Messages

Principal’s message

Belmont North Public School is a place where students are valued as individuals and where the staff are committed to providing quality teaching and learning experiences to maximise students learning opportunities.

2011 was the third year of the implementation of a 2009-11 school improvement plan during which time teachers have worked very hard to implement change in a range of curriculum areas. As a result, staff evaluated the plan, analysed assessment data and consulted with parents and students to formulate the priority areas for the 2012-14 Strategic Plan.

The Belmont North community continues to participate in the school in many ways with parents assisting in the classrooms, canteen, fundraising, attendance at school functions and most importantly through the P&C.

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.

Denise Rispen

P & C message

This year the Belmont North Parents and Citizens’ Association (P&C), a dedicated group of volunteer parents, family and friends, have worked together tirelessly with students and staff to raise funds for the school.

We have held BBQs at Joyce Mayne, Mothers’ and Fathers’ Day stalls and raffles, discos, an Easter and Christmas raffle, chocolate and pie drives and organised family portraits, Crazy Camel calendars and picture plates to raise money to purchase school resources.

Our Canteen operates five days a week and the Uniform Shop is open each Friday morning with all profits going towards the school.

The P&C monthly meetings are held on the second Tuesday of each month at 9am and all are welcome to attend.

The P&C would like to sincerely thank everyone who has supported the fundraising activities during 2011.

Mrs Tammy Eastham P&C President

Student representative’s message

As Student Leaders at Belmont North Public School we are given many opportunities to develop our leadership qualities and to wear our badges and Year 6 Leader’s shirt with pride.

We are responsible for student administration activities, student services and for environmental services in our school.

As group leaders, we are involved in running the Peer Support program and get to encourage and be a good friend to all the students at our school. We also help settle the kindergarten buddies into their new environment.

Leaders, who are also House Captains, organise, encourage and lead the students at sports carnivals and set up sport within the school.

Another responsibility as a leader is assisting with various fundraising activities, such as Bandana Day and Red Nose Day. It sounds like hard work but it isn’t! It is a very important year for us and we really enjoy doing many different activities to help out at school.

Leaders at Belmont Public School are valued by the staff and students and we are all very proud to have been a Year 6 Leader in 2011.

Year 6 Student Leaders

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>77</td>
<td>67</td>
<td>68</td>
<td>66</td>
<td>60</td>
</tr>
<tr>
<td>Female</td>
<td>89</td>
<td>83</td>
<td>71</td>
<td>68</td>
<td>59</td>
</tr>
</tbody>
</table>
Student attendance profile

A record of each child’s attendance is included in their June and December reports.

Most students attend school regularly. As the following graph shows, regular attendance at this school has been consistent over the past three years.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.1</td>
<td>91.8</td>
<td>94.1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.4</td>
<td>92.9</td>
<td>91.6</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.6</td>
<td>93.0</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.7</td>
<td>95.3</td>
<td>92.9</td>
<td></td>
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<tr>
<td>4</td>
<td>93.7</td>
<td>94.2</td>
<td>94.8</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.7</td>
<td>93.6</td>
<td>96.7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>92.0</td>
<td>94.3</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.0</td>
<td>93.8</td>
<td>93.5</td>
<td>93.9</td>
</tr>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.6</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>1</td>
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<td>93.9</td>
<td>93.9</td>
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</tr>
<tr>
<td>2</td>
<td>93.7</td>
<td>94.0</td>
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<td>3</td>
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<tr>
<td>5</td>
<td>93.4</td>
<td>93.7</td>
<td>93.6</td>
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<tr>
<td>6</td>
<td>93.0</td>
<td>93.3</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.7</td>
<td>91.5</td>
<td>93.9</td>
<td>93.9</td>
</tr>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
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<td>1</td>
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<td>94.4</td>
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<td>3</td>
<td>94.1</td>
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<td>94.5</td>
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<td>5</td>
<td>94.0</td>
<td>94.4</td>
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<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
</tr>
</tbody>
</table>

Management of non-attendance

A computerised attendance and roll marking system is in operation which enables classroom teachers to regularly monitor student attendance. Students with poor attendance or unexplained absences are referred to the school’s Welfare Team. Where attendance continues to be of concern the case is referred to the DET’s Home-School Liaison Officer for further support or action under DET policy and legal requirements.

