

2023 Annual Report

Belmore South Public School



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Introduction

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

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

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School vision

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

School context

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

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

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

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

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

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

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

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



Self-assessment and school achievement

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

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

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

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data Driven Practices
- Enhanced Reporting System

Resources allocated to this strategic direction

Professional learning

QTSS release

Socio-economic background

English language proficiency

Per capita

AP Curriculum & Instruction

Beginning teacher support

Summary of progress

Throughout the year, the Assistant Principal Curriculum and Instruction (APC&I) worked collaboratively with classroom teachers and Assistant Principals to ensure that literacy and numeracy knowledge and skills were embedded in curriculum and assessment to enhance high quality teaching practices.

In 2023, a focus was placed on building staff capacity to engage with the new English and Mathematics syllabuses.

Staff engaged in developing their processes for data collection, analysis, and reflection to drive responsive data informed curriculum delivery and evaluation. Data-informed practices were used to differentiate the curriculum and address student learning needs in literacy and numeracy.

School-wide reading and numeracy practices were modified and enhanced to improve student learning outcomes. Professional learning was delivered by the APCI to ensure a consistent approach to implementing number talks across the school. Number talks were embedded in mathematics programs K-6. Literacy talks continued and focused on student vocabulary, understanding and comprehension. Both internal and external data sources were used to measure student growth.

Teacher professional learning and survey results have showed improved teacher knowledge in report writing, and an increased consistency in the way learning goals were written across the school. Students survey data has indicated that they do not work on their personalised learning goals with their parents/carers at home.

Next Steps:

The school will continue to support teachers in the implementation of the new curriculum through professional learning, collaborative planning, team teaching and mentoring. Teachers will employ effective classroom practice by using evidence based strategies such as explicit teaching as well as the use of formative and summative assessments to evaluate and measure student growth and enhance classroom practice.

Staff will continue to refine approaches to reporting and student learning goals in response to curriculum changes. The school will continue work together to increase parental engagement in supporting students achieve their learning goals.

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
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<p>Check In Assessment Year 5 Reading</p> <p>An increase in the percentage of questions answered correctly by Year 5 students compared to the Year 5 2022 data.</p>	<p>In Reading Check in Assessment the evidence demonstrates that there was a decrease in the percentage of questions answered correctly by Year 5 students compared to the Year 5 2022 data. In 2022, Year 5 students answered 48.6% of questions correctly in the Check In Assessment compared to 44.1% in 2023.</p>
<p>Check In Assessment Year 5 Numeracy</p> <p>An increase in the percentage of questions answered correctly by Year 5 students compared to the Year 5 2022 data.</p>	<p>In Numeracy Check In Assessment the evidence demonstrates that there was an increase in the percentage of questions answered correctly by Year 5 students compared to the Year 5 2022 data. In 2022, Year 5 students answered 52.1% of questions correctly compared to 58.3% in 2023. An increase of 6.2% demonstrates that the explicit teaching of numeracy through Number Talks has led to an improvement in student learning.</p>



Strategic Direction 2: Sustainable Learning Culture

Purpose

Create a collaborative and supportive culture that maximises student learning.

Initiatives

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

- Responsive Curriculum
- Wellbeing and Inclusion

Resources allocated to this strategic direction

Socio-economic background
English language proficiency
Low level adjustment for disability
QTSS release
AP Curriculum & Instruction
Professional learning
Refugee Student Support
Integration funding support
Aboriginal background
Per capita
New Arrivals Program

Summary of progress

During Semester 1, the school continued to focus on embedding formative assessment strategies into classroom practice through teacher professional learning, team-teaching and observations of practice. Stage teams worked alongside leaders to analyse data trends and reflect and modify future programming to optimise student success in the classroom. Programs and lessons were differentiated and as a result of evidence collated from data, co-teaching models were applied in classroom practices to better suit student needs.

