



Belltrees Public School

Annual Report



2016



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Introduction

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

Johanna Teague

Principal

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Message from the Principal

I Johanna Teague, Principal of Belltrees Public School am proud to be associated with such a wonderful Small School. Belltrees is a learning hub of excellence that is held in high regard within the community. In 2016, Belltrees Public School continued to foster the collegial networks of the surrounding schools with us being a strong contributor to the Upper Hunter Community of Schools and Invermein Small Schools network. Together these schools partook in wonderful cultural, sporting, academic and social events.

In 2016, our students had the opportunity to visit the Nations Capital, Canberra and be actively involved in small school choirs and performances. Belltrees had many primary students participate in a wide variety of cultural and sporting pursuits including the well known Kia Ora music festival and the zone athletics event.

As the Principal I am very proud of the academic achievements of all our students in 2016 with all students rising to new challenges and continuing to show and develop their love of learning.

Our school success continues to be underpinned by the Strategic Directions from our 3 year cyclical plan. The three strategic directions of student learning, building staff capacity and community engagement has seen some wonderful improvement measures take place. Students have taken more ownership over their learning, they strive to learn and discover more about the world around them and they have developed their curiosity , confidence, creativity and expression.

At Belltrees Public School our staff are highly dedicated to the needs and requirements of each and every student. They foster the capabilities of all students and provide a strongly differentiated curriculum which is driven by successful pedagogy. Staff are committed to self improvement with teachers taking numerous opportunities for personal and professional development and collegial networking.

The Belltrees Parents and Citizens Association played an active role in 2016, supporting the students with costs for Canberra, new readers for the classroom and various cultural, sporting or academic days for many schools. Belltrees parents were highly engaged in the Upper Hunter Beef Bonanza and the Belltrees Horse Sports event. I would like to take the opportunity to thank the P & C for their tireless efforts to support our small school.

The Belltrees community provided wonderful support in 2016, with members attending the Public Speaking event, sporting days, presentations and concerts. I would like to also extend a thank you to the wider community for their involvement in the 2016 school year.

Another wonderful year at Belltrees Public School and I look forward to 2017.

Johanna Teague

School background

School vision statement

Belltrees Public School is committed to the growth and development of each and every student. It provides a warm, caring and inclusive environment with a strong emphasis on community engagement.

Belltrees Public School is determined to provide opportunities for leadership and professional development for both students and staff and for them to engage in challenging and worthwhile educational experiences both in and out of the classroom.

Our focus is on developing the whole student: in academic, social, emotional, sporting and cultural pursuits. Our school values and nurtures the unique talents and qualities of every child with our programs tailored to individual needs. We have high expectations for all students to do their best in all areas of their school lives. These ideals reflects our school motto of "*We give our best*"

Belltrees Public School celebrates our values and the cultural diversity within the community. It has innovative 21st Century education across all curriculum areas with technology at the fore front. It is committed to improving the outcomes and developing the strengths of each individual with a focus on and appreciation for lifelong learning.

School context

Belltrees Public School is a small rural school with a deep historical value within the community. It is now considered a modern learning hub with a current enrolment of 12 students.

The P6 school is located in Belltrees, 25 minutes from Scone. We have student enrolments from the surrounding townships of Moonan Brook, Moonan Flat, Stewarts Brook, Belltrees and Gundy.

Belltrees is a community school with a committed staff that are focused on providing students with an engaging and interactive curriculum focusing on academic growth and development.

Belltrees is part of the Wollemi network and plays a key role in the Invermein Small Schools group. We are also part of the Scone local management group, and work closely with surrounding P5 and P6 schools for sporting carnivals, workshops and social experiences.

Currently there are no students who identify as ATSI There is a relatively even gender mix of students.

Our school has a sports court with markings for tennis, basketball and netball, as well as covered fixed play equipment, a covered sandpit and new weather shed. Our chook house, cattleyards and vegetable garden, give students the opportunity for leadership and environmental education activities.

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.

