

2022 Annual Report

Belmore Boys High School



8804

Introduction

The Annual Report for 2022 is provided to the community of Belmore Boys High 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

Belmore Boys High School

Burwood Rd

Belmore, 2192

<https://belmoreboy-h.schools.nsw.gov.au>

belmoreboy-h.school@det.nsw.edu.au

9758 2800

Message from the principal

The Annual Report for 2022 provides a detailed account of the progress the school has made over the year in meeting the strategic directions outlined in the school plan.

At Belmore Boys High School, we take pride in our level of responsiveness to our community needs. In 2022, our teaching and non-teaching staff implemented creative approaches and routines to ensure that staff and students were supported as we navigated remnants of COVID impact. Our students were supported through a range of wellbeing and academic programs focusing on the social, emotional and academic growth of students.

Our staff were empowered through professional learning activities focusing on their growth in their practice as well implementing positive wellbeing practices.

Our families continued work collaboratively with the school through a side curriculum designed to meet their needs, promote life long learning and improve the living conditions of Non-English speaking families.

School vision

Belmore Boys' High School's vision is to ensure that every student is valued, celebrated and cared for. Our school is committed to equipping learners with the intellectual, social and emotional skills and resources required for future success. Students are guided, challenged and inspired to be the best version of themselves and become tomorrow's leaders and informed citizens.

Our school provides a culture of inclusion and celebration where staff, students, parents and community partners are effective contributors to whole school success.

School context

Belmore Boys' High School is a family of approximately 492 students and 60 teaching and non-teaching staff, located in Southwest Sydney. Our diverse student population represents 34 languages with 98% of students from language backgrounds other than English. Our FOI is 134 and ICSEA is 949, leading our school to being identified as a socio-economically disadvantaged setting.

Our school specialises in boys' education, focusing on the academic, social and emotional growth of our students. Our boys enjoy positive relationships with their teachers and peers, which allows them to be creative and confident learners who recognise the importance of learning and well-being. Our learning environment provides students with tailored learning experiences through planned, explicit and differentiated learning activities. Our school also offers a wide curriculum allowing students to successfully transition into a diverse range of future learning and employment opportunities.

A comprehensive and vigorous situational analysis was conducted in 2020, leading to the development of the 2021-2024 School Plan. The analysis resulted in the identification of three main focus areas. The areas are:

- Student Growth and Attainment
- Empowering Staff and Students
- Community Engagement and Learning

The focus areas revolve around building student capacity in literacy and numeracy through explicit and remedial strategies to improve student access to curriculum. Building teacher capacity will empower staff and ensure a long-term wider impact on student outcomes as students work towards achieving the requirements of their HSC. Our school takes pride in being an inclusive community, working closely with local partners to ensure success for our students. We aim to excel in our level of responsiveness and service delivery over the next planning phase.

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

Strategic Direction 1: Student growth and attainment

Purpose

Our school aims to create a culture of reflective learners where students are empowered academically to successfully transition to future learning and employment through planned, explicit and systematic differentiated learning activities.

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.

- Building effective learning support practices
- Data driven Teaching and Learning to improve literacy and numeracy and HSC achievement

Resources allocated to this strategic direction

Refugee Student Support: \$832.00

Integration funding support: \$97,603.00

English language proficiency: \$321,779.00

Low level adjustment for disability: \$206,087.00

Socio-economic background: \$101,503.00

Professional learning: \$26,594.00

Summary of progress

Building Effective learning support practices

In 2022, the focus was on reinforcing Learning and Support practices introduced in 2021. This was done through:

- A range of ongoing opportunities for teaching and non-teaching staff in the domain of learning and support
- Refined assessment strategies that incorporate a range of formative and summative tasks to inform teaching and learning
- Refined processes and structures that use data to inform planning, delivery and review
- Completion of NCCD data using data collected throughout the year

Enablers

The process was enabled by structured meetings to ensure that staff had the opportunity to contribute to planning as well as share feedback with the team. The revisiting of student plans ensured that support was tailored to student needs. The collaborative nature of the team led to a culture of commitment towards supporting students and changing perceptions around Learning and Support.

Challenges and Complexities

Staff shortage continued to be a challenge leading to teaching support staff being redeployed to cover classes emerging from unfilled vacancies and staff absences.

Data Driven teaching and learning to improve literacy, numeracy and HSC achievement

In 2022, the focus was on introducing a Numeracy tutor to consolidate the support established in numeracy across KLAs. In Literacy, The Reading Program was conducted in stages 4 and 5. This was done through:

- Data collection in Yr 7 from YARC, Literacy testing and Best Start was used to create student groupings. . Strategies were deployed based on students' reading age
- Cyclic lessons established for Yr 8-10
- Staff PL on Conversations about text in collaboration with USYD

Enablers

The process was enabled by using data driven practices to inform planning and delivery. Having a reading tutor for Yr 7 who is a nonteaching staff member ensured continuity of learning for the year group.