In Semester 2, the school shifted the focus to building teacher knowledge and understanding of evidence-based practices in mathematics to support the implementation of the new mathematics curriculum. The Assistant Principals, Curriculum, and Instruction (APCIs) provided high impact professional learning to all teaching staff every fortnight in the area of Effective Practices in Mathematics, focusing on the Big Ideas. This led to a 72% growth in teacher confidence in knowledge and understanding of the research underpinning the syllabus and 90% growth in teachers' understanding approach to teaching mathematics. As a result, teachers co-designed and trialed open-ended mathematical tasks, collaborating to make modifications to their teaching programs. Teachers reported an increase in student engagement during mathematics lessons.

Our whole school behaviour practice continues to reflect on the most current research and policy and continues to effectively engage and enhance wellbeing and engagement across the school.

The school's focus in 2023, was to increase student wellbeing, engagement, and attendance. The whole school engaged with the Inclusive, Engaging, Respectful (IER) school policy and practice reforms. All school practices and processes were reviewed and aligned with new policy. The school continued to implement a variety of wellbeing programs including Bounce Back, Positive Behaviour for Learning (PBL), personalised learning, Skills-streaming and Peaceful Kids. The school collected and analysed data from both external and internal sources including the Tell Them From Me survey and the Bounce Back survey to determine the social and emotional wellbeing needs of the students and used this data to inform the Bounce Back teaching and learning programs. PBL data was carefully monitored through multiple sources of data, collected by staff and students which enabled the school to pinpoint problem behaviours and address these school wide. The school also adapted and refined practices to align with the Care Continuum.

2023 saw the expansion of the Compass software program to support the tracking of attendance and wellbeing at BSPS. The school worked towards developing a collaborative approach to improving student attendance and engagement. The centralised system supported staff and the Learning Support Team in monitoring student attendance and wellbeing concerns. To support an increase in student engagement, we reviewed and updated the BSPS Attendance Procedures to include departmental strategies. This included: updating Student Attendance Procedures to include Universal, Guided and Strategic intervention strategies for Tiers 1 and 2 students and LAMP sheets, weekly review of attendance data to identify students 90% attendance or below, timely Tier 1 and 2 interventions implemented and professional learning for

all staff. Exit slips from professional learning indicated teachers have greater clarity around attendance procedures and strategies to increase positive attendance. The school raised awareness of the importance of daily attendance with the community through regular posts on social media (Facebook and Seesaw), and written and verbal communication to parents (letters, encouragement awards, phone calls, parent conferences).

Next steps

The school will continue supporting teachers in the implementation of quality teaching from the What Works Best in Practice, that differentiates the learning to meet the needs of students with disability, HPGE students and students from EAL/D and ATSI backgrounds.

The attendance strategies that have been implemented in 2023 will continue to be strengthened in 2024. Ongoing monitoring of attendance and collaboration with parents and the community will ensure the attendance strategies implemented continue to have a positive impact on student attendance rates. The school will update the attendance policy to reflect the new attendance processes that have been implemented.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An uplift of 3.6% from the system-negotiated baseline target of students reporting Expectations for Success, Advocacy and a Sense of Belonging in the Tell Them From Me (TTFM) survey that meets or exceeds the lower bound system-negotiated target.	In 2023, the school has 80% of students reporting expectations of Success, Advocacy and a Sense of Belonging. This is a 1.78% decrease from 2022.
An uplift of 1.5% to increase the attendance rate from 87.5% to 89% by 2026.	In 2023, the school has 60.5% of students attending more than 90% of the time. This is a 20% increase from 2022.
An uplift from 2022 in the percentage of students reporting a sense of belonging.	In 2023, the school has 73% of students reporting a sense of belonging. This is a 7% uplift from 2022.
Continue to review processes for quality teaching, curriculum planning and adjustments that are responsive to the needs of all students	In 2023, all teaching staff provided quality teaching experiences through collaborative teaching programs and curriculum planning. Staff professional learning in quality teaching practices focused on the research and pedagogy in the new mathematics curriculum. Adjustments to learning experiences were responsive to student needs as indicated in the TTFM student survey where 84% students reported that schooling is useful in their everyday life and will have a strong bearing on their future.



