

Bellingen Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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.

Graeme Ross

Principal

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Message from the Principal

2017 marked the final year of the current 3 year annual planning cycle. Coinciding with this was a review of our school through an internal and external validation process. This process required the school to collect evidence against all 13 elements of the School Excellence Framework. The school assembled a team to conduct this evidence collecting to help inform our judgements about where we sat on the framework and our possible future directions for our new school plan 2018–2020.

2017 was also marked as a highly successful year in terms of our students – connecting, succeeding and thriving. Ample evidence of this was obtained through the self evaluation process. Our academic, sporting and cultural programs within our school continued to build and involve more students as we strive for excellence in all.

Towards the end of the year we refined our vision to move forward into the next planning cycle – To make learning meaningful, relationships positive and individuals successful.

2017 saw our deep partnership continue to develop with our community.

We finished the year with 383 students across 15 classes.

It was a fantastic year, with great students, our expert and dedicated staff and our wonderfully supportive community.

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 student population in 2017 at Bellingen Public School is 380 students, of which 10% are Aboriginal students. Our school has a Family Occupation and Employment Index (FOEI) of 83 which places the school as 'slightly advantaged'. Staffing should remain relatively stable. All teachers have developed their own professional learning plan referenced to National Professional Standards for Teachers.

The 2017 school budget is \$3,256,782 from which all staff salaries are paid. This also includes a total of \$244,622 in Equity Funding (Socio-economic \$59,112; Aboriginal \$30,335.; Low level adjustment for disability \$155,205); teacher's professional learning (\$27,319) and technology support (\$26,000). Other funds, including supplementary funds received throughout the year, making up our total budget allocation, are then used for additional student needs/support, asset replacement, utilities; maintenance and supplementation of teachers' professional learning plans, aligned closely to the School Plan 2015–2017.

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

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 and participated in an external validation. 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 the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning The results of this process indicated that in the School Excellence Framework domain of Learning:

- **Learning Culture** – excelling. Bellingen Public School's (BPS) staff, students and community have a shared vision for student learning and success. All stakeholders are highly engaged and valued and their feedback is constructive and it enables the school to project into the future. The staff understand the unique abilities that each child has and staff reflect on their learning programs to ensure student learning and success is always at its optimum.
- **Wellbeing** – excelling. All students at BPS have unique cognitive, emotional, social, physical and spiritual wellbeing needs. At BPS we give every student the avenue to not only develop but also express their needs.
- **Curriculum and Learning** – sustaining and growing. BPS ensures there are systematic policies, programs and processes to identify and address student learning. This happens in a variety of ways, as evidenced in the e-Portfolio. To enhance our performance in this element we plan to further develop our active partnerships and collaborate more with key stakeholders to ensure deep continuity of learning.
- **Assessment and Reporting** – excelling. BPS has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance. In moving forward, the analysis through the school self-assessment processes, has identified the need for evaluation and assessment processes that are underpinned by a whole school assessment strategy.
- **Student Performance Measures** – delivering. Bellingen PS achieves value-added results for our students, on internal and some external performance measures. Analysis indicates that this is an area the school needs to develop further with our 2018–2020 School Plan, where we will aim to achieve good value-added results, and

where around 20% of our students achieve at high levels of performance on external performance measures.

Teaching The results of this process indicated that in the School Excellence Framework domain of Teaching:

- **Effective Classroom Practice** – excelling. BPS has a teaching staff with depth and passion across a variety of areas. The school leadership team have been able to identify staff members that can demonstrate instructional leadership in Numeracy, GaTs and effect size calculations. Analysis indicates that in further enhancing this element, part of the new School Plan 2018–2020 will focus on developing teachers' capacity in giving more effective and timely feedback to students – whereby teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.
- **Data Skills and Use** – sustaining and growing. Teachers at BPS understand and value the need to incorporate data analysis in their planning for learning. They implement assessments that reflect student progress and teachers then use this data to inform their teaching.
- **Collaborative Practice** – sustaining and growing. Teachers at BPS are collaborative and reflective professionals. They welcome the chance to work together to improve teaching and learning. In the 2018–2020 School Plan BPS will be tasked with developing embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.
- **Learning and Development** – excelling. The school is very aware of the need to have high quality, engaging and effective professional learning. The school makes careful decisions in regards to who on staff, or 'outside' providers could deliver professional learning, aligned to the School Plan, and what strategy may be the most effective. As part of the school's vision for the ongoing development of an expert teaching team, BPS will be recognised as expert in the provision of support to beginning and early career teachers.
- **Professional Standards** – sustaining and growing. Teachers at BPS demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. They understand the strategic nature of a **school plan** and they understand the role they play both individually and collectively in the plan.