Challenges and Complexities

The significant staff shortage had a huge impact on the cyclic lessons for Yrs. 8-10 as they were run by teaching staff who were constantly redeployed to cover classes emerging from unfilled vacancies and staff absences.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Maintain a minimum standard of 10.1% of students at top two bands in Reading at and work towards 12.5% of students in the top two bands</p>	<p>The percentage of students in the top two bands in Reading is 1% indicating progress is yet to be seen towards the lower bound target. This area continues to be addressed through Year 7 and 8 Reading groups. While this figure is below the 2022 progress measure, internal data reflects effectiveness of the targeted reading programs, in particular in Stage 4. In 2022, a 3% increase was experienced in the middle bands with a 1% decrease in the lower bands. The school will be working with the DOE Strategic School Support Team to provide staff and students with extensive support in 2023.</p>
<p>Maintain a minimum standard of 17% of students at top two bands in numeracy and work towards 18% of students in the top two bands.</p>	<p>The percentage of students in the top two bands in Numeracy increased to 5.9% indicating an improvement although achievement of the lower bound target is yet to be seen. This area continues to be addressed through targeted Numeracy groups and whole school numeracy strategies. While this is below the 2022 progress measure, the school has experienced an improvement of 8.9 points in the average NAPLAN score from 2021 to 2022 which is unlike state trend. The school will continue to implement intensive numeracy support in every KLA in addition to the employment of a 0.6 numeracy tutor.</p>
<p>Improvement in the percentage of students in the top two bands in Numeracy to be above the school's baseline (12%) and at 17%.</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to move from 62.0% to 65%</p>	<p>The school has experienced an improvement of 8.9 points in the average NAPLAN score from 2021 to 2022 which is opposite to state trend. Student growth cannot be calculated for 2022 as NAPLAN was not run in 2020.</p>
<p>Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be 64.5%</p>	<p>Student growth cannot be calculated for 2022 as NAPLAN was not run in 2020. In 2022, a 3% increase was experienced in the middle bands with a 1% decrease in the lower bands. The school will be working with the DOE Strategic School Support Team to provide staff and students with extensive support in 2023.</p>

Strategic Direction 2: Empowering Staff and Students

Purpose

At Belmore Boys' High School, our well-being approach focuses on creating a safe, supportive and welcoming school environment where every member of our school community is celebrated, valued and cared for. Our staff engage in planning and implementing a whole school well-being approach based on empowering students and staff socially and emotionally. Staff are committed to their own well-being and aware of care strategies that can be implemented towards self and others.

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.

- Empowering Students
- Empowering Staff

Resources allocated to this strategic direction

Student support officer (SSO): \$72,000.00

Socio-economic background: \$116,000.00

Summary of progress

Empowering Students

Attendance

The school continues to implement comprehensive attendance monitoring practices to ensure students are supported in achieving their best. The expectations of our attendance strategy is refined in collaboration with wellbeing, executive and senior executive teams.

Enablers

- PL activities for teaching and non-teaching staff around data accuracy and attendance processes
- Regular consultation with parents during P&C meetings has led to parental endorsement of attendance plan and ensures parents are aware of school expectations and processes
- Social media (in a range of languages) and Sentral messaging is consistently used to communicate school expectations
- Complex cases are identified and case managed by the wellbeing/executive teams in collaboration with HSLO and wellbeing services external to the school
- Service providers are also engaged to support students with poor attendance patterns and term by term attendance rewards (excursions and BBQs) are implemented to encourage students to achieve attendance expectations
- Fortnightly Wellbeing meetings address attendance issues and a comprehensive attendance review takes place every term to identify areas of celebration and nominate areas for further improvement
- Partial absences were improved through daily interventions in collaboration with parents and carers

Challenges and complexities

In 2022, attendance rates were significantly impacted by extended leave due to illness and travel. Families were expected to keep children at home until they were symptom free which resulted in prolonged absences.

- Overseas travel increased as borders finally opened. Exemption documentation was completed but exemption dates were not adhered to at times
- Staff absences, unfilled vacancies and lack of available casual staff resulted in classes being collapsed which exacerbated attendance issues

Student voice and PBL practices

Student voice initiatives at BBHS inform school planning at all levels.

