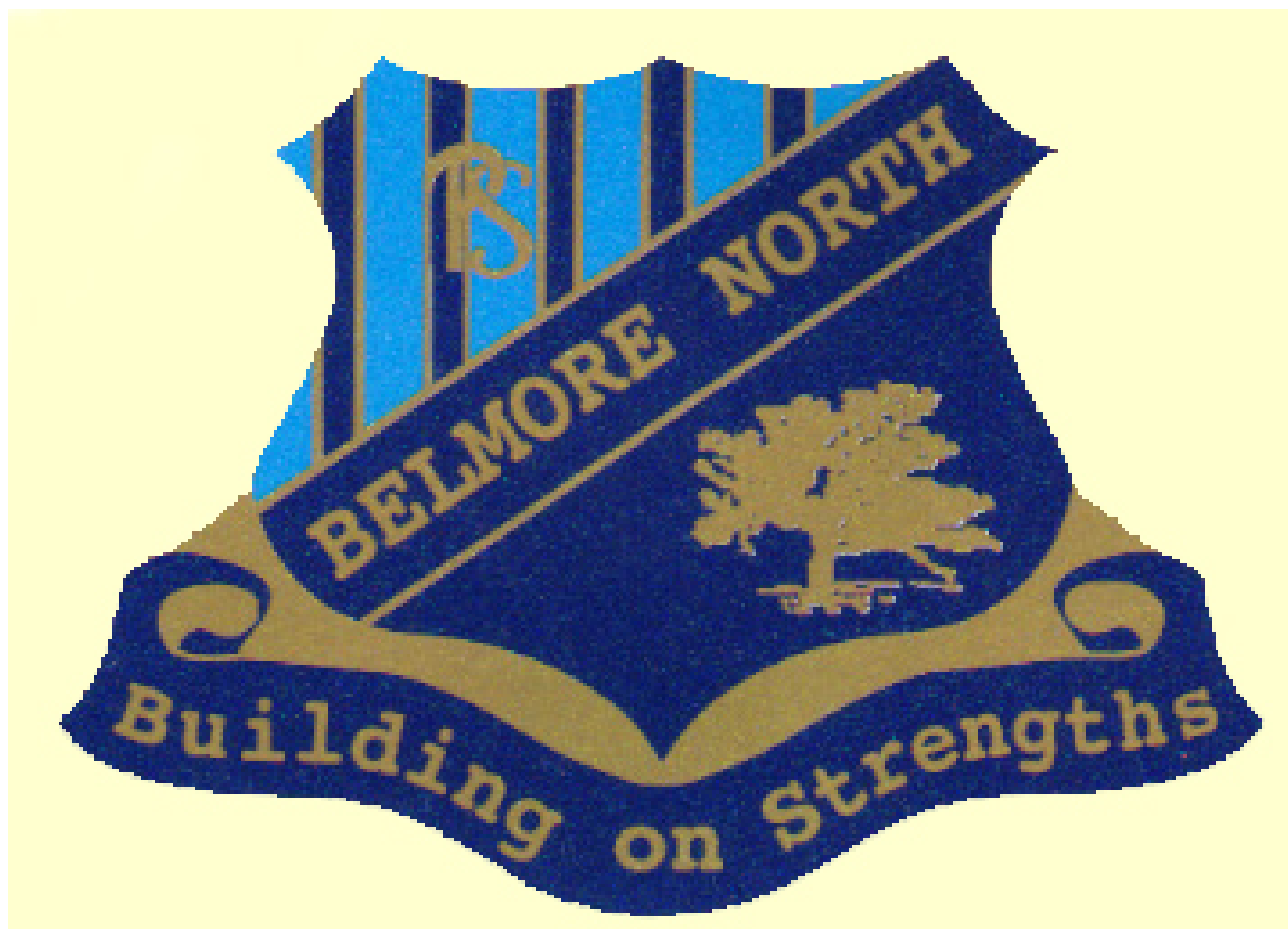


# 2023 Annual Report

## Belmore North Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Belmore North Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## School vision