Leading The results of this process indicated that in the School Excellence Framework domain of Leading:

- **Leadership** – excelling. BPS has a strong leadership base. Many staff members have purposeful leadership roles based on professional expertise. These leaders are identified as experts because of a particular passion or aptitude.
- **School planning, Implementation and Reporting** – excelling. BPS's school plan has developed into its current form as a result of the use of an evidence based strategy and innovative thinking.
- **School Resources** – sustaining and growing. BPS is strategic when it comes to managing its fiscal resources. The school understands the needs to gain efficient results from sustainable resources.
- **Management Practices and Processes** – sustaining and growing. BPS welcomes feedback from students and the community. The school has used various meetings and community collaboration sessions to gain constructive feedback on our practices and procedures to assist in creating our school plans and policies.

Our self-assessment and the external validation 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

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 all students to experience excellence in learning from an expert teaching team. Staff collaboratively plan, program and develop assessment tasks that promote high expectations of learning across the school community.

The use of a range of data (eg: stage assessments, L3, NAPLAN, effect size calculation) 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, aligned with AITSL standards 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. The team supporting gifted and talented students have continued to successfully identify, mentor and deliver professional learning within our school and the Community of Schools.

A common language is developing across the school related to differentiating the curriculum to allow access to all students in an authentic and meaningful manner. Through strong identification of students working towards, at and above stage outcomes individual needs are catered for through clear success criteria and learning intentions. Collaborative planning has continued to be a focus in 2017 which has allowed for a strong planning, teaching and evaluating cycle.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff will articulate a deep knowledge of new syllabus documents demonstrated by effective implementation in learning programs.	Stage collaboration days (all teaching staff) –See SD2 QTSS funds (one day per week per AP)	Collaborative planning strengthened within stage teams. Continued planning, reviewing and implementation of Scope and Sequences for all Key Learning Areas. Staff have used backward mapping based on assessment data to plan engaging teaching and learning sequences at point of need.
Students engaged in differentiated learning experiences leading to individual success.	L3 funds managed by Katharine and Shireen \$6200 Equity (RAM) GTIL funds utilised – managed by Nicky, Kate and Shireen Additional LaST ½ day per week – \$2500(IFS)	Collaborative 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 continued for Kindergarten, Year 1 and Year 2 teachers (trained). Data used to guide further programming. A common language for differentiation is developing school wide (working towards, working at and working beyond). Learning intentions and data walls have been used to give students a clear understanding of “where they are at” and “where to next”.
The wider school communities	Music Budget	The school continues to be recognised for its

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
trust and speak highly of the learning that occurs within our school.	<ul style="list-style-type: none">– 1 day strings per week (part-time allocation)=\$20 000– 40 half days choir @ \$250= \$10000GaTS 1 day per week for 1 term= \$5000	inclusivity and work with students with specific learning needs. Bellinghen PS has gained positive recognition in the field of GaTS education and will continue to lead the Community of Schools in 2018.

Next Steps

- Differentiated programs to engage all learners.
- Successful feedback to students, staff and parents.
- Students to understand learning intentions and success criteria.
- Staff engaged in collaborative programming and assessments at stage level.
- L3 Program continues to be taught in Kindergarten, Year 1 and Year 2
- 3 staff members to be trained as Focus on Reading trainers.

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 teaching and implementation of Critical and Creative Thinking strategies was evaluated and discussed during professional learning time and considered successful in the first stage of implementation.

Meeting the requirements of teaching the new syllabus documents, all planned scope and sequence documents are completed and meeting the teaching needs of all classes delivering the NSW curriculum.

Staff and parents are well-informed through quality presentations on current innovative teaching practice and able to participate in formative discussions both with their students/ children & the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Highly effective Quality Teaching practices increase student engagement, performance and wellbeing.	L3 funded Equity (RAM) see SD1	Specialised presentations were delivered by teachers on Creative and Critical Thinking, L3 and TENS mathematics. These presentations were well attended and received by both parents and community
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.	Stage Collaboration \$20 500 Instructional leader one day per week x 10 weeks + relief for instructed teachers= \$10 000 Equity (RAM)	Scope and Sequence documents that incorporate all KLA's are implemented across the school and units of work supporting these are created and accessible on shared drive. Assessments, rubrics and scanned work samples that accompany these are also accessible on the shared drive.