- PL refresher activities ensured that staff, including Early Careers Teachers were confident in using our value system and identifying and rewarding positive behaviour. This was reflected in positive wellbeing data on Sentral and the increase of student representation in rewards activities
- Student voice was used as a tool to evaluate effectiveness of wellbeing programs engaging service providers. This

informed planning of wellbeing programs and providers used in 2023

Enablers

- Celebration and recognition of positive student behaviour, resulting in an increase in the number of students meeting behaviour expectations
- Regular implementation of the school's PBL values and mobile phone policy. This was facilitated by all staff with a focus on wellbeing and senior executive teams
- Adjustment of PBL lesson content to be responsive to school needs
- Recommencement of the school strategy around celebration of cultural diversity. (EIDSTER, Multicultural Day, Network Awards etc)

Challenges and complexities

- COVID restrictions in particular in Term 1 led to a limited number of activities run by the school whether internally or using service providers
- PBL lessons shifted focus onto COVID Restriction requirements instead of regular school practices
- Significant staff and student absences has an impact on student wellbeing and learning outcomes

Empowering Staff

Staff wellbeing practices

A wellbeing retreat engaged Potential Project to deliver wellbeing activities during the wellbeing retreat conducted in Term 1. While this offered specific strategies on managing staff exhaustion, mindfulness and effective practices for managing complexity, the day offered opportunities for social activities to support positive relationships between staff. An Early Career Teachers/Middle Leadership conference dedicated wellbeing sessions for new teachers and leaders. This was driven by the feedback received from 2021 activities as well as the whole school health check.

In addition, opportunities for celebrations were capitalized on during morning teas and staff nights out. Friday afternoon sessions focused on bringing staff together in a friendly manner to work around wellbeing activities sourced out from Danilella Falecki's work. Staff driven Wellbeing Fridays" is driven by aspiring leaders rather than the senior executive team.

Staff collaboration and PL Practices

Staff Professional Learning practices revolved around a range of areas:

- A refinement of the whole school PDP process ensuring that goals are linked to staff needs as well as school priorities. A PL map was created to ensure that all staff are supported and received adequate learning as identified in their PDPs
- All staff engaged with WWB themes through a process of analysis of practice, making judgement and collecting evidence based on teacher collaboration and reflections. This also included modules inspired by Lyn Sharratt's Clarity in teaching, learning and leadership work

Enablers

- Instructional expertise that is evidence based and sets high expectations on teaching performance
- Providing structured time for collaborative planning and reflection
- Extensive support, encouragement and motivation from school leaders

Challenges and complexities

- Staff leave and absenteeism associated with COVID led to a significant disruption to teaching and learning
- Limited casual relief due to staff shortage resulted in an increase workload at all levels from classroom teacher to senior executive teams. This has a significant impact on teacher planning and 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
Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance	While at first glance, it appears as target is yet to be met, a deeper analysis supports the effectiveness of the school's attendance strategy. When sick and travel leave are accounted for or excluded, school attendance data

approaches are improving regular attendance rates for all students, including those at risk. At least 63% of students attending 90% of time is achieved.	reflects target not only achieved, but exceeded. There is a noticeable amount of unexplained absence from families that have gone overseas without approved leave or have failed to return after their approved dates.
Results in the HSC top two bands are at 15 % or above.	HSC results top two bands target of 15% or above is yet to be achieved. In 2022, students received immense support through the ILSP program to address learning gaps. While 6.8% of students fell in the top two bands bracket, there was a reduction in students performing in the bottom two bands.
HSC top 3 bands is at 45% or above	HSC results top three bands target of 45% or above is yet to be achieved. In 2022, students received immense support through the UTS HSC tutoring program and our school's Quality Assessment Reform to improve learning outcomes. While 25.2% of students fell in the top three bands bracket, approximately 75% of students received a university placement.
At least 73% of students reporting expectations for success, advocacy and sense of belonging at school.	This target was exceeded. TTFM data indicate that students at Belmore Boys High School reported scores above NSW Gov Norms across all domains.
Internal school survey results reflect an increase in staff happiness and sense of belonging. Staff are able to recognise and address stress in self and others.	TTFM staff data indicate that our staff recorded above NSW Gov Norms in feeling supported by leadership teams. Internal data from wellbeing conferences reflect 100% satisfaction with wellbeing session quality. All attendees supported a continuation of staff wellbeing activities.

Strategic Direction 3: Community Engagement and Learning

Purpose

Our school aims to reinforce its position as a community hub that is responsive to community needs by providing an inclusive environment that welcomes, involves and works in partnership with its community. Our school is committed to cross-community collaboration to ensure optimum outcomes for our students.

