

# 2023 Annual Report

## Belrose Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Belrose 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

Belrose Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for every student. Our vision is to develop confident students who connect and succeed through diverse opportunities, feel challenged and motivated to aspire to personal excellence, succeed to their individual/or personal best and thrive in a safe, supportive and respectful environment where every child is known, valued and cared for.

## School context

Belrose Public School is situated on the Northern Beaches of Sydney encompassing 3.5 hectares of learning areas and playing fields. It is a dynamic, inclusive school where the pursuit of excellence and personal best is at the forefront of our school ethos. Professional, dedicated teachers are committed to developing a love of learning by engaging each student within a nurturing, safe environment. Quality teaching is paramount with an emphasis on literacy, numeracy and technology. Teachers provide an extensive range of curricular and extra-curricula opportunities so that students have access to a rich, vibrant education. Our community values of respect, responsibility and personal best are taught and encouraged. The partnership between teachers and parents is highly regarded and this synergy has enhanced the learning outcomes of our students. We have a very generous, proactive, innovative and supportive parent body. Belrose Public School offers a rich variety of extra-curricula programs which includes Maths Olympiad, Chess Club, PSSA sport, K-2 Fundamental skills, Training and Performance bands, choirs and dance groups, Music and annual K-2 Musicals, Japanese lessons K-4, Year 6 Leadership opportunities, Public Speaking, a Sustainability focus and lunchtime coding. Belrose Public School is a PBL (Positive Behaviour and Learning) school. We successfully provide a safe, nurturing and engaging learning environment in partnership with students and the school community to ensure all students can learn effectively and grow with confidence in a positive school climate of mutual respect, shared responsibility and support. Through our alliance with the STEM Academy of Sydney University, student engagement and embedded STEM pedagogies are taught within our integrated learning programs.

The school completed a situational analysis that has identified three areas of focus for Belrose Public School. This builds upon the work undertaken in the previous school's planning cycle.

1. Student growth and attainment - In order to maximise student learning outcomes in reading, writing and numeracy we will deepen pedagogical knowledge and refine data driven teaching practices that are responsive to the learning needs of individual students.
2. Wellbeing - In order to support the wellbeing of all students so they can connect, succeed, thrive and learn we will develop whole school wellbeing processes including the explicit teaching of interpersonal skills that enable students to interact effectively and respectfully with others and a Growth orientated Mindset to build resilience, to take on challenges and embrace learning.
3. Student, staff and community partnerships in learning and engagement - To foster a school-wide culture of high expectations and a shared sense of responsibility for community and student engagement through various initiatives including embedded STEM pedagogies through innovative and integrated learning programs using Project Based Learning (PBL) paradigms and secondly, quality feedback by teachers and increased parent engagement around student progress and achievement

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

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in reading, writing and numeracy we will deepen pedagogical knowledge and refine data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

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

- Instructional Leadership
- Data driven practices
- Whole school processes

### Resources allocated to this strategic direction

**AP Curriculum & Instruction**  
**English language proficiency**  
**Aboriginal background**  
**Professional learning**  
**QTSS release**

### Summary of progress

The school's Assistant Principal Curriculum and Instruction (APCI) established a shared/common understanding of evidence-based practices in reading, writing and numeracy (K-2) to improve student outcomes.

The APCI and Learning and Support Teacher (LST) regularly observed classroom practices and teaching and learning programs, with set weekly times allocated to classes. Overall, there was a positive reaction to having support within the classrooms.

80% of staff collaborated with the APCI to set fortnightly goals and build a collaborative learning culture within the school. Time was a barrier during the latter part of 2023; therefore, the APCI supported staff in K-4 with the expectation of 100% undertaking in 2024.

Through regular literacy goal-setting meetings, the APCI determined areas of need for teachers to improve their literacy knowledge. Professional development was devised to target a common belief statement, and literacy focuses for the classroom were researched to support the implementation of the new English curriculum throughout 2023 and 2024. Professional learning was devised around staff requirements from these meetings.

The impact for K-2 has been a reflective approach to the teaching and learning cycle whilst introducing the new units of work into the classroom. Teachers have been collaboratively planning, teaching, reflecting and analysing data together.

