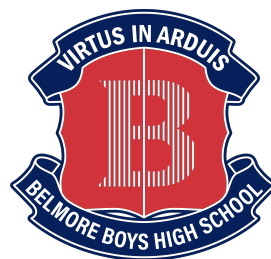


2023 Annual Report

Belmore Boys High School



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Introduction

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

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

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Message from the principal

The Annual Report for 2023 provides a detailed account of the progress the school has made over the year in meeting the strategic directions outlined in the school plan.

At Belmore Boys High School, we take pride in our level of responsiveness to our community needs. In 2023, our teaching and non-teaching staff implemented creative approaches and routines to ensure that staff and students were supported as we navigated remnants of COVID impact. Our students were supported through a range of wellbeing and academic programs focusing on the social, emotional and academic growth of students.

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

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

School vision

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

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

School context

Belmore Boys' High School is a family of approximately 550 students and 70 teaching and non-teaching staff, located in Southwest Sydney. Our diverse student population represents 34 languages with 98% of students from language backgrounds other than English. Our FOI is 134 and ICSEA is 949, leading our school to being identified as a socio-economically disadvantaged setting.

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

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

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

In 2023, our school participated in External Validation. The results of this process allowed the school to celebrate successes across all domains and identify areas for further development. The school will continue to work on identified themes such as Effective Classroom Practice, attendance monitoring processes, adjusting curriculum to meet individual student needs as well as the use of data to inform teaching and learning.

The school will continue to engage in self assessment practices in 2024 by ensuring that:

- Faculties engage in ongoing collaborative discussions and evidence collection around identified themes.
- Executive staff engage in collegial discussions with executive and senior executive staff around faculty findings against the SEF statement of excellence and descriptors.
- Faculties construct SEF statements to inform their Faculty Management Plans.

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Integration funding support

Low level adjustment for disability

Refugee Student Support

Socio-economic background

Professional learning

English language proficiency

Summary of progress

Building Effective learning support practices

In 2023, the focus was on refining Learning and Support Practices to ensure that all funded students are supported based on needs which were clearly articulated in the ILPs. Additional identified but unfunded students were also supported through the deployment on SLSO staff to a range of classes. In 2023, the Learning and Support Team consisted of Executive staff and Nonteaching staff. This is due to the teacher shortage and the school's multiple unfilled vacancies.

- A range of training opportunities for teaching and non-teaching staff in the domain of learning and support.
- Construction of ILPs for all funded students that are tailored to their needs.
- Refined processes for the consistent documentation of support strategies and adjustments made in class to support students.
- Accurate completion of NCCD data using data collected throughout the year

Enablers

The process was enabled by structured meetings to ensure that staff had the opportunity to contribute to planning as well as share feedback with the team. The revisiting of student plans ensured that support was tailored to student needs. The collaborative nature of the team led to a culture of commitment towards supporting students and changing perceptions around Learning and Support. Select Nonteaching staff have been trained in MaqLit and have devised a MacqLit delivery plan for 2024 to enhance support for all students especially those with complex needs.

Challenges and Complexities

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

Data Driven Practices to Improve Literacy, Numeracy and HSC Achievement

In 2023, the Numeracy tutor continued to consolidate learning through in class support and a student withdrawal across KLAs. In Literacy, The Reading Program was also conducted in stages 4 and 5. This was done through:

- Data collection in Yr 7 from YARC, Literacy and Numeracy testing, NAPLAN as well as transition data were used to create student groupings. Strategies were deployed based on students' reading age
- Cyclic lessons established for Yr 8-10
- The ILSP support program ensured that students in stage 6 are supported in the academic and wellbeing space.

Enablers

These processes were enabled by using data driven practices to inform planning and delivery across KLAs. Having a reading tutor for Yr 7 who is a nonteaching staff member ensured continuity of learning for the year group. Cyclic reading lessons were conducted by English teachers which ensured consistency in delivery in Yr 8 -10. HSC PL uptake across most KLAs ensured that staff were able to deliver HSC content at an improved level. Early Career Teachers who were teaching Preliminary/HSC courses for the first time were supported by the school's ECT program as well as external PL opportunities.