During 2016 the main focus in the domain of Learning was *Learning Outcomes, Assessment and Reporting*. All identified students with learning difficulties had Individualised Learning Plans constructed for them. Regular meetings with teaching staff allowed for a deep knowledge of the plans and established a strong understanding of the individual and vast needs of the identified students. Giving teachers the opportunity for professional discussion, reflection and evaluation allowed for most identified students to achieve grade level standards. Data gathered from national and school based assessment was continuously collected and analysed throughout 2016 and trends were highly visible. Overall learning for all students was enhanced through the upskilling and professional knowledge of the teaching staff. Student's results in spelling were extremely pleasing with all students achieving at or above a 0.4 effect size in spelling. Our thorough commitment to improving teacher quality through the implementation of the NSW Department of Education Performance and Development Framework have seen all teaching staff setting clear and achievable school, personal and professional learning goals. These goals included participation in the Quality Teaching rounds with the University of Newcastle and stronger collaboration with other schools and staff. Achievement of these goals have seen teachers develop stronger collaborations with other school and staff and improve teaching pedagogy inside the classroom.

In the domain of Teaching our focus has been on *Building Staff Capacity, Teacher Development and Collaborative Practices*. In 2016 Belltrees teaching staff worked hard to develop and build their own capacity. Local networking opportunities through the Quality Teaching Rounds Program have provided teachers with the scaffold to actively plan, implement and reflect on their performance. Through multimodel tools teachers have been able to observe each other's lessons and provide and receive constructive and timely feedback. Teachers were exposed to a variety of pedagogical research and were able to implement where relevant and reflect where appropriate. Teachers regulalry review learning with individual students, discussing their progress, problems and practices. Teachers are actively involved in programs run acrosss networks of schools and collaborative practices are strong.

In the domain of Leading their has been a strong focus on Leadership and *Community Relations and Collaborative Practices*. The school leadership team built partnerships and relationships to access resources to enhance student outcomes. Through leadership involvement in the Upper Hunter Community of Schools Principal network group, Invermein and the Wollemi network group the Principal has ensured that students are able to have access to and take part in various sporting, academic, and cultural opportunities. Building strong community relationships has been a focus and through the utilisation of community members and community resources, Belltrees Public School is a learning hub of excellence.

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

STRATEGIC DIRECTION 1 Student Learning

Purpose

Our school is strongly committed to providing a 21st century learning place, where engaged students will develop their capacity to learn, to think deeply and logically, to be creative, innovative and resourceful and can solve problems within the new framework of a relevant and modern curriculum.

Overall summary of progress

Student learning has been pleasing in 2016. Through differentiated and targeted support to students in areas of Literacy and Numeracy, students have demonstrated new skills and areas of growth. Most advanced students have continued to meet above grade levels as measured in PLAN for Literacy and Numeracy with some students working two years above their academic year level.

In 2016 students who have been underperforming have demonstrated growth and development across the Literacy and Numeracy areas. Some students have

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Through differentiated and targeted support for advanced students they meet above grade results as measured in PLAN for literacy and numeracy.	As a result of the achievement in programs to support students needing consolidation and revision of key learning concepts we are now ready to build programs and commit resources to extend and enrich higher achieving students. This will be our focus for 2017.	\$700 towards staff development for a gifted training course
Through differentiated and targeted support for underperforming students, they will demonstrate growth as measured through PLAN at individual academic levels in Literacy and Numeracy.	As a result of the introduction of multilit literacy program and personalised learning plans for students. Students showed pleasing results in literacy. Underperforming students also demonstrated sound growth as measured through PLAN in Numeracy.	Positive behaviour course \$500
All new curriculum areas introduced according to the recommended implementation timeline. As a result teaching and learning K-6 is supported with syllabus scope and sequences documents and corresponding assessment schedules.	All new curriculum areas were introduced in accordance with the intended timeline. We have worked on the teaching and learning syllabus scope and sequences and are ready to work on the assessment schedules for 2017.	\$2000 in resources to assist with the implementation of the curriculum.

Next Steps

As a result of the achievement in programs to support students needing consolidation and revision of key learning concepts we are now ready to build programs and commit resources to extend and enrich higher achieving students. This will be our focus for 2017.

Strategic Direction 2

STRATEGIC DIRECTION 2 Building Teacher/Staff Capacity

Purpose

Our school is dedicated to improving and building on the skills and knowledge of our staff through professional development opportunities in academic, social, financial and personal workshops. These enable us to identify the needs of all learners and demonstrate professional practice to build student, teacher and staff capacity in literacy, numeracy and leadership.