Initiatives

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

- Collaboration with schools
- Collaboration with families - learning and communication
- Collaboration with service providers

Resources allocated to this strategic direction

Student support officer (SSO): \$24,000.00

Summary of progress

Collaboration with schools

Enablers

- The collaboration with schools strategy revolved around working directly with APs in primary schools to support student transition into high school rather than engaging in project work across KLAs as per previous year groups
- Each student and their family were individually interviewed by wellbeing and executive staff to ensure the needs of every student and known and addressed
- Yr 7 YA joined a network transition team to fine tune and streamline processes to support both primary and high schools in the area. This resulted in the creation of digital platforms allowing for the sharing of student data in a meaningful and timely manner

Challenges and Complexities

Restrictions, extensive staff absences and loss of staff (including transition coordinator) created complexity around the strategy for 2022.

Collaboration with families - learning and communication

The key aim of this package is to create a great sense of connectedness with our families, while upskilling parents (to improve their living conditions) and promoting them as lifelong learners. We believe that parents attending school regularly improves alignment between home and school. The collaboration with families strategy revolved around the following aspects:

- Complex case management: Involved a collaboration between the senior executive, Learning and Support Team and wellbeing teams to ensure students are supported to regulate and encourage positive behaviour with our PBL framework and well as re-engagement in learning
- P and C Learning: General learning around school processes and systems as well as feedback on learning and behaviour. Special speakers were also included in those meeting to ensure parents had access to information that allows them to support their children with their learning and wellbeing. Speakers included Road Safety talks from Canterbury Bankstown council, Women's Health support, Raising teenage boys, TAFE NSW and the Culinary school
- Parental curriculum: This was done in collaboration with TAFE NSW and incorporated TAFE NSW credentials in Barista, Sewing, Step into work (work preparation course) and Fitness training

Enablers

- Community relations officer maintained communication with P and C through Whatsapp group relaying concerns to senior executive staff as events unfolded
- School communication strategy utilising Sentral messaging, Facebook, Instagram and SBS Arabic. Information was relayed in a range of languages in response to community needs

Challenges and Complexities

- Restrictions, extensive staff absences and loss of staff

- Withdrawal of services due to loss of staffing within organizations

Collaboration with service providers

A range of service providers were utilised in 2022 to support students in regulating behaviour and re-engaging in learning after an extended period of significant interruptions. School based programs included Raise mentoring, Make Your Mark, Sporting Links, Facing Forward, LIFT, Worriers to Warriors, YES program, WSU FastForward and PATHE programs, UTS academy program, Barnardo's service providers, STARTTS counselling services, Get connected and PCYC Belmore. Ausrelief, Human Appeal Australia and Learning for Life (The Smith Family) provided in house support including food hampers.

The data collected does reflect an increased sense of belonging and a reduction of poor student behaviour leading to suspensions.

Enablers

- Programs were only included in school planning if they provided value to students
- Matching students to program outcomes ensured student success and resulted in positive transition to alternative pathways for complex students

Challenges and Complexities

Restrictions, extensive staff absences and loss of staff (including transition coordinator) created complexity around the strategy for 2022.

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
TTFM Parents survey reflects at least 80% of parents recommend the school and 80% believe that P&C activities help in improve the school.	Parents surveyed at the end of every course in regards to satisfaction with content at P and C meetings. Results reflect a great sense of satisfaction with school. In TTFM, 92% would recommend the school to others, 100% agree the school have a good reputation with over 85% of families happy with school communication.
An increase in total enrolment by at least 4% from 2020 figures	The school continues to show significant improvement in the enrolment domain with 2022 actual figures showing 13% increase from 2020. The growth in student enrolment is a clear indication that this strategy is effective within our local community. A relationship of trust and support exists resulting in the school being referred to as a community hub

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$832.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building effective learning support practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • employment of additional staff for targeted student support • additional staffing for targeted interventions to support student learning <p>The allocation of this funding has resulted in the following impact: Learning support staff received a tailored professional learning experience targeted towards students needs. This is reflected in the strategies documented for students with funding as well as those not funded but receiving support. The combining of different funding allows for maximum exposure to support strategies. With the compilation and implementation of ILPs, students showed improvement in learning and behaviour captured in internal SENTRAL data for positive entries as well as teacher and SLSO observation.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will continue to develop, implement and monitor ILPs that are supportive of student learning and wellbeing in collaboration with staff, students and their families. A wider scale review of programming will be initiated to ensure Learning and Support strategies are included in the planning phase for every KLA. This is important because every student needs to be challenged and supported through a meaningful learning experience relevant to their needs.</p>
<p>Integration funding support</p> <p>\$97,603.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Belmore Boys High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building effective learning support practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Staff training and collaboration in addition to the collation, analysis and evaluation of authentic data resulted in the accurate completion of the NCCD. Feedback received from support staff was relayed to school teams to inform teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: While there were structured meetings to discuss learning and support strategies as well differentiated PL activities for staff, the absence of Learning and Support teaching staff was a major challenge. In 2023, the school will conduct a program revamp ensuring that Learning and Support strategies are incorporated into teaching and learning programs across KLAs.</p>
<p>Socio-economic background</p>	<p>Socio-economic background equity loading is used to meet the additional</p>