Challenges and Complexities

There were significant interruptions in numeracy support in Semester 2 as a result of the extensive unexpected leave of the Numeracy Tutor. The significant staff shortage had a huge impact on cover for senior classes in particular. Senior students were supported in their learning by senior executive staff conducting study lessons in the library using HSC style questions.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An increase in Check-in Assessment mean scaled score for Numeracy in Year 7 and 9 in 2023 compared with Year 7 and 9 in 2022	<ul style="list-style-type: none"> • In Year 7, comparing the 2022 cohort to the 2023 cohort, there was minimal change in the mean scaled score in Numeracy. • In Year 9, comparing the 2022 cohort to the 2023 cohort, the mean scaled score in Numeracy increased by 5 points. • Comparing the Year 9 2023 results with the Year 7 2021 results (same cohort), the Measurement and Geometry strand recorded an increase of 10% in questions answered correctly.
An increase in Check-in Assessment mean scaled score for Reading in Year 7 and 9 in 2023 compared with Year 7 and 9 in 2022	<ul style="list-style-type: none"> • In Year 7, comparing the 2022 cohort to the 2023 cohort, there was a significant increase of 13 points in the mean scaled score for Reading. • In Year 9, comparing the 2022 cohort to the 2023 cohort, the mean scaled score in Reading increased by approximately 13 points. • Comparing the Year 9 2023 results with the Year 7 2021 results (same cohort), the Comprehension strand recorded an increase of 9.3% in questions answered correctly.

Strategic Direction 2: Empowering Staff and Students

Purpose

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

Initiatives

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

- Empowering Students
- Empowering Staff

Resources allocated to this strategic direction

Socio-economic background
Beginning teacher support
Student Support Officer
Professional learning

Summary of progress

Empowering Students

Attendance

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

Enablers

- Annual PL activities for teaching and non-teaching staff around data accuracy and attendance processes. Extensive attendance and wellbeing PL activities for Early Career Teachers.
- Regular consultation with parents during P&C meetings regarding the importance of attendance for the improvement of student learning and wellbeing.
- Social media (in a range of languages) and Sentral messaging is consistently used to communicate school expectations
- Complex cases are identified and case managed by the wellbeing/executive teams in collaboration with HSLO and wellbeing services external to the school
- Service providers are also engaged to support students with poor attendance patterns and term by term attendance rewards (excursions and BBQs) are implemented to encourage students to achieve attendance expectations
- Fortnightly Wellbeing meetings address attendance issues and a comprehensive attendance review takes place every term to identify areas of celebration and nominate areas for further improvement
- Partial absences were improved through daily interventions in collaboration with parents and carers. This includes lateness to school and to class post breaks.
- Parents are counselled around appropriate travel practices and exemption processes.

Challenges and complexities

In 2023, attendance rates were significantly impacted by extended leave due to illness and travel. Families were expected to keep children at home until they were symptom free which resulted in prolonged absences.

- Overseas travel increased as borders finally opened. Exemption documentation was completed but exemption dates were not adhered to at times
- Staff absences, unfilled vacancies and lack of available casual staff resulted in inaccurate roll marking especially when classes were collapsed or merged.
- Frequent changes in HSLO position hindering the establishment of positive/firm partnerships with families and the school.
- Discrepancies in Sentral vs Scout attendance data
- Families not adhering to exemption practices.

Student wellbeing practices- Student voice and PBL practices

Student Voice and Leadership - Our multifaceted strategy revolved around building staff capacity in effective wellbeing practices as well as focusing on building a culture of acknowledgement around positive student choices. The activities included:

- Explicit training to teaching and nonteaching staff in the effective management of student behavior. This also included the implementation of the New Mobile phone Policy in T4 2023.
- Student led events and student leadership meetings with the senior executive team which allowed students a voice in school and local area decision making.
- Student leadership training through the participation in local student leadership network and conferences.
- Motivational student leadership talks to improve self esteem, provide community role models and widen career aspirations.
- Sporting competitions through the school's EFP and BRL programs.
- A range of reward initiatives such as excursions, vouchers, and BBQs to reward students with high attendance figures and positive Sentral entries.
- Breakfast with the Champions - breakfast and training initiative for students.

Enablers

- Ongoing celebration of student achievement
- Clear expectations communicated to staff, students and parents
- Involvement of select service providers to support student wellbeing.