Overall summary of progress

Throughout the 2016 school year our teachers were committed to strong professional development to improve the learning outcomes for all students. Teachers were exposed to and participated in a wide variety of professional learning, targeting their own personal goals and the strategic directions of the school.

Teachers were given strong and collegial opportunities to create their Performance and Development Plan in accordance with the Department of Education's Performance and Development Framework. All teaching staff engaged in the Quality Teaching Rounds with the strong focus on lesson observation, lesson implementation and reflection.

Data collection has been a strong focus and procedures are in place for regular analysis of student data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Measureable targets: Teachers will be working towards gaining their accreditation with all teaching staff meeting the Proficient level as identified in the Australian Teaching Standards.	Teaching staff had completed and achieved the maintenance period of their proficient accreditation. Principal was involved in the teacher accreditation panel as a representative of the Small schools network.	\$1000.00 staffing costs to release staff member to attend training.
Continued collaboration and networking with other schools. Students will have an increase in cultural, sporting and academic opportunities.	In 2016, collaboration continued with the Invermein, Wollemi and Upper Hunter Community of Schools networks. Students joined together for athletics, rugby and netball, publics speaking and science and engineering days.	NIL
All staff to write a PLP and set workable and achievable goals for professional development.	In accordance with the Department of Education's Performance and Development Plan all teaching staff created a PDP with goals aligned to the Australian Professional Standards for Teachers. Teachers participated in the Quality Teaching Rounds with a focus on observation, collaborative discussion around the Quality Teaching Framework with strong reflection. This improved teachers understanding of the framework and improved the learning outcomes for students.	\$1500.00 to release classroom teacher to participate in the quality teaching rounds.

Next Steps

Accreditation – Principal will continue to sit on the TAA panel to assess local accreditation submissions. Continue to encourage staff to maintain accreditation and explore the possibility of higher level accreditation.

Collaborative relationships – Teachers will continue to collaborate with staff from surrounding small schools and make connections with teachers outside their own networks. Strong collegial relationships will continue to build allowing students access to high quality sporting, academic cultural and social experiences.

Performance and Development Plans – Principal will continue to give varied opportunities for support and guidance in the formation of authentic and achievable goals linked to the Australian Professional Standards for Teachers, the school plan and professional development.

Strategic Direction 3

STRATEGIC DIRECTION 3 Community Involvement and Engagement

Purpose

Our school supports and leads an engaging, strong and meaningful partnership between students, parents, carers and the school with a focus on inclusivity and connectedness, and being seen as a teaching and learning place of excellence.

Overall summary of progress

Belltrees school has been an active element in the educational landscape of the Upper Hunter. We have played a strong role in the organisation of Education Week and various other community events. The Principal has continued to invest in the collegial networking of the small school groups for public display.

Belltrees specific events have seen a definite rise in attendance from key educational stakeholders and the general community. Parents have continued to be welcomed into the school at any time and one new family joined the already strong Belltrees school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Measureable targets: All parents will understand the key learning areas and differentiated curriculum in place at Belltrees.	Reporting procedures at Belltrees Public School have given parents the opportunity to understand the various key learning areas. The differentiated curriculum is discussed at parent teacher meetings, P&C meetings and during informal conversations with parents. This has led to students knowing that parents value their education.	Teacher release from face to face during parent teacher interviews. \$500
Parents will enter the classroom and feel welcomed and included in the learning process. Parent attendance will be at 100%.	Parents have attended student led assemblies, reading and literacy lessons and are actively involved in their child's education. Parent attendance has been 100% at parent teacher interviews. The impact this has on students confidence and self worth has been fantastic.	NIL
Parents and community members will share their expertise with the students in share sessions.	Parents and community members provide expertise in a variety of areas, sporting, academic and cultural. Athletics carnivals, Small Schools Public Speaking and during our specific unit work. This has allowed students to have a different perspective from their own. It has contextualised many new things and taught some new and interesting skills.	\$50 allocated for adjudicator gifts for the public speaking.

Next Steps

2017 will see parents continue to be involved in the classroom observing and contributing to the everyday learning programs and extra curricular activities.