100% of teachers (K-6) completed the K-2 Maths Reform professional development courses from MyPL throughout the year. The K-2 Maths Reform courses have led to all K-6 staff having a cohesive knowledge of effective assessment practices embedded into teaching and learning programs across all classes within the school. Having completed the K-2 Maths Reform courses, 3-6 staff are knowledgeable and ready to implement the new maths curriculum during 2024.

Linking the activities from the units of work with the progressions and the syllabus will continue to reinforce the teaching and learning cycle. Reflective practices are ongoing to assess the effectiveness of the assessments and how they guide where to next with student learning.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All students can demonstrate reading growth and achievement, using PAT as a key data point.	An analysis of PAT Assessment data for reading in Year 3 for 2023 compared with Year 3 2022 indicates an increase in the mean scaled score from 106 in 2022 to 115 in 2023.

<p>All students can demonstrate reading growth and achievement, using PAT as a key data point.</p>	<p>An analysis of PAT Assessment data for reading in Year 4 for 2023 compared with Year 4 2022 indicates an increase in the mean scaled score from 115 in 2022 to 127 in 2023.</p> <p>An analysis of PAT Assessment data for reading in Year 5 for 2023 compared with Year 5 2022 indicates no change in the mean scaled score from 124 in 2022 to 124 in 2023.</p> <p>An analysis of PAT Assessment data for reading in Year 6 for 2023 compared with Year 6 2022 indicates an increase in the mean scaled score from 125 in 2022 to 132 in 2023.</p>
<p>All students can demonstrate Numeracy growth and achievement, using PAT as a key data point.</p>	<p>An analysis of PAT Assessment data for Numeracy in Year 3 for 2023 compared with Year 3 2022 indicates an increase in the mean scaled score from 118 in 2022 to 121 in 2023.</p> <p>An analysis of PAT Assessment data for Numeracy in Year 4 for 2023 compared with Year 4 2022 indicates an increase in the mean scaled score from 120 in 2022 to 127 in 2023.</p> <p>An analysis of PAT Assessment data for Numeracy in Year 5 for 2023 compared with Year 5 2022 indicates an increase in the mean scaled score from 123 in 2022 to 127 in 2023.</p> <p>An analysis of PAT Assessment data for Numeracy in Year 6 for 2023 compared with Year 6 2022 indicates an increase in the mean scaled score from 127 in 2022 to 131 in 2023.</p>
<p><b>Writing</b></p> <p>Staff to revise the Belrose Writing Continuum to adjust to the new curriculum. A robust system of tracking student progress will be implemented.</p>	<p>A review of the Belrose Writing Continuum occurred during 2023 by all K-6 staff. Staff reviewed several assessment continuums, determining that the progressions would be the most efficient and effective method of documenting common literacy and numeracy learning outcomes. Tracking of students' progress will be through PLAN2 and the school's data spreadsheet, as well as using the data wall to track groups of students.</p>

### Purpose

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In order for all students to connect, succeed, thrive and learn we will refine the whole school wellbeing processes that support the wellbeing of all students.

### Initiatives

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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.

- Growth Orientated Mindsets for learning agility
- Wellbeing and relationships

### Resources allocated to this strategic direction

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#### Low level adjustment for disability Integration funding support

### Summary of progress

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During 2023, focus was placed on educating staff and parents concerning the effects of high absenteeism in students. Executive staff led teachers through their legal obligations and responsibilities in accurate roll marking and explained the varied codes within the electronic rolls. High-impact resources from the Department of Education were used to inform parents through the weekly newsletter and individual students with attendance concerns were addressed on a one-to-one basis with consultation from the class teachers. In 2024, staff will continue to work with parents, highlighting the importance of taking leave for holidays during designated times rather than term time.

Whole school strategic, systematic and planned approach to whole school wellbeing continued in 2023. Professional learning from 2022 around Carol Dweck's Growth Mindset with James Anderson, continued to be embedded into classroom practices throughout 2023 and the language was implemented on student certificates for presentation at assemblies throughout the year. Through embedding researched teaching practices which resulted in students taking on challenges, embracing effort and learning from their mistakes so they succeed, thrive and learn.

