

Bellambi Public School

Annual Report



2016



3979

Introduction

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

Michelle Sotiros

Principal

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School background

School vision statement

Bellambi Public School aims to build successful futures through quality teaching, personalised learning, and collaboration within and beyond the school. We are committed to high educational aspirations and ongoing performance improvement for learners, teachers and leaders.

School context

Bellambi Public is a school which excels in quality teaching. We have 7 classes with a significant student population that identifies as Aboriginal (24%) and English as a Second Language (14%).

Bellambi Public School is a place where life-long learning is developed, both for students and staff. We inspire students through diverse educational programs delivered by professional and supportive staff. The teachers at Bellambi Public School are highly skilled and passionate about achieving the best learning outcomes for every one of our students. Student learning is enriched by high expectations and personalised learning in an integrated, engaging environment. The core values of the school are respect, responsibility, personal best and safety. These values are embedded into our school culture and are explicitly taught in all classrooms.

At Bellambi Public School we have quality literacy and numeracy programs tailored to individual students through our collaborative approach to teaching and learning and deep knowledge of the learning continuums. We are a welcoming school which actively builds relationships with families and the wider community.

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.

Across the Learning Domain we are sustaining and growing in all elements which are: Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting and Student Performance Measures. There was 100% implementation of Kindergarten to Year 6 'Learning Walks and Talks'. Our longitudinal case study of selected students indicated an 80% improvement of students responses to visible learning key questions. Assessment for learning and growth mindset, teacher professional learning was personalised by each classroom teacher and shared in reflection time. Consistent teacher judgement in Writing from Kindergarten to Year 6 was applied and reviewed every 5 weeks. As a result there was a refinement of consistent teacher judgement to inform teaching and set personal learning goals for students.

Across the Teaching Domain we are excelling in Effective Classroom Practice. Data Skills and Use, Collaborative Practice, Learning and Development, Professional Standards we are sustaining and growing. Data was used regularly to identify achievement and school-wide trends. Teachers provided and received feedback to improve teacher practice through regular lesson observations and programing discussions.

Across the Leading Domain we are sustaining and growing in Leadership, School Planning Implementation and Reporting and School Resources. Management Practice and Processes we are delivering. Authentic community consultation was improved around school planning, practices and procedures and to deliver services and information to strengthen parental engagement. Evidence includes leading the Corrimal Community of Schools, Early Learning conference, Aboriginal consultation in planning the yarning circle and the Bellambi Family Partnerships was maintained with inter-agency wrap around services.

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

Personalised Student Learning

Purpose

Every student in our care is engaged and challenged in individualised learning to achieve their full potential. Ongoing assessment for learning informs teaching and drives continual improvement in student learning and success. Teachers collaboratively evaluate the effectiveness of their teaching practices, including analysis of student achievement data, to plan for the ongoing growth of each student.

Overall summary of progress

During 2016 the Personalised Student Learning team organised a variety of professional learning experiences that supported teachers to develop a greater understanding of students' learning needs. Learning walks and talks were experienced in every classroom, highlighting student's ownership and understanding of their learning. Writing moderation activities were used to enhance consistent teacher judgement and assessment. PLAN and other student literacy and numeracy achievement data was analysed every 5 weeks.

The second year of the Early Action for Success initiative built on the successes of 2015. There was a continuation of the Instructional Leader 3–6 position.

Progress towards achieving improvement measures

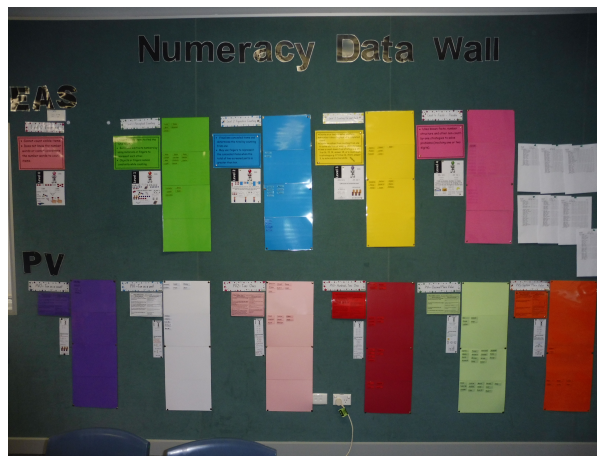
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of all students will be 'on track' in literacy and numeracy measures.	<ul style="list-style-type: none">• K–6 literacy and numeracy data was collected and entered into PLAN every 5 weeks• Intervention teacher had a flexible timetable, to support targeted students at point of need• Teachers had Reflection days, 3 per term to discuss data and where to next strategies.• Reading Recovery teacher worked with year 1 students	\$228 279
Assessment for learning principles will guide teaching and learning.	<ul style="list-style-type: none">• Assessment For Learning and Growth mindset teacher professional learning and uptake was personalised by each classroom teacher and shared in reflection time	\$14 830
Aboriginal student achievement will match or better the achievement of all students.	<ul style="list-style-type: none">• K–6 data walls were used to inform teaching• Reflection days to analyse data and support student and teacher need through the use of an intervention teacher and instructional leader	\$38 925

