

Bellata Public School

Annual Report



2016



1175

Introduction

The Annual Report for **2016** is provided to the community of **Bellata Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school 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.

Vivianne Fouracre

Principal

School contact details

Bellata Public School

Gurley St

Bellata, 2397

www.bellata-p.schools.nsw.edu.au

bellata-p.School@det.nsw.edu.au

6793 7514

Message from the Principal

Bellata Public School is a great place for children to develop the foundations to a future of responsible global citizens. All students are encouraged to be true to themselves and question the world around them. Student well-being is at the heart of all that we do.

The staff is strongly committed to providing students with as many relevant and meaningful opportunities as possible both in and out of the immediate school environment. Quality teaching and learning across all Key Learning Areas (KLAs) is a priority.

I am very proud of the staff, student and community body that make up Bellata Public School. We are proud to be aiming for excellence in education, using the many strengths of the small school situation.

School background

School vision statement

What is our Vision?

Our school is a place where everyone, regardless of background or ability, can be a successful learner and be equipped with the skills to succeed as confident, creative and resilient global citizen.

Our Vision is consistent with the **Melbourne Declaration**:

It is about **equity**: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.

It is about **excellence**: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team

It is about **success as a learner**: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

In this way our students will grow into **active and informed citizens** locally, nationally and worldwide.

Our Vision requires teachers and leaders who:

- Know the students and how they learn
- Know syllabus content and how to teach it
- Create and maintain supportive and safe learning environments
- Are accountable for student learning through authentic assessment, individual student feedback and in accurately reporting to parents
- Engage professionally with colleagues, parents and carers and the wider community including government and non-government agencies.

School context

Enrolment. The school's enrolment trend is down, consistent with many rurally located schools across New South Wales.

The school's **ICSEA at 942** (ACARA website) shows abnormally average socio-educational spread with 51% in the lowest quartile and 8% in the highest quartile. The NSW DEC measure of family occupation and education index (**FOEI**) is **116**.

Bellata Public School is accredited as *Asthma Friendly* and *Sun Safe* and operates the *Live Life Well @ School initiative*.

Attendance at Bellata Public School averages 95% each and every year.

There have been no suspensions from Bellata Public School for the past 10 years. There is a general feeling of cooperation and support throughout the school and an understanding that with nurturing and a strong welfare policy, students should be engaged enough in school to not be misled.

NAPLAN Our general performance is unremarkable: no significant trend and consistently within the same range to similarly profiled schools in regional and rural NSW. The school's NAPLAN numeracy performance lags the literacy performance. Literacy performance is average with writing performance usually above average but language (in particular, spelling) performance being below average. Reading performance meets or exceeds the national average as does Numeracy.

Aboriginal enrolments are consistently low at Bellata Public School. However the trend for Aboriginal students to have higher support needs remains constant across the state.

The school has a sizeable proportion of students with minor to moderate support needs. A range of strategies are in place to provide the best options for these students.

Teacher turnover and leave remains static with the majority of staff being members of the school community for more than 5 years.

Parents are generally supportive. The rate of voluntary contribution is about 90% with excellent support for major excursions.

Student participation in sport is enthusiastic and the school consistently puts in a solid performance in PSSA Cross Country, Swimming and Athletics. Team sport is relatively weaker and has been for some time. Obesity rates in students are relatively low.

Student participation and performance in CAPA (musicals, drama and visual arts) is strong both internally and externally. Students perform in local eisteddfods and throughout the community for a variety of events. Music and drama are strengths with dance needing further development.

Environmental education initiatives are improving. Since 2012 the school now has established a vegetable garden, a frogpond and have introduced poultry to the school environment. We have established a nature area focussing on native species of flowering shrubs and trees.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework 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.

In the area of learning, positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning however, there are areas within the community where this needs further attention.

There is an effective plan for transition to school, primary school and high school in place. Students are encouraged to attend all transition days and to talk about their experiences.

Students and staff alike are beginning to use goal setting and reflection as part of their learning. Students use a reflection journal and staff have personal development plans in place.

Students are at or above national minimal standards on external performance measures and are showing better than

expected growth on internal measures.

In the area of teaching, all classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Classroom teachers demonstrate a currency of content knowledge and teaching practice in all their teaching areas. They demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.

Teachers are participating in professional learning targeted to school priorities and their professional needs and the school has a culture of supporting teachers to pursue higher-level accreditation.

In the area of leading, the school is committed to the development of leadership skills in staff and students. Parents and community members are encouraged to engage in a wide range of school-related activities.