Challenges and Complexities

- Staff turnover and limited casual availability resulted in students receiving inconsistent messaging regarding behaviour expectations.
- Limited opportunities to release staff to activities due to limited casual availability.

Empowering Staff

Staff wellbeing

- Staff voice utilised to inform planning for wellbeing sessions
- Engagement with Teacher Wellbeing to run Twilight sessions to support teaching and nonteaching staff with positive wellbeing practices
- Engagement with Potential Project to support leaders and their teams across 3 schools.

Enablers

- Staff willingness to attend PL sessions outside of school ours and weekends
- Collaboration between BBHS, OGPS and GSCPAHS to ensure staff have access to connect with leaders from different schools
- Sessions tailored to the needs of staff based on career stage
- Engaging presenters who were able to offer simple yet effective strategies

Challenges and complexities

- Utilising personal time to conduct PL around effective wellbeing practices
- Limited release opportunities during school hours due to multiple vacancies and lack of casual relief.

Staff Learning

Staff engaged with a diverse range of PL activities throughout 2023. Whole staff engaged with WWB in addition to Strategic School Support (SSS) in Reading/Vocabulary. Staff also engaged in career stage specific PL. Early careers Teachers (ECT) engaged in learning around effective classroom practice, classroom management, professional responsibilities and accreditation. Middle and aspiring leaders engaged in leadership training specific to their roles and career aspiration.

Enablers

- Employment of a consultant to support ECT with learning relevant to their experiences and goals as articulated on PDP.
- Collaborative practices across faculties and school supporting the engagement of staff in SSS learning
- Utilising staff voice for planning SSS activities.
- Allocation of mentors to aspiring leaders.

Challenges and complexities

- Increased workload on teachers due to multiple vacancies and inadequate casual relief.
- Limited opportunities for release within the school day resulted in staff working additional hours.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> Attendance data reflects 66.6% of students attending 90% of time is achieved 	<p>This target is yet to be met. However, a deeper analysis supports the effectiveness of the school's attendance strategy. When sick and travel leave are accounted for or excluded, school attendance data reflects target not only achieved, but exceeded (82%). There is a noticeable amount of unexplained absence from families that have gone overseas without approved leave or have failed to return after their approved dates. Ensuring that students remain home and do not attend school while symptomatic has also resulted in a reduction in attendance rates. Students who also engage in apprenticeships or employment without the correct paperwork remain as unexplained absences which also has a negative impact on attendance data.</p>
<p>Results in the HSC top two bands are at 18.3 % or above.</p>	<p>HSC results top two bands target of 18.3% or above is yet to be achieved. In 2023, students received immense support through the ILSP program to address learning gaps. While 5% of students fell in the top two bands bracket, there was only a 1.7% differential with the 2022 cohort. There was an increase of students performing in the bottom two bands after a two-year stabilisation of trends suggesting that students are still struggling to demonstrate higher order skills. There was also a direct correlation between the highest attendance rate and the highest ATAR.</p>
<p>HSC top 3 bands at 47.4% or above.</p>	<p>HSC results top three bands target of 47.4% or above is yet to be achieved. In 2023, students received immense support through the UTS HSC Tutoring Program . While 21% of students fell in the top three bands bracket, approximately 67% of students received a university placement.</p>
<ul style="list-style-type: none"> An increase to 74% achieved in students reporting expectations for success, advocacy and sense of belonging at school 	<p>This target was met. TTFM data indicate that students at Belmore Boys High School reported a score of 74% in comparison with Government Norm of 66 % . TTFM results also suggest that students' scores recorded above NSW Gov Norms across most domains. Peer to peer relationships has been flagged as an area for further investigation.</p>
<ul style="list-style-type: none"> The school is seen as responsive to staff social, emotional and mental wellbeing needs. Internal school survey results reflect an increase in staff happiness and sense of belonging. 	<p>This target has been met. Approximately 90% of staff indicated that wellbeing training received throughout the year was helpful and allowed them to gain insights on how to support themselves and their colleagues in the wellbeing domain. Approximately 80% of staff indicated that they would use the training to support their mental and emotional health. Staff also indicated that the workshops allowed for an improvement in reflections on personal wellbeing and awareness of how to support colleagues.</p>



Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background Student Support Officer

Summary of progress

Collaboration with schools Enablers

Due to teacher shortage complexity, the school has not been able to engage with extensive project based transition activities with nominated primary schools.