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

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

## School context

Belmore North Public School is located in Belmore, a suburb of Sydney, in the state of New South Wales, Australia. It is located 11 kilometres south-west of the Sydney central business district, in the local government area of the City of Canterbury-Bankstown. Belmore is part of the traditional land of the Bediagal people. The school serves a diverse multicultural community and has a total enrolment of 270 students, 96% of whom speak English as an additional language or dialect. A support unit of 5 classes caters to students with additional learning needs and is an integral part of the school. The school is supported with staffing and funding loadings for socio-economic disadvantage and English language proficiency. The school is also supported with staffing and flexible funding to support students with low levels of disability in mainstream classrooms. There is a strong focus on implementing evidence based teaching practices and an emphasis on developing students' literacy and numeracy skills to achieve school targets. A dedicated staff provides extra-curricular activities for students to enhance their experiences at school. Extra-curricular activities include an environment club, homework club and robotics club. Arabic community language classes provide opportunities for students to maintain and develop literacy skills in their background language. A small but dedicated group of parents work hard to maintain an effective Parents and Citizens' association with whom the school works collaboratively and consultatively.

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

Through the process of external validation, situational analysis and consultation with students, staff and the community; we have identified a need to develop the capacity of teachers to understand, implement and evaluate best practice in line with What Works Best, underpinned by Explicit Direct Instruction. The High Impact Professional Learning (HIPL) planning cycle will be co-developed with teachers and implemented by the leadership team.

The school self-assessment identified a priority for improved processes relating to; explicit teaching, whole-school and community well-being processes and protocols and the development and implementation of whole-school operating norms and processes.

### Explicit Teaching:

- Align teaching practice to the eight elements of What Works Best
- Develop teacher capacity to develop, implement and evaluate teaching and learning programs that reflect departmental reforms to curriculum and syllabus content
- Utilise pedagogical elements of Explicit and Direct Instruction
- Increase student achievement in Literacy and Numeracy based on Check-in Assessment mean scores

### Well-being:

- Utilise pedagogical elements of the *Restorative Teaching* model to underpin the Belmore North Public School *Student Well-being Implementation Plan*
- Develop a sense of belonging and partnership for students, staff, families and the local community

### School Processes:

- Develop an Induction Program
- Create systems to manage school finances
- Embed Health and Safety process school-wide
- Implement effective systems that support and track student learning and behaviour
- Clear systems are in place to work towards improvement against the School Excellence Framework

## 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   | 2023 School Assessment     |
|--|----------------------------|
| LEARNING: Learning Culture                             | Working towards Delivering |
| LEARNING: Wellbeing                                    | Sustaining and Growing     |
| LEARNING: Curriculum                                   | Delivering                 |
| LEARNING: Assessment                                   | Working towards Delivering |
| LEARNING: Reporting                                    | Delivering                 |
| LEARNING: Student performance measures                 | Delivering                 |
| TEACHING: Effective classroom practice                 | Working towards Delivering |
| TEACHING: Data skills and use                          | Working towards Delivering |
| TEACHING: Professional standards                       | Delivering                 |
| TEACHING: Learning and development                     | Delivering                 |
| LEADING: Educational leadership                        | Delivering                 |
| 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

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

### Initiatives

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

- Explicit and Direct Instruction
- Data driven practices

### Resources allocated to this strategic direction

### Summary of progress

Belmore North Public School (BNPS) has embedded Explicit Direct Instruction (EDI) as the flagship pedagogy throughout 2023. The leadership team used the High Impact Professional Learning (HIPL) framework to scaffold teacher professional learning. Each term, teachers engage in foundational professional learning pertaining to EDI and how it underpins best practice outlined in the What Works Best framework. All teachers at BNPS have a professional learning (PL) folder which they are encouraged to bring to each PL. The folders are designed for teachers to summarise and collate notes during professional learning. The HIPL scaffold was constructed with feedback from teachers in-line with NAPLAN and Check-in data trends. Throughout Term 2 and 3, EDI professional learning was geared towards understanding the 'why' questions associated with areas of development at BNPS. Through exit-slips, verbal feedback and robust conversations, teachers expressed the need to develop whole-school knowledge and skills of explicit teaching.