<p>\$217,503.00</p>	<p>learning needs of students at Belmore Boys High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building effective learning support practices • Empowering Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through to support student learning • Increase equitability of resources and services • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The funding has resulted in the employment of HT Wellbeing and Deputy Principal to oversee the Learning and Support and wellbeing practices. Attendance monitoring continued to be a focus area for the school in 2022. The development of the attendance team and the close collaboration with wellbeing and senior executive teams meant that there was an ongoing review of attendance practices. While attendance monitoring was a daily practice, term by term snap shots gave a clear indication of improvement in attendance. Significant sick leave due to COVID continued to be the largest contributing factor to lower attendance rates. The school continued to celebrate student success in attendance practices using the school's rewards processes.</p> <p>After evaluation, the next steps to support our students will be: In 2023, our school will continue to monitor attendance of all students and will support the learning and wellbeing of identified students through collaborative complex case management. This will be done through targeted PL for teaching and nonteaching staff on attendance monitoring, explicit teaching of students on the importance of school attendance and strengthening positive relationships with families and carers. Service providers will be deployed to support community through targeted opportunities to increase understanding around the importance of attendance and its impact on greater student outcomes.</p>
<p>English language proficiency</p> <p>\$321,779.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Belmore Boys High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building effective learning support practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: While the school has experienced difficulty with staffing vacancies, teaching and nonteaching staff were deployed to provide EALD learners with support. Nonteaching staff provided support to students in the Reading and Comprehension domain. While staff were allocated EALD groups for additional support, there were limited withdrawal opportunities for students due to staff shortages.</p> <p>After evaluation, the next steps to support our students will be: In 2023, non-teaching staff will receive additional training in Multilit in order to provide further support to EALD learners. The school will also be engaging in Strategic Support for Schools with a focus on reading, and</p>

<p>English language proficiency</p> <p>\$321,779.00</p>	<p>vocabulary in particular. It is anticipated that the support will be of great benefit in building teacher capacity and improving student learning outcomes.</p>
<p>Low level adjustment for disability</p> <p>\$206,087.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Belmore Boys High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building effective learning support practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 <p>The allocation of this funding has resulted in the following impact: Staff engaged in a range of PL activities around WWB themes. This included staff engaging in reflective practices, individually unpacking all 8 themes and providing evidence of process and impact from their classroom practice. This was done to improve practice as well as prepare for validation in 2023. The engagement in this process allowed for a more refined understanding of SEF by identifying and celebrating success and articulating on areas requiring further improvement.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will engage in extensive reflective practices as staff prepare validation evidence sets. Each KLA will continue to assess faculty practices and performance using the WWB framework.</p>
<p>Professional learning</p> <p>\$26,594.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Belmore Boys High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building effective learning support practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaged a specialist Reading tutor to deliver a needs based Reading program to students in Stage 4 and Stage 5 • Reading tutors engaged in internal and external professional learning activities focusing on reading strategies and wellbeing practices. <p>The allocation of this funding has resulted in the following impact: Staff have the confidence to support all students with reading and comprehension practices. Students with identified needs received individualized support as per ILPs. This was done in a group setting class and through a withdrawal program.</p> <p>After evaluation, the next steps to support our students will be: In 2023, there will be ongoing PL activities for teaching and non-teaching staff in reading and comprehension. The focus of the reading strategy will target vocabulary. While fluency will continue to be a focus of this strategy, growth will be measured as students achieve stage appropriate outcomes as measured by NAPLAN, Check-in assessment and internal testing.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by</p>