The collaboration with schools strategy revolved around working directly with APs in primary schools to support student transition into high school rather than engaging in project work across KLAs as per previous year groups. Each student and their family were individually interviewed by wellbeing and executive staff to ensure the needs of every student and known and addressed

Yr 7 YA collaborated with a network transition team to fine tune and streamline processes to support both primary and high schools in the area. The digital platform for data collection initiated in 2022 allowed for the sharing of student data in a meaningful and timely manner hence informing class groups and outlining required support for incoming yr 7 students.

Challenges and Complexities

- extensive staff absences and the inability to replace the transition coordinator created complexity around the strategy for 2023.

Collaboration with families - learning and communication

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

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

Enablers

- Community relations officer maintained communication with P & C through Whatsapp group relaying concerns to senior executive staff as events unfolded

- School communication strategy utilising Sentral messaging, Facebook, Instagram and SBS Arabic. Information was relayed in a range of languages in response to community needs

Challenges and Complexities

- extensive staff absences and loss of staff
- Withdrawal of services due to loss of staffing within organizations

Collaboration with service providers

A range of service providers were utilised in 2023 to support students in regulating behaviour and re-engaging in learning after an extended period of significant interruptions. School based programs included Raise mentoring, Facing Forward, YES program, WSU FastForward and PATHE programs, UTS academy program, Barnardo's service providers, STARTTS counselling services, Street Industry and PCYC Belmore.

Ausrelief, Human Appeal Australia and Learning for Life (The Smith Family) provided in house support including food hampers.

Enablers

* Programs were only included in school planning if they provided value to students and were reviewed at the end of the program.

* Matching students to program outcomes ensured student success and resulted in a positive transition to alternative pathways for complex students

Challenges and Complexities

- extensive staff absences, limited casual relief and loss of staff at a provider level

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • TTFM Parents survey reflects at least 85% of parents recommend the school and 85% believe that P&C activities help in improve the school. 	<p>Internal parents surveys reflect 100% of parents attending information sessions at the school receive information on how to support their children in improving their learning. Approximately 97% of parents received explicit feedback on how to support their sons at home. In terms of engaging with future activities set up at the school, over 96% of parents surveyed believe that P & C activities and feedback sessions are effective and that they would participate again. Unfortunately, TTFM survey for parents was not conducted.</p>
<ul style="list-style-type: none"> • An increase in total enrolment by at least 4% from 2020 figures 	<p>The school continues to show significant improvement in the enrolment domain with 2023 actual figures showing 24% increase from 2020. The growth in student enrolment is a clear indication that this strategy is effective within our local community. A relationship of trust and support exists resulting in the school being referred to as a community hub</p>



Funding sources	Impact achieved this year
Refugee Student Support	<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>The allocation of this funding has resulted in the following impact: Learning support staff received a tailored professional learning experience targeted towards students needs. This is reflected in the strategies documented for students with funding as well as those not funded but receiving support. The combining of different funding allows for maximum exposure to support strategies. With the compilation and implementation of ILPs. Staff also received training in MaqLit.</p> <p>After evaluation, the next steps to support our students will be: A Maqlit strategy will be implemented in 2024 to support reading and comprehension across stage 4. The school will continue to refine Learning and Support processes to ensure that ILPs are regularly amended based on student needs. The team will also identify unfunded students who are experiencing difficulty with learning for the development of ILPs. Trauma informed practices PL will also be offered to staff engaged with students from refugee background.</p>
Integration funding support	<p>Integration funding support (IFS) allocations support eligible students at Belmore Boys High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building effective learning support practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Considering the LST consists entirely from nonteaching staff, staff feedback reflected increased confidence in supporting students across KLAs. Staff training and collaboration in addition to the collation, analysis and evaluation of authentic data resulted in the accurate completion of the NCCD.</p> <p>After evaluation, the next steps to support our students will be: While there were structured meetings to discuss learning and support strategies as well differentiated PL activities for staff, the absence of Learning and Support teaching staff was a major challenge in 2023. In 2024, the school will conduct a program evaluation and refinement process to ensure that Learning and Support strategies are evident in teaching and learning programs, classroom practice and assessment strategies across KLAs.</p>
Socio-economic background \$870,666.77	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Belmore Boys High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven Teaching and Learning to improve literacy and numeracy and HSC achievement • Empowering Students • Empowering Staff