Next Steps

- Build the skills in literacy teaching with a focus on Stage 2 and 3.
- Develop a framework for the collection and analysis of student achievement data and contextual information at individual student, group and whole school level.
- Develop mentor programs that support beginning teachers and teachers aspiring to higher levels of accreditation through the process.
- Build an understanding across the school and expertise in the staff that supports wellbeing and develop skills relating to fostering the wellbeing of both self and the school community.

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 have engaged in meaningful cultural experiences leading to well-developed perspectives embedded in teaching and learning practices that reflect the culture of Bellingen and its communities.

Staff and students have learnt through positive, active involvement in a range of community projects such as the Riverwatch program and creative and cultural pursuits such as NAIDOC events.

There have been strong collaborative practices across the Bellinger Dorrig Learning Community with programs and professional learning resulting in true and valuable partnerships for students, staff and community. Students and staff have been involved in Gifted and Talented enrichment days, sporting gala days, collective string, choir and band workshops.

Staff and students have continued to work with the local community and volunteer organisations to promote cultural activities and events that encourage and involve parents and families into the school community. The biennial Stage 3 musical is an event that continues to showcase the student, staff and community talents that Bellingen has to offer.

The school continues to have a strong cultural awareness and understanding that continues to be developed with local community members.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Aboriginal Funds for meetings – \$1375 per term. Funding tutor meeting and Community welcome BBQ \$500 Funding tutor meeting and Education Week breakfast \$500	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, 2017 Yarn up Data needed)

Next Steps

- To come from 2018–2020 plan DRAFT
- Gumbayngirr language taught by community tutor across stages 2 & 3
- 100% Aboriginal families attend or involved(contacted) in Yarn Up program.
- 100% families attend or contacted as part of P/T interview process.
- All staff maintain regular contact (each term)with families in regards to goals, student progress and wellbeing.
- Parent sessions organised and conducted by 'expert' staff in Habits of Mind, Growth Mindset, Literacy Numeracy, wellbeing
- Continued growth and improvement in school behaviour data.
- Recognition in community that BPS is a positive learning environment for all students.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Improving student outcomes, growing community involvement and developing cultural awareness have continued to be focus areas for 2017. Programs and learning activities have ensured that Bellinghen PS has built on local cultural knowledge and experience of Aboriginal elders and students as a foundation for learning across 2017	Guardian Tree Literacy program (SLSO wages) provides literacy support and pastoral care, purchasing of resources, teacher relief for parent review meetings and YARN UP, supporting NAIDOC activities with local indigenous experts –\$30,335
Low level adjustment for disability	\$155,205	A full time Learning and Support teacher and an additional Learning and Support Teacher for a half day per week were funded from this 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 in review meetings and SLSO professional learning funds were also taken from this funding.
Quality Teaching, Successful Students (QTSS)		
Socio-economic background	\$59,112	Additional staff member to facilitate and continue highly regarded music/choir program. Additional Teacher Professional Learning time allowing for Stage collaborative planning and sharing one day per term. This was highly successful and productive. Contributed to L3 professional learning follow up for Stage 1 and ES1.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	186	200	193	184
Girls	181	199	202	199

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.2	92.9	89.6	92.9
1	92.2	92.3	89.8	92.2
2	92.6	91	91	93.2
3	94.1	90.6	91.8	92.3
4	93	92.9	89.7	91.8
5	94.2	89.7	90.8	92.6
6	94.1	93	88.9	91.6
All Years	93.4	91.9	90.3	92.3
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

Attendance at Bellingen Public School is paramount in our belief that to be successful students need to be present and engaged in their learning. To this end our teachers, together with our Learning and Support Team, monitor all students and their attendance carefully. There is a school procedures document that outlines the steps taken if a student's non-attendance at school becomes a concern.

Together with this, all class rolls are monitored each day with both electronic and hard copies completed by 11am, each day.