Structure of classes

In 2011 five classes were formed including three multi-graded classes. The librarian supports all classes in the development of information skills. The Release from Face to Face (RFF) teacher provides technology lessons to all classes supplying release time for all classroom staff. Three days a week a support Teacher Learning works within the school assisting and supporting identified children’s needs.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KN K</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1W</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2/3O</td>
<td>2</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>2/3O</td>
<td>3</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>3/4R</td>
<td>3</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>3/4R</td>
<td>4</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>5/6W</td>
<td>5</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>5/6W</td>
<td>6</td>
<td>12</td>
<td>30</td>
</tr>
</tbody>
</table>

Staff information

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

The National Education Agreement requires schools to report on Indigenous composition of their workforce. There are no members of staff who identify as indigenous.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.21</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary Integration Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.606</td>
</tr>
<tr>
<td>Total</td>
<td>8.816</td>
</tr>
</tbody>
</table>
Staff retention
During 2011 there were no staff changes.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

Date of financial summary | 30/11/2011
Income
- Balance brought forward | $124072.37
- Global funds | $100594.95
- Tied funds | $126393.10
- School & community sources | $37993.43
- Interest | $7761.37
- Trust receipts | $4026.90
- Canteen | $0.00
- Total income | $400842.12

Expenditure
- Teaching & learning
  - Key learning areas | $5562.92
  - Excursions | $10566.76
  - Extracurricular dissections | $25652.57
- Library | $2693.59
- Training & development | $624.70
- Tied funds | $99134.19
- Casual relief teachers | $21574.92
- Administration & office | $28394.23
- School-operated canteen | $0.00
- Utilities | $19390.64
- Maintenance | $8046.98
- Trust accounts | $3649.87
- Capital programs | $0.00
- Total expenditure | $225291.37
Balance carried forward | $175550.75

The balance carried forward from 2011 figure of $175550.75 includes committed, Tied and Trust funds ($69816.89), relief teacher and SASS salaries ($5196.91) as well as additional invoices ($209.12).

A full copy of the school’s 2011 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 2011

Achievements

Arts
Our students have many opportunities to experience the arts. We ensure all students are able to participate in a range of activities. In 2011:

- The school showcased the children’s talents in the highly successful musical extravaganza, Around the World. The musical was presented both at a matinee and a night time performance. Each student participated in several items in both concerts and parents, grandparents and visitors were thrilled with the amazing quality and variety of items that were presented;
- 16 of our children proudly performed in Starstruck at the Newcastle Entertainment Centre. They participated in 5 shows and were great ambassadors for the school;
- The newly formed choir performed at the Belmont Community Christmas Carols evening and several school functions;
- K-6 participated in creative arts groups incorporating art, drawing, music, claywork and dance activities; and
- All children enthusiastically engaged in Book Week activities which culminated in a whole school parade.

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

- All Year 5 and 6 sitting for the Newcastle Permanent Mathematics Competition with the following results: 3 distinctions, 1 credit and 4 merits;
- The opportunity for students in Years 3, 4, 5 and 6 to sit the University of NSW International Competitions and Assessment for Schools (ICAS) in English, Mathematics, Spelling, Reading, Writing and Computer Skills where our students achieved credits in each
of the KLAs. Our students performance, in many cases, was above the state average; and

- Participation in the Premier's Spelling Bee at the zone final.

**Sport**

All students were offered a comprehensive range of sporting activities which targeted the development of fundamental movement skills, fair play and the values of teamwork and sportsmanship in accordance with the expectations of the PE syllabus.

Students from Kinder to Year 6 were able to participate in:

- Golf lessons delivered by a Jack Newton Junior professional during Term 1;
- The multi focused gross motor skills program, Sports in Schools, during Term 2;
- A comprehensive gymnastics program during Term 3;
- An 8 week Learn to Swim Program during Term 4 in which 54 students participated;
- The annual Swimming and Athletics Carnivals and Cross Country event; and
- T-Ball, Soccer, Touch Football and Oz League Gala Days.

This year our school also fielded teams that participated in:

- Zone carnivals in swimming, cross country and athletics;
- the Newcastle Knights Windale Rugby League Round Robin Competition against neighbouring schools; and
- The Paul Harragon Cup.

We are proud of the achievements of our students, which include:

- 22 students representing at Zone level in swimming;
- 24 students representing at Zone level in Cross Country; and
- 30 students representing at Zone level in athletics.