<p>Socio-economic background</p> <p>\$870,666.77</p>	<ul style="list-style-type: none"> • Collaboration with schools • Collaboration with families - learning and communication • Collaboration with service providers <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 [program] to support student learning • employment of additional staff to support [name] program implementation. • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The funding has resulted in the employment of Business Manager, HT Wellbeing and Deputy Principal to oversee school operations, the Learning and Support and wellbeing practices. Attendance monitoring continued to be a focus area for the school in 2023. There was an ongoing review of attendance practices The development of the attendance team and the close collaboration with the HSLO, wellbeing and senior executive teams. While attendance monitoring was a daily practice, term by term snapshots gave a clear indication of improvement in attendance. Significant sick leave continued to be the largest contributing factor to lower attendance rates as families were asked to keep children at home until symptoms free. The school continued to celebrate student success in attendance practices using the school's rewards processes.</p> <p>After evaluation, the next steps to support our students will be: In 2024, our school will continue to monitor the attendance of all students and will support the learning and wellbeing of identified students through collaborative complex case management. This will be done through targeted PL for teaching and nonteaching staff on attendance monitoring, explicit teaching of students on the importance of school attendance and strengthening positive relationships with families and carers. Service providers will be deployed to support community through targeted opportunities to increase understanding around the importance of attendance and its impact on greater student outcomes. Career pathways will be prioritised and explored for students with attendance and engagement challenges.</p>
<p>English language proficiency</p> <p>\$335,573.83</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Belmore Boys High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven Teaching and Learning to improve literacy and numeracy and HSC achievement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: In 2023, the school has continued to experience difficulty with staffing vacancies. Teaching and nonteaching staff were deployed to provide EALD learners with support. Nonteaching staff provided support to students in the Reading and Comprehension domain. While staff were allocated EALD groups for additional support, there were limited withdrawal opportunities for students due to staff shortages. All identified students were tested to ensure</p>

<p>English language proficiency</p> <p>\$335,573.83</p>	<p>the correct proficiency level was recorded.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school will continue to attempt to fill vacancies in EALD. Each KLA will continue to assess faculty practices and performance using the WWB framework. Students will be tested biannually to ensure progress is tracked and EALD phases are recorded accurately. This will ensure accuracy and ease in completing the EALD survey.</p>
<p>Low level adjustment for disability</p> <p>\$257,752.93</p>	<p>Low level adjustment for disability equity loading provides support for students at Belmore Boys High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building effective learning support practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Staff engaged in a range of PL activities around WWB themes. This included staff engaging in reflective practices unpacking all 8 themes and providing evidence of process and impact from their classroom practice for External Validation. The engagement in this process allowed for a more refined understanding of SEF by identifying and celebrating success and articulating on areas requiring further improvement. A number of tutors were employed to assist with literacy and numeracy support and consequently the achievement of minimum standards requirements. Consequently, all students achieved minimum standard requirements in 2023.</p> <p>After evaluation, the next steps to support our students will be: In 2024, staff will continue to engage in reflection and self assessment practices to ensure that student needs continue to be met. Students with complex learning needs will be assisted through ILP adjustments and special provisions in senior years. Students will also be supported in accessing life skills outcomes where suitable.</p>
<p>Professional learning</p> <p>\$56,971.05</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Belmore Boys High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven Teaching and Learning to improve literacy and numeracy and HSC achievement • Empowering Staff <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 • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops

<p>Professional learning</p> <p>\$56,971.05</p>	<p>The allocation of this funding has resulted in the following impact: While staffing issues continued to affect staff release to PL activities, the school designed alternative methods to ensure that staff were able to access career relevant PL. ECT engaged in PL activities through the employment of a consultant to support their needs. Leadership PL was deployed to identified aspiring and middle leaders. This involved Teacher Wellbeing to educate staff on effective self care practices and Potential Project whose focus was on mindful leadership. Stage 6 staff also accessed HSC PL across multiple KLAs. Inexperienced stage 6 teachers were also the recipients of subject specific PL through network meetings, allocation of mentors and experienced teacher support.</p> <p>After evaluation, the next steps to support our students will be: In 2024, leadership learning will continue using SLI resources to support two identified groups, aspiring and newly employed middle leaders. ECT will also be allocated support in two groups, phase 1 which includes graduate teachers employed in late 2023 where as phase 2 program will focus on building on effective practices acquired in 2023.</p>
<p>Beginning teacher support</p> <p>\$125,599.24</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Belmore Boys High School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Empowering Students • Empowering Staff <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • ongoing feedback and support that is embedded in the collaborative practices of the school • mentoring structures and collaborative practices within the school or across a cluster of schools • teacher mentors access specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. <p>The allocation of this funding has resulted in the following impact: Early careers teachers, whether new to the profession or school were able to access PL activities relevant to their needs and as identified in their PDPs. In order to reduce cover due to extensive teacher shortage complexities, after hours activities and weekend conferences were organised in consultation with staff. The program deployed included effective teaching practices such as lesson planning, programming, assessment, and effective classroom practice. staff also engaged in PL activities around Wellbeing for Early Careers Teachers.</p> <p>After evaluation, the next steps to support our students will be: In 2024, staff will continue to receive support and PL that suits their career stage and PDPs. Consultants will continue to be employed to provide support around effective classroom practice as well as accreditation submissions.</p>
<p>COVID ILSP</p> <p>\$261,564.87</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

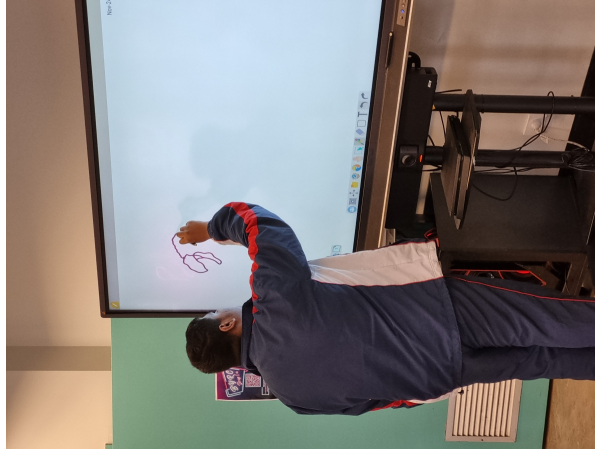
<p>COVID ILSP \$261,564.87</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • employing staff to supervise and monitor progress of student groups engaging in online tuition in [program] • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: Support was focussed on stage 6 students in 2023. The school's ILSP strategy revolved around the following:</p> <ul style="list-style-type: none"> •In class support and small group tuition for students identified as 'working towards targets (academic, attendance and wellbeing) for grades 11 and 12 •Liaising with subject teachers to create scaffolds for EALD learners and writing resources that can be accessed to support learning across KLAS. •Wellbeing support for identified students and the implementation of a study skills program driven by student needs <p>Numeracy tutor to support students with numeracy skills in stage 5 and 6.</p> <p>After evaluation, the next steps to support our students will be: With COVID ILSP funding discontinued and Small group Tuition funding introduced, it is anticipated that 2024 will see significant changes to the program. The focus of the program will be on numeracy support through the employment of a numeracy tutor deployed to work across Stages 5 and 6.</p>
<p>Student Support Officer \$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Belmore Boys High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Empowering Students • Collaboration with service providers <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. • Establish referral pathways to appropriate local services through community partnerships. • working collaboratively with external and other government agencies in their support of students and their families. <p>The allocation of this funding has resulted in the following impact: There was a change in staffing the SSO position in 2023. In term 2, a new SSO was employed. Training was deployed to support the school's new SSO in understanding the school context, role description and connect with providers. The SSO worked closely with the school's wellbeing team and the school nurse on ensuring that students were supported in the social and emotional domain. Connections with service providers such as Belmore Resource Centre, Bernardo's, PCYC, Ausrelief and Bankstown Council ensured that students were exposed to opportunities where they could refine their social skills through contributing to planning activities in the Canterbury Bankstown LGA. Students with complex learning and wellbeing needs were assisted in accessing resources to close the gap of disadvantage. The SSO also ran the weekly Breakfast With the Champions program in collaboration with Street Industry and local businesses. Food hamper distribution was also a part of the collaboration with Ausrelief, Coles and Woolworths.</p>

Student Support Officer

\$99,516.00

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

In 2024, students will continue to access social and emotional support through the SSO services. Service providers will be allocated based on offerings, students needs and student feedback gained from surveys and focus groups in 2023. The SSO will continue to explore local area resources to provide localised support and resources for students with complex learning and wellbeing needs.



Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	431	465	492	525
Girls	0	0	0	0

Student attendance profile

School				
Year	2020	2021	2022	2023
7	92.3	87.4	84.0	85.6
8	86.4	86.9	79.8	82.0
9	89.8	81.9	79.2	79.8
10	88.3	83.9	76.4	75.1
11	82.0	83.9	76.8	77.4
12	90.1	84.7	83.2	83.0
All Years	88.4	85.1	79.9	80.5
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	2.2
Employment	2.8	1.4	6.8
TAFE entry	5.7	5.6	18.1
University Entry	0	0	66
Other	7.5	0	0
Unknown	0.9	1.4	6.7

Year 12 students undertaking vocational or trade training

17.54% of Year 12 students at Belmore Boys High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Belmore Boys High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	31.4
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher EAL/D	2.4
School Counsellor	1
School Administration and Support Staff	9.08
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	1,397,440.47
Revenue	9,389,251.96
Appropriation	9,280,796.54
Sale of Goods and Services	20,347.52
Grants and contributions	67,298.03
Investment income	16,453.87
Other revenue	4,356.00
Expenses	-8,443,877.72
Employee related	-7,356,189.98
Operating expenses	-1,087,687.74
Surplus / deficit for the year	945,374.24
Closing Balance	2,342,814.71

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	86,082
Equity Total	1,463,994
Equity - Aboriginal	0
Equity - Socio-economic	870,667
Equity - Language	335,574
Equity - Disability	257,753
Base Total	6,362,599
Base - Per Capita	128,048
Base - Location	0
Base - Other	6,234,551
Other Total	480,490
Grand Total	8,393,165

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.

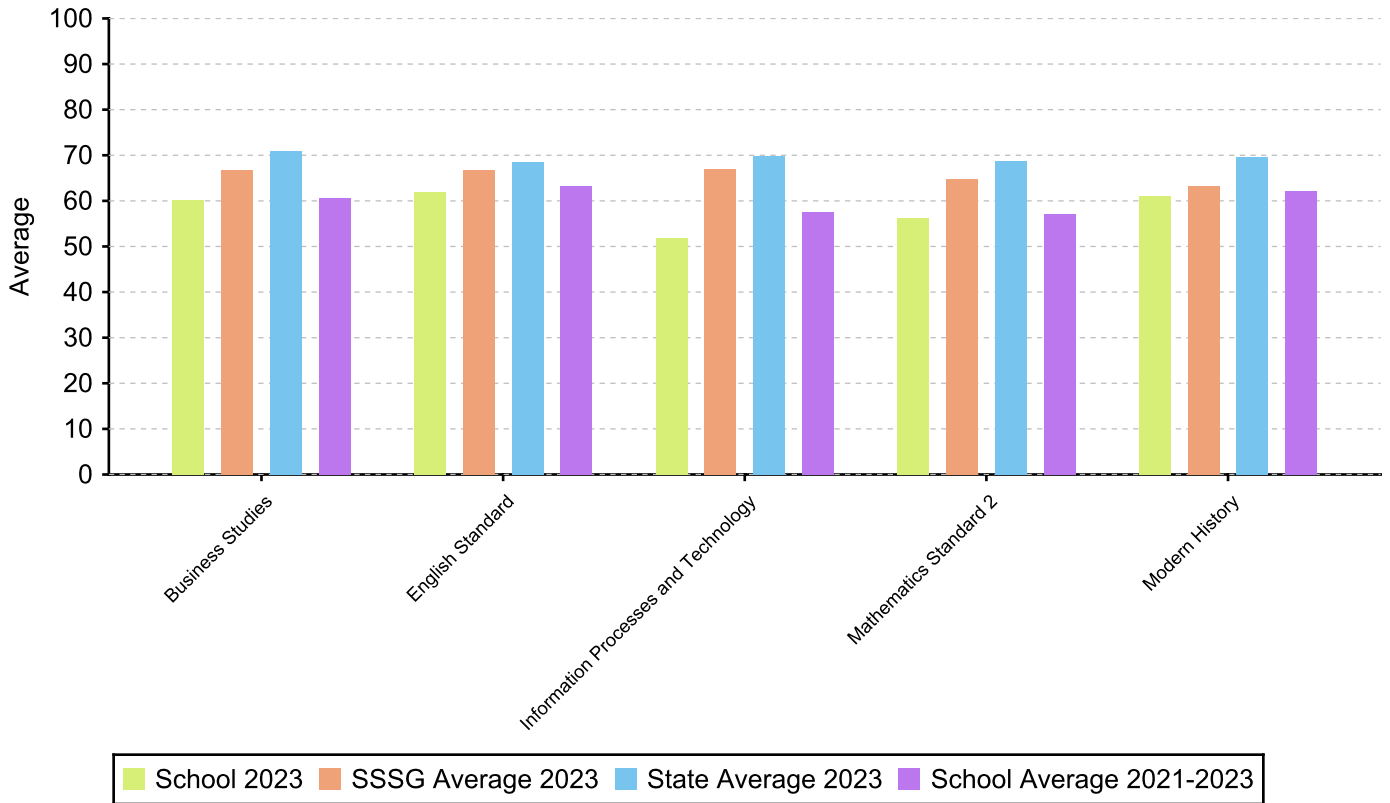
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