Class sizes

Class	Total
K MAGENTA	21
K PURPLE	22
1 AQUA	23
1 M	22
2/3J	28
2 P	23
2 AQUA	24
3/4 P	27
3/4 O	25
3/4 MAGENTA	30
3/4 A	27
5/6 A	26
5/6 P	26
5/6 O	26
5/6 M	27

Structure of classes

Classes are structured by all teachers in a collaborative manner, with invited input from both parents/carers and students. Students are placed into their class carefully, ensuring that academic, social and emotional needs will be met. In Stages 2 (years 3 & 4), and Stage 3 (years 5 & 6) classes work on a 'composite class' model, enabling teachers to better deliver the curriculum, where outcomes and content are organised into Stages.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	13.93
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	3.22
Other Positions	0

*Full Time Equivalent

Three of our teachers, all permanent, identify as Aboriginal.

Workforce retention

Our workforce is very stable. Our staff continue to commit to our school over the longer term, with many feeling that they 'belong' to Bellingen Public School. But also, over recent years as some staff have moved to other regional based roles, this has enabled the school to employ some younger staff into the school providing a vibrant and resourceful mix of staff enthusiasm, skills and interests to enhance the learning for all staff and students.

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 2017. They ranged from the compliance courses in Cardio–Pulmonary Resuscitation and Child Protection through to a range of curriculum and student wellbeing 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 2017 were Positive Behaviour for Learning (PB4L) approaches for the whole school and the Language, Learning and Literacy (L3) pedagogy for Kindergarten, year 1 and year 2 teachers. The PB4L program has enabled a whole school approach to student welfare and wellbeing and the L3 initiative has enabled an early intervention approach to reading and writing in the younger schooling years. Kindergarten, year 1 and year 2 (Early Stage 1 and Stage 1) teachers also began training the Targeting Early Numeracy (TEN) program.

In 2018 staff will continue their development of PB4L approaches with support from Mr Dylan Harry and Ms Roslyn Everson. L3 training will be ongoing for the Early Stage 1 and Stage 1 teachers. The teachers in Stages 2 and 3 will now be trained in Focus on Reading 3–6 which is indirect connection to the L3 Program and the TEN training for Early Stage 1 and Stage 1 teachers will continue through the support of Mrs Katharine Sutherland.

Staff members engaged with the *What Works Best* document that has researched and identified seven themes that are important in successful schools. Of those seven themes, the staff at Bellingen Public School identified Explicit Teaching, High Expectations and Collaboration as important themes to them. These three themes will be a highlight in Professional Learning during 2018.

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	296,576
Revenue	3,564,740
Appropriation	3,348,534
Sale of Goods and Services	65,823
Grants and Contributions	148,957
Gain and Loss	0
Other Revenue	0
Investment Income	1,426
Expenses	-3,533,297
Recurrent Expenses	-3,533,297
Employee Related	-3,149,053
Operating Expenses	-384,245
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	31,443
Balance Carried Forward	328,019

Bellingen PS has a school budget committee comprising the Principal (chair), the school exec team, including the SAM, and the P & C President. This group meets once a term to approve and monitor the current year's budget – income and expenditure, including cash flow. Budgets are prepared by various team leaders, including school plan project leaders. A budget for the year is prepared and then approved through the budget committee.

Sick leave by staff was reduced from budgeted \$110,000, to \$95,000. This will continue to be monitored closely into 2018.

Uncommitted funds carried forward into 2018, from 2017, will be targeted at revitalising learning spaces within the school, with updated and more modern furniture for students, to better reflect the demands of 21st century learning – and to create learning spaces that are inviting places to be. Some of these funds will also support further technology purchases, for classroom use, and additional SASS hours within our office.

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	2,558,167
Base Per Capita	60,366
Base Location	61,238
Other Base	2,436,563
Equity Total	244,662
Equity Aboriginal	30,335
Equity Socio economic	59,122
Equity Language	0
Equity Disability	155,205
Targeted Total	214,209
Other Total	234,718
Grand Total	3,251,756

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.

The 2017 NAPLAN assessments occurred during the month of May. This year's writing assessment was changed from a narrative in 2016 to a persuasive text. This meant that growth data was not available for some of the writing concepts, however, paragraphing was still a low trend in the year 3 writing yet our year 5 writing reflected good results. This has been a trend in previous years.

The school's growth data for year 3 to year 5 writing was negative, however, this is not a trend that has been reflected in previous years. The growth data from year 3 to 5 spelling was in the positive. The writing growth for students from years 5 to 7 was negative.

