BELMONT NORTH PUBLIC SCHOOL
Annual School Report 2014
School context statement

Belmont North Public School is an active member of the Belmont Learning Community and is located on the south eastern suburbs of Newcastle. The school currently has a FEOI of 138 which indicates high levels of socio-economic disadvantage.

We currently have 161 students of whom 16% identify as being Aboriginal or Torres Strait Islander. There are an additional 7% of students who identify as EAL/D.

Principal’s message

2014 has been another highly successful year at Belmont North Public School. We have seen our enrolments increase for the third consecutive year and we have again achieved outstanding results in NAPLAN particularly in the key areas of Literacy such as Reading & Writing. According to the School Excellence Framework, Belmont North Public School is “Excelling” in the value added Year 3-5 category.

A large part of this success is due to our continued focus on quality teaching in our Literacy & Numeracy blocks held Monday – Wednesday across the school. These blocks are now extended to 2 X two hour blocks held daily and were reserved as interruption free times. This allowed the school to utilise the LAST (Learning & Support Teacher) to focus directly on students needing support and extension in all grades.

In the 2014 NAPLAN tests, Belmont North Public School Year 5 students have improved from the 2014 data with the school average above the NSW State average and the SSG average in every test.

Our average progress for the period 2012 – 2014 from Year 3 to Year 5 is substantially well above both the NSW average in Reading (69.9 above), Spelling (41.5 above), Writing (34.1 above), Grammar & Punctuation (29.2 above) and also Numeracy (59.4 above).

Despite our wonderful academic results we will continue to look for ways to improve our teaching and deliver quality learning experiences for our students here at BNPS. Focus areas for whole school development in Numeracy in 2015 will include further building of awareness of the new Mathematics syllabus content and implementing a revised K- 6 strategy which promotes greater focus on Numeracy.

We will also be introducing the TEN program into grades K-3. To facilitate this measure we have Mrs. Mandas off class in the role of an Instructional Leader to assist teachers in the teaching of Mathematics.

Focus areas in Literacy will be on all strands of the new English syllabus. However, 2015 will also see the expansion of the L3 and Focus on Reading programs and a continuation of the Reading Recovery Program which is producing excellent results. Mrs. Owen has accepted a position as a Reading Recovery Tutor and has been replaced by a temporary teacher for twelve months.

2015 will be the beginning of a new three year planning cycle. We will continue our focuses on Literacy, Numeracy and Student & Community Engagement. However, Belmont North Public School will also be concentrating on improving our leadership models and the overall organisational effectiveness of our school.

I would like to again praise the work of the P&C for their continued efforts with fundraising. They work very hard behind the scenes for the benefit of the students and the school. On behalf of the staff and students I thank you for your contribution.

I would like to congratulate my teaching staff, executive, administration and support staff for their individual and combined efforts in 2014. It is certainly an honour to work at this great school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr. Scott Campbell – Principal
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

In 2014 we started the school year with 143 students but grew to 156 students by Term 4. This continues a 3 year trend of increased enrolments with numbers increasing by 40% over the period 2012 – 2014.

Management of non-attendance

In 2014 our student attendance rates fell by 0.9% to be 0.1% below the school’s 3 year average and 2.8% below the State average. The school closely monitors attendance of all students through the Learning & Support Team (LST). The LST communicates concerns about attendance issues to custodial parents and caregivers on a regular basis.

Belmont North Public School involves the services of the district HSLO as required on a case by case basis and seeks support from external agencies where appropriate.

Student attendance profile

![Enrolments graph]

<table>
<thead>
<tr>
<th>Year</th>
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<th>2011</th>
<th>2012</th>
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<td>91.2</td>
<td>92.5</td>
<td>91.6</td>
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Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

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Workforce composition

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<td>Assistant Principal</td>
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<td>Classroom Teachers</td>
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<td>Teacher of Reading Recovery</td>
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<td>RFF &amp; P/T Teacher</td>
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<td>School Administrative &amp; Support Staff</td>
<td>1.706</td>
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<td>Total</td>
<td>9.378</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014 our school employed an Aboriginal SLSO for Semester One to help drive initiatives using our RAM funding under the Aboriginal Equity Loading.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80%</td>
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<tr>
<td>Postgraduate</td>
<td>20%</td>
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</table>
Professional learning and teacher accreditation

Professional development for staff consisted of weekly Teacher Professional Learning (TPL) sessions as well as compulsory whole school TPL aligned to school plan targets and one personal choice TPL opportunity each semester.