Areas that can be improved on are feedback on school performance from the students and community alike, articulation of the strategic direction within the community, the development of an evidence base, drawn from the collection and analysis of learning and development data, to review performance annually.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Building Teacher and Leader Capacity

Purpose

Our teaching staff needs to be assured that they are world class educators. They will need to understand and support the new teacher performance and development cycle as part of their day to day learning.

Our teachers need to identify both their strengths and their areas for development and so they will have to become increasingly interdependent. In this way they will be better positioned to deliver student learning that is relevant, challenging and engaging for *each* child that they *teach* and *every* child that they *influence*.

Our office staff needs to remain current in all aspects of the new finance system and build a network of understanding.

Overall summary of progress

All teaching staff have developed personal learning plans and are reflecting on their progress regularly. Non-teaching staff are beginning to understand the need for personal learning plans. Casual members of staff are working towards accreditation. Professional learning has been tailored to meet the needs of both staff and students.

Tell them from me surveys were not as well received in the wider community.

Leadership opportunities for students are still an area that needs further development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff will have a current Professional Learning Plan (PLP) in line with the Australian Teaching Standards	<p>Final area for investigating in 2016 was leadership. Areas for improvement include monitoring, evaluation and review processes are embedded and undertaken routinely and streamlined, flexible processes exist to deliver services and information, and strengthen parental engagement.</p> <p>All teaching staff have a PLP that is meaningful to them and in line with the school's strategic direction. All non-teaching staff have been advised for the need to have a PLP in 2017.</p>	\$1566.31

Next Steps

In 2017, all non-teaching staff will need to develop a personal learning plan in line with their positions in the school. This will include mandatory training, training in line with the school's management plan and any personal training they may require.

Administration staff will continue to attend every network learning day to put them in the best position for the transfer to LMBR. Administration staff will be encouraged to further develop their networks to ensure the transition is as seamless as possible. Additional training funds will be made available as required.

In 2017, teaching staff will continue to further develop their personal learning plan and align it to the school's management plan priorities and personal priorities.

The Student Representative Council, (SRC), to include members from the infants end of the school. Students will be conducting in-class meetings for members to take to the formal meeting. It is anticipated that this will help students take more responsibility for decisions made within the school and feel more empowered.

Staff will continue to access professional learning on a personal needs basis. Staff will become familiar with both the My PL and the NESA sites. They will be encouraged to complete their personal professional diaries to ensure they meet both the required registered and unregistered hours of professional learning for accreditation purposes.

The Principal will continue to work with the Barwon Community of Schools to improve leadership capacity and understandings of new policies and procedures as well as attending the Director of Education's meetings.

Strategic Direction 2

Strong Foundations for Learning

Purpose

Literacy and Numeracy are the foundations for learning in all of the key learning areas and the core of our work as a school. They are the building blocks for future learning and for life.

At Bellata Public School, each and every student, regardless of background and ability, must be provided with the conditions to learn so that they can be the best that they can be.

To be successful learners, our students need to be literate, numerate, confident, creative and cooperative. They need to be provided with a nurturing environment that builds on their strengths and is in partnership with their community.

These are the Strong Foundations supporting learning at Bellata Public School.

Overall summary of progress

In 2016 we allocated the majority of our RAM budget to support Literacy and Numeracy in the early intervention years. School-based assessment indicate the majority of students will exit their infants classes at or above stage outcome levels. Those children experiencing difficulties have still made excellent progress but will need further support their whole school lives. It is too early yet to see what effect the intervention will have on NAPLAN results.

PLAN software is being consistently used by teaching staff to monitor and inform learning direction as well as a host of internal assessments.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved average NAPLAN performance based on value added data. Syllabus implementation is consistent and on-time with developed scope and sequences. PLAN software fully implemented and utilised by staff. Students showing improvements on the Literacy and Numeracy continuum.	School-based assessment data indicates the Early Stage 1 and Stage 1 students have made significant gains with the addition to an SLSO in the classroom for three half days per week. All students are accessing all areas of the curriculum with confidence. Students needing additional support have been able to receive it in a timely fashion. All students showed improvement in NAPLAN results in the form of value-added. Some students gained more than others. All staff are using PLAN software on a regular basis to inform learning and teaching direction as well as localised assessment data. Both the Geography and History syllabus have been implemented this year with a multi scope and sequence developed on a rotational basis.	\$12081.60

Next Steps

In 2017, we will continue to focus on early intervention and anticipate using the majority of our RAM budget to do so. Literacy and Numeracy will always be a focus at Bellata Public School. More emphasis will be placed on understanding problem solving in Numeracy and using digital media in Literacy. Spelling and Writing will be focus areas in 2017 to try to improve assessment data results in these areas.

