of students stated their parents/carers are at work or too busy to be engaged in school.

Staff focus group:

100% of staff listed various platforms for communication between parents and staff (interviews, reports, Compass, Seesaw). 100% of staff stated the main challenge is that parents do not respond via phone or app. 33% stated there was a language/cultural barrier that posed a challenge for communication.

Parent focus group:

40% of parents stated BSPS has too many platforms to send and receive communication. 60% of parents stated they are unfamiliar/unaware of the features of Seesaw/Compass. 60% of parents stated notes need to be sent home in a more timely fashion for parents to be able to attend events.

- *Initiative 2: Learning Networks:*

TTFM Survey 2022: In Learning Networks in the school, 79% of staff agree that their knowledge and expertise has improved as a result of engaging in learning networks in the school.

TTFM Survey 2022: In Learning Networks beyond the school, 58% of staff agree that their knowledge and expertise has improved as a result of engaging in learning networks beyond the school.

Next steps:

In Initiative 1: Learning Partnerships, we will continue to strengthen collaborative partnerships with students, staff, parents and community because focus groups revealed gaps and concerns that must be addressed to increase parent engagement and involvement.

In Initiative 2: Learning Networks, we will continue to sustain and embed authentic school collaboration opportunities in and beyond the school because focus groups indicated staff expertise was not shared to its potential due to access to staffing resources.

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
Establish systems and structures for collaborative partnerships and gather feedback through school developed questions as part of the TTFM parent survey.	In the Tell Them From Me (TTFM) survey, 71% of parents stated staff at Belmore South Public School have worked in partnership with parents/carers to support their child's learning.
Establish baseline data to identify the percentage of parent responses to the theme 'Parents are Informed' in the Tell Them From Me (TTFM) Survey.	In the Tell Them From Me (TTFM) survey, 37 parents indicated an average of 76% in the theme 'Parents are Informed'.
Establish baseline data to identify percentage of staff reporting improved knowledge and expertise resulting from the engagement in learning networks in and beyond the school.	79% of staff indicate that their knowledge and expertise has improved as a result of engaging in learning networks in the school. 58% of staff indicate that their knowledge and expertise has improved as a result of engaging in learning networks beyond the school.

Funding sources	Impact achieved this year
Refugee Student Support $688.00	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing and Inclusion **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing for targeted interventions to support student learning. • intensive English language and learning support to increase educational outcomes for students. • engagement with external agency "Mercy Connect" to provide in-class academic, social and emotional support to refugee students. **The allocation of this funding has resulted in the following impact:** All refugee students meeting their personal learning goals in literacy and numeracy. Student's wellbeing needs are met through 1-1 classroom support. **After evaluation, the next steps to support our students will be:** Continue to monitor the learning outcomes for refugee students. Ensure all refugee students have personal learning goals in literacy and numeracy. Continue the school's engagement with Mercy Connect to support the academic, social and emotional needs of our refugee students.
Integration funding support $198,005.00	Integration funding support (IFS) allocations support eligible students at Belmore South 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:** • Wellbeing and Inclusion **Overview of activities partially or fully funded with this targeted funding include:** • employment of staff to provide additional support for students who have high-level learning needs. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). **The allocation of this funding has resulted in the following impact:** 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. **After evaluation, the next steps to support our students will be:** To continue using integration funding to employ additional staff to support students with high-level learning needs. Regular reviews of PLSPs with relevant stakeholders will ensure funding is used to address individual student's support needs.
Socio-economic background $169,244.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Belmore South Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Enhanced Reporting System

Socio-economic background $169,244.00	• Data Driven Practices • Responsive Curriculum • Learning Networks • Learning Partnerships **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support literacy and numeracy program implementation. • resourcing to refine and enhance whole school reporting systems and structures. • employment of additional staff to support transition to school programs. **The allocation of this funding has resulted in the following impact:** Over the 2021-22 period, the percentage of students in the top 2 bands in NAPLAN numeracy increased from 19.48% to 25.37%. Over the 2021-22 period, the percentage of students in the top 2 bands in NAPLAN reading increased from 23.08% to 38.5%. Internal school data revealed that 54% of students stated they had improved their ability to interpret and respond to written text through Literacy Talks and 68% of students stated they had an improved their ability to problem solve through the Numeracy Talk process. 92% of parents agreed that the new reporting structure was more personalised and outlined the next steps in their child's learning. This was a 38.5% improvement from the previous survey. **After evaluation, the next steps to support our students will be:** Through goal setting conferences, we will continue to assist students in identifying future directions with their learning, ensuring learning is visible to students and their parents/carers.
Aboriginal background $10,233.70	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Belmore South Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing and Inclusion **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students. • community consultation and engagement to support the development of cultural competency. • the development of outdoor learning spaces to support cultural understanding, inclusion and community engagement. **The allocation of this funding has resulted in the following impact:** All Aboriginal and Torres Strait Islander students are working towards academic, aspirational and cultural goals through learning pathways developed in consultation with their classroom teacher and family. Through student and community consultation of the outdoor learning spaces, 100% Aboriginal and Torres Strait Islander students shared their voice towards the creation of the Acknowledgement of Country mural and Yarning Circle. In addition, 75% Aboriginal and Torres Strait Islander families engaged with the school through community events. **After evaluation, the next steps to support our students will be:** To embed Aboriginal perspectives across the curriculum into teaching and learning programs. Aboriginal and Torres Strait Islander students will continue to be supported through the PLP process. The school will build upon existing partnerships through student and parent voice, and community events.

