BELMONT NORTH PUBLIC SCHOOL
Annual School Report 2013
School context

Belmont North Primary School is located in the southern suburbs of Newcastle, NSW. According to the “ACARA MySchool” website our Index of Community Socio-Educational Advantage (ICSEA) is 935.

Principal’s message

2013 has a year of significant change at Belmont North Public School. We have welcomed our new Assistant Principal – Mrs. Kierin Mandas and our School Chaplain – Miss Sarah Findlay. We have also seen our enrolments increase for the second consecutive year. We have again achieved outstanding results in NAPLAN particularly in the key areas of Literacy such as Reading & Writing.

A large part of this success is due to our focus on quality teaching in our Literacy & Numeracy blocks held Monday – Wednesday across the school. These blocks are two one 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 2013 NAPLAN tests, Belmont North Public School Year 5 students have improved by 24 scale scores from the 2012 data in the test aspect of Grammar & Punctuation. All of our Year 3 students (100%) scored Band 4 or higher in writing. Our average progress in Writing & Reading from year 3 to Year 5 is well above both the NSW and SSG average.

Our Numeracy results were also very pleasing in 2013. In particular, we had 65% of Year 3 students achieving Band 4 or higher – improving the five year average to 58.1%. Year 3 also had no students achieving the lowest band. While our Year 5 students achieved average scores 6 points higher than the SSG average score.

Focus areas for whole school development in Numeracy in 2014 will include building awareness of the new Mathematics syllabus content and implementing a new K-6 strategy which promotes greater focus on the numeracy aspects of Mathematics.

In 2014 we will also see the introduction of the Reading Recovery Program after a two year wait to be included. Mrs. Owen has agreed to be the teacher who trains and delivers this program. From past experience, it will be of great benefit to our students who need the most help in Reading in Year 1.

2014 will be a continuation of the current three year planning cycle. We will continue our focuses on Literacy, Numeracy and Student & Community Engagement. However, Belmont North Public School will also be adding a fourth focus area of Aboriginal Education in 2014 following the school’s experience with the Dare to Lead team in 2013.

I would like to praise the work of the P&C for their continued efforts with the uniform. They work hard to keep the costs down for the community and do many things behind the scenes that are of great benefit to our students. On behalf of the staff and students I thank you for your contribution.

I would again like to thank my teaching staff, executive, administration and support staff for their individual and combined efforts in 2013. It is definitely a great privilege to work at this 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
P & C and/or School Council message

Belmont North P&C Committee work alongside of the parents, families, friends and teachers of the students to raise funds to help benefit the students of Belmont North Public School. Over the past 12 months we have assisted the school through fundraising events like our pie drives, chocolate drives, Mother’s day & Father’s day stalls, Easter raffles, Christmas raffle, school discos, Entertainment Book, our school fete, BBQs, and raffles at the 16’ Sailing Club.

This has allowed the P&C to purchase reading program, whiteboard markers, book awards for Presentation day, plants for the gardens and netball and football teams. We also annually fund expenses for Leadership Day, Star Struck, Mathematics competition, buses for end of year activities and Year 6 farewell. Our main focus is the saving of funds over the past few years to erect a C.O.L.A in our junior area to provide wet weather shelter for students to the amenities block and canteen building.

Our Uniform shop & Canteen are run by volunteers and without these helpers we wouldn’t be able to keep these things going and keep costs down. The P&C would like to say a big thank you to all the wonderful support we have and everyone is welcome to come & help out.

Tammy Eastham - P & C President

Student representative’s message

As School Captains of Belmont North Public School for 2013 we were given many opportunities to develop our leadership qualities and attended the Leadership Day with the Vice Captains. All Year 6 Leaders wear our Leader’s shirt and badges 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 where we get to encourage and be a good friend to all the students at our school. As buddies to the kindergarten students, we help them settle 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.

Liam Lucas & Emily Franklin
School Captains
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 2013 we started the 2013 school year with 137 students but grew to 147 students by Term 4. We have approximately 16% of our students who identify as Aboriginal and 8% of Non-English Speaking Backgrounds. Nine (9) students were identified as requiring support in Term 1, 2013.