### 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 increase in Check-In Assessments mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 2022   | Year 5 - 2.4% increase in student median scores<br>Year 3 - 2.9% decrease in student median scores<br>Year 3 enrolments increased by 8 students throughout the year. The students are at varied abilities, most of whom have a language background other than English.  |
| An increase in Check-In Assessments mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 2022  | Year 5 - 5.2% increase in student median scores<br>Year 3 - 4.3% decrease in student median scores<br>Year 3 enrolments increased by 8 students throughout the year. The students are at varied abilities, most of whom have a language background other than English.  |
| Leaders and teachers will: <ul style="list-style-type: none"><li>• Develop foundational knowledge of Explicit Direct Instruction through deep and rich discussions</li><li>• Use the High Impact Professional Learning model to scope professional learning for the year</li><li>• Engage with three Explicit and Direct professional learning sessions a term</li></ul> | 9 x EDI Professional learning: <ul style="list-style-type: none"><li>• Naplan and Check-in assessment data review - <i>What is the data telling us?</i></li><li>• Overview of EDI</li><li>• Overview of the HIPL model</li><li>• EDI pedagogy x 2</li><li>• Asking the right questions</li><li>• Giving the right instructions</li><li>• Developing 'explicit' vocabulary - group workshop x2</li></ul> |

- Focus on learning the core content of Explicit and Direct Instruction pedagogy 'the why' behind the pedagogy
- Use a designated professional learning note pad to collect, collate and evaluate their notes on professional learning sessions

## Strategic Direction 2: Student wellbeing and engagement

### Purpose

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

### Initiatives

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

- Student Wellbeing and Engagement
- Teacher and Community Engagement

### Resources allocated to this strategic direction

#### QTSS release

### Summary of progress

Belmore North Public School is transitioning to a tiered behaviour support model, focused on Positive Behaviour for Learning and Restorative Teaching pedagogies. All staff have completed professional learning geared towards understanding Positive Behaviour for Learning and Restorative Practice.

### 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  |
|--|---|
| <ul style="list-style-type: none"><li>• Increase the percentage of students reporting positive wellbeing from 86% (2020) to 96% (upper bound)</li><li>• Reduce the number of behaviour referrals (detentions) from 163 (2019) by 20% in to 130 in 2023</li></ul> | <p>Tell Them From Me Wellbeing data is at 91% at 2022</p> <p>Belmore North Public School is in the processes of updating the current behaviour support model. Students engage in restorative conversations where appropriate consequences are negotiated with relevant stakeholders.</p> <p>Belmore North Public School has developed an 'in-house' student wellbeing check-in questionnaire to compliment Tell Them From Me survey data.</p> |
| <ul style="list-style-type: none"><li>• Increase the percentage of students attending at least 90% of the time from 69% (2020) to 83% (upper bound)</li></ul>  | <p>59% of students are attending at 90%. All staff meetings have 'attendance' as a mandatory item for discussion.</p>   |

### Strategic Direction 3: Systems and Processes

#### Purpose

Systems, processes and operating norms will be established; streamlining work-flow school wide.

#### 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.

- School Operating Norms

#### Resources allocated to this strategic direction

#### Summary of progress

Belmore North Public School has completely digitised Learning and Support processes and established a new reporting template. Restorative conversations will be logged through Sentral by the Learning and Support Team. Staff induction packs are in the preliminary phases of development and will be a high priority for 2024.