English language proficiency $237,914.60	English language proficiency equity loading provides support for students at all four phases of English language learning at Belmore South Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices • Wellbeing and Inclusion **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement co-teaching programs to provide targeted literacy support for all students from EAL/D backgrounds. **The allocation of this funding has resulted in the following impact:** The literacy learning needs of all EAL/D students are met through differentiated teaching and learning programs. Student's English language proficiency is monitored and reported upon using the EAL/D learning progressions. **After evaluation, the next steps to support our students will be:** Continue to monitor student's English language proficiency using the EAL/D progressions. This will enable the school to target additional support to individual and groups of students. Continue to build teacher expertise through the co-teaching model with EAL/D specialist staff, providing differentiated teaching and learning, at point of need.
Low level adjustment for disability $165,863.00	Low level adjustment for disability equity loading provides support for students at Belmore South Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing and Inclusion **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. • employment of SLSO to improve the social and emotional wellbeing outcomes for targeted students by implementing the evidence-based programs "Peaceful Kids" and "Skills Streaming". • engaging a learning and support teacher to work with individual students and in a case management role within the whole school setting. • resourcing, including employment of SLSO staff, to implement the "Triple Ps - Purple Playground Patroller" and 'Playground' Games' program. **The allocation of this funding has resulted in the following impact:** Student's literacy and numeracy needs were met through differentiated targeted intervention within the classroom. Adjustments to learning is evidenced in all teaching and learning programs. Seven students participated in and successfully completed the Peaceful Kids small group intervention program, improving their emotional regulation and building resilience. Five students participated in the Skills Streaming program, building their capacity to develop and maintain positive peer relationships. Negative student behaviour on the playground has reduced with the introduction of playground games and activities during break times. Student leadership has been enhanced, as Year 5 students take an active role in the implementation, guided by the SLSOs. **After evaluation, the next steps to support our students will be:** Continue to use data sources to identify, monitor and assess learning outcomes in order to make the adjustments to learning required. The

Low level adjustment for disability $165,863.00	employment of SLSO staff to implement the Peaceful Kids, Skills Streaming, Triple Ps and Playground Games programs will continue.
Professional learning $24,262.00	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Belmore South Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices • Responsive Curriculum **Overview of activities partially or fully funded with this initiative funding include:** • APCI and Assistant Principals provided teaching staff with professional learning, unpacking evidence-based approaches in literacy and numeracy, including explicit teaching of reading fluency, formative assessment (feedback) and number talks. **The allocation of this funding has resulted in the following impact:** 100% of teachers feel more confident in their knowledge and understanding of formative assessment strategies, with 50% of teachers now utilising a range of formative assessment strategies in their classroom. 100% of students surveyed stated they received feedback from their teachers in Reading and Numeracy. All classroom teachers have embedded Number and Literacy Talks into their teaching practice at least 3 times/week. 54% of students reported an improved level of comprehension as a result of the Literacy Talks and 68% of students stated they had increased their ability to problem-solve and reason resulting from the Number Talk strategy. Teacher's knowledge of reading fluency has been enhanced, resulting in fluency strategies embedded into whole class and guided reading reading programs. Student's reading fluency outcomes are assessed and monitored using the DoE Fluency Assessment Tool. **After evaluation, the next steps to support our students will be:** Continue to embed evidence-based approaches to teaching literacy and numeracy through personalised and targeted professional learning in the form of mentoring and co-teaching.
QTSS release $54,012.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Belmore South Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices • Wellbeing and Inclusion • Learning Networks **Overview of activities partially or fully funded with this initiative funding include:** • staffing release to align professional learning to the SIP and develop the capacity of staff. • staffing release to support staff and parent collaboration in whole school community events. **The allocation of this funding has resulted in the following impact:** Over 50% of students reported an improvement in understanding and responding to Literacy and Number Talks. Over 95% of students responded positively to whole school wellbeing projects in the school. 95% of staff interact with the SIP. 79% of staff have improved their knowledge and expertise as a result of

