



# Bellbrook Public School

## Annual Report



2016



1178

## **Introduction**

The Annual Report for 2016 is provided to the community of Bellbrook 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.

Allison Mitchell

Principal

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### **Message from the Principal**

Bellbrook Public School produces confident and creative individuals with the personal resources for future success and wellbeing. I am proud of the outstanding achievements of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students. Our school's success is underpinned by three strategic directions that promote engagement and understanding in learning, quality teaching pedagogies and active involvement by all stake holders.

Our students are engaged and motivated in their learning and participate in a wide range of activities offered to them by the school. We have highly dedicated staff that promote an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Bellbrook School is also well supported by parents and the local community. We recognise and value all feedback as we believe in having a shared voice in the education of our students.

Thank you to everyone who has been involved in the school this year. We appreciate and value your contributions and encourage your participation in the years to come.

# School background

## School vision statement

Bellbrook Public School is committed to giving every child every opportunity to learn, grow and thrive. We provide a quality and innovative education that is inclusive, engaging and supportive. The school values and celebrates the diversity of its families and the wider community. We are committed to developing individual strengths, a love of learning and the capacity to achieve.

## School context

Bellbrook Public School is located 56 kilometres west of Kempsey and is a small rural, isolated school. We are considered as an outer regional school attracting remoteness funding. The school takes pride in being a community resource that is dedicated to educating children in partnership with the community. It works to provide an excellent education for students in a caring, safe, tolerant and stimulating environment. Our numbers have declined slightly this year to 32 students. More than half of the student population identify as Aboriginal. We also draw students from low socio-economic backgrounds. The school has a Family Occupation and Education Index (FOEI) of 158, which falls well below the State FOEI mean of 100. Our school receives funding through the Resource Allocation Model. This allows us to offer tailored programs to meet individual student needs. We have innovative and highly trained staff that use the latest in technology in their classrooms. Students are catered for on an individual level and engagement in learning is high. The school's motto friendship, responsibility and lifelong learning is evidenced in all aspects of school life. Bellbrook Public School is an active member of the Macleay Educational Community of Schools.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 domain of Learning, our efforts have primarily focused on curriculum and learning, assessment and reporting and student performance measures. However our overarching focus has remained in the area of student wellbeing. Our curriculum provisions meet community needs and expectations whilst providing equitable academic opportunities. Teachers differentiate curriculum delivery to meet the needs of individual students. The school also continues to analyse assessment data to monitor, track and report on student and school performance. This data along with contextual information allows us to identify trends in student achievement levels and thus adjust teaching pedagogy. Academic, attendance and behaviour outcomes and student wellbeing are discussed with school leaders. The school is achieving value added results and students are showing expected growth on internal school performance measures.

Our major focus in the domain of Teaching has been on effective classroom practice, data skills and collaborative practice. With assistance from our school's Instructional Leader teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. The leadership team has strategies in place to assist teachers to develop and share deep understandings of how students learn. This allows teachers to adjust their teaching in response to the progress that individuals are making. Teachers provide explicit, specific and timely formative feedback to students on how to improve. School data has informed school-level decisions, interventions and initiatives. Processes are being developed to provide formal mentoring or coaching support to improve teaching and leadership practice. The school is beginning to identify expertise within staff and draw on this to further develop its professional community.

In the domain of Leading, our priorities have been leadership, school planning and management practices. Leadership is central to building school capacity and developing productive relationships which result in improved educational opportunities for students. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice. We are working towards building understanding and support for school expectation and aspirations for improving student learning across the school community. Opportunities are in place for students and the community to provide constructive feedback on school practices and procedures.

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

A learning culture that promotes excellence.

### Purpose

Bellbrook Public School is committed to achieving strong connectedness and high intellectual engagement thus providing excellence in all learning areas. We strive for high expectations to improve and enhance the social and emotional wellbeing of all students. It is important to foster belonging and provide a supportive learning environment with positive interactions between staff, students and families.