#### 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>Survey staff on current Learning and Support team processes and protocols and apply feedback to improve student wellbeing and learning referral systems.</p> <p>Research and collaborate to develop a scaffold of an effective teacher induction pack</p> <p>All staff to participate in professional learning on hazard and risk mitigation</p> <p>All teachers are aware of how to contribute to budget allocation</p> <p>Staff engage in professional learning on role statements / roles and responsibilities</p> | <p><b>Learning and Support</b></p> <ul style="list-style-type: none"><li>• Learning and Support processes and protocols are all digital</li><li>• Student Wellbeing Check-in established</li><li>• Behaviour Support Plans affixed to student Sentral Profiles</li><li>• Learning and Support Team Student Referral is now an online reporting system</li><li>• Student Placement Reviews are now online reporting systems</li><li>• Restorative Conversations is now an online reporting system - to be implemented in 2024</li><li>• NCCD form affixed to Sentral</li></ul> <p><b>Teacher Induction Pack</b></p> <ul style="list-style-type: none"><li>• QR Code system is being embedded for quick access to relevant school induction information</li><li>• Team working on compiling necessary information to include in the induction pack</li></ul> <p><b>Work Health and Safety</b></p> <ul style="list-style-type: none"><li>• All staff participated in explicit professional learning pertaining to Work Health and Safety process, policies and responsibilities</li><li>• All staff participated in explicit professional learning pertaining to work place injuries (physical and psychological)</li><li>• Extensive professional learning delivered school-wide pertaining to code of conduct, complaints handling and PES processes and protocols.</li></ul> |



| Funding sources                            | Impact achieved this year   |
|--|---|
| Refugee Student Support<br>\$1,836.56      | <p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• release time to engage staff in targeted professional learning</li> <li>• additional staffing for targeted interventions to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>More students received targeted interventions through literacy, numeracy and social / emotional development.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue with the initiative</p>  |
| New Arrivals Program<br>\$42,696.00        | <p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Belmore North Public School.</p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Purchased resources to support the implementation of speaking and listening programmes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Students gaining access to a greater range of teaching and learning opportunities.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue with the implementation of the resources through the New Arrivals Programme.</p>                              |
| Integration funding support<br>\$47,077.00 | <p>Integration funding support (IFS) allocations support eligible students at Belmore North Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Students received explicit literacy, numeracy and behaviour support interventions through the learning and support team.<br/>Staff developed expertise in delivering the Mini Lit programme</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Success with return from suspensions programmes<br/>Students receiving explicit direct instruction with Mini Lit programme</p> |
| Socio-economic background<br>\$324,153.24  | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Belmore North Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support program implementation.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Distribution of student numbers across the school<br/>Less complex behaviours</p>  |

|  |   |
|--|---|
| <p>Socio-economic background</p> <p>\$324,153.24</p>           | <p>More learning opportunities for students through subsidized programmes<br/>Students expressed positive impact on personal and school wellbeing.<br/>Parents expressed positive impact on their child's wellbeing</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue to subsidize learning opportunities.<br/>Continue to subsidize school uniforms (where necessary)<br/>Continue to reduce class numbers to distribute student behaviour<br/>Above establish teacher positions</p>  |
| <p>Aboriginal background</p> <p>\$1,511.59</p>                 | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Belmore North Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• creation of school literacy resources embedding local language</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>First Nations student have greater access to quality literature related to their local language</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Evaluate the effectiveness of the resources and ask for student feedback when purchasing new learning materials</p>   |
| <p>English language proficiency</p> <p>\$128,939.86</p>        | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Belmore North Public School.</p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Students with language barriers received explicit small group instruction in expressive and receptive language</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue to embed small group language proficiency tuition with the addition of another teacher.</p>  |
| <p>Low level adjustment for disability</p> <p>\$194,014.27</p> | <p>Low level adjustment for disability equity loading provides support for students at Belmore North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Learning and support team triaged students requiring individualized support plans and resources.<br/>Individualized mathematics, literacy and wellbeing plans developed and led by additional support staff<br/>Purchased gross motor learning resources for students with complex sensory profiles.</p> |