<p>\$325,000.00</p>	<p>the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • employing staff to supervise and monitor progress of student groups engaging in online tuition • development of resources and planning of small group tuition • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: In 2022, ILSP strategy revolved around the following:</p> <ul style="list-style-type: none"> •In class support and small group tuition for students identified as 'working towards targets (academic, attendance and wellbeing) for grades 8, 11 and 12 •Liaising with subject teachers to create scaffolds for EALD learners and writing resources that can be accessed on Google classroom and via e-mail •Wellbeing support for identified students and the implementation of a study skills program driven by student needs <p>This has resulted in:</p> <ul style="list-style-type: none"> •Quality submissions seen across targeted students in essay writing and summative assessments •High level of engagement from students in ILSP compared with other students •Improved attendance for all participants in the program •Improvement in general numeracy skills evident by solving mathematical worded problems. •Sharing of good practice at Network meetings <p>After evaluation, the next steps to support our students will be: In 2023, our ILSP strategy will include:</p> <ul style="list-style-type: none"> •Provision of allocated Maths tuition hours for students requiring additional support •Reporting through PLAN2 data to continue to allow for streamlined tracking of student achievement •Team teaching to improve teacher efficacy for the purpose of improved learning outcomes for learners as well as greater consultation with teachers regarding teaching programs and alternative teaching strategies for targeted students. •Utilising student voice in ILSP to drive learning and wellbeing initiatives
<p>Student support officer (SSO)</p> <p>\$96,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Belmore Boys High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Empowering Students • Collaboration with service providers <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Coordination of service providers to support student wellbeing initiatives • Organisation and coordination of Leadership talks to inspire and support the student leadership team • Collection of student voice to drive school activities and ensure initiatives are in alignment with student needs <p>The allocation of this funding has resulted in the following impact:</p>

<p>Student support officer (SSO)</p> <p>\$96,000.00</p>	<p>The SSO has been an integral part of the school's wellbeing team leading the coordination of service providers to support the wellbeing of staff and students. These included the Raise Program, RAW (Refugee students support), Make your Mark, Facing Forward through Bernardos, The LIFT program and from Worriers to Warriors which is a program targeting anxiety. The SSO also led the launch of the Rugby League program supporting student wellbeing through Rugby League. Internal surveys indicate a high level of satisfaction amongst students with the choice of wellbeing programs with 89% of students reporting that delivery increased their engagement in wellbeing programs. TTFM data reflect an increased sense of belonging (83%) in comparison with state norms 66%. Participation in school sports and clubs also reflected 85% in comparison with state norm of 61%. The school mean for student positive learning climate was at 6.9 in comparison to 5.6 of the state norm.</p> <p>After evaluation, the next steps to support our students will be: in 2023, student voice will continue to shape the whole school wellbeing practices at BBHS. The collaboration with service providers is driven by student needs, program outcomes and student feedback. the focus of programs will continue to be increasing student attendance and engagement and supporting young men in making positive decisions while at school and beyond.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	373	431	465	492
Girls	0	0	0	0

The school continues to show a positive trend in enrollments. This due to a targeted community engagement strategy based on building a relationship of trust and support with families, extensive multilingual communication practices, effective transition programs and strong partnerships with service providers.

Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.0	92.3	87.4	84.0
8	87.4	86.4	86.9	79.8
9	88.1	89.8	81.9	79.2
10	84.9	88.3	83.9	76.4
11	85.7	82.0	83.9	76.8
12	77.9	90.1	84.7	83.2
All Years	85.9	88.4	85.1	79.9
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

The school implements a rigorous attendance process that is based on Positive Behaviour for Learning and linked to student learning and wellbeing outcomes.

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	7.6
Employment	7.2	5.8	3.8
TAFE entry	0	5.8	3.8
University Entry	0	0	75
Other	2.4	1.4	6
Unknown	1.2	1.4	3.8

Year 12 students undertaking vocational or trade training

15.25% of Year 12 students at Belmore Boys High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

94.4% of all Year 12 students at Belmore Boys High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	29.5
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher ESL	2.8
School Counsellor	1
School Administration and Support Staff	9.08
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	1,288,274
Revenue	9,195,932
Appropriation	9,080,841
Sale of Goods and Services	21,726
Grants and contributions	81,676
Investment income	5,064
Other revenue	6,625
Expenses	-8,574,385
Employee related	-7,226,396
Operating expenses	-1,347,989
Surplus / deficit for the year	621,547
Closing Balance	1,909,821

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	98,435
Equity Total	1,376,256
Equity - Aboriginal	0
Equity - Socio-economic	767,991
Equity - Language	396,669
Equity - Disability	211,596
Base Total	5,941,385
Base - Per Capita	117,547
Base - Location	0
Base - Other	5,823,838
Other Total	484,953
Grand Total	7,901,028

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.