### Overall summary of progress

Early identification of student needs has enabled us to achieve significant progress in this strategic direction. By identifying individual student learning needs, tiered interventions for literacy and numeracy become more efficiently implemented. Instructional Leadership under the Early Action for Success Program (EAfS) has enabled school wide data to be analysed and discussed collaboratively, identifying individual levels of attainment and the need for tiered intervention. Self-directed learning behaviours and high quality learning environments have increased engagement. Students can connect, succeed and thrive in their learning and development. Diversity in teaching and learning has provided multiple pathways for students to achieve success.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teaching programs and practice across the school indicate evidence of explicit teaching, effective feedback, learning goals, success criterion and individualised learning programs. Students are engaged in their learning.  Students understand what they are expected to learn. High expectation of every students learning, explicit teaching of skills and content, individualised attention and timely feedback is used to guide student excellence in learning.  The school curriculum includes a strong focus on the development of cross-curricular skills and attributes.	<p>Students progress is tracked against key aspects of the literacy and numeracy continuums.</p> <p>100% of Kindergarten, 50% of Year 1 and 75% of Year 2 students have exceeded bench mark levels required under EAfS for literacy. 100% of students K-2 have exceeded bench mark levels required under EAfS for numeracy.</p> <p>Our results reflect increased engagement and understanding in and about student learning.</p> <p>School wide data is collected, analysed and discussed with Instructional Leader. K-6 PLAN data is updated every five weeks.</p> <p>62.5% of Stage 2 students are on track in literacy and 87.5% for numeracy.</p> <p>90% of Stage 3 students are on track in literacy and 90% in numeracy.</p> <p>Teacher programs show a greater use of cross curricular planning and skills integration.</p>	\$22334 - EAfS  \$21378- Low SES

### Next Steps

- Continue tiered interventions for individual students with the focus of moving students from red to amber and amber to green in line with EAfS targets. Monitor students in Year 4 to ensure continued positive growth.
- Implement speech program for identified students under guidance from qualified Speech Pathologist to improve oral literacy, vocabulary and comprehension.
- Tier 3 interventions delivered by Learning and Support teacher, programs reviewed after 5 weeks. Learning and Support team identifies students from whole school discussion around data.
- Increase strategies that develop self-directed learning, engagement and cross curricula planning through the use of robotics and a creative arts music program.

## Strategic Direction 2

Expert teaching team.

### Purpose

At Bellbrook Public School we believe that teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each others practice. The sharing and showcasing of best practice is well established and teachers collaboratively plan, deliver and review the teaching of the new curriculum. The school is recognised as a learning hub of excellence with high quality staff and practice.

### Overall summary of progress

Quality teaching, reflection and data collection have remained a key professional learning focus in 2016. In collaboration with our Instructional Leader, teachers have regularly used performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers have provided students with explicit specific and timely feedback on how to improve.

Teachers have been trained in Language, Learning and Literacy Stage 1 (L3), Targeted Early Numeracy (TEN) and Eight Way pedagogy. Teachers identified early instructional opportunities based on student point of need. Informed teaching practices have positively influenced student growth. Eight Ways will be implemented across the school in 2017.

We have confident teachers who are committed to continuous improvement, collegiality and ongoing teacher professional learning. This is reflected by the diverse range of professional development undertaken this year.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
There is a particular focus on improved teaching methods utilising the cross curriculum priorities in all key learning areas and professional learning is focused on building teachers' understandings of highly effective teaching strategies to create meaningful learning experiences.	Teachers trained in L3 Stage 1 and TEN. Ongoing professional learning for L3 Kinder.  Focused professional learning builds on teacher understanding and PDP's that align to the school plan and strategic directions.  Staff mentoring has promoted outstanding collaboration, observation and professional sharing of evidence based teaching focused on impact and growth. Support for tiered interventions has improved.	\$10 620 EAfS
Teachers work to ensure that all students are appropriately engaged, challenged and extended by designing classroom activities to meet students' learning needs and ability levels.	Teacher programs show evidence of differentiation. Daily Five strategy used in all classrooms. Student engagement has increased with self directed learning opportunities.	\$15 190 Low SES  \$4 799 Low Level Disabilities
The school has an explicit, coherent, sequenced plan for curriculum delivery across K-6.	History and Geography scope and sequence in place and being followed by staff.	