Strategic Direction 3: Effective Partnerships

Purpose

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

Initiatives

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

- Learning Partnerships
- Learning Networks

Resources allocated to this strategic direction

Socio-economic background

Professional learning

AP Curriculum & Instruction

QTSS release

Per capita

Summary of progress

Continuing to build positive partnerships to support and develop connections between students and the wider school community was a focus for 2023. By unpacking the success of the modifications made from 2022 and identifying enablers and barriers, the school established new partnership roles, including an Events Coordinator and a Parent & Community (P&C) liaison. Both new roles regularly engaged in formal and informal meetings along with the P&C to maintain parent perspective and brainstorm strategies to improve communications and parent involvement in school events. The school also evaluated the effectiveness of the transition programs and practices for year 6-7 and Kindergarten. The school engaged in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points.

In 2023 the School continued to identify the effectiveness of professional collaboration and the impact of high impact professional learning on school improvement. School-wide collaboration focusing on curriculum provision, evidence-based teaching practices, and a high expectations framework supported the development of all students' knowledge, understanding and skills. Staff worked with colleagues within and beyond the school to enhance best practice and build teacher capacity in curriculum delivery. Teachers engaged in professional dialogue during Collaborative Planning Days (each term), Community of Schools Network days, fortnightly Growth in Practice sessions, Community of Schools (CoS) executive leadership sessions, APC&I network meeting, and online professional learning communities. The vast majority of staff, indicated through survey data, that they agreed a focus on collaboration built collective efficacy and helped implement, monitor and evaluate processes in line with the Strategic Improvement Plan.

Next Steps

To continue to engage in strong collaboration with students, parents, and the broader school community to support and reinforce student learning, wellbeing, and engagement, with a particular focus on student voice.

The school will continue to strengthen professional collaboration in and beyond the school around curriculum reform to support student learning and collective efficacy. This will continue through strategic use of school resources, high impact professional learning, collaborative planning, team teaching and coaching and mentoring.

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 increased percentage of staff from 2022 report improved knowledge and expertise resulting from collaborative partnerships.	Prior to participating in professional learning, the data from the survey indicated that 7.1% of teachers had high knowledge and expertise. After the professional learning, 75% of teachers indicated high knowledge and expertise. Therefore, there was a 67.9% growth in the knowledge and

<p>An increased percentage of staff from 2022 report improved knowledge and expertise resulting from collaborative partnerships.</p>	<p>expertise of teachers.</p>
<p>An increased average in the 2022 parent responses to the theme 'Parents are Informed' in the Tell Them From Me (TTFM) Survey.</p>	<p>In the Tell Them From Me (TTFM) parent survey, parent indicated a 7.1 mean score in the theme of 'Parents are Informed'. This is a decrease of 0.5 from the 2022 data.</p>
<p>Modify systems and structures for collaborative partnerships using baseline data from the TTFM parent survey.</p>	<p>In the Tell Them From Me (TTFM) parent survey, 79% of parents indicated that Belmore South Public School has worked in partnership with them as a parent/carer, to support their child's learning.</p>
<p>An increased average in the 2022 parent responses to the theme 'Parents are Informed' in the Tell Them From Me (TTFM) Survey.</p>	<p>In the Tell Them From Me (TTFM) parent survey, 35 parents indicated an average of 71% in the theme 'Parents are Informed'. This is a 5% decrease from 2022.</p>
<p>An increase in the percentage of staff from 2022 report improved knowledge and expertise resulting from the engagement in learning networks in and beyond the school.</p>	<p>In the Tell Them From Me (TTFM) teacher survey, 90% of teachers agree that their knowledge and expertise has improved as a result of engaging in learning networks in the school. This is an 11% increase from 2022.</p> <p>In the Tell Them From Me (TTFM) teacher survey, 85% of teachers agree that their knowledge and expertise has improved as a result of engaging in learning networks beyond the school. This is a 27% increase from 2022.</p>