Next Steps

In 2017 the Personalised Student Learning team have identified strategies to work towards in achieving and sustaining the strategic directions for the school.

- 3–6 staff training in Mathematics Building Blocks for Numeracy
- K–6 training in Textual Concept planning for writing
- Ongoing training in L3 for new teachers and continuing teachers
- Visible learning for Literacy and Numeracy focusing on surface, deep and transferable learning considering effect size on student learning
- Build teacher capacity in explicit feedback and questioning.
- Refine and define School Learning Support Officer's roles and responsibilities in classrooms to effect impact on student learning
- Maintain Reflection days, 3 per term to professionally develop and focus on student data

Please note: As the school changed financial reporting systems part way through the year, funding reported is planned expenditure and is accurate as possible.



Strategic Direction 2

Building Teacher and Leader Capacity

Purpose

Staff will build their capacity through focused professional learning and development that creates a culture where every staff member is engaged in and leading ongoing, relevant and evidence-based learning and practice at an individual and collective level. Develop strong, strategic and effective leaders who have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

"If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve."

Dylan Wiliam

Overall summary of progress

During 2016 the Building Teacher and Leader Capacity team worked to achieve cohesive participation on Reflection days in data sharing, comparing growth, tracking students along the literacy and numeracy continuums and the implications for teaching. A focus on current syllabus documents, differentiation and assessment produced a refined program checklist, integrated units and a review and refresh of school scope and sequences aligned with NSW syllabus and Australian Curriculum. 100% staff experienced their first full cycle of the Performance and Development Plans in consultation and support from executive. Of the eight drivers of student learning Bellambi was above state for leadership, collaboration, learning culture, data informed practice, teaching strategies, inclusive school and parent involvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students show growth in literacy and numeracy in school-based assessments.	Analysis of literacy and numeracy data walls showed: <ul style="list-style-type: none">• Over 70% of students K–6 Early Arithmetic Strategies and Place Value are at or above expectation.• In Writing 80% of year 6 and year 2 students are making at least expected growth.	\$65 332
All teachers cater for personalised student learning as evidenced in programs.	<ul style="list-style-type: none">• All numeracy planning is differentiated to meet student learning needs as indicated by data collection and analysis on PLAN.• Programing in numeracy is consistent across K–6, following the teaching and learning cycle.	\$25 862
Demonstrated leadership capacity and professional practice amongst all staff to support and enhance quality teaching and lead evidence based and strategic planning.	<ul style="list-style-type: none">• Further refinement of practices around the Performance and Development Framework with increased opportunities provided to teachers to have feedback and coaching sessions.• Renewed focus on the Australian Curriculum in the implementation of the Geography and History syllabus.	\$17 667

Next Steps

In 2017 the Building Teacher and Leader Capacity team have identified strategies to work towards in achieving and sustaining the strategic directions for the school.

- Implementation of Literacy and Numeracy Strategy 2017–2020.
- Ongoing use of Early Action for Success Writing tool for moderation activities.

- Provide support and guidance through collective teacher efficacy through AITSL and Centre for Education Statistics and Evaluation (CESE).
- Provide learning environments and technology infrastructure that is conducive to STEM based learning.



Strategic Direction 3

Connected Communities

Purpose

Increase community support of our students through a focus on student equity, well-being and welfare programs. To work together as a learning community to give our students the knowledge, skills and experiences to develop a sense of self-worth, self-awareness and personal and community identity to manage their emotional, mental, spiritual and physical well being.

Overall summary of progress

During 2016 the Connected Communities team had a focus on attendance through well being procedures, effective communication, acknowledging outstanding attendance and providing information and regular updates to parents. Ongoing review of Positive Behaviour for Learning strategies and initiatives to enhance student engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent and community use of digital communication structures (website, apps) increases from less than 20% to over 50%.	<ul style="list-style-type: none">Digital footage was developed to showcase the educational programs and initiatives.Enhanced use of Skoolbag app, school website and Sentral to drive parent/teacher partnerships.	\$15 037
Decrease incidence of classroom and playground referrals as evidenced by Sentral Wellbeing data.	<ul style="list-style-type: none">External coach evaluation was above 80% expectations.Over 70% of parents agree that the school's discipline policy and procedures are effective.Our school matches state average in support for positive behaviour.	\$14 801

Next Steps

In 2017 the Connected Communities team have identified strategies to work towards in achieving and sustaining the strategic directions for the school.