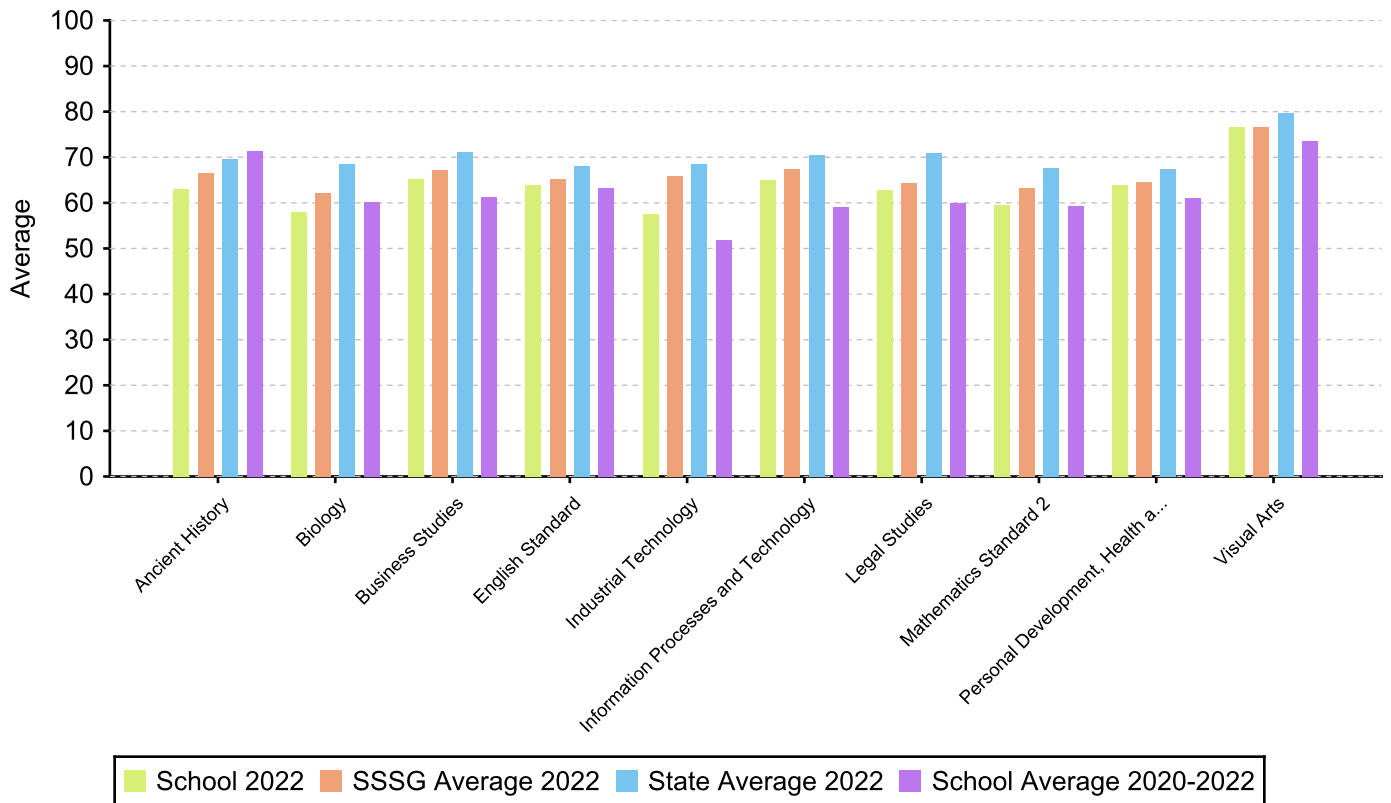
Numeracy data reflected a significant improvement in numeracy in Year 9. This is a result of the school's targeted numeracy strategy which addressed Numeracy needs across KLAs as well as the employment of a numeracy tutor. Tutoring groups were based on areas requiring support and involved unpacking NAPLAN style questions.

In Literacy, the school has identified focus areas in Reading which will involve whole school PL activities involving the School Strategic Support Team. The focus of this strategy will be on improving Vocabulary.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	63.1	66.5	69.6	71.5
Biology	58.0	62.3	68.5	60.2
Business Studies	65.2	67.3	71.2	61.4
English Standard	64.0	65.2	68.1	63.3
Industrial Technology	57.6	65.9	68.6	51.8
Information Processes and Technology	65.0	67.4	70.5	59.0
Legal Studies	62.9	64.5	70.8	60.0
Mathematics Standard 2	59.6	63.2	67.6	59.4
Personal Development, Health and Physical Education	63.9	64.6	67.5	61.2
Visual Arts	76.7	76.6	79.8	73.6

While the school's HSC results for 2022 were below state average, most subjects achieved a school result that is higher than the school average over the last 3 years. This trend is a reflection of the school's continuous focus on teacher quality.