The wellbeing initiatives have led to consistent language on Student of the Week awards, merit awards, and Superkids. Students and staff use fixed- and growth-mindset language daily. Consistent processes and practices support positive, respectful relationships and the promotion of student wellbeing for optimum conditions for student learning.

The Wellbeing Committee established the scope for Terms 2-4 with Habits of Mind. Each fortnight it was shared with staff and the community via PowerPoint: Persisting, Managing impulsivity, Listening with understanding and empathy, Thinking flexibly, Thinking about your thinking. In 2024, our goal is to ensure all staff are embedding these practices into their classroom.

Student wellbeing weeks were embedded into each term of the year, whereby students had set activities to bring the school closer together. The staff/student game day was a huge success by allowing staff versus students in basketball, football and other varied games. The positive relationships formed through these days connected staff and students closer together and brought positive relationships into the classroom. In 2024, staff planning the events must look at options combating time pressures to participate in these highly engaging and rewarding days.

Restorative practices are used throughout the school and support of personalised learning has been supported by:

- Setting student personal goals. Setting students up for success. Assessment and evaluation of student learning needs.
- Transition to school and from school.
- Case management approach
- Individual Learning Plans

Creative and flexible physical environments have supported the students' wellbeing and relationships. This has been supported by:

- Varied sports equipment is provided regularly for students in the playground at recess and lunch.

-Indoor and outdoor learning spaces are created to support a sense of value for students and the entire school community.

High expectations were set through a well-developed Personal Development and Health, two-year scope and sequence, and teaching programs, successfully embedding targeted PBL Values and Behaviour expectations.

Programming for open-ended learning and collaborative learning was evident within classrooms. Executive staff attended the High Potential Gifted Education workshops, meetings and conferences. Professional learning was delivered to teaching staff about the policy, the implications to learning strategies and the nine program adjustments for programs. Staff reviewed their programs during Term 4 2023 and identified where adjustments could be altered to strengthen the growth mindset potential for targeted HPGE students, however, staff require more time to analyse and embed quality HPGE practices into their programs.

Continued implementation of the PD/H syllabus K-6 incorporated the skills in focus of self-management and interpersonal skills through the use of the Second Step program and compulsory Child Protection units. The use of a systematic and planned whole school scope and sequence of personal and social capabilities of self-awareness, self-management, social awareness and social management. Weekly lessons are structured and resourced to support overall student wellbeing K-6 with classrooms and the playground as a response to identified needs.

The school's commitment to implementing inclusive education, fostering positive student behaviour, and employing ethical practices in behaviour management is evident through the diligent review, training, and policy adjustments undertaken throughout the year. Moving forward, the school remains dedicated to continuous improvement and ensuring that all students receive the support and resources they need to thrive academically and socially.

### 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>92% of survey responses from student focus group indicated increased favourable responses to challenges, mistakes, the development of their abilities, and whether they are open to feedback</p>	<p>At the conclusion of 2023, 17 students (Kindergarten to Year 6) were interviewed as part of the school's focus group. The success of our initiative was measured by how much more growth-orientated the students had become from our baseline data. Results included:</p> <p>Facing Challenges: 33% of students (2023) felt they had a growth or higher response with an additional 67% of students having a mixed growth which means they are capable of growth but in a limited domain.</p> <p>How feedback was perceived by the students: 72% of students had mixed or a positive growth mindset when receiving feedback, particularly through formative means, as this was useful to driving learning.</p> <p>Seeing mistakes as a sign of higher learning potential as a negative and ignoring element indicated little growth from our sample with 83% of students indicating mixed, growth or high growth. The target of 92% average has not been reached but the school is tracking in a positive trajectory towards this target for 2024.</p>
<p>An uplift of 6.4 percent overall in the TTFM student survey for sense of belonging, expectations for success and advocacy at school</p>	<p>Students' positive social-emotional wellbeing were assessed using the TTFM survey. 78% of students responded with a positive sense of belonging in 2023, with Year 6 expressing 8% higher than the NSW Govt Norm. 91% of students expressed they had positive relationships within the school, 6% higher than the NSW Govt Norms. Students expressed a similar figure for positive teacher-student relations to that of NSW Govt Norms with Belrose at 83%. 78% of students (2023) compared to 79% of students (2022), feel they have someone at school who consistently provides encouragement and can be turned to for advocacy advice. Expectations for Success, where school staff emphasised academic skills and hold high expectations for all students to succeed, scored at 84% in both 2023 and 2022. Tell Them From Me Survey results for parents are on par with the NSW Govt Norms regarding students' positive social-emotional wellbeing. Tell Them From Me Survey for teachers in an inclusive school were at NSW Govt Norms at 82%. 71% of teachers stated that they set challenging and visible goals that were successful which is on par with NSW Govt Norms. Of</p>



