

# Bellingen Public School Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of **Bellingen 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. The work of the Executive Team of Bellingen PS in assisting to write this report is acknowledged – Assistant Principals Katharine Sutherland, Kate Sommerville, Dylan Harry and School Administration Manager Shireen Gilmore.

Elizabeth Mulligan

Principal (Relieving)

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### Message from the Principal

Bellingen PS works together with its community to strengthen and grow the understanding that “learning matters” and promotes learning success, social well-being and global responsibility in its students. It is a place that inspires creativity and teamwork. It is a school we can all be proud of. The reality is that the learning, the community, and the creations of each year occur only because of the commitment and support of an outstanding staff, a trusting and hardworking community and a student body who are focused on effort and willing to give their best. Learning is at the centre of what we do every day. As a school community, we deserve to feel proud of our achievements. In developing “An Expert Teaching Team” our teachers have been working with the new Australian Curriculum in English, Mathematics and Geography. Bellingen PS is leading the development of Gifted and Talented education across our Community of Schools and our exemplary Learning Support practices also provide a model which other schools aspire to and learn from. Addressing the needs and aspirations of Indigenous students, their families and their community is a priority at an individual, class and whole school level. We believe that connecting to country and developing understanding of and cultural awareness is a priority. Initiatives such as the Guardian Trees Literacy Project, Gumbaynggirr Language and Yarn Up have been instrumental in achieving development and growth for our Indigenous students and connections within the school community for their families. The creative juices flow freely in our community and therefore in our school. Many opportunities were provided for students to shine in Creative and Practical Arts across 2016 such as Sydney Festival of Choral Music, School Art Show and the Stage 1 production of “Alice”. Also the peripatetic music team led by Liz Scott continues to grow and broaden the opportunities made available to our students with amazing results. As I have said many times change is inevitable and the challenge of embracing change builds resilience and makes us stronger. “Change is unending but it’s not life ending.” Our learning journey as educators, students or parent/carers will continue into 2017 and the contributions of each of these groups will ensure Bellingen PS will continue to grow and be recognised as a vibrant hub within our community. Bellingen PS will welcome Mr Graeme Ross when he returns as principal in term 1 2017.

## School background

### School vision statement

At Bellingen Public School, in collaboration with our communities, we will inspire students through innovative and dynamic learning experiences that will nurture and encourage compassion and creativity and equip them with the skills to shape their world.

### School context

The population of Bellingen Public School has grown from 391 (2015) to 397 (2016) of which 10% are Aboriginal students. Our school has a Family Occupation and Employment Index (FOEI) of 76 which places it in the average range. The incumbent Principal will return to the school in 2017 from a secondment to a regional position and other staffing should remain relatively stable. All teachers have developed their own professional learning plan referenced to National Professional Standards for Teachers.

The 2016 school budget is \$3,017,218 from which all staff salaries are paid. This also includes a total of \$205,543 Equity Funding (Socio-economic \$26,223; Aboriginal \$23,454.; Disability \$155,865); teacher's professional learning (approx. \$23,000) and technology support(\$9,000). Other funds making up our total budget allocation are used for asset replacement; utilities; maintenance and supplementation of teachers.

There were no planned major works for 2016.

High quality teaching and support staff, along with respected programs in the creative arts and for students with additional needs attract enrolments as families 'tree change' to this beautiful area. Our school highly values its partnership with local preschools, high schools, businesses, community agencies and families as we commit to providing an inclusive, collaborative and compassionate quality learning environment which enhances learning experiences for our students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools (except those participating in external validation processes):

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.

This year, there has been a continued focus on the School Excellence Framework and its implications for informing, monitoring and validating our progress towards excellence.

Staff referred to and discussed the School Excellence Framework in relations to the School Milestones in several Professional Learning and Staff Development events throughout the year. Staff remain aligned to one of the three Strategic Directions and reflected on the progress being made across the school as a whole, based on the expectations identified in the Framework. They also considered and discussed 'where to next' in relation to moving the school forward within the Framework.