|  |  |
|--|--|
| <p>Low level adjustment for disability</p> <p>\$194,014.27</p> | <p><b>After evaluation, the next steps to support our students will be:</b><br/> Scheduled reviews of student individual learning plans for further adjustments.<br/> Embed gross motor resources into learning and support team programmes</p>  |
| <p>Professional learning</p> <p>\$27,941.97</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 North Public School.</p> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• presentations by suitable and qualified facilitators, for example diabetes or first aid workshops</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> Teachers accessing high-impact professional learning<br/> School leaders delivering professional learning on Restorative Teaching<br/> Principal utilizing pedagogies from the Growing Great Leaders programme to build the capacity of the leadership team<br/> Early career teachers developed capacity to effectively plan and lead school events</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/> Continue to engage in high quality professional learning based on literacy, numeracy, wellbeing and developing leadership capabilities.</p> |
| <p>Beginning teacher support</p> <p>\$15,673.00</p>            | <p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Belmore North Public School during their induction period.</p> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• reduced responsibilities or teaching loads sufficient to support the development of their skills</li> <li>• ongoing feedback and support that is embedded in the collaborative practices of the school</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> Beginning career teachers expressed feeling supported in acclimating to the teaching profession. Teachers benefited from time allocated to meet with their supervisor to discuss and plan teaching and learning programmes and behaviour support strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/> Continue to offer early career teachers opportunities to meet with their supervisors, the learning support team and engage in external professional learning service providers.</p>  |
| <p>QTSS release</p> <p>\$62,143.20</p>                         | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Belmore North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing and Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>   |

|  |  |
|--|--|
| <p>QTSS release</p> <p>\$62,143.20</p>                     | <p>All teachers met as a stage twice a term to scope, plan, prepare and evaluate teaching programmes</p> <p>Leadership planning days allowed consisted judgement among the leadership team and the development of shared vision of instructional leadership</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>         Continue to embed 5 week planning cycles where necessary and dependent on casual staff availability<br/>         Continue to embed leadership planning days where necessary</p>   |
| <p>COVID ILSP</p> <p>\$111,537.22</p>                      | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy through the MinLit programme</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>         Staff trained in explicit delivery of Mini Lit<br/>         All students on Min-lit intervention programmes had their own work book<br/>         School Learning Support Officers deployed school wide to support student learning in classroom</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>         Continue to deploy 3 School Learning Support Officers to deliver targeted interventions</p>  |
| <p>Per capita</p> <p>\$72,524.06</p>                       | <p>These funds have been used to support improved outcomes and the achievements of staff and students at Belmore North Public School</p> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Provide release time to assist every NSW teacher to engage with and implement the new English and Mathematics curriculum.</li> <li>• Allocate additional resources to support the development and upkeep of an effective learning and support team protocols. Learning and support coordinator leading school learning support officers to complete effective interventions.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>         All teachers and school leaders received time to effectively engage with the new curriculum in a meaningful way. Some teachers completed Department of Education developed professional learning, some worked collaboratively with their teams and team leaders to embed the curriculum into programmes and some used the time to take a deep dive into the syllabus document and support materials.</p> <p>The learning and support team coordinator guided Belmore North Public School in the implementation of a full-digital learning and support system and effectively deployment human resources to support prescribed literacy, numeracy and behaviour support programmes.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>         Continue to support staff to engage with the new curriculum in a meaningful way. Teachers to receive 3 hours a term to work collectively and collaboratively with their team and 2 hours to work independently / self directed.<br/>         Continue to embed the role learning and support team coordinator.</p> |
| <p>AP Curriculum &amp; Instruction</p> <p>\$217,123.20</p> | <p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p>   |

AP Curriculum & Instruction

\$217,123.20

**Overview of activities partially or fully funded with this Staffing - Other funding include:**

- lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school
- collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum
- lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers

**The allocation of this funding has resulted in the following impact:**

All staff engaged in professional learning pertaining to Explicit Direct Instruction and Number Talks. Professional learning was scoped through the use of the High Impact Professional Learning model. This approach meant that staff gradually built their confidence with understanding and embedding signature pedagogies. The Assistant Principal Curriculum Instruction team accessed the Canterbury Network Continuous Counting Professional Learning that supported teachers to unpack the new mathematics curriculum and best practice with teaching mathematics. The leadership team attended professional learning delivered by Di Siemon's geared towards multiplicative thinking which supported the implementation of delivering mathematics professional learning through the lens of the High Impact Professional Learning model.

**After evaluation, the next steps to support our students will be:**

Continue with the High Impact Professional Learning scope of professional learning delivery. Embed a Number Talk Team to move the initiative forward. This will be a teacher-led project, aiming to develop the confidence and capacity of future leaders of mathematics.