School performance - HSC

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

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



Subject	School 2023	SSSG	State	School Average 2021-2023
Business Studies	60.2	66.8	70.9	60.6
English Standard	62.0	66.7	68.5	63.2
Information Processes and Technology	51.9	67.1	69.8	57.7
Mathematics Standard 2	56.3	64.9	68.7	57.2
Modern History	61.1	63.2	69.6	62.3

Parent/caregiver, student, teacher satisfaction

Parents are an integral part of student learning at Belmore Boys High School. Our school runs a curriculum for parents aside from meeting times. Parent and Citizen meetings are dedicated to explicit information sessions about school operations and topics related to students. Guest speakers are invited to educate parents about topics such as road safety, raising teens, women's health and support services available. Parents are also involved in understanding post school options for their children. This is done through information sessions presented by the school as well as university visits.

In 2023, our parent curriculum included course such as Educational Support, First Aid, Barista and Step into Work. While our families did not engage in TTFM parent surveys in 2023, our school averages have been well above norms across all areas over the years. Parental achievements were also celebrated at the conclusion of courses. A graduation ceremony and a parental excursion were held which allowed the school to recognise achievement, support families in building social connections and reduce the isolation often experienced by parents from NESB and refugee communities.

Feedback received from suggests that parents feel welcome at the school, feel very well informed about their child's learning and that the school supports positive behavior and learning. Internal surveys indicate that 100% of parents agree that they feel connected to the school, that the school provides a caring and safe environment for them and their children and that the school communicates effectively with them.





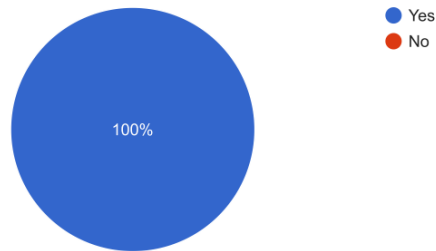


Subject Selection Night 2023

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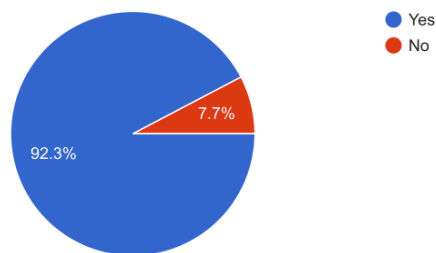
Did you find the Subject Selection night informative and useful for you and you son?

[Copy](#)



Did it answer any questions you may have had about subject selection?

[Copy](#)



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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