In the domain of **Learning**, our efforts have remained focused on wellbeing, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture amongst staff and students has continued to be a feature of our progress. The fundamental importance of wellbeing (staff and student) is providing an outstanding way to build a culture of trust, respect and valuing of each other.

The results have been evident in classrooms as students work together collaboratively and the increased engagement of

students in learning. The school community has responded positively to our use of a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, measurably improving individual and collective wellbeing.

Further strengthening our focus on meeting and catering for students' individual learning needs has been key to catering for a range of students including high learning needs and Gifted and Talented. Staff have worked towards increasing the engagement of parents in the child's learning journey through their involvement in planning and supporting the learning directions for their child. We have also successfully provided for the strong participation and contribution of our Aboriginal community in learning at the school. As well as an open door policy at all times, the 'Yarn Up' has provided a forum for Aboriginal families to meet with classroom teachers in a family-friendly environment. We recognise the strong influence that extra-curricular learning opportunities, particularly in the area of the Creative Arts, have on academic progress. The extra-curricular learning opportunities available at Bellingen PS are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

Collaborative practice within our staff has continued as a major focus in the domain of **Teaching**. Our KLA (Key Learning Area) teams have been working with the new Australian Curriculum in English, Mathematics and Geography. They have explored new ways to monitor and plan for learning using online tools and resources which they have developed, evaluated, edited and shared. They have developed and maintained deep, collaborative work practices which are future focused and strive to embed consistency in classrooms, across stage teams and the whole school. The importance of data analysis to inform decision-making and future planning, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in literacy and numeracy programs and new syllabuses, all highlight a teaching culture that is student focused. Our teachers are committed to their ongoing development as members of the teaching profession and the school has a culture of supporting teachers to pursue higher-level accreditation. The high levels of contemporary content knowledge are demonstrated and expertise shared within the school and across the Community of Schools and region. Staff continue to develop their own evidence based practice through reflections, observations and evaluations.

In the domain of **Leading** leadership and management practices and processes have ensured succession planning, leadership development and workforce planning which has led to whole-school improvement and continued to foster consistency. The consistency and effectiveness of implementation of our three key strategic directions throughout this second year of implementation has been due to strong leadership based on professional expertise and capacity, recognizing that leadership development is central to the achievement of school excellence. These key leadership roles are not limited to executive but recognize the deep knowledge and expertise across our staff. The leadership team has been successful in guiding the initiatives outlined in this report and effectively implementing the school plan while building the capabilities of staff to create a dynamic school learning culture.

We recognize and value this self-assessment process as we work towards refining the strategic priorities in our School Plan, leading to further improvement in the delivery of education and growing the understanding for the whole school community that 'learning matters' at Bellingen Public School.

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

### EXCELLENCE IN LEARNING

#### Purpose

Bellingen Public School is committed to leading learning for all students, staff and community. We provide a comprehensive and inclusive framework to equip them with the skills to shape their world.