### Next Steps

- Continue ongoing training in L3 Stage 1 and L3 Kinder. Train new K-2 teacher in TEN as current teacher is now an Instructional Leader. EAfS writing tool to assess K-2 writing samples.
- All staff to complete Building Blocks for Numeracy course and further training around consistency of teacher judgement when entering data into PLAN. Whole school monitoring sheet developed for literacy and numeracy.
- Investigate Learning Maps as a means of student reflection on learning.

### Strategic Direction 3

Effective relationships and systems.

#### Purpose

Bellbrook Public School produces confident, creative individuals who are active informed citizens. We understand the importance of positive and caring relationships to successful learners. We are actively seeking ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations.

#### Overall summary of progress

We have a strong focus on connecting learning at home and at school by examining different ways in which families and community members can encourage, motivate and reinforce children's learning. Parent feedback sheets were sent home at the end of every term to give parents ideas on what to practice over the holidays with their students. We have seen an increase in communication between staff, parents and community members. SMS is the most valuable way to provide instant feedback and information to families. Success is celebrated with parents and the wide community.

We have increased opportunities for cultural activities to make our community Stronger and Smarter. Our yarning circle has been a great success attended by up to 30 people at a time. Our bush tucker focus was strongly supported by the yarning circle members. This project strengthened our school culture to ensure inclusivity. Outside agencies also strongly support our yarning circle and recognise the value of including community in decision making processes.

Our two Aboriginal Student Learning Support Officers are important in building relationships between families, community members and the school. As well as supporting students learning in the classroom. This year we participated in Cultural Awareness and Connecting to Country professional learning to build cultural competencies of staff and increase knowledge of our community and how we can include culture in the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school identifies potential community partners on the basis of their capacity to contribute to student learning opportunities and establishes these links.	Yarning circle established this year to gain community input into school planning. Meeting very well attended and supported by the community.	\$2 010 Community Consultation  \$550 Low SES
The school's partnerships are sustainable and have become an accepted part of the culture of the school community.	Re-established links with Health Mid North Coast. More services are now reaching the students for example dental.  Partnerships with local AECG remain strong, school report delivered twice a year at meetings.  Gardening, cooking and PBL programs are embedded in school practice and are becoming part of school culture.	\$615 Aboriginal Background
Evidence of improved communication with parents and community members.	Parents report that SMS messages are great way to seek information and give instant feedback.	\$700 Low SES

#### Next Steps

- Access Art of Leadership Master Class to develop skills and embed the strategic use of partnerships to identify, initiate and build upon learning opportunities for staff and students.
- Introduce Kids Matter and Mindfulness as wellbeing strategies for students, staff, parents and the community.
- LMBR training for Principal and Office staff as the new system will be introduced in 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	SLSO's help in class for literacy and numeracy. Training and Professional Development including attending Aboriginal Education Consultative Group (AECG) meetings. Homework Centre and Breakfast club also running in the school two mornings. ongoing Personalised Learning Plan (PLP'S) meetings with parents and carers. Increase in cultural awareness and cultural appreciation. Yarning circle once a term with support from the elders, parents and carers as well as other outside agencies.	\$33648 - Aboriginal Background Strategic Direction 2
<b>Low level adjustment for disability</b>	Positive growth across all clusters by students in Literacy and Numeracy K-6. Targeted interventions at students point of need in Literacy and Numeracy. Speech and movement program delivery to support identified students. In class support, team teaching for K-2.	See Strategic Direction 2
<b>Socio-economic background</b>	School wide data collected, analysed and discussed. Early identification of the level of attainment, tailoring of specific programs and personalisation for students. Evidence informed practice goals are supported by in class observations to regularly validate. Confident teachers committed to continuous improvement, collegiality and teacher professional learning priorities. PLAN data indicates that students are achieving at or above desired levels. Stimulating and engaging programs operating in the school involve parent helpers.	Strategic Direction 1, 2 and 3
<b>Early Action for Success</b>	Early identification of the level of attainment and the tailoring of a specific program of learning are features of personalisation for students under EAfS.	See Strategic Directions 1 and 2