In 2014 our total expenditure on TPL activities was $17 600. This included $6258.78 from our “Specific Purpose Grants” and the remaining $11,341.22 was derived from RAM Socio-economic equity loading, Australian Curriculum Implementation Funding and Learning & Support – Flexible Funding.

COMPLIANCE TRAINING

All staff (teaching and non-teaching) completed the following:

- Child Protection updates
- Anaphylaxis and Asthma training
- Emergency Care and CPR training
- Code of Conduct
- WH&S Induction

Teaching staff only completed:

- Syllabus PLUS K-6 History - The history syllabus in a nutshell.
- Syllabus Plus Science & Technology – Understanding the new syllabus.
- NSW DEC Disability Standards (NDIS)

2012 -2014 SCHOOL PLAN RELATED TRAINING

(Brackets indicate the number of staff who attended each course).

PRIORITY 1: Literacy

- Plan Software- Literacy Continuum (4).
- Benchmarking - Reading texts (7).
- Early Stage 1 and Stage 1 L3 training sessions (2).
- Reading Recovery Training (1).
- Focus on Reading Phase 1 (1).

PRIORITY 2: Numeracy

- Syllabus Plus Mathematics TPL (7)
- Plan Software- Numeracy Continuum (4).
- Belmont Learning Community 5-7 Math Project (2).
- Core Financial Literacy for NSW Public Schools

PRIORITY 3: Student & Community Engagement

- KidsMatter – Component 4 (2)
- Rock & Water (2)
- ESES Reasonable Adjustments (2)
- Stephanie Alexander Kitchen Garden (2)

PRIORITY 4: Aboriginal Education

- Dare to Lead – Leadership Development program (2).
- Connected Communities Training (2).
- 8 Ways Pedagogy Training (3).

PERSONAL CHOICE TPL

- Autism Online
- Austswim accreditation
- Mod League Coaching Accreditation
- Google Docs for Principals & Executive Staff
- Cracking the Hard Class
- Dell Future Learning Workshops
- Strategic Financial Management
- Primary Executive Network Meetings
- Online Training Australia - Special Education Needs. Understanding Autism Spectrum Disorders
- Language, Learning and Literacy (L3), Regional Trainers Initial Professional Learning

School Development Days (SDDs)

Belmont North held SDDs at the beginning of Terms 1, 2, 3 and the final two days of term 4 in 2014.

Full participation from staff was attained at each session. Each SDD was comprised of a mix of compliance and school plan related training as outlined in the previous section.
BOSTES – Board of Studies Teaching & Education Standards accreditation.

In 2014 only one staff member was maintaining accreditation at Proficient. All other permanent staff were not required to address the accreditation process at this point in time.

Beginning Teachers

In 2014 we had no staff that were classified as permanent beginning teachers and received no additional funding under the Great Teaching, Inspired Learning reforms.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>440523.94</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 29925.60   |
| Excursions                 | 14778.17   |
| Extracurricular dissections| 17298.78   |
| Library                    | 1673.88    |
| Training & development     | 896.58     |
| Tied funds                 | 101881.83  |
| Casual relief teachers     | 35017.25   |
| Administration & office    | 45700.07   |
| School-operated canteen    | 0.00       |
| Utilities                  | 24804.46   |
| Maintenance                | 7743.13    |
| Trust accounts             | 3155.82    |
| Capital programs           | 0.00       |
| **Total expenditure**      | 282875.57  |
| **Balance carried forward**| 157648.37  |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Our students are offered a range of opportunities to participate in external assessment programs that offer diagnostic feedback to parents and the school.