#### Overall summary of progress

Bellingen Public School creates an environment that allows students to experience excellence in learning from an expert teaching team. The staff have worked collaboratively to plan, program and develop assessment tasks that promote high expectations. Individual needs are catered for through strong identification procedures and the planning, implementing and reviewing of Personalised Learning and Support Plans (PLaSP) give students authentic and engaging access to the curriculum. The use of technology and the strengthening of the Bring Your Own Device (BYOD) policy has allowed students individualised access to the curriculum with tools that promote their learning needs and growth. The use of a range of data (eg: stage assessments, L3, NAPLAN) has allowed staff to reflect, plan and implement effective models of differentiation, engage in professional discussion and use feedback to guide the improvement of all students. Staff have utilised Professional Development Plans (PDP) goals, observations and walk through to strengthen teaching and learning practices across the school. The Learning and Support Team processes have been enhanced to identify, support and cater for all learning needs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff will articulate a deep knowledge of new syllabus documents demonstrated by effective implementation in learning programs.	Beginning teacher mentoring days support programming, classroom management and assessment strategies. Continued planning, reviewing and implementation of Scope and Sequences for all Key Learning Areas. KLA team have produced Scope & Sequences based on syllabus documents for Science, Geography, History, English and Personal Development Health and Physical Education (PDHPE)	Minilit training and purchase program: \$3,022  QTSS funds (executive release): \$14,283 (half day per week)
Students engaged in differentiated learning experiences leading to individual success.	Collegial discussions and programming around differentiation to cater for students working below stage level and Gifted and Talented students with 100% of staff understanding the process of identification and referral. Written evidence of differentiation provided through PLaSP processes. School Learning Support Officer (SLSO – Indigenous), Spelling mastery, Reading Recovery, Community Tutor program and Quality Teaching support students learning. Individualised Literacy and Numeracy teaching programs developed to support students..  Learning Support Literacy Continuum created by LaST. L3 training conducted for all Kinder & Year 1 teachers. Data used to guide further programming.	Choir program: \$10,000  GaTS relief: \$1000  L3 training: \$6,000  Minilit training and purchase program: \$3,022  Additional LaST (half day per week): \$10,000
The wider school communities trust and speak highly of the learning that occurs within our school.	The school continues to be recognised for its inclusivity and work with students with specific learning needs.  Bellingen PS has gained positive recognition in the field of GaTS education and will continue to lead the Community of Schools in 2017. Observations and walkthroughs conducted by 80% staff.	QTSS funds (executive release): \$14,283 (half day per week)  Teacher Professional Learning (half day once per term per teacher): \$22,000

## Next Steps

- Staff engaged in collaborative programming and assessments at stage level.
- L3 Program continues to be taught in Kindergarten, Year 1 and Year 2 teachers trained & implement L3. Collection of L3 data determines success of implementation of L3 in relation to student learning outcomes.
- TEN (Targeting Early Numeracy)/ TOWN (Taking Off With Numeracy) – planned training with a Lead Teacher model K–6



## Strategic Direction 2

### AN EXPERT TEACHING TEAM

#### Purpose

Bellingen Public School has teachers and school leaders who take personal and collective responsibility for improving student learning and wellbeing, focussing on 21st Century "Universal Skills for Learners". We work together and learn from each other's innovative practices. We will develop a team of highly effective, professional staff who work collaboratively and demonstrate best practice. We embed a strong culture of continuous professional development.

#### Overall summary of progress

The progress in 2016 demonstrates the continuing priority that Bellingen Public School places on building teachers who utilise Quality Teaching practices and innovative, effective teaching techniques that meet the needs of 21st Century learners. An increased focus on Critical and Creative Thinking as a follow on from the focus on Habits of Mind, will continue to develop the skills of the teachers of Bellingen Public School to support students along a path of applied learning and wellbeing.

In accordance with the School Plan Milestones for 2016, Bellingen Public School has developed and implemented scope and sequence documents to facilitate the effective implementation of the new History, Geography and Science syllabuses, with professional learning in the Geography strand this year supporting this development and implementation. These have been integrated in Stage 2 and 3 with English syllabus outcomes. The even-year round of the scope and sequences has now been implemented into classrooms.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Highly effective Quality Teaching practices increase student engagement, performance and wellbeing.	All teachers in Year 1 have completed their first year of training in L3. Support and ongoing professional learning following the L3 guidelines has been provided for Kindergarten teachers. Teachers are working collaboratively in year groups have input consistent teacher judgement and student progress data into PLAN for analysis using the L3 process. Teacher professional learning in Habits of Mind and its introduction into teaching practice was provided for all teachers with a well-resourced action program initiated. Professional learning in Critical and Creative Thinking teaching was attended in preparation for its implementation into 2017 plan.	L3 training: \$6,000  QTSS funds (executive release): \$14,283 (half day per week)  Teacher Professional Learning (half day once per term per teacher): \$22,000
All staff are on a (planned) journey of continuous professional growth. Teachers have a deep understanding of the new syllabus documents and are effectively implementing them in their classrooms.	All teachers are involved in the Professional Development Plan (PDP) process and have identified goals for professional learning. This included peer observations aligned with PDP learning objectives and executive observations of lessons and feedback to teachers. Draft Scope and Sequence for the introduction and ongoing teaching of English, History, Science and Geography and accompanying resources introduced to teachers through professional learning sessions. Even year trial of the Scope and Sequence draft was completed and reviewed. Draft Creative and Practical Arts (CAPA) scope and sequence was completed ready for introduction in 2017. Draft Personal Development Health and Physical Education (PDHPE) scope and sequence was reviewed ready for implementation in 2017.	QTSS funds (executive release): \$14,283 (half day per week)  Teacher Professional Learning (half day once per term per teacher): \$22,000  KLA team budgets: \$15,000