- Explore options for student well being and personal development programs.
- Create a targeted gifted and talented program.
- Strengthen student leadership programs.
- Continue to develop and celebrate the school as a collaborative learning community.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • 100% of Aboriginal students year 5 NAPLAN reading achieved greater than or equal to expected growth. • Aboriginal Education Worker enhanced the engagement with the Aboriginal community. 	AEW – \$43 500 Student Assistance – \$2000 Resources \$4500 Norta Norta – \$6414
English language proficiency	English as an Additional Language or Dialect students were supported by EAL/D teacher, with all students showing growth in Literacy.	SLSOs – \$22 814 EAL/D T – \$10 000
Low level adjustment for disability	<ul style="list-style-type: none"> • Expansion of Sentral data base to encompass all aspects of Behaviour Management, Student Well being and Individual Learning Plans. • SLSO timetable developed according to student identified needs. 	SLSO – \$27 078
Quality Teaching, Successful Students (QTSS)	QTSS was integrated into the role of the EAfS instructional leaders K–2 and 3–6. Executive staff released for transition programs.	\$6 700
Socio–economic background	As per Strategic Directions 1, 2 and 3 funds were used for effective resourcing to support intervention strategies, professional learning and literacy, numeracy and well being.	Instructional Leader 3–6 – \$85 000 AP Literacy Higher Duties – \$33 000 Reflection casual cover – \$65 000 School Administrative Officer – \$22 000 RAM Environmental Teacher – \$20 000 Library Administrative Assistant – \$10 000 Course fees – \$4000 Course fees – \$10000 RAM Enrichment – \$1200 RAM Resources \$25 000 School Promotion – \$35 000 PBL signage – \$5000
Early Action for Success	See Strategic Directions 1, 2 and 3	Instructional Leader K–2 Intervention Teacher 0.7FTE Training grant Reflection Time casuels \$14 000 Innovation Grant \$4731



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	101	100	87	82
Girls	75	81	79	82

Bellambi Public School had 164 students enrolled in 2016. Enrolments have remained consistent over the past four years.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.3	92	92.7	93.1
1	91.2	94.3	93.8	93.4
2	91.7	92.8	94.4	92.3
3	95	93.6	91.9	93.1
4	93.4	92.9	92.5	90.3
5	90	95.2	90.3	94
6	91.6	89.9	94.3	88.8
All Years	92.5	93	93	92.2
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
Assistant Principal(s)	3
Classroom Teacher(s)	5.59
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Counsellor	1
School Administration & Support Staff	1.91
Other Positions	0.36

*Full Time Equivalent

In 2016 Bellambi Public School had one Indigenous staff member.

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	0

Professional learning and teacher accreditation

Considerable funding has been used for teacher professional learning linked to the strategic directions within the school plan and teacher Performance and Development Plans. Three teachers completed accreditation at Proficient stage of the Australian Professional Standards for Teachers.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	395 576.71
Global funds	130 844.92
Tied funds	622 649.16
School & community sources	75 394.96
Interest	8 472.85
Trust receipts	4 132.30
Canteen	0.00
Total income	1 237 070.90
Expenditure	
Teaching & learning	
Key learning areas	6 796.27
Excursions	5 902.85
Extracurricular dissections	23 879.84
Library	0.00
Training & development	0.00
Tied funds	417 044.10
Short term relief	19 853.11
Administration & office	28 196.71
School-operated canteen	0.00
Utilities	24 889.73
Maintenance	7 570.68
Trust accounts	3 814.53
Capital programs	9 909.09
Total expenditure	547 856.91
Balance carried forward	689 213.99

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	678 252.21
(2a) Appropriation	668 125.13
(2b) Sale of Goods and Services	330.60
(2c) Grants and Contributions	9 556.70
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	239.78
Expenses	-147 645.55
Recurrent Expenses	-147 645.55
(3a) Employee Related	-93 075.67
(3b) Operating Expenses	-54 569.88
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	530 606.66
Balance Carried Forward	530 606.66