<p>An uplift of 6.4 percent overall in the TTFM student survey for sense of belonging, expectations for success and advocacy at school</p>	<p>note, 100% of teachers agree/strongly agree that the school implemented curriculum change well, a positive testament to the positive learning culture at Belrose Public School.</p>
<p>An uplift of 4.2 percent of students attended &gt;90% of the time.</p>	<p>In 2023, our attendance rate stands at 93.1%. The number of students attending greater than 90% of the time or more has increased by 18% to 80.4%. In 2023, our attendance rate is 6.4% higher than the DoE state average of 86.7%, 2.3% higher than the network and 1.5% higher than SSSG.</p>
<p>Results of annual ACER Social Emotional (Yrs 2-6) student surveys and TTFM parent and teacher surveys on students' positive social-emotional wellbeing were at or above the NSW average</p>	<p>ACER's Social Emotional survey (Years 2-6) student surveys demonstrated that 12% of students were very highly developed (similar to the previous year), 19.4% were highly developed (7% higher than the previous year) and 51.2% of students were developed. Overall, 82.6% of students have developed very highly developed social-emotional wellbeing and behaviour which is 5.9% higher than in other schools.</p>

## Strategic Direction 3: Student, staff and community partnerships in learning and engagement

### Purpose

To foster a school-wide culture of high expectations and a shared sense of responsibility for community and student engagement.

### 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.

- Embed Science Technology Engineering Mathematics pedagogies
- Collaboration in learning with colleagues from Community of Schools and parents

### Resources allocated to this strategic direction

#### Per capita

### Summary of progress

Belrose Public School has incorporated Science Technology Engineering Mathematics (STEM) pedagogies into K-6 programs. Evidence-based STEM projects using the Stanford Design Thinking Process and A continuum of STEM integration (Vasquez, 2014) have been developed across the school. Staff have contemporary content knowledge and deploy effective teaching strategies and innovative practices. Technology supports learning and is available and expertly integrated into lessons by teachers. Using this technology with the 21st-century fluencies of collaboration and critical and creative thinking through project-based learning.

In 2023, Stage 3 studies focused around Belrose Aeronautical and Space Agency (BASA). Students had to develop a prototype and then test a Mars exploration rover based on the LANDER design. Students collaboratively worked together to pitch their concept to a "board of directors". The project used robotic LEGO, scientific and computational thinking which was based around an integrated unit of work incorporating the English, Mathematics, Geography and History, Science and Technology syllabus. The project was over implemented over a 5 month period.

Staff noted the ease of use of the robotics and more independent success. High Performing Gifted Education (HPGE) students investigated and found ways of solving individual robotic issues. Students clearly understood the design's scientific purpose and the project's intention. In 2023, computational thinking language was not as well understood by students as in previous years. Complex language was a barrier to some learning. All students were provided the opportunity to have practical, hands-on experience with technology. The girls of Stage 3 were highly encouraged to participate and achieve success. Critical thinking skills were implemented when issues occurred and students had the opportunity to rectify by themselves achieving some amazing results.

In 2024, staff will continue their learning journey in using LEGO robotics. The project will identify the weaknesses from 2023 and build on these. Students will be provided the opportunity to learn and develop skills in STEM research design processes and apply these to real-world situations.