## Next Steps

- Deliver specific ongoing instruction to teachers in further developing collaborative learning and extending skills in Critical Thinking, Creative Thinking and problem solving. • Utilise teacher experience in Critical and Creative Thinking and extend this into developing skills in STEM education, beginning with Stage 3 teachers and extending this across the school.
- Training Year 2 teachers in L3 and providing ongoing professional learning to Kindergarten, Year 1 teachers in the L3 process. This will facilitate excellent quality literacy teaching to Early Stage 1 and Stage 1 that is rigorous and consistent.
- Odd year round of scope and sequence documents to be implemented into Stage 2 and 3 classrooms in 2017.
- TEN (Targeting Early Numeracy)/ TOWN (Taking Off With Numeracy) –planned training with a Lead Teacher model K–6
- GaTS (Gifted and Talented Students) program continues led in school and across Community of Schools by Lead Teacher, Bellinghen PS.



## Strategic Direction 3

### SUCCESSFUL COMMUNITY PARTNERSHIPS

#### Purpose

Bellingen Public School embraces a shared approach to learning across the community that is holistic, inclusive and values diversity.

We actively seek ways to enhance student learning and wellbeing in partnership with parents and families, other education and training institutions, local business and community organisations.

#### Overall summary of progress

Staff, students and community were engaged in events that embraced the shared vision of our community. Our approaches were inclusive & engaging for all stakeholders & our processes rigorous & diverse. Students were given opportunities to develop their own qualities through various school and community events. This included the school creating their own Peer Support program. Staff and students furthered their learning in relation to cultural understanding through the implementation of Gumbayngirr language lessons which had immediate impact on the development of culture throughout the school community. Staff, students and the community were also engaged in the inaugural Disability Awareness Week. The school was visited by ex-students and outside agencies to create a positive language around disabilities. This week also included lessons for students shared by staff members who attended the Positive Partnerships training, which was aimed at creating a positive learning environment for students with disabilities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Deeper partnerships with local Gumbayngirr and other Indigenous Communities.  Stronger parental and community partnerships integrating the rich, unique and diverse cultures of the region into our school.	Teachers involved students and parents in planning to support students as they progress through the stages of education and the school encourages students to recognize and respect cultural identity and diversity. (74% attendance at 'Yarn-Up', increase of 24% from 2015)  Positive, respectful relationships are evident among students and staff and the wider community, promoting student wellbeing and ensuring good conditions for student learning.	Teacher relief parent (PLP) meetings: \$5000  Positive Partnership training (region): no cost to school  SLSO (Aboriginal support) wages: \$10,000  Community Grant (School Sign): \$10,000  Welcome and Education Week functions: \$1,000  Cultural Awareness training (7 staff): \$1,500  National Parks Ranger (NAIDOC): \$800

#### Next Steps

- Refining our Disability Awareness Week to Dare to Be Different Week to deepen the positive language and abilities of people with disabilities. (in addition to what already is in place for identified students).
- Yarn-up for Aboriginal families twice yearly. Increase the parent participation from 74% to 77%. Increase completion rate of PLPs from 77% to 100%
- Community Tutors see purpose and evidence of success from the program via feedback from class teachers

