

Bellata Public School

Annual Report



2017



1175

Introduction

The Annual Report for **2017** is provided to the community of **Bellata Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Vivianne Fouracre

Principal

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Message from the Principal

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

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

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

School background

School vision statement

What is our Vision?

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

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

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

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

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

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

Our Vision requires teachers and leaders who:

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

School context

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

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

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

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

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

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

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

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

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Building Teacher and Leader Capacity

Purpose

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

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

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

Overall summary of progress

In 2017, the school moved from an OASIS system to LMBR. As a result, the learning curve has been extremely steep for all staff and the focus for leadership and capacity building was shifted to this area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff will have a current Professional Learning Plan (PLP) in line with the Australian Teaching Standards	\$5300.86	Staff have a better understanding of the PDP process. They feel more confident to write better PDPs for 2018.

Next Steps

In 2018, we will structure the PLP's better so that meetings are adhered to and evidence collected to support learning. We will also focus our PLP's in line with the Management Plan for the school. Staff will need to actively seek professional learning outside the school to help support their individual needs as well as what is provided locally.

Strategic Direction 2

Strong Foundations for Learning

Purpose

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

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

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

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

Overall summary of progress

A stronger collegial group was formed in 2017 with the help of the Principal's Support Officer. The depth of knowledge gained and support has been an invaluable tool for learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved average NAPLAN performance based on value added data. Syllabus implementation is consistent and on-time with developed scope and sequences. PLAN software fully implemented and utilised by staff. Students showing improvements on the Literacy and Numeracy continuum.	\$14238.96	The scope and sequence developed did not meet the real need of the students. Data was not really useable for further learning. Will relook at this in 2018. Staff feel that using writing samples are a better indication and running records of growth than test results.

Next Steps

In 2018, we will continue to meet on a regular basis and work across the network of schools to improve student results and better manage our time. Resources will be shared across the network with a view to some lessons being delivered via VC to increase the class thinking size.

Strategic Direction 3

Student well-being and resilience

Purpose

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

Overall summary of progress

This is a consistent focus at Bellata Public School. Student wellbeing, as well as staff wellbeing are paramount for successful teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Annual surveys and "Tell them from me survey" to ascertain parent and student satisfaction with well-being programs in the school Increased opportunities for student involvement are evident with positive feedback from students and parents High attendance patterns Decreased behavioural referrals	\$5300.86	Attendance patterns have remained consistent although this year we had a student with high health needs that affected his ability to attend school and an outbreak of a severe flu. There has been no change to the evidence found in the Tell Them From Me Surveys.

Next Steps

The staff at Bellata Public School will continue to work closely with New England Health to provide opportunities for learning to deal with the stresses of life in a safe and supportive manner. Staff will continue to be supported by all available agencies as required.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4215.72	In 2017, Bellata Public School students worked with local indigenous artists to create two murals in the school grounds. It was a wonderful opportunity for students to interact and learn about Aboriginal Culture. Bellata Public School and the community at large, are very proud of the murals.
Low level adjustment for disability	\$3163.40	In 2017, available funds were put towards employing a School Learning and Support Officer. As a result, students in the K–2 section of the school received significant support and school–based assessment indicate it was money well–spent. All students have made significant gains.
Socio–economic background	\$44650.08	In 2017, this funding was combined with the Low Level adjustment for Disability funding to support the employment of a School Learning and Support Officer. It has made transition from Preschool to school seamless and school based assessment has indicated that student learning has been significantly enhanced.



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	13	14	17	14
Girls	9	9	12	8

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.4	96.5	89.9	84.1
1	91.6	94.4	87.9	91.7
2	96.6	96.1	92.7	92.3
3	95.5	92.2	93.2	95.7
4	96.6	92.6	97.7	95.8
5	98.5	92.8	92.3	95.5
6	96.6	98.1	91.7	94.3
All Years	95.9	94.6	91.5	93.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance requirements are regularly reported in the School's newsletter. As a general rule, students at Bellata Public School consistently attend school. Students not at school have valid reasons such as sickness. Parents either send in a note when their child returns or rings to let the school know why their child isn't at school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.57
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.7
Other Positions	0

*Full Time Equivalent

Currently no members of staff identify as being Aboriginal or of Torres Strait Islander decent.