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

- This summary covers funds for operating costs and does not cover expenditure, areas such as permanent salaries, building and minor maintenance.
- The school has been allocating funds to facilitate the release of staff for teacher professional learning, data analysis and planning for personalised student learning.
- Collaboration between the school and our local North Illawarra Aboriginal Education Consultative Group has led to the ongoing support of the Bellambi community Walk for Reconciliation and the planning of a Yarning Circle.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	1 283 305.69
Base Per Capita	8 968.77
Base Location	0.00
Other Base	1 274 336.92
Equity Total	497 830.26
Equity Aboriginal	49 913.95
Equity Socio economic	286 003.83
Equity Language	32 813.60
Equity Disability	129 098.88
Targeted Total	56 670.00
Other Total	261 481.65
Grand Total	2 099 287.59

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 sought the opinions of parents, students and teachers using the 'Tell them From Me'

survey. Their responses are presented below:

The perspective of parents are above state averages in the areas of parents feel welcome, informed, parents support learning at home, school supports learning and positive behaviour and is an inclusive school.

The teacher survey we were above state average for leadership, collaboration, learning culture, data informs practice, teaching strategies, inclusive school and parent involvement.

Policy requirements

Aboriginal education

Bellambi Public School is a place where culture and people are valued, elders are welcomed and the students' learning and welfare is a priority. The Regional Mantra; Know the Community, Know the Aboriginal Students, Know the Student's Learning Profile and Know the Targets, provides a framework for Aboriginal Education initiatives within the school.

We are sustained our community links through:

- Retaining a local AECG member as an Aboriginal Education Worker (AEW) to build relationships and support for students and their families. Students have a mentor to support them in all aspects of their learning, including attendance, working with the whole family and intervention strategies to help close the gap. Students are supported within the classroom.
- The AEW works with families to build relationships and encourage collaboration between home and school.
- Personal Learning Plans are developed and revised.
- Employment of an Aboriginal Learning and Support Officer utilising Norta Norta funding to target students using NAPLAN data and school based data.
- In 2016 our school led a Walk for Reconciliation, involving local schools and community groups. Over 600 community members attended.
- Our Aboriginal students became part of the regional Southern Stars Aboriginal Dance troupe 2016.
- Bellambi Public School commissioned a portrait of a local elder 'Uncle Richard Archibald' strengthening our community connections and identity.

Multicultural and anti-racism education

As we have been implementing a new curriculum, we recognise the need to embed Multicultural Education within our school scope and sequences to align with English, History and Geography syllabus units. This year our 2–6 Public Speaking Competition had a Multicultural theme where all students presented a formal speech to their peers. Topics ranged from racism to bullying and asylum seekers and refugees. A school Anti–Racism Contact Officer was appointed to

respond to any race-related issues.

Other school programs

The school successfully organised a number of programs to provide all students with a rich and diverse curriculum. These included:

Bellambi Public School's Permaculture Education Garden is a living outdoor classroom where students learn how to grow, prepare and share food. Here, students demonstrate a willingness to engage responsibly with local, national and global issues relevant to their lives and to shaping sustainable futures.

A strong sports program including both in-school and inter school sport opportunities. This includes children selecting recreational sport activities such as bike riding, ten pin bowling, beach activities, soccer and basketball. Inter –school sport (PSSA) included soccer, touch football, rugby league, Austag and netball.

Scope IT were engaged to present a 3D printing 8 week program for students from Year 6 to Year 6. This was also supporting through Coding lessons by specialist staff each week. A Stage 3 STEM (Science, Technology, Engineering and Maths) Challenge was organised through the Corrimal Community of Schools.

Performing arts involving Southern Stars Aboriginal Dance troupe, drumming and performing at the Carols evening with the Corrimal Community of Schools.

Students undertook a special project to honour our local Aboriginal Elder, Uncle Richard Archibald and his contribution to the school. The students assisted a local artist, Braden Perry, in planning the portrait resulting in Braden completing the painting which now hangs proudly in our school administration foyer.

Education Week, Book Week, Easter Parade and other celebrations occurred where parents and the community were invited to share our student's learning.

Formal commemorative ceremonies for Anzac Day and Remembrance Day chaired by the school leaders.

Transition to high school included a number of Stage 3 students involved in enrichment opportunities at Corrimal High School. Each of these 5 week programs included mathematics, art, Chinese Language, robotics, science and physical education. Selected students also participated in Uni For Certain and In2Uni which was supported by the University of Wollongong.

Leadership opportunities also occurred at the Stage 3 leadership camp at Killalea Recreation Centre. Students were challenged, involved in problem solving and working in teams to co-operatively cook, prepare activities and demonstrate initiative to further enhance their wellbeing.