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Improving student outcomes, growing community involvement and developing cultural awareness have been the focus areas for 2016. Six teachers completed an Aboriginal Cultural Education course through TAFE NSW and have been able to utilize this learning during planning; discussions with colleagues and parents and in their teaching. Programs and learning activities have ensured that Bellingen PS has built on local cultural knowledge and experience of Aboriginal elders and students as a foundation for learning across 2016.	Guardian Tree Literacy program (SLSO wages), online Cultural Education course, resources, performances, teacher relief for parent meetings –  \$23,454
<b>Low level adjustment for disability</b>	This funding allowed the school to employ an additional Learning and Support Teacher (LaST) for a half day per week in addition to the existing LaST staffing allocation. Targeted academic, behaviour and social support was provided in classrooms, the playground and on excursions for students with a diagnosed disability and students with high needs. A team of 5 School Learning Support Officers (SLSO) provide this assistance. Relief for teachers to meet with parents and other key stakeholders and SLSO professional funds were also taken from this funding.	\$155, 865
<b>Quality Teaching, Successful Students (QTSS)</b>	In accordance with the QTSS (2016) guidelines these funds have been utilized at Bellingen PS to <ul style="list-style-type: none"> <li>• provide release time for executive and/or teachers to engage in collaborative practices including observations and feedback opportunities and team planning;</li> <li>• provide release time to establish mentoring and coaching practices.</li> </ul>	\$14,283
<b>Socio-economic background</b>	Additional office time was provided in both the school office and library.  Additional staff member to facilitate and continue highly regarded music/choir program.  Additional Teacher Professional Learning time. This allowed for Stage collaborative planning and sharing half days once per term which were highly successful and productive. Contributed to L3 training for Year 1 and follow up for Kindergarten.	\$5000  \$10000  \$11,224

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	197	186	200	193
Girls	173	181	199	202

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.4	93.2	92.9	89.6
1	91.1	92.2	92.3	89.8
2	91.7	92.6	91	91
3	91.5	94.1	90.6	91.8
4	93.3	93	92.9	89.7
5	93.8	94.2	89.7	90.8
6	92.9	94.1	93	88.9
All Years	92.2	93.4	91.9	90.3
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

### Class sizes

Class	Total
K MAGENTA	18
K/1PURPLE	19
K ORANGE	18
1 AQUA	23
1/2 ORANGE	24
1 M	24
2 P	26
2 AQUA	22
3/4 O	29
3/4 A	27
3 PURPLE	30
4/5 JADE	28
5/6 A	28
5/6 P	27
5/6 O	29
5/6 M	28

## Workforce information

### Workforce composition

Position	FTE*
Principal	2
Assistant Principal(s)	3
Classroom Teacher(s)	14.37
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	3.22
Other Positions	0.54

\*Full Time Equivalent

During 2016, the substantive school principal continued his role as Principal School Leadership Officer. Therefore the principal position in the school setting remained as 'relieving'. Bellingen PS has three teachers and two support staff who proudly identify as having Aboriginal heritage. An Aboriginal language tutor (Cert II qualification) delivered Gumbaynggirr language and cultural perspectives to students in 2016.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	5

## Professional learning and teacher accreditation

Staff from Bellingen Public School completed over 40 Professional Learning courses throughout 2016. They ranged from the compliance courses in Cardio-Pulmonary Resuscitation and Child Protection through to a range of curriculum and welfare based courses. These courses enabled staff to refresh their understandings or gain further knowledge of current educational research and practice.

Two major Professional Learning and Teacher Development focuses for 2016 were Habits of Mind approaches for the whole school and the L3 pedagogy for Kindergarten and Year 1 teachers. The Habits of Mind program has enabled a whole school approach to wellbeing and development and the L3 initiative has enabled an early intervention approach to reading and writing in the younger schooling years.

In 2017 staff will continue their development of Habits of Mind approaches supported by Mrs Denise Head. L3 training will be ongoing for the Kindergarten and Year 1 teachers and Year 2 teachers will now be trained in L3. The TEN (Targeting Early Numeracy) and TOWN (Taking off With Numeracy) programs will be explored with Stage 1 and Stage2/3 respectively through the support from Mrs Katharine Sutherland.