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

All teaching staff at Bellata Public School have been deemed Proficient in relation to the Australian Teaching Standards. All staff have the opportunity to develop their craft through Professional Learning and this is linked to their Personal Development Plans. In 2017, emphasis was placed on understanding the new LMBR system and continuing to fully implement all Curriculum. Staff attended training in Road Safety, Australian Sign Language, the Geography Syllabus and mandatory training such as First Aid, the Code of Conduct and Anaphylaxis awareness.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	28,066
Global funds	80,146
Tied funds	57,554
School & community sources	3,981
Interest	836
Trust receipts	237
Canteen	0
Total Receipts	142,754
Payments	
Teaching & learning	
Key Learning Areas	9,672
Excursions	2,050
Extracurricular dissections	5,028
Library	473
Training & Development	138
Tied Funds Payments	23,151
Short Term Relief	3,705
Administration & Office	14,754
Canteen Payments	0
Utilities	8,280
Maintenance	7,497
Trust Payments	919
Capital Programs	2,737
Total Payments	78,406
Balance carried forward	92,414

The information provided in the financial summary includes reporting from 1st December 2016 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	96,286
Appropriation	92,414
Sale of Goods and Services	557
Grants and Contributions	3,315
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-29,997
Recurrent Expenses	-29,997
Employee Related	-14,511
Operating Expenses	-15,486
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	66,289
Balance Carried Forward	66,289

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

In 2017 we were concerned that our numbers may fluctuate significantly lower than the start of the year. We were extremely careful in allocating monies in case we were going to have to purchase teaching time in the second semester and to help cover the LMBR expense.

Fortunately the numbers held and all Principal training for LMBR fell on the Principal's office day so we did not employ an extra casual to cover the Principal for office days lost.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	339,336
Base Per Capita	4,432
Base Location	12,032
Other Base	322,872
Equity Total	62,187
Equity Aboriginal	4,216
Equity Socio economic	44,650
Equity Language	0
Equity Disability	13,321
Targeted Total	0
Other Total	2,241
Grand Total	403,764

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

As Bellata Public School has a very small cohort of students, data tends to be very individualized and can not be reported on under the Privacy Act. However, students at Bellata Public School have shown improvements in growth from Years 3 to 5 in most areas of Literacy. Grammar and Punctuation remain an area for continual focus in 2018.

As Bellata Public School has a very small cohort of students, data tends to be very individualized and can not be reported on under the Privacy Act. However, students at Bellata Public School have shown improvements in growth from Years 3 to 5 in most areas of Numeracy. Algebra remains an area for continual focus in 2018.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Staff at Bellata Public School have worked hard to improve the education results of all students in line with the Premier's Priorities for 2017. We have employed additional staff to meet the individual needs of all students with our focus on early intervention. School-based assessment indicate that students in the K-2 section of the school are meeting and exceeding expectations for their stage across a variety of areas and are becoming confident learners. We did not put as much support into the senior end of the school and focused just on specific children that will need support all their school lives.

Currently we have no Aboriginal students in the top two NAPLAN bands. The students we have we are supporting to improve their educational outcomes across all Key learning Areas.

Policy requirements

Aboriginal education

In 2017, students at Bellata Public School continued learning about cultural awareness. We were fortunate to have Mr Jason Brown assist us in developing a plan for improving cultural awareness at our school. We began with the instillation of two murals painted in conjunction with the students by Moree Aboriginal Artist, Shanny Smith. We are also installing a display of artefacts into our school library and developing a "bush tucker" area in our nature space.

Multicultural and anti-racism education

Bellata Public School focusses on multicultural education by providing programs which develop the knowledge, skills and attitudes to live harmoniously in a diverse society. The staff have zero tolerance for racism and students are encouraged to work together through targeted personal development lessons.

in 2017, Bellata Public School were privileged to have a group of African singers and dancers visit our school. The students enjoyed being able to interact with the students and show them what school is like in Australia. We also studied Nepal as part of the Country Women's Country of Study program.