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2020       | 2021 | 2022 | 2023 |
| Boys     | 149        | 147  | 144  | 149  |
| Girls    | 128        | 107  | 108  | 116  |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2020 | 2021 | 2022 | 2023 |
| K         | 88.1 | 89.1 | 84.6 | 87.9 |
| 1         | 86.6 | 89.5 | 81.5 | 83.6 |
| 2         | 82.2 | 92.6 | 84.2 | 82.5 |
| 3         | 91.2 | 88.2 | 84.2 | 85.0 |
| 4         | 91.3 | 91.5 | 79.5 | 88.9 |
| 5         | 90.2 | 91.3 | 86.6 | 83.8 |
| 6         | 94.9 | 92.1 | 84.7 | 86.3 |
| All Years | 89.2 | 90.6 | 83.6 | 85.4 |
| State DoE |      |      |      |      |
| Year      | 2020 | 2021 | 2022 | 2023 |
| K         | 92.4 | 92.8 | 87.9 | 91.1 |
| 1         | 91.7 | 92.7 | 87.4 | 90.5 |
| 2         | 92.0 | 92.6 | 87.8 | 90.8 |
| 3         | 92.1 | 92.7 | 87.6 | 90.9 |
| 4         | 92.0 | 92.5 | 87.4 | 90.6 |
| 5         | 92.0 | 92.1 | 87.2 | 90.3 |
| 6         | 91.8 | 91.5 | 86.3 | 89.8 |
| All Years | 92.0 | 92.4 | 87.4 | 90.6 |

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Assistant Principal(s)                  | 5.4   |
| Classroom Teacher(s)                    | 11.77 |
| Learning and Support Teacher(s)         | 1     |
| Teacher Librarian                       | 0.6   |
| Teacher EAL/D                           | 0.6   |
| School Administration and Support Staff | 7.62  |
| 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 2023, 2.5% 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 <sup>1</sup> | 2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.00%                  | 3.60%   |
| Teachers       | 3.00%                  | 3.40%   |

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

|                                       | 2023 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 610,469.72       |
| <b>Revenue</b>                        | 4,628,258.87     |
| Appropriation                         | 4,540,489.20     |
| Sale of Goods and Services            | 10,417.28        |
| Grants and contributions              | 56,839.91        |
| Investment income                     | 19,312.48        |
| Other revenue                         | 1,200.00         |
| <b>Expenses</b>                       | -4,214,760.33    |
| Employee related                      | -3,813,314.70    |
| Operating expenses                    | -401,445.63      |
| <b>Surplus / deficit for the year</b> | 413,498.54       |
| <b>Closing Balance</b>                | 1,023,968.26     |

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

## Financial summary - Equity loadings

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

|                         | 2023 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 24,205                            |
| <b>Equity Total</b>     | 648,619                           |
| Equity - Aboriginal     | 1,512                             |
| Equity - Socio-economic | 324,153                           |
| Equity - Language       | 128,940                           |
| Equity - Disability     | 194,014                           |
| <b>Base Total</b>       | 3,021,131                         |
| Base - Per Capita       | 72,524                            |
| Base - Location         | 0                                 |
| Base - Other            | 2,948,607                         |
| <b>Other Total</b>      | 516,344                           |
| <b>Grand Total</b>      | 4,210,298                         |

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Throughout 2023, students staff and parents were explicitly asked for feedback relating to teaching, learning and wellbeing.

Students accessed the Tell Them From Me Survey, Belmore North Public School Wellbeing Check-in questionnaires and engaged in Restorative Circles through the Restorative Teaching model. The Tell Them From Me survey data displayed growth and sustainability in wellbeing initiatives school wide. Student wellbeing check-in data was used to support students during restorative circles.

The 2023 Education Week celebration attracted over 100 family members and the Community BBQ near 250 parents and students. A positive experience was had by all involved.

The Parent and Citizens Committee grew throughout the year, enabling the team to create meaningful community engagement experiences such as the Community BBQ afternoon and support with the organisation of the Belmore North Public School Trivia Night.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.