Many teachers from Bellingen Public School continue to use online learning and collaborative approaches as options for Professional Learning. These approaches have kept teacher autonomy and accountability high.

One beginning teacher successfully gained their accreditation at Proficient levels and one has submitted their evidence towards accreditation in the National Education Reform Agenda (NESA – formerly BOSTES). Other staff members are working towards finalizing the accreditation process in 2017.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January to 31 December 2016.

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

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	185 357.40
<b>Revenue</b>	3 679 140.52
(2a) Appropriation	3 453 355.79
(2b) Sale of Goods and Services	66 712.54
(2c) Grants and Contributions	150 352.74
(2e) Gain and Loss	0.00
(2f) Other Revenue	7 453.13
(2d) Investment Income	1 266.32
<b>Expenses</b>	-3 567 921.59
Recurrent Expenses	-3 555 103.41
(3a) Employee Related	-3 218 198.63
(3b) Operating Expenses	-336 904.78
Capital Expenses	-12 818.18
(3c) Employee Related	0.00
(3d) Operating Expenses	-12 818.18
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	111 218.93
<b>Balance Carried Forward</b>	296 576.33

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 618 104.53
Base Per Capita	21 474.45
Base Location	59 229.40
Other Base	2 537 400.68
<b>Equity Total</b>	205 542.52
Equity Aboriginal	23 454.35
Equity Socio economic	26 223.67
Equity Language	0.00
Equity Disability	155 864.50
<b>Targeted Total</b>	173 857.16
<b>Other Total</b>	216 943.12
<b>Grand Total</b>	3 214 447.33

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### 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.

The 2016 NAPLAN assessments occurred during the month of May. This year's writing assessment was changed from Persuasion to Narrative for the first time since 2012. This meant that trend data was not available for many of the writing concepts, however, paragraphing was still a low trend in the year 3 writing yet our year 5 writing reflected satisfactory results.

The school's growth data was positive for year 5 to 7 in Reading and Grammar and Punctuation and positive in year 3 to 5 in Grammar and Punctuation. The school's growth data was negative for year 3 to 5 Reading and Numeracy.

Spelling continues to be an area where the school is performing below the state.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2016, the school sought the opinions of parents and students about 'Learning' in the school. This was linked with the Focus on Learning Teacher Survey. The results were within 0.2 (plus or minus) compared to 2015. Each area is an averaged score of the multiple questions asked. A 10 point scale is used with 0 = disagree and 10 = strong agreement. The results of the areas surveyed are –Parents feel welcome 7.3; Parents are informed 6.2; Parents support learning at home 6.2 and support learning at BPS 6.6. Parents support positive behaviour at BPS 7.3; Safety at BPS 6.6 and Inclusion at BPS 6.5.

A reciprocal survey for students indicates 69% of the student sample group had a high sense of belonging and 73% had positive relationships. This was an increase of 7% from 2015. Inclusivity and positive relationships will continue as focus areas for our school. 89% of students surveyed valued schooling outcomes in relation to their futures. This is a 12% increase from 2015. In looking at this and the parent results for learning in our school we will work more intensively in student goal setting and embedding those 21st Century skills around critical and creative thinking which will equip students with the skills to shape their world and see relevance to their everyday lives.

Disappointingly only 26% of students surveyed had positive homework behaviours. Providing opportunities for parents to attend information workshops to support their children as learners in a 21st Century learning environment continues as an integral part of the School Plan for 2017.

67% of students indicated they had positive behaviour. This decrease of 16% will be closely looked at within the whole school context and in relation to the Department of Education's Wellbeing Policy – Connect, Succeed, Thrive.

The questions in the Focus on Learning survey ask teachers to consider whether they present – challenging and visible learning goals for students 7.8; planned learning opportunities 8; quality feedback 7.4 and support for students to overcome obstacles to achieving their learning goals 8.2.

Driving improvements to the positive learning climate at Bellingen PS is an ongoing process. Success will be through positive partnerships with parents, open and transparent communication and collaboration between teachers, parents and students and the whole school community supporting "learning matters" and holding high expectations for all students.