The school is investing resources into the improvement of literacy across the whole school with the introduction of Language, Learning and Literacy (L3) for Early Stage 1 and Stage 1 Students and the plan to implement Focus on Reading for students in Stages 2 and 3. A considerable amount of resources will also be invested

into creating collaborative experiences for all staff to develop rigorous reading and writing experiences for their students.

There was a pleasing growth rate of over 10% for students in years 3 to 5 in numeracy and the growth rate of year 5 to 7 numeracy continued to be on trend with state wide growth.

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.>



Parent/caregiver, student, teacher satisfaction

Tell Them from Me Survey data (2017) in student outcomes and school climate indicated varying levels of success, across years 4, 5 and 6. 96% (State 96%) of students in year 4 indicated that they felt school was useful in their everyday life and will have a strong bearing on their future. In year 5 this was 100% (State 96%) and year 6 83% (State 95%). Students acknowledged that they try hard in their learning – the school mean 86% (State 88%). In most of the drivers of student outcomes the school mean was close to the State mean (Effective learning time, relevance, rigour etc). The aberration came when students were asked about whether the school had clear rules and expectations for classroom behaviour. Here the school mean was 5.9 vs 7.2 (State). Work has begun on this and features as part of the new Plan (2018–2020) within Strategic Direction 1. When students were asked about how often teachers talk to them about their next steps in learning, 65% stated 'sometimes', while 29% stated 'daily' – effective feedback for learning also features in the next school plan. Aboriginal students in years 4, 5 and 6 overwhelming stated they felt good about their culture while at our school.

Parents were surveyed (16 responses) as partners in learning. In summary on 7 separate measures parents and carers ranked the school at or above State means on 5 markers (parents feel welcome, inclusive school,

school supports positive behaviour, parents are informed, and parents support learning at home). On two other markers (safety at school, and school supports learning) BPS fell below the state mean. Systems are in place to better support the safety aspect, and we are working on raising the visibility of just how the school supports learning. The sample of parents was representative Kindergarten to year 6.

7 teachers responded to the Focus on Learning teacher survey. This presented data in two complimentary research paradigms – 8 drivers of student learning, and 4 dimensions of classroom and school practice.

Of the 8 drivers teachers identified 7 where BPS is outperforming State means– Collaboration, Learning Culture, Using Data to inform practice, Teaching Strategies, Inclusive school, Parent Involvement and Leadership. Technology presented as a conundrum and the BPS executive team are considering the nature of the questions (is the key audience here high school students etc?)

Teacher responses in the 4 dimensions of classroom and school practices all recorded scores above State means – Quality feedback, overcoming obstacles to learning, Planned Learning opportunities, and Challenging and visible goals.

These surveys will be again be part of the school self evaluation practices, in 2018, to help better identify trends and plan accordingly.



Policy requirements

Aboriginal education

During 2017 Bellingin PS has excelled in delivering initiatives and events which continue to work towards, and achieve, development and growth for our Indigenous students, build strong connections with their families and reach into the local and wider community.

Programs which have continued include the Guardian Tree Program which supports students K–2 with individual or small group sessions in literacy. This

program also provides students with pastoral care and connection with the land as they work with a designated School Learning Support Officer. Professional Learning for staff on differentiation, making appropriate adjustments and developing programs of work has seen adjustments to classroom programs and specialist programs delivered as appropriate for the students' individual needs. Bellinghen PS continues together and record data and learning goals for Aboriginal students in collaboration with the student's family. The 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 enables classroom teachers to have a greater understanding of how best to meet the needs of Indigenous students. This understanding is gained via the family friendly Yarn Up during semester one which provides an open forum for Aboriginal families to meet with classroom teachers, share family histories, stories and set academic and social goals for their children.

Gumbaynggirr language lessons have continued to be delivered, this year in stage 2. These language lessons have also integrated understandings around culture. Raelene McMahon develops and delivers these weekly lessons under the guidance of elder Uncle Michael Jarrett.

NAIDOC Week is recognised across Australia during July. Bellinghen PS recognised and celebrated "Language Matters" with activities for all students K–6. Stage 3 students participated in Cultural Awareness sessions with Uncle Mark Flanders from National Parks and Wildlife Service. Uncle Mark is a respected Gumbaynggirr man who captivated his audience with stories, artefacts and bush tucker. Stage 2 girls participated in dance tuition with Aunty Gloria Mercy. Stage 2 learned dances about the Spirit, brolga, food gathering and birds. Stage 2 boys were inspired as they learnt about the significance of the didgeridoo and how to play it with Shane Nelson. Stage 1 and Kindergarten participated in a workshop with John from Cascade Environmental Centre looking at language and symbols. They learned a different way of telling a story by using pictures and images. A whole school NAIDOC assembly which honoured and celebrated the importance of Aboriginal languages, in particular our local Gumbaynggirr language was also held.