**Technology**

ICT remained a focus throughout 2011. Our primary objective of raising student participation in, and knowledge of, technology and its applications was achieved through:

- K-6 students participating in computer lessons in a dedicated computer room targeted at developing skills in a range of areas;
- Explicit and systematic teaching program focused on developing students’ technology skills;
- Web based learning expanded to include online learning activities such as Mathletics, Spellodrome and Go Animate;
- Continued teacher professional learning to support the implementation of expanded web based learning;
- Parent workshops demonstrating the use of the Connected Classroom;
- The installation of additional smartboards to allow all students increased access to technology;
- Professional learning opportunities in the use of smartboards and video conferencing equipment;
- Participation in a range of IT based competitions including The Great School Show Off and Murder under The Microscope;
- Stage 1 to Stage 3 involvement in the regional Video Conferencing program; and
- Participation in Claymation, a workshop to enhance student and teacher skills in the area of narrative writing, movie making and animation.

**Public Speaking and Debating**

All students from K-6 participated in a whole school public speaking competition which offered students an opportunity to deliver a speech and develop confidence when speaking to an audience. Stage winners participated in the Public Speaking Competition Regional final.

Each year our school competes in the ‘B’ Division of the Regional Debating competition. This year the competition was in the form of a Round Robin
Competition. Each debate involved a different team allowing maximum opportunity for interested students to participate. This was a very successful format and all team members applied themselves admirably.

**Environmental Education**

There is a strong commitment to Environmental Education and the care of the school grounds at Belmont North Public School. All staff and students assume responsibility for the general conditions of the playground and school gardens.

Our 2011 programs included:

- An environmental competition across the school where children were invited to make a diorama, poster or brochure on an environmental issue. These entries were then displayed at an assembly on World Environment Day. On this day children were able to dress in green and were involved in rotating environmental activities across the school;
- The continuation of our paper recycling program across our school site;
- The establishment of a school vegetable garden, with produce harvested and eaten by students, staff and community members. The construction of this garden was supported by the Belmont Neighbourhood Centre;
- Participation in both the Sustainability and Waterwise workshops, which were supported and presented by the Lake Macquarie City Council;
- Participation in the Waterwatch Program in which students were involved in testing local streams.
- The planting of 300 trees and shrubs, courtesy of Trees In Newcastle;
- Year 5/6 participation in Murder Under the Microscope; and
- Upgrading and painting of the playground and social activity markings. Special thanks to Year 6 2010, for their generous donation toward this program.

**Academic**

In the National Assessment Program (NAPLAN), 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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Yr 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Yr 5)

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Progress in literacy

<table>
<thead>
<tr>
<th>Year 3 and 5</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2010</td>
<td>150</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2009-2011</td>
<td>100</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

Progress in numeracy

<table>
<thead>
<tr>
<th>Year 3 and 5</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2010</td>
<td>150</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2009-2011</td>
<td>100</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

This year our school continued to implement the Aboriginal Education Policy which promotes the educational achievements of all indigenous students and aims to enhance the knowledge and understanding of all students about Aboriginal Australia.

Our 2011 program included:

- The inclusion of Aboriginal perspectives in classroom teachings across the curriculum;
- Utilising NORTA NORTA funding to provide individual and small group tuition in literacy and numeracy for our Aboriginal students;
- Promoting Aboriginal culture and reconciliation through studies of Aboriginal literature, art and dance. Reconciliation Week and National Aboriginal and Islander Day Observance Committee (NAIDOC) Week are recognised and supported within classroom practices and at school assemblies;
- Ensuring Personal Learning Pathways (PLPs) for Aboriginal students are in place and updated regularly to address individual children’s specific needs; and
- Aboriginal acknowledgements are included in all official school occasions and ceremonies and parents and local community members are invited to attend the school assemblies.

Multicultural education

Multicultural education permeates all aspects of the curriculum. The school promotes and ensures an inclusive school community and a racist-free learning and working environment.

The Anti-Racism Contact Officer (ARCO) position is held by a trained staff member whose role is advertised to the school community. Records of any complaints are maintained.

The school encourages participation of parents and community members from diverse backgrounds in all aspects of school life.

Respect and Responsibility

The values of respect and responsibility are a strong focus in the school and are embedded in all school, staff, student welfare and classroom programs. This emphasis is continually reinforced through our You Can Do It, Leadership and Peer Support programs and through regular assembly award programs.

Connected Learning

All classes have access to interactive technologies. This year the school had its interactive classroom installed which allows for videoconferencing and virtual experiences for students.

Students from Year 1-6 participated in a video conferencing program with schools from across the state.