### 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
As evidenced at 'Celebration of Learning' events with the school community 93% of students completing Year 6 achieved: Level 4 of the ICT Capability learning continuum, learning goals, success criteria, which included an acquired deep understanding	95% of students achieved the learning goals and success criteria for the embedding of the Science, Technology, Engineering and Mathematics pedagogies within the project-based learning for 2023. Through self assessment, 95% of students self assessed themselves as achieving Level 4 (Year 6 standard) of the ICT Capabilities with teachers assessing the students with a 90% success rate.
Parent focus group responses measured a strong agreement of fostering positive relations between the	The results of the Parents' 'Tell Them From Me' survey indicated a strong agreement of fostering positive relations between the school and the community. 87% of parents felt welcomed when they visited the school with

school and the community

74% easily speaking with their child's teacher. Parents being informed of their child's progress indicated a moderate agreement and is an area for further development.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$31,849.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Belrose Public School in mainstream classes who require moderate to high levels of adjustment.</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>• Wellbeing and relationships</li> </ul> <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> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Engagement and academic growth of targeted supported students with school routines and classroom activities. Effective responsive teaching and learning environment, including the implementation of individual educational programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued support to students through the timetabling of SLSOs with students. Teacher/ Student/ Parent/ LaST involvement with the personalised learning plans to successfully support students in their own classrooms. Additional relief for classroom teachers to undertake professional learning and to plan adjustments with parents and carers and other school staff.</p>
<p>Socio-economic background</p> <p>\$3,910.58</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Belrose Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <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> Continued sense of belonging with positive feelings, behaviours and internal strength.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued communication with the parents as to financial needs. Access to funding as required.</p>
<p>Aboriginal background</p> <p>\$1,532.48</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Belrose 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>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>• Whole school processes</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Aboriginal background</p> <p>\$1,532.48</p>	<ul style="list-style-type: none"> <li>• purchase of additional literacy resources to deliver personalised support for Aboriginal students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The purchase of targeted resources to help support the engagement of the students in literacy, especially in reading. Students wanting to read the highly engaging literacy resources with an improvement in growth mindsets towards reading.</p> <p><b>After evaluation, the next steps to support our students will be:</b> As resources were purchased later in the year, the next steps are to engage the students further with reading materials to increase their reading comprehension abilities.</p>
<p>English language proficiency</p> <p>\$12,712.11</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Belrose 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>• Instructional Leadership</li> </ul> <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 delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved oral language to support literacy and numeracy outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Monitor students on the EALD progressions and target specific needs through explicit evidenced-based teaching</p>
<p>Low level adjustment for disability</p> <p>\$103,907.39</p>	<p>Low level adjustment for disability equity loading provides support for students at Belrose Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</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>• Wellbeing and relationships</li> </ul> <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>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Evidenced-based Macquarie University MiniLit, Multi-Lit and MacqLit programs supporting students, particularly in reading. In Term 3 and 4 ES1 5 students achieved 3 sessions per week completing a total of 52 lessons. In terms 1-4 Year 1-7 students, and Year 2-5 students achieved 3 sessions per week-Total 100 lessons: speaking, reading and writing sounds, words, sentences and tricky words through explicit teaching and regular revision. In term 1-3 Stage 2 -7 students achieved 3 sessions per week. Total of 72 lessons: reading, spelling, writing sounds/sentences sounds and tricky words through explicit teaching &amp; regular revision. In terms 2 and 3 Stage 3 students consisting of 8 students achieved 13 levels: incorporating word attack, spelling words, sentence writing and expressive reading 2 x 20 minutes per week with SLSO.</p>