In addition to these stage based activities staff also had a vision for a whole school project with a final product which could be displayed permanently at school. Out of this came the "Language Matters" Weavings. Every student and staff member participated in the creation of four large fabric weavings that celebrate the environment and Indigenous language. The four looms were themed "The Land" (greens), "The Water" (blues), "The Sun" (Yellows, oranges, reds) and "The Animals" (Browns, tans, creams). Paper strips with theme related Gumbaynggirr words were incorporated into each weaving. These weavings were unveiled at the NAIDOC assembly and have also been displayed in the local town library. A subsequent submission to the Arts Unit saw photos of these impressive weavings selected as the front cover image for the "Cultural Diversity" calendar which is made available to every Dept. of

Education classroom across the state.

Bellinghen PS continues to welcome local elders, aunties and uncles into the school to teach during NAIDOC and throughout the year, enabling the provision of a broad range of relevant, significant, respectful and inclusive culturally based learning experiences.



Multicultural and anti-racism education

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.

Other school programs

Thinking Skills Program 2017

Students from Kindergarten through to Year 6 were explicitly taught skills of Cooperative Learning, Creative Thinking, Critical Thinking and Problem Solving through the use of various strategies such as Kagan techniques and Habits of Mind activities. During Term 4, Stage 1, 2 and 3 students closely examined the Glasser need 'Belonging'. This project-based learning program brought together all four elements to work towards the goal of creating a stronger sense of belonging at Bellinghen Public School. An article was published in the school newsletter each week throughout the year to create a focus for parent support of this work.

Denise Head

Music Program 2017

Bellingen Public School continues to provide opportunities for children to learn instruments in addition to their regular curricular activities. In 2017, there were no less than 28% of children enrolled at school playing instruments and taking part in the various ensembles also provided by our school. School Band, Recorder Ensemble, Junior, Intermediate and Senior Strings rehearse weekly and add purpose to individual tuition. Pop-up groups for guitar and percussion also occurred for special performances.

There were 11 music staff, most of them peripatetic, that teach wood wind, brass, strings, piano, guitar and percussion.

Apart from studio concerts at the end of each term, in Term 3 we held a concert for the "Combined Musicians of Bellingen Public" where music was chosen to include all instrument groups. It was big, bold and had the music room buzzing for weeks with friend from different disciplines, rehearsing together. Students were well equipped to take up an instrument as the preparatory work was achieved through singing together in choirs.

Music concepts from the syllabus are taught through song and the voice is recognised as our 'first' instrument. Stage 1 Choir enchanted the audience at the Bellingen Show and Stage 2 Choir at the Eisteddfod, in Coffs Harbour. They were the largest choir and came away with a Highly Commended award.

Kindergarten had sequential lessons throughout the year with performance opportunities for parents at the end of each unit of work.

Stage 3 students were involved in writing, acting, stage-managing, dancing and singing in the Musical, 'Haunted Hoaxes'. This was an exceptional performance in every way.

Members of the Senior String Ensemble and a 13-piece Recorder Consort travelled to Sydney in July to take part in the Festival of Instrumental Music, held in the Opera House. All students had memorized the pieces for this concert and such an opportunity becomes a lifetime memory.

String players from our school dominated enrolments in the Coffs Harbour and District Eisteddfod. We entered in solo sections, duet sections and small groups. All students won prizes and the competitive experience was well received by families.

The Senior String ensemble also represented our school in community performances. The Australian Chamber Orchestra held a 10 Year Anniversary Concert in Bellingen and our students formed a 'Guard Of Honour' to play the Orchestra into the concert. This opening became 'Viral' on social media with the students playing a beautiful rendition of 'Danny Boy'. (over 1,000 views)

The ensemble also played for the RSL Day Club members and the View Club Christmas Party.

Involving all students at BPS, was the Bellingen Youth Orchestra Proms Performance. Sponsored by our City Council, children were entertained by the orchestra, demonstrating the role of the various instrument families in a symphony orchestra. The theme of the concert was Film Music and the consequent engagement of the students was high.