We anticipate using the majority of our RAM budget to supplement staffing so we can continue to run two classes. This will allow focussed learning for each individual student and work towards improving our overall assessment data.

An assessment schedule has been developed and results are being logged into Best Start and PLAN software. NAPLAN will remain part of the assessment schedule and the results used to identify trends over time rather than individual results.

A multi scope and sequence has been developed for History, Geography and Science. We are gathering ideas to develop the scope and sequence for Literacy and Numeracy in the multi-staged classroom.

In 2017, we will continue to employ an SLSO to assist children with significant learning difficulties for four days per week. They will work across the school working from individual learning plans in consultation with the community. We will also continue to employ a computer coordinator and a music tutor.

Strategic Direction 3

Student well-being and resilience

Purpose

To promote each student's personal strengths, confidence and self-belief through the development of positive relationships, responsibility for their own actions and the ability to cope with a range of social, emotional and learning situations.

Overall summary of progress

In 2016, student well-being was added to our management plan. The Tell Them From Me surveys were introduced to the school community with limited success. We held a Blue Day to focus on mental health drawing expertise from Hunter/New England Health which was well received.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Annual surveys and "Tell them from me survey" to ascertain parent and student satisfaction with well-being programs in the school	Student well being was added to our school's strategic directions in 2016. The Tell them from Me surveys were not very successful as many families could not or did not access the internet for the parental side of the survey.	\$100
Increased opportunities for student involvement are evident with positive feedback from students and parents	Our attendance patterns this year were not up to standard due to an increased level of illness and whilst behaviour referrals were down for the majority of the school, for a few, they actually increased.	
High attendance patterns	Parents have indicated they appreciate the opportunities afforded to their children and encourage them to take advantage as they arise.	
Decreased behavioural referrals	This year we were able to offer developing talent groups for art and music. The student leadership team are being given more opportunities to be involved in the day to day life of the school.	

Next Steps

In 2017 we will continue our alliance with Hunter/New England Health to build on the foundations of resilience and well-being. We will be focussing on nutrition and Cyber Safety in 2017 to encourage students to develop resilience outside of school hours as well.

In 2017 we developed a take-home monitoring behaviour sheet to inform and encourage parents to help students understand inappropriate behaviour for the school site. Parents assisted with the design of the notification and have been very supportive of its implementation. We will continue to use the notification as the need arises in 2017.

In 2017, we will be inviting two members of the infants section to be part of the Students Representative Council (SRC). They will attend meetings and report back to their classroom. It is anticipated that these students will also raise issues for discussion at the SRC meetings in class meetings prior.

In 2017, School leaders will again attend the Young Leaders Conference in Moree, to gain an insight into what good leadership is and how they can lead their school over the course of the year. It is anticipated that they will come back and develop an improvement plan for the school in consultation with the staff and community.

With student numbers on the decline, 2017 will also be focussing on the well-being of staff. As all areas of the school are being affected by declining numbers, staff well-being will be a major focus to improve their resilience as well. Individuals will be encouraged to add well-being to their Personal Development Plans. Staff will be encouraged to use the services of the Employee Assistance Program to help deal with employment uncertainties and the stresses that come with it.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All students at Bellata Public School have equal access to technology and applications are purchased to suit individual learning needs.	1894.60 <ul style="list-style-type: none"> • Aboriginal background loading (\$527.00) • Socio-economic background (\$1 367.36)
Low level adjustment for disability	Whilst progress has been limited, students are still making positive gains. One students attendance pattern has hampered his ability to make the most of the resources made available to him.	2564 <ul style="list-style-type: none"> • Low level adjustment for disability (\$2 564.00)
Socio-economic background	Early assessment indicated 95% of students in the K-2 classroom have achieved or passed the expected benchmarks for their ages. Students being assisted in the 3-6 classroom are students requiring assistance for all their school lives and have made limited progress.	11467.62 <ul style="list-style-type: none"> • Socio-economic background (\$1 147.62)

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	13	13	14	17
Girls	13	9	9	12

Bellata Public School continues to have a very fluid student enrolment profile. Boys continue to dominate the enrolment profile.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.7	95.4	96.5	89.9
1	96.4	91.6	94.4	87.9
2	91.4	96.6	96.1	92.7
3	95.7	95.5	92.2	93.2
4	97.2	96.6	92.6	97.7
5	94.8	98.5	92.8	92.3
6	96.7	96.6	98.1	91.7
All Years	95	95.9	94.6	91.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	92.6	92.9	92.2	92.2

This year, attendance at Bellata Public School, as a percentage, has been lower than usual. An increase in the number of sickness within the community has been a significant factor for all students.