Progress on 2011 targets

Target 1

To improve literacy outcomes for all students

Our achievements include:

- The continuation of the explicit and systematic teaching of writing text types;
- NAPLAN spelling results for Year 5 were above state average;
- Most of Year 5 students achieved positive growth in reading, grammar and punctuation; and
Stage 1 students were part of a successful regional program, Best Start Lighthouse, focused on change process and oral language.

Target 2
To improve numeracy outcomes for all students
Our achievements include:
- All Year 5 students had positive growth in numeracy, data, measurement, space and geometry;
- A maths workshop for parents was well attended. Participants indicated interest in further workshops in 2012;
- Continued staff training to improve the explicit teaching of maths;
- A stocktake of all maths resources;
- The purchase of Mathletics, an online program, to be available for all students K-6 to access at home and at school; and
- Utilisation of STL to increase focus time during maths sessions.

Target 3
To increase students’ knowledge and understanding of global issues and ways to resolve them.
Our achievements include:
- The establishment of a school vegetable garden which was maintained by students;
- A successful partnership with the Belmont Neighbourhood Centre was maintained as they assisted in the ground preparation for new school gardens; and
- The enhancement of school grounds through the planting of trees and shrubs, participation in Clean up Australia Day and a planned ground maintenance program.

Target 4
To increase teachers’ knowledge of significance and student engagement. Key evaluations
Our achievements include:
- All staff attended combined Belmont Learning Community joint School Development Days which focused on thinking skills by Tony Ryan;
- Staff meetings that addressed the teaching and learning of spelling. This was supported by the investigation of a variety of resources to assist in the teaching of spelling;
- The development of a school scope and sequence for spelling to be implemented in 2012; and
- Intense and regular discussions to critically analyse the teaching and learning of maths across the school. The explicit teaching and programming of maths will be a strong focus throughout 2012.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Technology and parent, student and staff satisfaction.

Curriculum
Background
Following on from our school’s results in a Computer Technology external exam in 2011 and a K-12 Technology Forum with the Belmont Learning Community, we looked at collecting data relating to technology in homes as well as practices that we as a staff can improve on in order to improve outcomes for children. K-6 children were surveyed to ascertain family situations in regard to technology. Staff also completed a matrix to determine their skill levels.

Findings and conclusions
- 84% of children have a computer at home and 70% of those are allowed to access it without adult supervision.
- 83% of homes have access to the internet and 70% of children are allowed to access it.
- 49% of children spend less than 4 hours per week on the home computer.
- 51% of children spend 5 or more hours per week on the home computer.
- At home children access the computer for a variety of reasons: 77% for games; 56% for word processing; 42% for emails; 31% for social networking and 24% for music.
- At school children enjoy learning about new games and websites.
- Children enjoy connecting with other schools through the connected classroom.
- At school children appreciate having high speed internet connections, up to date computers and learning about technology.

**Future directions**

- Smartboards to be included in every classroom.
- Continue regular updating of website.
- Better use of website to include homework, equipment needed by children etc.
- Parent information and training courses provided, particularly related to websites, connected classroom and programs such as Mathletics.
- Teachers to increase their explicit teaching of word processing in the classroom.
- Teachers to use NAPLAN data to plan explicit teaching activities which address identified areas of need.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school and their responses are presented below.

Members of the school community were randomly chosen and invited to attend a Parent and Teacher Forum. Following on from this, a survey was sent home to those unable to attend on the night. Approx 24% of parents either attended the forum or completed the survey. Students from Years 2-6 were also asked to give feedback and the results recorded.

The forum took the form of discussion groups with parents and teachers contributing ideas. It provided an opportunity for stakeholders to have meaningful input into the positive things about our school and make suggestions to enhance our learning programs and environment. Findings from this were displayed in the school foyer and parents were invited to add ideas.

**Findings and Conclusions**

- 100% of parents and teachers described our school as a friendly, caring, small school with a pleasing environment, great programs and an open policy.
- The staff are approachable, committed, knowledgeable and supportive.
- Student achievements, both academic and sporting, are recognised in our school.
- A variety of academic and sporting opportunities are provided.
- Equipment to student ratio is very high.
- As it is a small school, all children and their families are known to teachers and office staff.
- The school addresses environmental issues well.
- Parents are invited to be regularly involved in classroom and outdoor programs.
- Close links are maintained with community groups eg. Salvation Army, community garden and men’s shed and pre-schools.
- Children think of our school as a safe, inclusive place where teachers care about them and provide great activities and support.
- Children remarked that fair play and positive friendships are strong in the school.
- Children were confident when suggesting what to do when they needed help.

**Future Directions**

- Continue the upgrading of gardens through environmental groups and working bees.
- Include a musical instruments program as an optional activity for children.
• Look at improving our Homework policy and format.
• Continue to raise the profile of our school in the community.

Professional learning

All staff participated in professional learning activities based around individual teacher, school and system needs and priorities.

• Areas addressed included: CPR, Quality Teaching framework, Drug Education, leadership development, Sport and games, literacy strategies, technology, development of oral language and mathematics.
• Areas addressed for SASS/SLOs included: library procedures, FM Web operation, CPR, clicker use and office procedures.
• The average expenditure per teacher was $573.66.
• The total school expenditure on teacher professional learning was $3442.45.
• There is one teacher maintaining accreditation at Professional Competence.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Increased levels of literacy achievement for every student.

2012 Targets to achieve this outcome include:

• In Yrs K-2, 75% students achieve independent reading levels – K RR level 6, Yr 1 RR level 16 and Yr 2 RR level 26;
• In Year 3, 59% of students achieve in Band 4 and above in reading (currently 52% 2009-2011) and 73% achieve in Band 4 and above in writing (currently 69% 2009-2011);
• In Year 5, 59% of students achieve in Band 6 and above in reading (currently 52% 2009-2011) and 49% achieve in Band 6 and above in writing (currently 42% 2009-2011), increased percentage achieving above the 75th percentile in growth to at least 75% (currently 71%) and 60% achieving expected growth in NAPLAN reading (currently 59%);
• In Year 7, increased percentage of students achieving above the 25th percentile in growth to at least 60% (currently 45%) and 50% achieving expected growth in NAPLAN reading (currently 25%); and
• In Years 5 & 7, raised NAPLAN reading growth for Aboriginal students to equal state DEC average growth for Aboriginal students.

Strategies to achieve these targets include:

• Maintaining a focus on explicit teaching of text types and differentiated activities in reading, comprehension and vocabulary;
• Utilising the Best Start continuum to increase teacher knowledge and awareness of the ability of individual students;
• Providing targeted programs to improve student outcomes; and
• Renewing, replacing and purchasing non-fiction reading texts and library books to assist in increasing library borrowing.

School priority 2

Outcome for 2012–2014

Increased levels of Numeracy achievement for every student.

2012 Targets to achieve this outcome include:

• In Year 3, 56% of students achieve in Band 6 and above in numeracy (currently 41% 2009-2011);
• In Year 5, 55% of students achieve in Band 6 and above in numeracy (currently 41% 2009-2011) and increased percentage achieving above the 75th percentile in growth to at least 20% (currently 6%) and 50% achieving expected growth in NAPLAN reading (currently 41%);

• In Year 7, increased percentage of students achieving above the 25th percentile in growth to at least 45% (currently 24%) and 50% achieving expected growth in NAPLAN numeracy (currently 0%); and

• In Years 5 & 7, raised NAPLAN reading growth for Aboriginal students to equal state DEC average growth for Aboriginal students.

Strategies to achieve these targets include:
• utilize new scope and sequence to assist in programming for the implementation of differentiated numeracy activities;
• Utilise Best Start continuum to increase teacher knowledge and awareness of the ability of individual students; and
• Purchase resources and provide TPL to develop the focus on problem solving activities.

School priority 3

Outcome for 2012–2014
Increased student engagement in Information Technology achievement for every student.

2012 Targets to achieve this outcome include:
• Increased score on the Integrating Information and Communication Technologies (ICT) into Teaching and Learning matrix from Band 2 to Band 3 by 2011

Strategies to achieve these targets include:
• Developing a K-6 scope & sequence that supports transition of students to Year 7
• Providing TPL to upskill staff in incorporating technology into regular classroom practice; and
• Offering technology workshops to assist parents understanding of children’s programs and websites.

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.

Denise Rispen, Principal
Marian Wallis, Assistant Principal
Glenda Williams, Teacher
Deb Owens, Teacher
Erin Norley, Teacher
Jade Marr, Teacher
Tammy Eastham, P&C President

School contact information
Belmont North Public School
Nikkin Street Belmont North 2280
Ph: 4945 4861
Fax: 4947 7851
Email: belmontnth-p.school@det.nsw.edu.au
Web: www.belmontnth-p.schools.nsw.edu.au
School Code: 3927

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