QTSS release $54,012.00	collaboration in the school. 58% of staff have improved their knowledge and expertise as a result of collaboration beyond the school. **After evaluation, the next steps to support our students will be:** Continue to create and embed more cross school collaboration in and beyond the school to sustain and further establish collaborative partnerships across the community of schools. Continue to refine systems and structures that enable the school to collect data on student wellbeing. Continue to build teacher capacity in Reading and Numeracy practices.
COVID ILSP $159,300.00	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 teaching staff to deliver targeted, explicit instruction and tuition in numeracy. **The allocation of this funding has resulted in the following impact:** 83% of Year 3 students answered greater than 75% of questions correctly in the school-based assessment for number patterns and algebra, and observations captured in PLAN2.; 67% of Year 4 students answered all of the questions correctly in the school-based assessment for number patterns and algebra, and observations captured in PLAN2; 75% of Year 5 students answered 75% of the questions correctly in the school-based assessment for subtraction. **After evaluation, the next steps to support our students will be:** To continue the implementation of numeracy small group tuition using data sources to identify specific student need. Additional classroom support for targeted students will also be provided, at point of need.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	170	171	172	159
Girls	117	115	116	124

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	90.8	85.7	89.0	86.1
1	89.5	80.8	91.1	80.7
2	89.5	78.4	91.3	85.0
3	90.4	78.4	89.5	86.0
4	89.5	78.7	91.0	82.6
5	89.7	78.9	88.3	86.1
6	89.6	79.5	90.1	80.7
All Years	89.8	80.2	90.1	83.9
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)	4.2
Classroom Teacher(s)	10.47
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	2.52
Other Positions	0.4

*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	697,356
Revenue	4,050,098
Appropriation	3,974,742
Sale of Goods and Services	2,028
Grants and contributions	64,800
Investment income	7,827
Other revenue	700
Expenses	-3,733,888
Employee related	-3,228,470
Operating expenses	-505,418
Surplus / deficit for the year	316,209
Closing Balance	1,013,566

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	198,693
Equity Total	583,257
Equity - Aboriginal	10,234
Equity - Socio-economic	169,244
Equity - Language	237,915
Equity - Disability	165,865
Base Total	2,280,257
Base - Per Capita	72,772
Base - Location	0
Base - Other	2,207,486
Other Total	548,593
Grand Total	3,610,800

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 our school seeks the opinions of parents, students, and teachers. Students from Years 4.-6 completed the online 'Tell Them From Me Survey in Term 1 and Term 3 and 37 parents shared their voice in Term 3. We also held parent, student and staff focus groups throughout the year.

Students

Students scored 66% for a positive sense of belonging which is related to students' perception of being accepted, valued, and included in the school setting.

Students scored 79% for expectations of success which refers to the extent to which teachers value academic achievement and hold high expectations of all students.

Students scored 72% for advocacy at school which refers to the active consideration and support of students' academic and wellbeing needs.

In our student focus group, 100% of students stated parents and the school communicate verbally. 100% of students stated their parents/carers are at work or too busy to be engaged in school.

Parents

In 2022, 37 parents completed the TTFM survey. A summary of key findings from the parent's survey included:

Parents scored 76% under the theme 'Parents are Informed' to indicate how parents felt communication through technology was strong and useful.

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

In our parent focus group, 40% of parents stated BSPS has too many platforms to send and receive communication. 60% of parents stated they are unfamiliar/unaware of the features of Seesaw/Compass. 60% of parents stated notes need to be sent home in a more timely fashion for parents to be able to attend events.

Staff

19 staff members scored 77% for collaboration with students and other teachers.

Under the theme of 'Learning Networks in the school', 79% agree that knowledge and expertise has improved as a result of engaging in learning networks in the school.

Under the theme of 'Learning Networks beyond the school', 58% agree that knowledge and expertise has improved as a result of engaging in learning networks beyond the school.

We truly value the input of all our stakeholders and have utilised these valuable information sources to determine and plan out areas for development through our 2022-2026 Strategic Improvement Plan.

In our staff focus group, 100% of staff listed various platforms for communication between parents and staff (interviews, reports, Compass, Seesaw). 100% of staff stated the main challenge is that parents do not respond via phone or app. 33% stated there was a language/cultural barrier that posed a challenge for communication.

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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.