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	16	16	10	12
Girls	27	20	15	19

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	85	88.5	87.6	83.9
1	88	83.3	95.1	65.6
2	92.1	89.2	94.2	95
3	90.2	93.5	95.9	91.6
4	90.7	88.6	94.8	84.2
5	88.2	94.8	90.5	89
6	92.5	89.3	97.6	76.1
All Years	89.9	89.1	94.1	84.4
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	94.7	94.8	94	94

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.11

We employ two Aboriginal School Learning Support Officers or SLSO's who work with students in the classroom. Their role is to support student learning and liaise with the community. They are a valuable asset to our school.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

This year we spent our professional learning funds on supporting Early Action for Success in our school. Staff were trained in Language, Learning and Literacy Stage 1 (L3 Stage 1), Targeted Early Numeracy or TEN and ongoing professional learning in L3 Kindergarten.

We also used our funds to develop and embed our understanding of Aboriginal Culture and student learning processes. We had one staff member attend the Stronger Smarter Leadership course which addressed creating a culture of high expectations and creating strong home school partnerships. Two staff members attended a cultural awareness tour around the Macleay Valley as well as Connecting to Country, a three day workshop for teachers. This professional learning was to promote cultural understanding and the impacts it has on the members of our community.

Staff also attended 8 Ways Pedagogy training days. This framework suggests that teachers include Aboriginal perspectives by using Aboriginal learning techniques. Teaching through Aboriginal processes and protocols, not just content validates and teaches Aboriginal culture. In 2017 the school will commence our first 8 Ways project.

The Art of Leadership course provided a strong framework for leading the school. It is built around four frameworks; self-leadership, leadership behaviour, creating, building and sustaining team and finally recognising that leadership is situational. Each school faces its own complexities. This course provided knowledge and the necessary skills to become a great leader. As a result of this course, a new Professional Development Plan or PDP review process was created. All staff were engaged and were active participants in the process which will be further embedded over the coming years.

Ongoing professional learning included Principal's Conferences, Network meetings and combined staff development days. Tony Ryan provided an insight into what 21st Century learning looked like and how schools could improve learning for their students. All professional development activities were in line with the School Plan and teachers Personal Development Plans (PDP's)

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

Income	\$
<b>Balance brought forward</b>	<b>127 688.00</b>
Global funds	78 089.00
Tied funds	99 392.00
School & community sources	1 233.00
Interest	2 668.00
Trust receipts	2 065.00
Canteen	0.00
<b>Total income</b>	<b>311 137.00</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	20 366.00
Excursions	200.00
Extracurricular dissections	2 958.00
Library	314.00
Training & development	5 056.00
Tied funds	116 745.00
Short term relief	2 175.00
Administration & office	20 635.00
School-operated canteen	0.00
Utilities	8 249.00
Maintenance	2 847.00
Trust accounts	1 637.00
Capital programs	0.00
<b>Total expenditure</b>	<b>181 188.00</b>
<b>Balance carried forward</b>	<b>129 949.00</b>

## School performance

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents/ care givers around our three strategic directions. We asked

five simple yes or no questions to reflect on the years learning. Their responses are presented below.