Parent and community expertise will continue to be utilised within the learning program, demonstrating important skills required to improve student outcomes.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	<p>Allocated funding went towards teacher release for personalised learning plans and differentiated classroom programming. This gave students the opportunity to work at their appropriate level and achieve student outcomes.</p> <p>Resources were purchased including new resources to support the new history and geography syllabus and science and technology syllabus. The purchase of resources implemented the new syllabus and also lifted student outcomes and interest in the subject.</p>	\$11 533
Quality Teaching, Successful Students (QTSS)	<p>The small amount of money that was allocated mid year for QTSS went towards funding a teacher to assess the students reading levels, collect and analyse data and report on student reading. This ensured that the students could then have reading plans specific to their needs.</p>	
Socio-economic background	<p>Allocated funds went towards subsidising school excursions including to Canberra. Staff were funded and students were given a wide variety of experiences. This funding supported families and gave students new, interesting and educational opportunities.</p> <p>Funds were used to pay for bus travel to and from cultural, social, sporting and academic events.</p> <p>Monies were allocated to support families with the school making major contributions towards the purchasing of textbooks for students. This investment ensured students were given access to high quality resources and learning tools.</p>	\$10 202

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	2	4	9	6
Girls	8	3	6	5

Student enrolments in the 2016 school year were consistent throughout with all students enrolled for the duration of 2016. The K–2 cohort consisted of 6 students and the 3–6 cohort had 5 students in total.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.2	95.7	100	
1	97.2	93.8	98.2	97.8
2	100	92.9	100	96.9
3	97.8		97.5	97.8
4	94.4	94	100	97
5	100	98.1	96.7	
6				95.7
All Years	97.5	94.5	98.1	96.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8		94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	
6				93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance at Belltrees Public School is exceptional. All grades 1–6 had attendance figures higher than that of the State DoE. The final attendance profile for 2016 was 4.7% higher than the state average.

Class sizes

Class	Total
K-6 TEAGUE	12

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	1.19
Other Positions	0.1

*Full Time Equivalent

In the 2016 school year, there were no Indigenous staff members employed at Belltrees Public School.

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	50

Professional learning and teacher accreditation

Teaching staff at Belltrees Public School have been involved in various professional development opportunities throughout the 2016 school year. Teaching staff were trained in Positive Education for students, Autism Awareness, English and Science Syllabus implementation, Quality Teaching Rounds, Principal as Teacher Accreditation, The Role of Quality Teaching Framework and Principal Induction Conference. These professional development opportunities were on top of the mandatory requirements set by the DoE.

SASS staff completed professional learning in the areas of finance, Oliver (new Library system), SASS conferences including upskilling in google apps, ERN and Sentral, SAM network meetings and the beginning training for LMBR.

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

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	41 034.02
Global funds	52 946.19
Tied funds	60 603.66
School & community sources	10 605.00
Interest	842.91
Trust receipts	803.00
Canteen	0.00
Total income	166 834.78
Expenditure	
Teaching & learning	
Key learning areas	5 643.49
Excursions	8 442.18
Extracurricular dissections	4 552.93
Library	2 034.05
Training & development	10 823.36
Tied funds	65 129.67
Short term relief	4 460.13
Administration & office	16 858.91
School-operated canteen	0.00
Utilities	4 218.56
Maintenance	2 788.51
Trust accounts	803.00
Capital programs	0.00
Total expenditure	125 754.79
Balance carried forward	41 079.99

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 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.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sent a short survey out to seek the opinions of parents, students and teachers about the school. Their responses are mentioned below.

Parent's are supportive of the collegial networks with other schools

Parent's enjoy the school participation in community events and fundraisers.

The response was positive in regards to parent/teacher communication and all families believe they are well informed about their child's academic, social and emotional progress.

Most families were pleased with their child's academic performance.

Policy requirements

Aboriginal education

Our school provides programs to educate all students about the significance of Australia's Aboriginal history and culture.

Even though we currently have no Indigenous students at Belltrees Public School we ensure all students are aware of culturally significant customs and beliefs and we actively participate in NAIDOC week celebrations, Indigenous Cultural Days with the Upper Invermein schools and ensure Aboriginal perspectives are used in cross curricular areas of the program.

Multicultural and anti-racism education

Student understanding of other cultures and customs was embedded in all teaching and learning programs throughout the year. Students participated in cultural days with diverse cuisine and cultural activities. Students also participated in a cultural unit exploring various countries and their celebrations and traditions.

Our school continues to promote the contribution that multiculturalism has made to our Australian way of life.