The final musical extravaganza at school for 2017 was the Talent Quest where children rehearsed in groups for weeks in order to perform their best for their peers and teachers. This was a great time for me to assess just how effective the overall music programme at our school is, how musical our students are and how much they love what they do.

Elizabeth Scott

Bellingen Public School's Gifted and Talented program

Bellingen Public School's Gifted and Talented program continued to build momentum in 2017. Our program has three focuses:

1. Student Enrichment Programs
2. Instructional Leadership for teachers of Gifted students
3. Professional Learning for teachers

Our Gifted and Talented Student Enrichment Program is run by Mrs Denise Head. This program occurs once a week for the entire year. Students involved are those who have gone through BPS Gifted and Talented Identification procedure and are currently in Stage 2 and 3. The group consists of approximately 15 students who work on critical and creative thinking tasks, as well as completing individual personal interest projects. The aim of the group is to allow like-minded students to work collaboratively together, as well as enhance students' critical and creative thinking abilities.

Teachers of identified Gifted students are allocated one session per year to work with Gifted and Talented Instructional Leader Renae McBay. The aim is to develop individualised programs and resources to support in-class differentiation of Gifted and Talented students. As part of this role a Maths Online subscription was purchased for those students identified as working beyond stage level in Mathematics.

Transition and acceleration procedures for BPS students going to Bellingen High School were also strengthened this year, with the primary and high school staff meeting to discuss and establish appropriate procedures to ensure successful transition.

This year Renae McBay and Denise Head led a number of professional learning sessions both within the school and our local community of school. Schools involved included; Bellingen PS, Urunga PS, Raleigh PS, Repton PS, Orama PS, Bellingen HS, Dorrigo PS and Dundurrabin PS. All staff received NESA

Accredited PL in Identification of Gifted and Talented Students, Differentiation with-in the classroom for Gifted and Talented students and Differentiation opportunities for Gifted and Talented students on a whole-school basis. Sessions were informative, detailed and well-researched. Feedback from schools was positive with allocation of Gifted and Talented coordinators in every school, as well as, formal identification procedures being established.

As part of the identification process the Community of Schools (CoS) held three Enrichment Days, where all identified Gifted and Talented students from years 5–8 in the CoS were invited to participate. These days allowed schools to support one another in identification of gifted students, allowed like-minded students to work collaboratively with one another and set challenging tasks for students to demonstrate their academic, critical and creative thinking abilities. Local experts were also guest speakers on these days. Thank you to Bellingin Public School, Urunga Public School and Bellingin High School for hosting these days.

2017 was a very successful year for Bellingin Public School's Gifted and Talented program. We aim evaluate, reflect and build upon our Gifted and Talented program in 2018.

Renaë McBay

Sport

Sporting programs at Bellingin Public School continued to be focused on involvement, skills development and enjoyment. A wide range of opportunities are provided to students. This year the school continued the Thinking Skills program with Mrs Denise Head and Live LifeWell @ School program, a joint initiative between the NSW Department of Education and Communities and NSW Health. This provided extra funding for sports programs and also training for staff in teaching fundamental movement skills, promoting a healthy lifestyle and involving all students in physical activities. The Sporting Schools Program also provides funding to assist schools in the provision of varied sporting opportunities that encourage students to be active and take part in local sports. The program also provides sporting equipment and this year we purchased new uniforms for soccer, netball, basketball and rugby league. Gymnastics was the most favoured sport and all students attended the gymnastics programs in their sports time. In Term 1 the Army Rugby League team visited our school and the senior students attended a great presentation by the team members on Respect. Our school provided opportunities for students to participate in modified rugby league sport sessions during the year. Team sports encourage our students to engage in regular exercise, which helps boost immunity and contributes to overall physical health. It also develops positive relationships, builds friendships and expands their social skills and understanding of expectations. In term 2 Stage 1 enjoyed an active sports day held at school and the annual Athletics Carnival for stages 2 and 3 was held at the high school fields. Many parents took the opportunity to join in and

support their children on the day. Many Stage 2 and 3 students attended PSSA sports and Gala Days with other local schools. Activities included netball, hockey, basketball, soccer, cricket, touch football and rugby league. Our Bellingin students have had a wonderful year of showcasing their amazing sports talents to the wider community.

Craig Ellem