Strategic Direction 1- Learning culture that promotes excellence

- school promotes excellence in learning 100% answered yes
- school provides extra-curricular activities 83% answered yes, nil response selected on 1 survey
- school meets technology needs 100%
- teachers have high expectations of students 91% answered yes
- clarity about what students learn 75% answered yes, nil response selected on 2 surveys

Strategic Direction 2- Expert teaching team

- knowledge of Daily Five Independent learning 66% answered yes
- engaged learners 91% answered yes
- teachers know your child and their needs 75% answered yes
- students challenged in their learning 91% answered yes
- learning needs being met 75% answered yes

Strategic Direction 3- Effective relationships and systems

- partner with the school 91% answered yes
- communication adequate 91% answered yes
- receive text or photos via school mobile 91% answered yes
- is school a safe place 100% answered yes
- satisfied with education 100%



## Policy requirements

### Aboriginal education

This year we continued our journey with the Stronger Smarter Institute. around "High Expectation Relationships" by participating in the Leadership course. This pedagogy encourages leadership that embraces a positive sense of cultural identity and acknowledges partnerships and Indigenous leadership in schools and the community. As a result of our work place challenge we have developed a strong "yarning

circle" that meets once a term to discuss the needs of our students and the community. We have been delighted with the amount of inter-agency support and the attendance at these meetings.

During 2016 the yarning circle members worked with the school on many projects including the bush tucker excursion to the Wigay Food Park, story telling in the Kempsey High School Aboriginal Resource Centre and playing of Indigenous Games. This innovative program has resulted in the development of a bush tucker garden in the school grounds.

Opportunities are provided to integrate Aboriginal perspectives across all stages of the KLA's of the curriculum. School programs promote understanding and appreciation of Aboriginal Australia. Two staff members participated in the "Connecting to Country" program which gave a detailed account of the Aboriginal history of our local area. This increased their sensitivity towards the needs of our students and the community. The "8 Ways" pedagogy training will be used to design new units of work to be implemented in 2017. Our newly trained experts will provide training in 2017 to all students, staff and members of the yarning circle. Community input will be sought in relation to the learning focus and content of the units.

Resources with an Aboriginal perspective have been included in our curriculum and have been implemented throughout the year to continue the focus on students self-esteem and to create a fun, happy and safe learning environment for all students. Critical transition points such as coming to school and starting Year 7 have been addressed. Transition programs are in place that support students and families having positive interactions with the school and staff prior to entering or exiting our school. We have an active partnership with our local AECG and report on school progress regularly.



### Multicultural and anti-racism education

The school reviewed its teaching and learning programs and resources to ensure culturally inclusive classrooms and practices are embedded. Our programs are designed to foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Over the year the school has participated in programs, competitions and celebrations that promote respect of other cultures. Students watched and discussed the sensitive issues involved in the current media around multiculturalism. They decided to help those less fortunate than themselves by donating a Christmas box to children in need from around the world.

### Other school programs

#### Academic award

Congratulations to Nemani on being awarded the Macleay Educational Community of Schools (MEC's) academic award for 2016.

#### Student leadership

The student representative council (SRC) played an active role in the school this year. They participated in leadership courses and raised lots of money for charities. They promoted global citizenship and helping others. Our SRC members were Elenoa, Gracie, Nikia, Ellie, Imogen and Hannah. Ellie also received the Rotary Citizenship award for 2016.

#### Creative arts dance group

For the second year we participated in the Southern Network Dance Festival at Camden Haven High School. Students from years 3-6 performed a contemporary dance routine choreographed by Mrs Walder.

#### Sporting achievements

Students performed well this year in the various sports carnival. We had many age champions on the track and in the field events. Our small schools relay team worked hard to make it to the next level. Mahteece did well in the 100m sprint making it all the way to the North Coast competition.

#### Chess team

We had four students compete in the MECS inter school chess competition. We won the overall school point score as well as having three age champions.

#### Interest groups

Every Thursday afternoon students had the opportunity to participate in interest groups. They could choose from a variety of activities including dance, drama, cooking, gardening, building, sewing, knitting and sports just to name a few. After five weeks the students changed activities. This allowed students to extend their knowledge in areas of interest.

We had a wonderful year in 2016 and look forward to a fantastic 2017.