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>77</td>
<td>67</td>
<td>68</td>
<td>66</td>
<td>60</td>
<td>69</td>
<td>76</td>
</tr>
<tr>
<td>Female</td>
<td>89</td>
<td>83</td>
<td>71</td>
<td>68</td>
<td>59</td>
<td>60</td>
<td>67</td>
</tr>
</tbody>
</table>

Student enrolment profile

Management of non-attendance

In 2013 our student attendance improved by 1.3% to be closer to the average of both Region and State average percentages. The school closely monitors attendance of all students and communicates concerns about attendance issues to custodial parents and caregivers on a regular basis. Belmont North district involves the services of the district HSLO as required on a case by case basis.

Workforce information

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

Workforce composition

<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 Teacher(s)</td>
<td>4</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>8.0</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. In 2013 we had no staff of Aboriginal descent but plan to employ an AEO with RAM funding in 2014.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. We currently have two (2) New Scheme Teachers.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>50%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>37.5%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>12.5%</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.1</td>
<td>91.8</td>
<td>94.1</td>
<td>92.4</td>
<td>94.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.4</td>
<td>92.9</td>
<td>91.6</td>
<td>90.9</td>
<td>95.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.6</td>
<td>93.0</td>
<td>93.5</td>
<td>88.8</td>
<td>92.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.7</td>
<td>95.3</td>
<td>92.9</td>
<td>93.4</td>
<td>90.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>93.7</td>
<td>94.2</td>
<td>94.8</td>
<td>90.0</td>
<td>92.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.7</td>
<td>93.6</td>
<td>96.7</td>
<td>91.3</td>
<td>92.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>92.0</td>
<td>94.3</td>
<td>93.1</td>
<td>92.5</td>
<td>90.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.0</td>
<td>93.8</td>
<td>93.5</td>
<td>93.9</td>
<td>91.2</td>
<td>92.5</td>
<td></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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>159549.98</td>
</tr>
<tr>
<td>Global funds</td>
<td>100461.63</td>
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<tr>
<td>Tied funds</td>
<td>55987.87</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>52753.37</td>
</tr>
<tr>
<td>Interest</td>
<td>4521.57</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4671.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>377945.42</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>19648.36</td>
</tr>
<tr>
<td>Excursions</td>
<td>15570.55</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>28029.34</td>
</tr>
<tr>
<td>Library</td>
<td>1199.92</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>101519.52</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>19057.50</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>36727.23</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>26334.90</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6897.25</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4109.91</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>259094.48</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>118850.94</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 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 2013

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

In 2013 these included:

- All Year 5 and 6 sitting for the Newcastle Permanent Mathematics Competition with the following results: 2 distinctions, 6 credit and 7 merits;
- All students in years 3-6 participating in the Premier’s Spelling Bee & Public Speaking Competitions.
- 7 students in Years 3, 4, 5 and 6 sat the University of NSW International Competitions and Assessment for Schools (ICAS) in English, Science, Writing and Computer Skills.

Our students achieved:

2 Participation – English
1 Participation – Science
1 Credit & 1 Participation – Computer Skills
2 Credits & 1 Participation - Writing

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.
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 and Dance 2bFit, during Term 2;
- An 8 week Learn to Swim Program during Term 4 in which 57 students participated;
- The annual Swimming, Athletics and Cross Country Carnivals; and
- T-Ball, Soccer, Touch Football, Oz League, Cricket and Netball Gala Days.

* Jump Rope for Heart Term 3
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.
- 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.
Significant programs and initiatives

Students across the school had the opportunity of participating in a wide range of learning experiences in the arts in 2013. 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 Kids On Congas to further their skills on individual percussion instruments. Students participated in Dance 2 Be Fit as part of their Physical Education curriculum.

All students performed and displayed a variety of artworks created through the RAWART program and presented items at a range of school assemblies, parades and the Annual Presentation Day.

The KidsMatter program was implemented in 2013 to supplement the school’s existing welfare programs. This program focused on developing good mental health for all students. KidsMatter is a two year program.

Aboriginal Education

A range of successful initiatives were implemented in 2013 including:

- regular attendance at AECG meetings
- school tarnation programs during Term 4 to ensure the best possible start to school for Aboriginal students
- Early Intervention Literacy and Numeracy Program for Aboriginal students in Kindergarten
- Intensive preparation for NAPLAN in 2013
- Personalised Learning Plans for Aboriginal students K-6
- Vision and hearing screening for Kindergarten and newly enrolled Aboriginal Students
- NAIDOC Week Celebrations and activities
- Awabakal Cultural Centre visit
- 3 Day Connecting to Country workshop for staff.
- Dare to Lead - Collegial Snapshot of the school conducted by the LMG.

Multicultural education

Multicultural activities provided throughout the year included:

- Harmony Day celebrations.

- A range of grade based activities including the Year 2 Celebrations Unit & Year 4 Multi-cultural Unit.

- Stronger emphasis of Multicultural perspectives in COGs Units in all classes K-6.

- Celebrations for Anzac Day and Remembrance Day.
School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out evaluation of the school’s plan in regards to Numeracy.

Background

The school has had a strong focus on improving Literacy skills for an extended period from 2008 to 2013. In that time frame the average growth results for Numeracy between Years 3 & 5 and for Years 5 & 7 have consistently been behind the SSG & the State average growth rate.

Areas for development and improvement were identified by all staff. These included teacher professional development, scope & sequence for Numeracy aligned to the new syllabus, updating teaching resources, more in-class support from SLSOs and greater access to technology to support the teaching of Numeracy.

Findings and conclusions

- As a school we have decided to adopt the Board of Studies 3/2 model for 2014. Under this model we will teach Numeracy 3 days per week and all other strands 2 days per week.
- Mathletics will be supported in the classroom through the purchase of tablet technologies that supports Mathletics.
- The RFF program will be driven by the Principal and will focus on the Mathletics program.
- Audit of all Mathematical teaching resources to be undertaken and all resources in place prior to the 2014 school year.
- Employment of an SLSO 3 days per week whose role will be to specific support children identified by the LST in their Numeracy work.

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

LITERACY

Outcomes from 2012–2014

INCREASED LEVELS OF LITERACY ACHIEVEMENT FOR EVERY STUDENT

Evidence of progress towards outcomes in 2013:

- 70% of Year 3 students achieved Band 4 and above in Reading.
- 75% of Year 3 students achieved Band 4 and above in Writing
- 80% of Year 3 students achieved Band 4 and above in Spelling
- 70% of Year 3 students achieved Band 4 or above in Grammar & Punctuation.
- 50% of Year 5 students achieved Band 6 and above in Reading, Writing, Spelling and Grammar & Punctuation.

Strategies to achieve these outcomes in 2014

- Introduce the reading Recovery Program.
- Extend the L3 program into Year 1 as well as Kindergarten.
- Introduce the Focus on reading program into grades 3-6.
- Improve 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 progress towards outcomes in 2013:

- 70% of Year 3 achieved band 4 and above in numeracy.
• Average Numeracy total score for year 5 is higher than the 5 year average score of 387.64.

• All Aboriginal Students have achieved equal to or better than State/SSG and School average score for Numeracy

**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 progress towards outcomes in 2013:**

- Improved attendance rate for all students in 2013 – up 1.3%
- Increased numbers of parental volunteers from 5 to 16 – a 220% increase in twelve months.
- Analytics from school web page indicate the number of hits per week has increased to an average of over 200 per week up from 140 in 2012.

**Strategies to achieve these outcomes in 2014:**

- Embedded tablet technology in every classroom – minimum of 6 tablets per room. K-2 Classrooms feature android devices whilst the 3-6 classes are investigating Microsoft Surface Tablets.
- School has established a community room in B Block to support the St Vincent’s Ability Links program, The School Chaplaincy program, the Stephanie Alexander Kitchen Garden program and the development of the AECG.
- Development of a Social Media Policy for the school to promote the school via social media such as Youtube, Facebook and Twitter.

**School priority 4**

Aboriginal Education

**Outcomes from 2012–2014**

INCREASED ACADEMIC ACHIEVEMENT & CULTURAL AWARENESS FOR ALL ABORIGINAL STUDENTS.

**Evidence of progress towards outcomes in 2013:**

- Employment of AEO had immediate impact on attendance rate of Aboriginal students.
- Aboriginal students achieving results in Numeracy equal to or better than SSG and State averages.
- 100% of staff participated and completed the Stronger Smarter online course.

**Strategies to achieve these outcomes in 2014:**

- Adopt the School’s Reconciliation Challenge for 2014 from the NSW Reconciliation Council.
- Expand the AEO role to include Aboriginal cultural immersion for all students K-6.
- Extend the TPL opportunities for staff to participate in the Dare to Lead – Leadership Development program.

**Professional learning**

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

**Professional learning in 2013 included:**

- Child Protection updates
- Anaphylaxis and Asthma training
- Emergency Care and CPR training
- Plan Software- Literacy & Numeracy Continuums.
- Benchmarking - Reading texts
• NAPLAN error analysis and initiatives for improvement.
• Early Stage 1 and Stage 1 L3 training sessions
• Dare to Lead – Online introductory course “Stronger Smarter”
• Adobe Connect Participant Training
• KidsMatter – Components 1/2/3
• HCC Mathematics Initiatives
• Disability Standards (NDIS)
• Reasonable Adjustments – LMG initiative
• Autism
• Athletics Level C accreditation
• Road Safety Awareness
• New English Syllabus Implementation

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about how the school communicates with families, how homework is delivered, how successfully we are teaching Mathematics, the usefulness of our web site and our promotion of Aboriginal Education. All of these were delivered by a combination of electronic surveys through Wufoo, paper surveys and verbal surveys.

Their responses are presented below.

<table>
<thead>
<tr>
<th></th>
<th>Very Unsatisfied</th>
<th>Unsatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home / School Communication</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>88</td>
</tr>
<tr>
<td>Homework</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>12</td>
<td>85</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0</td>
<td>4</td>
<td>50</td>
<td>24</td>
<td>22</td>
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<tr>
<td>Website</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>88</td>
<td>6</td>
</tr>
<tr>
<td>Aboriginal Education</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>52</td>
<td>24</td>
</tr>
</tbody>
</table>

Areas for development and improvement were identified by all staff. These included transitions to school, attendance, cultural immersion, academic performance and community engagement. One particular area of concern was the lack of participation in Personalised learning Plans (PLPs).

Findings and conclusions

• Greater cultural immersion is required at the school and would be best facilitated by the employment of a local Awabakal person as an AEO.
• The community would like to improve communication between the home and school.
• Aboriginal parents and caregivers would like more opportunities to be involved in the school.
• Teaching staff need more up to date resources to enable curriculum immersion.
• Many of the Aboriginal students and people in the community do not feel connected to the other Awabakal people in the community.
• A targeted plan is needed for transition to Kindergarten and also for the Year 6-7 transition for Aboriginal students.

Future directions

Teacher professional development has been identified as a key agent of change for Belmont North Public School. In 2014 we will be continuing our journey with the Dare to Lead team and undertaking further TPL in the area of Aboriginal Education with specific focus on developing cultural understanding and developing leadership skills in the teaching staff and the AEO.

The employment of the AEO will be our first step towards reconnecting with our local Aboriginal community. From this we hope to make our school one that connects with the Awabakal people and their country in a more meaningful way.
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.
Mrs. Deborah Owen – Teacher.
Miss Erin Norley – Teacher.
Mrs. Stephanie Blackstock – Relieving School Admin Manager.
Mrs. Tammy Eastham – P & C President.
Emily Franklin – School Captain.
Liam Lucas – 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: