

Bellambi Public School

Annual Report



2017



3979

Introduction

The Annual Report for 2017 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

School contact details

Bellambi Public School

Owen Park Rd

Bellambi, 2518

www.bellambi-p.schools.nsw.edu.au

bellambi-p.School@det.nsw.edu.au

4284 8666

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

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.

The results of this process indicated:

The School Excellence Framework domain of Learning:

Bellambi Public School is primarily excelling. The learning culture has a positive energy underpinned by outstanding evidence based research such as John Hattie, Shirley Clarke, Carol Dweck and Dylan Wiliam. Visible, open, collegial and honest relationships drive all students and staff to want to learn. Our comprehensive and inclusive practices improve individual and collective wellbeing making Bellambi Public School an outstanding quality learning environment. The learning is sustained through long term strategic financial planning to drive curriculum, resulting in innovative student learning experiences. At our school, students receive personalised learning that is responsive to meeting their individual learning needs.

The School Excellence Framework domain of Teaching:

Bellambi Public School is excelling. It is highlighted by the evidence sets that the trust in staff's professional knowledge and practice at all stages of their career, enable them to be risk takers and be open to change. We are collegially engaged in our whole community and provide expert knowledge to other schools. Staff value the diverse professional learning opportunities and translate this learning in dynamic and innovative experiences to improve student outcomes. Our mantra 'plan hard, teach easy, reflect harder' informs our teaching and maintains a collective responsibility.

The School Excellence Framework domain of Leading:

Bellambi Public School is excelling. The collective and dynamic leadership of our school has a consistently strong vision and clear purpose, fostering a school wide culture of high expectations and shared sense of responsibility. We reference Michael Fullan's research in 'Leading Culture' by focusing direction, cultivating collaborative cultures, deepening learning, and securing accountability. Our consultative approach with all stakeholders results in positive solutions and

strategies for the benefit of all.

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

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 2017, teachers and support staff Personalised Student Learning through ongoing professional development that focused on developing teachers understanding of effect sizes on student learning. These activities included Lesson Studies, Assessment Moderation and ongoing implementation of formative assessment. PLAN and other student literacy and numeracy achievement was analysed by teachers and instructional leaders to identify targeted strategies progress individual students learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of all students will be 'on track' in literacy and numeracy measures.	Early Action for Success Instructional Coach 3–6 (RAM funding) Professional learning for Reflection (RAM funding)	* K–6 Literacy and Numeracy data was analysed, collected and entered into PLAN every 5 weeks. * School Learning Support Officers roles were strategically professionally developed to confidently deliver intervention for identified students using Individual Learning Plans. * All teaching staff participated in Reflection days, 3 per term to collaboratively analyse data, target students and follow the teaching and learning cycle. * 1 teacher participated in first year Reading Recovery training. Therefore, a full student load allocated of 4 year 1 students for the year.
Assessment for learning principles will guide teaching and learning.		Formative assessment practices were still applied in the classroom according to teacher understanding. Focus changed to Visible Learning (Fisher, Frey, Hattie) in literacy and numeracy
Aboriginal student achievement will match or better the achievement of all students.	0.6 Aboriginal Education Officer and 0.4 School Learning Support Officer	NAPLAN Year 3 Reading: 88% Aboriginal students at or above National Minimum Standard. NAPLAN Year 5 Numeracy: 75% Aboriginal students at or above National Minimum Standard.

Next Steps

~Draw on specific research to develop and implement high quality professional learning in Literacy and Numeracy teaching practices

- National Literacy and Numeracy Progressions
- Formative Assessment practices (instructional rounds)
- Focus on Reading (Phase 1)
- Building Numeracy Leadership (ongoing professional learning)

~Draw on specific research to develop and implement high quality future focussed learning.

- Project based learning
- Enrichment opportunities



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

In 2017 the Implementation of the Literacy and Numeracy Strategy 2017–2020 and ongoing use of the Early Action for Success Writing tool for moderation were used to focus professional learning and development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students show growth in literacy and numeracy in school-based assessments.	~SLSOs: RAM integrated and individual funded students	75% of students demonstrated a years worth of growth in both Literacy and Numeracy.
All teachers cater for personalised student learning as evidenced in programs.		Strategically reviewed students requiring an Individual Learning Plan (ILP) using a level of adjustments framework. ILP's reviewed and adjusted each term. Focus on writing and numeracy goals for every student. All classroom programs reflected planned differentiation in English and Mathematics.
Demonstrated leadership capacity and professional practice amongst all staff to support and enhance quality teaching and lead evidence based and strategic planning.		Implementation of School Administrative Support Staff (SASS) professional development plans (PDP) SASS professional learning was targeted in line with the school plan.

Next Steps

~School systems and processes support all staff to be responsible for maintaining and developing their professional growth.

- Coaching sessions for all teaching and leadership staff
- Accreditation at all levels
- Corrimal Community of Schools professional networks



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 2017 Bellambi Public School implemented a successful Mindfulness program into all classrooms. Academically gifted and talented students were targeted through classroom learning programs with a focus on STEM and through the implementation of a weekly Academically Gifted class for students selected from across the Wollongong North Network of schools. The school continues as a collaboratively learning community with government and non-government agencies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent and community use of digital communication structures (website, apps) increases from less than 20% to over 50%.	Subscriptions: Sentral, Skoolbag App.	The majority of families preferred communication has been the newsletter and notes in hardcopy.
Decrease incidence of classroom and playground referrals as evidenced by Sentral Wellbeing data.		Refined processes in Learning and Support, documentation of student wellbeing and targeted wellbeing programs led to significant improvement in student behaviour.

Next Steps

Expanding relationships and embedding connections with students and community.

- Defined responsibilities and autonomy of the Aboriginal Education Officer to promote effective collaboration with the students, leaders, staff, parents and community
- Exploring the use of modernised Digital Media (SMS, Facebook, SeeSaw)
- Continue to increased parent/carer participation at events
- Continue to develop the school as a collaborative learning community.
- Corrimal Community of Schools Professional Networks.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$71 325 3 days per week an Aboriginal Education Officer is employed to support students and provide culturally appropriate support to enhance learning	2017 NAPLAN: Aboriginal students achieved: Year 3 Reading – 25% increase in students in the top 2 bands. Year 5 Reading: 14.3% increase in students in the top 2 bands Year 3 Numeracy – 12.5% increase in students in the top 2 bands Year 5 Numeracy: 25% increase in students in the top 2 bands
English language proficiency	\$25 924 School Learning Support Officers in classrooms	Support for students to achieve their individual learning goals on their Individual Learning Plans. Impact: Student highly supported in achieving their goals.
Low level adjustment for disability	\$139 613 School Learning Support Officers in classrooms	Support for students to achieve their individual learning goals on their Individual Learning Plans. Impact: Students highly supported in achieving their goals.
Socio–economic background	\$244 374 School Learning Support Officers Upgrade of resources to support student learning Equity support for all students to create an enriching learning environment and access to programs Instructional Coach 3–6 (same principles as Instructional Leader) 5 days per week	Highly effective student Wellbeing program where student needs and achievements are monitored and celebrated. Created a safe, caring and motivating learning environment. A teaching learning culture that is highly collegial with contemporary pedagogy.
Early Action for Success	Instructional Leader K–2 (State funded) 3 days per week and 2 days funded from RAM.	The Instructional Leader supports staff to identify their learning needs and provides professional learning and coaching for continuous literacy and numeracy teaching practice improvements. See Strategic Directions 1, 2 and 3 The impact is a collaborative learning culture and growth in student achievement in literacy and numeracy as evidenced by PLAN data.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	100	87	82	80
Girls	81	79	82	85

Student attendance profile

Year	School			
	2014	2015	2016	2017
K	92	92.7	93.1	91.3
1	94.3	93.8	93.4	90.1
2	92.8	94.4	92.3	95.1
3	93.6	91.9	93.1	92.8
4	92.9	92.5	90.3	91.8
5	95.2	90.3	94	86.4
6	89.9	94.3	88.8	89.4
All Years	93	93	92.2	91.3
Year	State DoE			
	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

Teacher monitors attendance with a weekly check of attendance and unexplained absences. Students with consistent and high percentage of absences are referred to the Wellbeing team for follow up and support. There are regular updates with the Home School Liaison Officer to monitor students at risk.

Positive recognition of attendance includes awards published in the school newsletter and individual achievement of attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	6.01
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	1
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	1.92
Other Positions	0

*Full Time Equivalent

The Aboriginal Education Officer (which is funded through RAM) is the only Aboriginal 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

In 2017 we had 3 beginning teachers and one teacher maintaining accreditation.

Considerable funding has been used for professional learning linked to the strategic directions within the school plan and teacher and performance development plan.

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	530,607
Revenue	2,550,402
Appropriation	2,429,711
Sale of Goods and Services	48
Grants and Contributions	117,837
Gain and Loss	0
Other Revenue	0
Investment Income	2,806
Expenses	-2,551,212
Recurrent Expenses	-2,551,212
Employee Related	-2,267,394
Operating Expenses	-283,817
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-809
Balance Carried Forward	529,797

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	1,313,069
Base Per Capita	25,064
Base Location	0
Other Base	1,288,005
Equity Total	481,235
Equity Aboriginal	71,325
Equity Socio economic	244,374
Equity Language	25,924
Equity Disability	139,613
Targeted Total	166,612
Other Total	391,824
Grand Total	2,352,740

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 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.

Policy requirements

Aboriginal education

Yarning Circle Concept Proposal

The proposal commenced this year with local Aboriginal Elders and cultural advisors including our Aboriginal Education Officer working collaboratively to create a sense of belonging, diversity and identity, enabling Bellambi students to connect to their cultural, religious and spiritual background. The design demonstrates the vision of the students creating their own story and histories as they contribute to the school, community and society in which they live.

Reconciliation Walk

The reconciliation walk is in its fifth year and has grown from 160 people to over 1000 participants. It focuses on the inclusion and participation of indigenous and non-indigenous students from local public and private schools in the Wollongong North Network area, along with their parents, Aboriginal Elders and community representatives. All Bellambi students and staff performed and Aboriginal dance choreographed by a respected dance mentor and choreographer. Our local elder Uncle Richard expressed that this walk created a meaningful connection. The Yarning Circle plans were unveiled from a Yuin perspective showing connecting to place and place making.

NAIDOC Public Speaking Competition

Representatives were successful in progressing to the

Regional finals. The topic was 'Our language matters'. The students did an outstanding job in researching and presenting their topic.

Multicultural and anti-racism education

Multicultural Public Speaking Competition

All students in Stage 2 and 3 prepared for the Multicultural Public Speaking Competition. From the classroom competition, 4 students were selected to compete in the district competition. Our school representatives displayed tremendous public speaking skills that engaged, convinced and persuaded their audience.

Harmony Day The students celebrated Harmony day by wearing orange or bright colours. The theme 'Strength in Harmony' saw all students participating in a variety of Harmony day activities. We believe every day is Harmony Day where we promote cultural diversity and inclusivity.

Other school programs

Parents as Teachers and Classroom Helpers (PaTCH)

Bellambi Public School understands it is critical we help parents and caregivers understand the important role they play in their children's education. We commenced the 2017 school year running the PaTCH program to train and accredit volunteers and provide them with the skills to work in supporting the teaching of reading, writing and early number in our classrooms.

Public Speaking

Our school provides quality public speaking opportunities for all students to support them in developing clear communication skills. Confident public speaking is important for enhancing self-confidence and how they develop and succeed at school. This year we held a K-6 school competition that involved all students writing and presenting a speech, with our students achieving excellent results.

Southern Stars

21 students from Years 4-6, including 3 Indigenous students (who performed with the Aboriginal Dance Troupe), participated in the 2017 Southern Stars performance - Postcards. The students enjoyed dancing in their item "Name in Lights" as well as the 2 finales. Their enthusiasm, commitment and hard work at perfecting the choreography was a reflection of their dedication to the whole production.

Sporting School Grants

By receiving a sporting schools grant for each term, students were able to participate in a variety of sports. In term 1, Stage 2 and 3 enjoyed participating in soccer skills by Sydney FC. Students learnt some new foot skills, how to have good sportsmanship and participated in modified games. In term 2, Kindergarten and Stage 1 participated in Gymnastic Skills. These sessions were thoroughly enjoyed by all students. Term 3 was Stage 2 and 3 learning Gymnastic Skills. These included floor activities, walking on beam, flipping on bars and using a mini tramp. In term 4, students from Kindergarten to Year 4 were introduced to basketball skills. For 8 weeks they learnt valuable fundamental skills related to basketball as well as playing modified games.

Circus Monoxide

During term 4, students from Year 3 were introduced to circus skills by Circus Monoxide. The program ran for 6 weeks with the students showcasing their skills to the school community on completion. The students learnt how to make student pyramids, juggle, plate spin, hula hoop and throw devil sticks. It was a very engaging experience for the students and one they looked forward to each week.

Permaculture Education Garden

Our Permaculture Education Garden (PEG) program promotes three core ethical principles which are Earth Care, People Care and Fair Share within all lessons.

2017 was the year of the bee for our Bellambi Permaculture Education Garden Program.

Students across all stages and classes inquired, researched and investigated the life cycles and habitats of bees, the important role they play in our food system and the threats they face today.

With funds raised from our Bunnings BBQ in 2016, we were able to purchase an observational deck enclosed hive of native stingless bees (*Tetragonula Carbonaria*), approx. 10,000 of them. This meant that our rates of propagation increased dramatically and students were able to observe the movement of these bees from their hive to each flower in the garden. Having native stingless bees in our school garden brought an Indigenous perspective to our outdoor classroom lessons with the sharing of knowledge of traditional foods and practices.

This year saw the installation of three raised beds that were donated by Bunnings Bellambi to cater for the Early Stage 1 and Stage 1 students. With a bumper crop of cucumbers, capsicums and tomatoes all students had the opportunity to share in the produce. An Environmental Grant for the installation of a water tank to service these beds located behind the Community Room has been approved and work will be completed this year. This will be another step towards sustainability, ensuring that the entire garden space will rely on collected rainwater.

Our Permaculture Education Garden has continued to build a culture of connection within our school community and we look forward to growing both plants and minds in 2018 here at Bellambi Public School.

Reading Recovery

This intensive literacy program that allowed students to work on reading and writing skills one-on-one with a highly trained reading teacher. The students who qualify for this program each receive a 30-minute lesson every day for one semester where they read a new book and complete writing activities based on the book read. The program's goal is to develop student literacy in reading and writing.

2017 saw 9 students actively participate in the Reading Recovery program, with 7 of those students accomplishing Level 16 or higher in reading and developing and improving their high frequency word bank in writing.

Student Representative Council (SRC)

Two students from each class plus the school leaders formed the SRC. The students met regularly to have a student voice in the decision making process. This included supporting special days and charities and deciding on the Positive Behaviour for Learning rewards days.

Academically Gifted Class

Bellambi hosted an Academically Gifted class consisting of selected Year 5 students from the Wollongong North Network of schools, one day per week. This opportunity provided enriched learning experiences for academically gifted students to assist them to optimise their learning. The program commenced in Term 2 and operated for a period of 25 weeks, concluding in Week 5 Term 4.

Mindfulness

As part of student wellbeing, in 2017 the students were supported with a Mindfulness program for Kindergarten to Year 6. The program was highly successful in teaching students to build resilience, develop self regulation, increase self awareness, practice positive relationships and strengthen problem solving skills.

Excursions

Stage 3 students attended Berry Sport and Recreation for 3 days. This Year Stage 2 attended a 2 day camp at Cataract Scout Camp. A high percentage of students attended and the school received lots of positive feedback from staff, students and families. Students developed their skills in teamwork, leadership and extending themselves outside their comfort zones.

Stage 2 also enjoyed the opportunity for enriching their learning at the Sydney Botanic Gardens to support their environmental education.

Kinder to Year 2 enjoyed the opportunity to attend the

Sydney Wildlife and Aquarium to support their Geography unit.

Science Technology Engineering and Mathematics (STEM)

Corrimal High School was an amazing High School in supporting Stage 2 and 3 students in STEM. This included a Corrimal Community of Schools initiative to have a competition to design, make and race model Formula 1 racing Cars. Bellambi Public School team won this competition.

Corrimal High School also hosted for Stage 3 students the opportunity to be involved in Robotics. This also led to our school purchasing Spheros to program movements through coding.

Kindergarten to Year 2 were involved in designing, making and problem solving in science activities.