Parent/caregiver, student, teacher satisfaction

Parent

Parents are an integral part of student learning at Belmore Boys High School. Our school runs a curriculum for parents aside from meeting times. Parent and Citizen meetings are dedicated to explicit information sessions about school operations and topics related to students. Guest speakers are invited to educate parents about topics such as raising teens, women's health and support services available. Our parent curriculum includes course like sewing, Barista, Step into work and Fitness training. Based on TTFM parent surveys, our school average was well above norms across all areas. Parents feel welcome at the school, feel very well informed about their child's learning and that the school supports positive behavior and learning. Internal surveys indicate that 100% of parents agree that they feel welcome at the school, that the school provides a caring and safe environment for them and their children and that the school communicates effectively with them.

Teacher:

Our staff wellbeing data reflects staff appreciation around wellbeing initiatives run by the school, in particular wellbeing conferences. Our school engaged with Potential Project to work on mindfulness strategies to improve staff wellbeing. Staff feedback informed planning and will be used to nominate initiatives for 2023. All staff found the conference valuable and were very satisfied with the sessions, content and presenter.

Student :

TTFM data showed that between snapshot 1 to snapshot 2 there was a 15% increase in students recording that they were appropriately challenged. We exceeded the NSW Gov Norm in this domain.

Our school trend reports showed significant increase in the social and emotional domain, reflecting an improvement in positive relationships, students sense of belonging and valuing school outcomes.

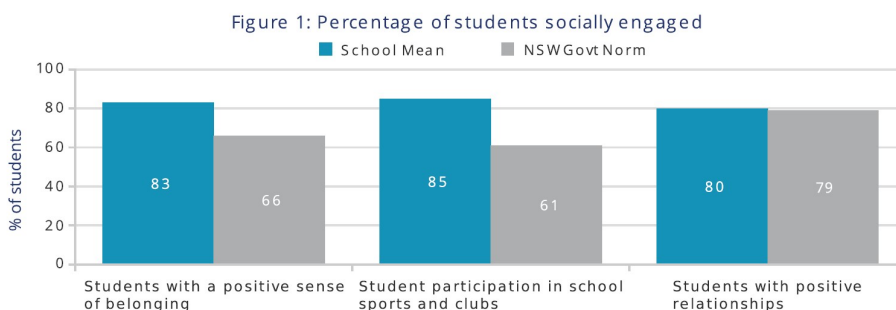
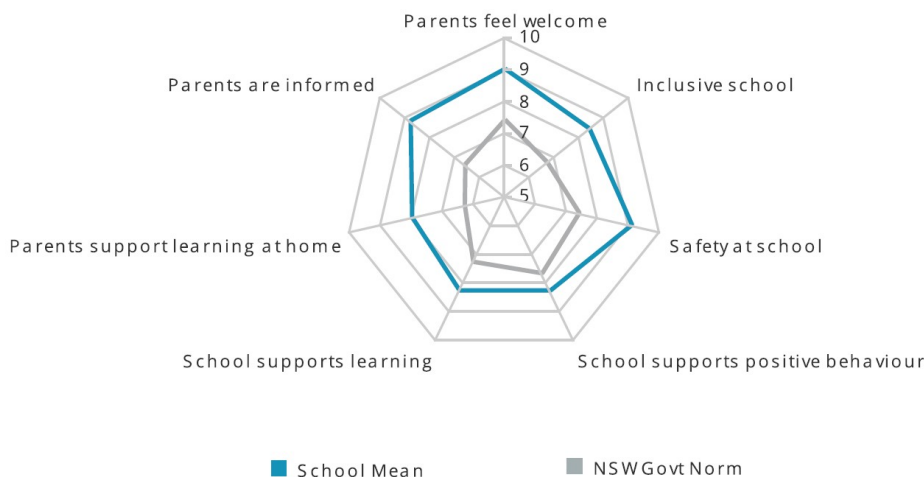
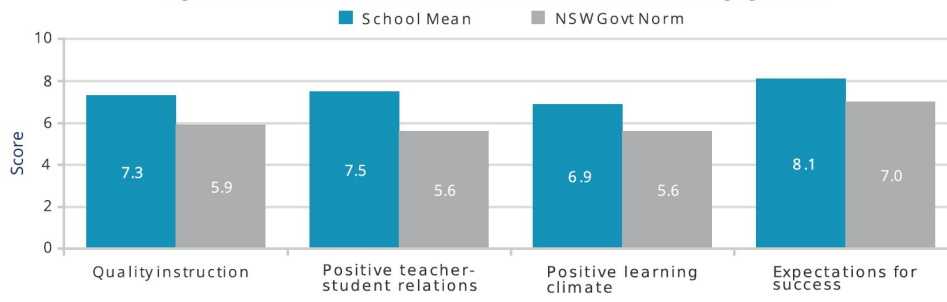


Figure 5: School-level factors associated with student engagement



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.