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,085.07</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"> • Wellbeing and Inclusion <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning • engagement with external agency "Mercy Connect" to provide in class academic, social and emotional support for students and families from refugee backgrounds <p>The allocation of this funding has resulted in the following impact: Students from refugee backgrounds have had access to appropriate intensive English support relevant to the curriculum learning to meet their personal learning goals. Students wellbeing needs were addressed through targeted 1-1 support.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor the learning outcomes for refugee students. Ensure all refugee students have personal learning goals in literacy and numeracy. Continue the school's engagement with Mercy Connect to support the academic, social and emotional needs of our refugee students. Provide options for new staff to engage in PL around trauma, learning and wellbeing needs of refugee students.</p>
<p>New Arrivals Program</p> <p>\$46,864.00</p>	<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 South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Inclusion <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: All students made progress against the EALD progressions and had enhanced opportunities to access the curriculum as their English language knowledge developed.</p> <p>After evaluation, the next steps to support our students will be: Continue to utilise small group instruction for newly arrived students and incorporate ongoing support for students into co-teaching programs.</p>
<p>Integration funding support</p> <p>\$186,837.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Belmore South Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Inclusion <p>Overview of activities partially or fully funded with this targeted</p>

<p>Integration funding support</p> <p>\$186,837.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrated progress towards their personalised learning goals. Students with additional learning and support needs have been supported in classrooms by SLSOs with school routines, classroom activities and care management. Effective monitoring and collaboration around PLSPs between classroom teachers, support teachers, SLSOs and external providers, identified and responded to the additional learning and support needs of students throughout the year.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional staff to support to students with identified high-level learning needs and engage parents and relevant external agencies in regular review of student progress.</p>
<p>Socio-economic background</p> <p>\$167,110.86</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Belmore South Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</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"> • Enhanced Reporting System • Data Driven Practices • Responsive Curriculum • Wellbeing and Inclusion • Learning Networks • Learning Partnerships <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 growth and practice sessions and community of school networking to support student learning in literacy and numeracy • resourcing to increase equitability of resources and services • staff release to increase community engagement and build learning alliances. • employment of additional staff to support Learning and Support programs <p>The allocation of this funding has resulted in the following impact: An increase in students receiving literacy and numeracy intervention and achieving their personalised learning goals. Students have access to an inclusive curriculum and receive individualised support to promote academic growth.</p> <p>After evaluation, the next steps to support our students will be: Continue the monitoring and tracking of the progress of individual students from lower socio-economic backgrounds to ensure they continue to progress at or above cohort expectations. Continue to engage School Learning and Support Officers to support students in the classroom and on the playground to promote wellbeing and inclusion.</p>
<p>Aboriginal background</p> <p>\$7,675.28</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Belmore South Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Aboriginal background</p> <p>\$7,675.28</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Inclusion <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Tailored additional support for every Aboriginal student in the school to work towards their Personalised Learning Pathway goals. This includes measurable impacts of working with a specialist teacher to achieve PLP goals. 100% of Aboriginal families are working in partnership with their child's teacher to meet or exceed targeted learning outcomes outlined in each child's Personalised Learning Pathway document.</p> <p>After evaluation, the next steps to support our students will be: Continuation of individual support in literacy and numeracy intervention for Aboriginal students. Increased integration of Aboriginal perspectives in all K-6 programs across all key learning areas. Increased non-Indigenous students' understanding of Aboriginal histories and cultures through clear and consistent implementation of Aboriginal Education aspects of NSW syllabuses across all stages and key learning areas.</p>
<p>English language proficiency</p> <p>\$265,000.56</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Belmore South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Responsive Curriculum • Wellbeing and Inclusion <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: EAL/D students were systematically identified using a range of assessment data and their learning needs examined, including student English language proficiency using the EAL/D progressions. Identified students improved in their reading skills following a strong focus on the explicit teaching of reading particularly in phonics and close reading.- EAL/D students made progress through the model of in-class support and targeted small group tuition.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor student's English language proficiency using the EAL/D progressions. This will enable the school to target additional support to individual and groups of students. Continue to build teacher expertise through the co-teaching model with EAL/D specialist staff, providing differentiated teaching and learning, at point of need.</p>
<p>Low level adjustment for disability</p> <p>\$215,023.42</p>	<p>Low level adjustment for disability equity loading provides support for students at Belmore South Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to</p>

<p>Low level adjustment for disability</p> <p>\$215,023.42</p>	<p>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"> • Responsive Curriculum • Wellbeing and Inclusion <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of SLSO to improve the development of students by implementing Peaceful Kids and Skills Streaming programs developed by specialists • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Targeted students are provided with an evidence-based intervention MiniLit program to increase learning outcomes in early reading development. Student's literacy and numeracy needs were met through differentiated targeted intervention within the classroom. Adjustments to learning is evidenced in all teaching and learning programs. 10 students participated in and successfully completed the Peaceful Kids small group intervention program, improving their emotional regulation and building resilience. Five students participated in the Skills Streaming program, building their capacity to develop and maintain positive peer relationships.</p> <p>After evaluation, the next steps to support our students will be: Continue to use data sources to identify, monitor and assess learning outcomes in order to make the adjustments to learning required. The employment of additional SLSO staff to implement the Peaceful Kids, Skills Streaming, Triple Ps and Playground Games programs will continue.</p>
<p>Professional learning</p> <p>\$24,547.11</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 South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhanced Reporting System • Data Driven Practices • Responsive Curriculum • Wellbeing and Inclusion • Learning Networks <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: Professional learning has enhanced skills, knowledge and teaching practices, which have had a significant impact on students' learning outcomes. Professional learning has focused on building teacher knowledge and understanding of the new English and Mathematics syllabus for implementation in 2024. Enhanced collaboration among teachers has provided opportunities to engage authentically with data, share ideas, strategies and best practices.</p> <p>After evaluation, the next steps to support our students will be: Continuation of a school wide professional learning program growth in practice model that provides teachers opportunities to deepen their understanding of evidence based practices leading to improved student outcomes.</p>

<p>QTSS release \$56,816.64</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Belmore South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhanced Reporting System • Data Driven Practices • Responsive Curriculum • Wellbeing and Inclusion • Learning Networks • Learning Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Teachers were provided time to engage in meaningful literacy and numeracy professional learning which was followed up with team teaching opportunities throughout the year. This resulted in improved staff confidence and teaching practice to meet the needs of students.</p> <p>After evaluation, the next steps to support our students will be: Continue to create and embed more cross school collaboration in and beyond the school to sustain professional conversations to evaluate and modify teaching strategies and programs and build teacher capacity..</p>
<p>COVID ILSP \$119,474.88</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>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 a teacher to deliver small group tuition • releasing teaching staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups. <p>The allocation of this funding has resulted in the following impact:</p> <p>Year 3 100% of students in Year 3 showed a 50% increase in the number of correct questions answered in the IfSR post-assessment for Number and Place Value. 80% of students in Year 3 showed a 75% increase in the number of correct questions answered in the IfSR post-assessment for Number and Place Value. 80% of students in Year 3 scored 100% in their IfSR post-assessment for Number and Place Value.</p> <p>Year 4 75% of students in Year 4 showed a 40% increase in the number of correct questions answered in the IfSR post-assessment for Additive Thinking.</p> <p>Year 5 80% of students in Stage 3 showed a 20% increase in the number of correct questions answered in the IfSR post-assessment for Multiplicative Thinking. 75% of students in Stage 3 scored 70% or more in their IfSR post-</p>

COVID ILSP

\$119,474.88

assessment for Multiplicative Thinking.
42% of students in Stage 3 scored 90% or more in their IfSR post-assessment for Multiplicative Thinking.

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

To continue the implementation of numeracy small group tuition using data sources to identify specific student need..Commence small group tuition in reading, using data sources to identify specific student need and provide additional in-class support for targeted students to continue to meet their personal learning goals.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	171	172	159	151
Girls	115	116	124	120

Student attendance profile

School				
Year	2020	2021	2022	2023
K	85.7	89.0	86.1	86.9
1	80.8	91.1	80.7	88.1
2	78.4	91.3	85.0	84.8
3	78.4	89.5	86.0	89.9
4	78.7	91.0	82.6	86.3
5	78.9	88.3	86.1	88.0
6	79.5	90.1	80.7	88.8
All Years	80.2	90.1	83.9	87.6
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

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	9.44
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher EAL/D	1.8
School Administration and Support Staff	2.52
Other Positions	0.4

*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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	806,980.91
Revenue	4,123,410.26
Appropriation	3,961,690.25
Sale of Goods and Services	707.64
Grants and contributions	133,213.84
Investment income	25,993.53
Other revenue	1,805.00
Expenses	-4,008,248.16
Employee related	-3,478,299.54
Operating expenses	-529,948.62
Surplus / deficit for the year	115,162.10
Closing Balance	922,143.01

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.

	2023 SBAR Adjustments (\$)
Targeted Total	110,780
Equity Total	654,810
Equity - Aboriginal	7,675
Equity - Socio-economic	167,111
Equity - Language	265,001
Equity - Disability	215,023
Base Total	2,220,395
Base - Per Capita	73,654
Base - Location	0
Base - Other	2,146,741
Other Total	384,143
Grand Total	3,370,128

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year our school seeks the opinions of parents, students, and teachers. Students from Years 4-6 completed the online 'Tell Them From Me Survey in Term 1 and Term 3; 35 parents shared their voice in Term 3.

Students

Students scored 73% for a positive sense of belonging which is related to students' perception of being accepted, valued, and included in the school setting.

Students scored 78% for expectations of success which refers to the extent to which teachers value academic achievement and hold high expectations of all students.

Students scored 73% for advocacy at school which refers to the active consideration and support of students' academic and wellbeing needs.

Parents

In 2023, 35 parents completed the TTFM survey. A summary of key findings from the parent's survey included:

Parents scored 71% under the theme 'Parents are Informed' to indicate communication between school and home.

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

Staff

20 staff members scored 78% for collaboration with students and other teachers.

Under the theme of 'Learning Networks in the school', 90% agree that knowledge and expertise has improved as a result of engaging in learning networks in the school.

Under the theme of 'Learning Networks beyond the school', 85% agree that knowledge and expertise has improved as a result of engaging in learning networks beyond the school.

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

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.

Aboriginal Education - School statement

All students at Belmore South Public School experience a wide range of activities to support understanding of Aboriginal culture and history such as celebrating NAIDOC and Reconciliation Week. The First Nations People Committee at Belmore South Public School co-ordinates Aboriginal Education across the school including the professional learning for staff in Aboriginal perspectives and these are embedded into teaching and learning programs across all curriculum areas. Our Aboriginal students succeed at school through the implementation and monitoring of Personalised Learning Pathways (PLPs) which are developed in consultation with students, classroom teachers and parents and carers to ensure learning promotes student success. We encourage active involvement with our Aboriginal families in school decision-making processes and school activities.

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.

Anti-Racism - School statement

The Belmore South Public School community promotes the values of safety, respect and learning to ensure all students are learning in a safe and harmonious environment. Harmony Day is celebrated annually in March and is a great time to reflect and celebrate the many cultures within our school. Students participate in activities that promote inclusiveness, respect and belonging. Belmore South Public School currently has a trained Anti-Racism Contact Officers (ARCO). The role of Anti-Racism Contact officer in schools is to be a contact between staff, students, parents and community members. The ARCO role also involves promoting the value of respect for all races and cultures and our school values of Safety, Respect and Learning.

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.

Multicultural and anti-racism education - School Statement

At Belmore South Public School we foster student wellbeing and community harmony through the provision of programs and practices which counter racism and discrimination. The school provides teaching and learning programs that develop intercultural understanding, promote positive relationships, and enable all students to participate as active

Australian and global citizens. We ensure inclusive teaching practices which recognise and respect the cultural, linguistic, and religious backgrounds of all students and promote an open and tolerant attitude towards cultural diversity, different perspectives and world views. We deliver programs that enable students learning English as an Additional Language or Dialect (EAL/D) to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes. We also deliver differentiated curriculum and targeted teaching and learning programs to address the specific learning and wellbeing needs of students from culturally diverse backgrounds, including newly arrived and refugee students. The school prides itself on the positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds and by providing opportunities for their active engagement in the life of the school.