<p>Low level adjustment for disability</p> <p>\$103,907.39</p>	<p>In term 4 a new age-appropriate phonics program was introduced to Stages 2 and 3 which focuses on vocabulary development, reading fluency, comprehension, spelling and writing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The Learning and Support Teacher and SLSOs will continue to strengthen programs and student outcomes through newly purchased resources that are engaging for students.</p>
<p>Professional learning</p> <p>\$13,948.34</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 Belrose 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>• Data driven practices</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>• teacher relief for staff engaging in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff attending professional learning opportunities established to support the New Curriculum Reform policies and syllabus. Staff developed knowledge of the structure, outcomes and implementation</p> <p>Regular meetings where knowledge gained from professional learning was shared with others to upskill all staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The next steps are to hold regular collaborative planning, implementation and assessment meetings to discuss how the new curriculum best supports students. Student data will be collected and analysed to assess the new curriculum's further impact on student growth. Professional development money will be allocated to learning sessions that support implementing these new initiatives.</p>
<p>COVID ILSP</p> <p>\$18,289.89</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>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>• Other funded activities</li> </ul> <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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Year 2 reading levels improved by an average of 5 levels using the PM reading system. 12% of students only rose by 2 levels. 75% of students in Years 3 and 4 rose by at least two levels using running record levels; however, teachers explicitly taught students to broaden their skills rather than move them through the levels.</p> <p>Using the Belrose Writing Continuum, 5 Kindergarten students progressed 1 or 2 levels and 69% of identified Year 1 students progressed by one level. Through small group tuition, students in Years 3-6 demonstrated a deeper understanding of writing for an intended audience through word-level language such as carefully chosen vocabulary to avoid repetition.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To monitor individual student growth in literacy through school and external</p>

<p>COVID ILSP</p> <p>\$18,289.89</p>	<p>data and provide small-group tuition to support students in areas of need.</p>
<p>QTSS release</p> <p>\$36,338.98</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Belrose 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>• Data driven practices</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>• 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>  Assistant Principals and the Assistant Principal of Curriculum Instruction have worked with 100% of staff to support quality teaching practices, such as guided writing processes and setting up quality learning environments, explicit and targeted teaching practices, targeted spelling instruction, and the use of learning intentions and success criteria.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The Assistant Principal of Curriculum Instruction will be responsible for the whole school's implementation of the new syllabus, identifying the whole school's needs. Assistant Principals will be responsible for stage curriculum implementation and data collection to support "where to next" with student learning.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	111	96	84	94
Girls	127	118	101	97

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	97.8	96.1	93.5	94.2
1	96.5	95.5	90.6	95.5
2	97.5	95.9	92.0	93.7
3	96.0	95.4	92.2	95.1
4	96.8	94.5	89.5	93.7
5	96.5	95.6	91.7	92.4
6	97.5	95.9	91.2	94.6
All Years	96.8	95.5	91.6	94.2
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)	2.6
Classroom Teacher(s)	6.94
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	2.02

\*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>	318,217.71
<b>Revenue</b>	2,271,169.89
Appropriation	2,065,907.73
Sale of Goods and Services	5,711.77
Grants and contributions	174,015.32
Investment income	10,927.99
Other revenue	14,607.08
<b>Expenses</b>	-2,364,478.77
Employee related	-1,948,900.90
Operating expenses	-415,577.87
<b>Surplus / deficit for the year</b>	-93,308.88
<b>Closing Balance</b>	224,908.83

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>	31,849
<b>Equity Total</b>	122,063
Equity - Aboriginal	1,532
Equity - Socio-economic	3,911
Equity - Language	12,712
Equity - Disability	103,907
<b>Base Total</b>	1,643,324
Base - Per Capita	48,148
Base - Location	0
Base - Other	1,595,176
<b>Other Total</b>	186,018
<b>Grand Total</b>	1,983,254

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## 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

The results of the Students' 'Tell Them From Me' survey indicated that 80% of students had a strong sense of belonging, which is 1% higher than the NSW Government norm. Year 6 students demonstrated a 91% sense of belonging compared to the NSW Government norms of 80%. 79% of students felt they had an advocate at the school to turn to for advice and encouragement compared to the NSW Government norms of 77%.

The results of the Staff 'Tell Them From Me' survey indicated that 82% of staff believe they worked well with school leaders to create a safe and orderly school environment. 80% of staff felt that collaboration occurred within the school, in particular with the sharing of resources, and 85% felt comfortable sharing particular students' learning problems with other teachers to help support individual students.

The results of the Parents' 'Tell Them From Me' survey indicated a strong agreement in fostering positive relations between the school and the community. 87% of parents felt welcomed when they visited the school with 74% easily speaking with their child's teacher. Parents being informed of their child's progress indicated a moderate agreement and is an area for further development.

# 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.