In 2014 these included:

- All Year 5 and 6 sitting for the Newcastle Permanent Mathematics Competition with the following results: 6 distinctions, and 7 merits.
- All students in years 3-6 participating in the Premier’s Spelling Bee & Public Speaking Competitions with 6 students reaching the Zone finals.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.
NAPLAN Year 3 – Literacy

**Percentage in bands:**

**Year 3 Reading**

**Percentage in bands:**

**Year 3 Grammar & Punctuation**

**Percentage in bands:**

**Year 3 Spelling**

**Percentage in bands:**

**Year 3 Writing**

**Percentage in bands:**
NAPLAN Year 3 - Numeracy

Average progress in Numeracy between Year 3 and 5*

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NAPLAN Year 5 - Numeracy

Average progress in Numeracy between Year 3 and 5*
NAPLAN Year 5 - Literacy

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Writing

Percentage in bands:
Year 5 Spelling

Percentage in bands:
Year 5 Grammar & Punctuation
Other achievements

Sport 2014

A comprehensive range of sporting activities, reflecting the expectations of the PE syllabus, was offered to all students. These activities focused on the development of fundamental movement skills, fair play and the values of teamwork and good sportsmanship. Students from Kinder to Year 6 were able to participate in:

- The multi focused gross motor skills program in Terms 1-4.
- Dance 2bFit, during Term 3.
- An 8 week Learn to Swim Program during Term 4 in which 68 students participated.
- The annual Swimming, Athletics and Cross Country Carnivals.
- T-Ball, Soccer, Touch Football, Oz League, Cricket and Netball Gala Days.
- Zone PSSA carnivals in Swimming, Cross Country and Athletics.
- The Newcastle Knights Windale Rugby League Round Robin Competition.
- The Paul Harragon Cup – 7 a-side rugby league.
- Junior and Senior teams in the Macquarie Shield Netball Competition during Terms 3 & 4. The Senior Girls were the overall champions of the Competition for the second successive year.

Significant programs and initiatives – policy

Students across the school had the opportunity of participating in a wide range of learning experiences in the arts in 2014. Children from Years 3, 4, 5, and 6 performed at the Hunter Combined School’s Star Struck production at the Newcastle Entertainment Centre in June.

The School also had children involved in drumming groups to further their skills on individual percussion instruments. Students from K-6 also participated in “Songroom” as part of their CAPA curriculum culminating in a wonderful end of year concert.

Aboriginal education

A range of successful initiatives were implemented in 2014 including:

- Regular attendance at Minimbah AECG meetings by all staff.
- Pre-school transition programs throughout Terms 3 & 4 to ensure the best possible start to school for Aboriginal students.
- Early Intervention Literacy and Numeracy Program for Aboriginal students in Kindergarten.
- Personalised Learning Plans for Aboriginal students K-6
- Vision and hearing screening for Kindergarten and newly enrolled Aboriginal Students.
- 8 Ways pedagogy training for 3 staff members.
- Awabakal Cultural Centre visit.
- 3 Day Connecting to Country workshop for staff.
- Dare to Lead – Leadership Development Program.
- “Koomurri” incursions to celebrate NAIDOC Week.

Multicultural education and anti-racism

Multicultural activities provided throughout the year included:

- Extended Harmony Day celebrations.
- A K-6 Yoga program was initiated to support well-being and cultural understanding.
- A range of grade based activities including the Year 2 Celebrations Unit & Year 4 Multi-cultural Unit.
- Stronger emphasis of Multicultural perspectives in all units in all classes K-6.
- Celebrations for Anzac Day and Remembrance Day.

Significant programs and initiatives – equity funding

Aboriginal background

In 2014 we had the benefit of targeted funding under the RAM equity loading for Aboriginal Background of $11,858.40.

This funding allowed us to identify resources that could help us support the 8 Ways
pedagogy and to further enhance the cultural immersion aspects of our teaching programs.