Class sizes

Class	Total
K/1/2	15
3/4/5/6	14

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0

At this point in time, there are no identified Aboriginal people working at Bellata Public School.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	100

Professional learning and teacher accreditation

Bellata Public School ensures all staff has access to professional learning and the pathways to teacher accreditation. Staff have developed Personal Learning Plans to enhance their teaching practice.

In 2016, staff attended mmmmm hours of professional learning. Areas studied included understanding the new Geography syllabus, Business Intelligence, network meetings, Principal's professional learning days, Child Protection updates, First Aid, Anaphylaxis training, emergency care and LMBR network meetings. All teachers at Bellata Public School are deemed as proficient under the Board of Studies Teaching and Education Standards accreditation process.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 01/12/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	20 649.00
Global funds	66 874.00
Tied funds	24 809.00
School & community sources	12 315.00
Interest	658.00
Trust receipts	785.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	8 714.00
Excursions	2 384.00
Extracurricular dissections	3 600.00
Library	458.00
Training & development	1 566.00
Tied funds	27 855.00
Short term relief	4 670.00
Administration & office	24 059.00
School-operated canteen	0.00
Utilities	8 714.00
Maintenance	5 702.00
Trust accounts	103.00
Capital programs	10 196.00
Total expenditure	0.00
Balance carried forward	0.00

School performance

As Bellata Public School has a very small cohort of students, data tends to be very individualized and can not be reported on under the Privacy Act. However, students at Bellata Public School have shown improvements in growth from Years 3 to 5 in most areas of Literacy. Grammar and Punctuation remain an area for continual focus in 2017.

As Bellata Public School has a very small cohort of students, data tends to be very individualized and can not be reported on under the Privacy Act. However, students at Bellata Public School have shown improvements in growth from Years 3 to 5 in most areas of Numeracy. Algebra remains an area for continual focus in 2017.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

As Bellata Public School has a very small cohort of students, data tends to be very individualized and can not be reported on under the Privacy Act. The number of students in the top two bands for NAPLAN as a result can not be reported on.

Parent/caregiver, student, teacher satisfaction

As part of the continuous review and improvement process, the School conducts an annual parent, teacher and student satisfaction survey covering key aspects of education at Bellata Public School.

The feedback from these surveys greatly assists the School with strategic and operational planning and forms a basis for continual improvement.

In 2016, students, staff and all families were surveyed to obtain their views on the quality of teachers, academic standards, facilities and resources, and the School's values.

From the results, the School has identified some areas where further improvements can be made and will be using this input for future plans.

Student Views

All students were surveyed to ascertain their views on aspects of school life.

83% of students' expectations were met or exceeded with the quality of teaching;

92% of students' expectations were met or exceeded with the academic standards of the School;

97% of students' expectations were met or exceeded with the school facilities; and

88% of students' expectations were met or exceeded with the values held by the school community.

Open responses received from the students included:

It's just a great place to be;

It's the best school I've ever been too; and

Sometimes people don't respect other peoples things.

Parent Views

All families were surveyed to ascertain their views on the same aspects of school life. The results are as follows:

99% of families' expectations were met or exceeded with the quality of teaching;

93% of families' expectations were met or exceeded with the academic standards of the School;

99% of families' expectations were met or exceeded with the school facilities; and

99% of families' expectations were met or exceeded with the values held by the school community.

Open responses received from the families included:

Happy with the School; and

Very happy with the school staff and it's a very family orientated school.

Staff Views

All staff were also surveyed to ascertain their views on the quality of teaching at the school.

All staff were happy with the quality of teaching at the School, but need to continually ensure that new and innovative ideas are being embedded into the day to day learning by the students and that new curriculums are adopted as they are released.

Open responses received from the staff included:

A very friendly staff, supportive and caring towards each other; and

A great environment to learn in.

Policy requirements

Aboriginal education

Bellata Public School acknowledges the traditional custodians of the land the school is located on- the Kamilaroi people. As part of their daily instruction, all students are taught to respect the culture of Indigenous Australians.

In 2016, students focussed on learning about local culture and sacred places across Australia. A local Aboriginal man came out and shared his knowledge of Aboriginal language as well as told stories through the didgeridoo.

On a day to day basis, two more I-pads were brought to support student learning with the return of a family with identified Aboriginal children to provide equality for all.

Multicultural and anti-racism education

Bellata Public School focusses on multicultural education by providing programs which develop the knowledge, skills and attitudes to live harmoniously in a diverse society. The staff have zero tolerance for

racism and students are encouraged to work together through targeted personal development lessons.

in 2016, Bellata Public School purchased a variety of ethnic inspired instruments to add to our percussion lessons. Students researched where the instruments originated from and enjoyed listening to the different sounds they made.