# Policy requirements

## Aboriginal education

Addressing the needs and aspirations of the Aboriginal students, their families and their community is a priority for Bellinghen PS at an individual, class and whole school level. The following events and initiatives have been instrumental in achieving development and growth for our Indigenous students and connections within the school community for their families.

**Educational Goals:** Early identification of students in Kindergarten who would benefit from the provision of targeted programs for individuals and small groups has taken place. Adjustments to classroom programs have been made and specialist programs have been delivered as appropriate for the students' individual needs. Aboriginal students in years 1–6 who were not meeting benchmarks in literacy and numeracy have been targeted for programs by their classroom teachers. For these students, adjustments to classroom programs have been made and specialist programs have been delivered as appropriate for the students' individual needs. SLSO support has been allocated to classrooms in a manner that enables Aboriginal students to have lower staff/student ratios for periods of time within a day, and therefore increased access to adult/teacher support. In 2016 this SLSO support has taken the form of the **Guardian Tree Program**.

Bellinghen PS has modified and refined the process of gathering and recording data and learning goals for Aboriginal students. The "new look" Bellinghen PS Personalised Learning Plan (PLP) values family and community connections as an integral component of an Aboriginal student's world, and provides a more holistic picture for an Indigenous student's well-being. This in turn has enabled classroom teachers to have a greater understanding of how best to meet the needs of Indigenous students. A Staff Development Day on PLPs and Aboriginal culture has also assisted in making links for staff between Aboriginal culture and classrooms, and in how to engage Aboriginal families in the school and community. **Community Involvement:**

The first Yarn Up was held at Bellinghen PS in 2015. The Yarn Up was a forum for Aboriginal families to meet with classroom teachers in a family-friendly environment. Afternoon tea and supervised games for Indigenous students and families were offered whilst Aboriginal parents shared stories of their family, their own academic histories and their world outside of school with their children's teachers. 50% of the school Aboriginal community attended this first Yarn up. This resulted in teachers identifying some very specific learning goals for their Aboriginal students. 2016 saw 74% of Aboriginal families attending the Semester 1 Yarn Up. **NAIDOC Day** is commemorated within classrooms this year or through whole school events. Students have the opportunity to undertake deep learning about Aboriginal people and Aboriginal World Views. Welcoming local elders, aunties and uncles into the school to teach eg: dance, basket weaving, Aboriginal games, bushtucker, share stories, language etc during NAIDOC and throughout the year enables the provision of a broad range of relevant, significant, respectful and inclusive culturally based learning experiences. **Gumbaynggirr Language:** Bellinghen PS has continued to demonstrate its commitment to

cultural learning with Gumbaynggirr language lessons being delivered to all students across the school. These language lessons have also integrated understandings around culture. Signage has been added to the school environment to welcome school visitors and to identify school spaces in Gumbaynggirr language. **Community Survey, May 2016** – Parents were asked to complete a short survey (written or oral) as part of our continuing effort to provide the best educational experience for their children. Feedback was gathered on 4 questions – all respondents were highly positive in regards to their partnership with the school and the support it offers Aboriginal students. They also provided 'feed forward' in regards to areas of cultural learning which would strengthen the educational opportunities at Bellinghen PS.

## Multicultural and anti-racism education

Bellinghen PS recognises the significance of our very diverse nation through events such as Harmony Day and NAIDOC Week. Harmony Day celebrations in March allowed the whole school to consider the many benefits Bellinghen gains from its culturally diverse community. It is an opportunity for the school community to embrace cultural diversity and to share what we have in common, celebrating, accepting and respecting diversity. The central message for Harmony Day is that 'everyone belongs', reinforcing the importance of inclusiveness to all Australians. Cultural influences and themes are also taught specifically through units of work across all Kindergarten – Year 6.

Multicultural perspectives are embedded within units of work across all stages. These develop and build on student's understandings of multiculturalism and the interplay between Australia and its close neighbours.

The school has two trained Anti-Racism Contact Officers who are available to mediate and support students should the need arise.