Significant TPL time has been devoted to establishing a Mathematics focus for our 8 Ways programs so that our staff develop their own understanding of how to include Aboriginal perspectives and content in their teaching.

Belmont North Public School revised our own Aboriginal Education Action Plan in 2014 in line with the Aboriginal and Torres Strait Islander Education Action Plan (ATSIEAP). This has helped us to strengthen our relationship with local pre-schools and the Minimbah AECG. A key initiative in the plan for 2014 was the employment of a local community member to work as an Aboriginal SLSO to support our Aboriginal students. This was highly successful and will be continued.

BNPS has improved the learning outcomes for our Aboriginal Students over the period 2012 – 2014. During this span no Aboriginal students at BNPS have performed below the national minimum standard in any NAPLAN assessments. Additionally our student’s average performance in Reading for Year 7 has improved 58.8 points from 2012 until 2014 while Writing has improved 14.6 points, Spelling 6 points and Grammar & Punctuation 19.9 points above. Our Year 3 Aboriginal students were 130.6 points behind the state average for numeracy in 2010 but in 2014 we have closed the gap to 26.9 points behind state average.

**Socio-economic background**

We received a RAM equity loading for socio-economic background of $83,251.77 in 2014. These funds were used to support teaching in learning across the KLAs.

In particular we targeted programs such as L3, KidsMatter and Focus on Reading which we normally wouldn’t have the funding to participate in.

Participation in these programs through TPL, video conferencing and face to face meetings has strengthened the partnerships the school has with service providers and charities including Samaritans, St Vincent De Paul’s, Salvation Army and Belmont Neighbourhood Centre.

Additionally the funding allowed us to make upgrades to our technology resources which enhanced the students’ learning experiences and increased the levels of student engagement exponentially. The improvements in technological resources have reduced the red tape and as a result it has created a more cohesive school with more effective classrooms. Importantly the expectations of the school community have been raised. Our students are achieving excellent results and we have increased our enrolments by 40% in just three years.

**English language proficiency**

Nil funding received in 2014.

**Learning and Support**

Our Learning & Support funding for 2014 totalled $6904.72. This funding was utilised to provide SLSO support in classrooms. The SLSOs were provided with direction by the LAST and classroom teachers and helped to provide reasonable adjustments to each student according to their specific needs.

This funding helped us to expand our IEP process which parents and carers reported to be more consultative and collaborative than in previous years.

![Image of children]
School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used in 2014 included:
- Parental & Community Forums.
- Online Surveys – Wufoo / Survey Monkey and Google Docs.
- SWOT analysis by executive and teaching staff.
- Surveys of students

School planning 2012-2014:

School priority 1 - Literacy
Outcomes from 2012–2014
➢ INCREASED LEVELS OF LITERACY ACHIEVEMENT FOR EVERY STUDENT

Evidence of achievement of outcomes in 2014:
- 78% of K-2 students reaching text level benchmarks.
- Average Y3 – Y5 NAPLAN growth rates for all literacy tests are substantially above state and SSG averages for the period 2012 – 2014.
- No Year 3 child has achieved below the national minimum standard in literacy for 2012-2014.

Strategies to achieve these outcomes in 2014:
- Introduced the reading Recovery Program.
- Extended the L3 program into Year 1 as well as Kindergarten.
- Introduced the Focus On Reading program – Phase 1 into grades 3-6.
- Improved the interactive reading resources with the embedding of Reading Bugs K-6.

School priority 2 - Numeracy
Outcomes from 2012–2014
➢ INCREASED LEVELS OF NUMERACY ACHIEVEMENT FOR EVERY STUDENT

Evidence of achievement of outcomes in 2014:
- Average school score in Year 5 Numeracy is 20 points higher than NSW and SSG for top two bands. (Proficiency)
- Average score in Year 3 Numeracy is 12.6 points higher than the average SSG for the top two bands (Proficiency)
- All staff have completed TPL on the new Mathematics syllabus and report high levels of engagement from students.

Strategies to achieve these outcomes in 2014:
- Employment of SLSO (Curriculum) with the specific purpose being to work with target groups identified by CTs in Mathematics lessons in all classes K-6.
- Implementation of new syllabus content and programming formats in Mathematics enhanced through SDD and TPL sessions.
- Employment of an AEO to work with Aboriginal students on individual Mathematics projects.

School priority 3
– Student & Community Engagement.
Outcomes from 2012–2014
➢ INCREASED STUDENT & COMMUNITY ENGAGEMENT.

Evidence of achievement of outcomes in 2014:
- Reduction in negative behavioural incidents recorded on SENTRAL by 38%.
- Analytics from school web page indicate the number of hits per week has increased to an average of over 240 per week up from 140 in 2012.
- Increased parental participation in school initiatives especially parental helpers and SAKG program.
Strategies to achieve these outcomes in 2014:

- Embedded tablet technology in every classroom – minimum of 6 tablets per room. K-2 Classrooms feature android and apple devices whilst the 3-6 classes are investigating Microsoft Surface Tablets.

- Development of a Social Media Policy for the school to promote the school via social media such as Youtube, Facebook and Twitter.

- Opportunity for parents / carers to participate in school projects including the Stephanie Alexander Kitchen Garden.

- Embedded Social & Emotional Learning (SEL) programs in the school through the School Chaplaincy program and student leadership initiatives.

School priority 4 – Aboriginal Education

Outcomes from 2012–2014

- INCREASED ACADEMIC ACHIEVEMENT & CULTURAL AWARENESS FOR ALL ABORIGINAL STUDENTS.

Evidence of achievement of outcomes in 2014:

- Student performance in NAPLAN Years 3 & 7 has substantially closed the gap compared to previous data over the 2012 - 2014 period.

- Improved attendance rates registered during SLSO employment period.

- PLP attendance rates improved by 20% on previous year.

Strategies to achieve these outcomes in 2014:

- Adopted the School’s Reconciliation Challenge for 2014 from the NSW Reconciliation Council.

- Expanded the SLSO role to include Aboriginal cultural immersion for all students K-6.

- Extended the TPL opportunities for staff to participate in the Dare to Lead – Leadership Development program.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about how the school communicates with families, how homework is delivered, how successfully our student leadership programs are, the usefulness of our web site and our promotion of Aboriginal Education. All of these were delivered by a combination of parent forums, electronic surveys through Wufoo, paper surveys and verbal surveys. Their collective responses are presented below.

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<thead>
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<th></th>
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Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

At Belmont North our school community has agreed on the following three strategic directions.

STRATEGIC DIRECTION 1:
Continuous improvement of 21st century Teaching & Learning.

Purpose:
Targeted specific literacy, numeracy and assessment initiatives designed to improve our school’s overall academic performance will be implemented. This will ensure that learning is differentiated and personalised for every student with appropriate resource allocation.

STRATEGIC DIRECTION 2:
Leadership learning promoting organisational effectiveness.

Purpose:
Structured teacher professional learning plans for all staff will be developed that are based on individual needs as well as school requirements. Additionally a systematic model of student leadership will be developed and implemented to build the student’s leadership capacity and enhance the overall well-being of all students.

STRATEGIC DIRECTION 3:
Enhanced student engagement and community participation.

Purpose:
Learning environments will be enhanced by the implementation of 21st century technologies and innovative lesson delivery. Improved levels of student engagement and community involvement will be fostered by embedding a strong well-being focus across the school curriculum and through the development of collaboratively funded projects.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mr Scott Campbell – Principal.
Mrs Kierin Mandas – Assistant Principal
Mrs. Glenda Williams – Teacher.
Miss Erin Norley – Teacher.
Mrs. Stephanie Blackstock – Relieving School Admin Manager.
Mrs. Tammy Eastham – P & C President.
Krystal Sumner – School Captain.
Will Schumacher – School Captain.

School contact information:
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Belmont North NSW
2280
Ph: 02 4945 5861
Fax: 02 4947 7851
Email: belmontnth.p-school@det.nsw.edu.au
School Code: 3927

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: