

Bellata Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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

School contact details

Bellata Public School

Gurley St

Bellata, 2397

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

bellata-p.school@det.nsw.edu.au

6793 7514

School background

School vision statement

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

School context

Bellata Public School is a small rural school with an emphasis on personalized learning designed to meet the needs of all students in a supportive, safe and happy environment. Our students come from both rural and urban settings with a diverse range of learning experiences.

The school community works collaboratively to ensure opportunities are made available for all students so they can each achieve their personal best. Students are caring, supportive and considerate of others with a strong sense of belonging.

Staff at Bellata Public School set high expectations for themselves and all students. They are committed to differentiated teaching and learning programs to ensure success for all.

They acknowledge that the quality of teaching that occurs each and every day is the single most important influence on student performance. Teacher professional learning is focused on continually strengthening teaching skills to improve student outcomes.

Classrooms are vibrant, flexible, fun and well resourced to engage every learner.

Modern technology is available in all areas of the school and students are encouraged to use it to aid their learning.

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.

In the area of learning, positive, respectful relationships are evident among students and staff, promoting student well being and ensuring good conditions for student learning. Progress in learning is identified and rewarded. Teachers are beginning to use learning intentions as initial focus for lessons and the school community is beginning to use as a form of assessment for learning.

Additional staff have been employed to ensure the best start for students in their early years. Individual Education plans are implemented and students are showing growth in assessment data.

There is an effective transition plan for transition to school, primary school and high school in place. Students are encouraged to attend all transition days and to talk about their experiences.

In the area of teaching, students are being monitored in line with the numeracy and literacy progressions and additional support given as required. Professional learning is linked with Personal development Plans and staff are working on maintenance of their accreditation levels. Staff are collaborating with other schools to write teaching units to share ensuring new and fresh ideas are delivered to students.

In the area of leading, staff are given responsibilities to develop their leadership skills. Staff are encouraged to take an active role in determining the future of education at Bellata Public School. Parents are encouraged to be part of the decision making process.

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

Pedagogical Practice for Learning Success

Purpose

To lead learning through researched based pedagogy to develop high quality educational leadership practices to guide student achievement

Overall summary of progress

In 2018 we have slowly moved down the path of introducing learning intentions and success criteria in the lower division as the basis for feedback to students about their learning. Assessment rubrics have been introduced in the upper division but are not yet used across the board for all subject areas. Students are beginning to take responsibility for their learning and understanding reflection helps them to move forward.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Expert use of feedback and formative assessment are observable in all contexts as evidenced through classroom observation data and teacher self reflection sheets		
Learning intentions and success criteria are visible, explicitly used in all settings and can be clearly articulated by all students.		
Wellbeing surveys indicate high levels of satisfaction (>4 on a 5 pt scale) in areas of belonging and engagement, and students can identify at least two staff members who can support them.		

Next Steps

Smart goal setting will continue in 2019 and be reported on in both portfolios and written semester reports. They are not up to exemplifying articulated effective learner traits.

There is a universal agreement to implement Positive Behavior for Learning (PBL) at Bellata Public school in 2019. Whilst there isn't a significant behavior issue at the school, many of the High Schools the children will attend are using PBL so it makes sense for the students of Bellata to access the program and the associated language.

Strategic Direction 2

Excellence in Curriculum Delivery

Purpose

To collaboratively build strong foundations in curriculum, assessment and evaluation for future focussed learning with an emphasis on the teaching of literacy and numeracy skills across all learning areas

Overall summary of progress

In 2018 the Barwon Community of Schools initiated the writing of well resourced units of work to ensure curriculum outcomes were covered in a multi-stage classroom. staff from different schools collaborated on the writing of the units and sharing them. It is anticipated that unit writing will continue in 2019 to cover all key learning areas.

At Bellata Public School, the lower division is trialing the Literacy and Numeracy progressions as a basis for their teaching and learning program. The upper division is using Plan data as its basis with all students being tracked in Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Embedded and explicit systems for focussed teacher collaboration within and across schools are used to plan, implement and evaluate targeted curriculum areas		
All students achieve at or above expected growth in literacy and numeracy as indicated by the Literacy and Numeracy Progressions and internal measures.		
Formative assessment strategies are embedded across the school and evident in every classroom. Students reflect on, and take responsibility for their learning, monitor progress and design personal learning goals.		
Curriculum programs demonstrate knowledge and understanding of future learning pathways and teaching practices are evidence based.		

Next Steps

Staff are demonstrating their knowledge and understanding of learning principles. They are taking the time to ensure the evidence base is solid and has rigor. Learning progressions are being used as a basis for new learning. Individual Education Plans are written in conjunction with parents to ensure they have a clear understanding of where their child is up to and where they need to go next.

Student portfolios need a closer focus in 2019 to ensure they demonstrate where individual students are at in terms of curriculum outcomes, rather than just a collection of work samples.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		
Low level adjustment for disability		All students have made positive progress on the Literacy and Numeracy progressions. Early years students are confident in their learning and keen to improve.
Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$0.00) 	All students have made positive progress on the Literacy and Numeracy progressions. Early years students are confident in their learning and keen to improve.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	14	17	14	11
Girls	9	12	8	14

Enrolment at Bellata Public School has remained fairly stable again this year. The Infants end of the school is heavily influenced by girls whilst the Primary end is predominantly boys.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.5	89.9	84.1	95
1	94.4	87.9	91.7	95.2
2	96.1	92.7	92.3	91.8
3	92.2	93.2	95.7	96.7
4	92.6	97.7	95.8	95.6
5	92.8	92.3	95.5	94.1
6	98.1	91.7	94.3	98.9
All Years	94.6	91.5	93.3	94.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

This year the attendance rate was slightly higher than the past. As a general rule, students at Bellata Public School consistently attend or have a valid reason if they are absent. Parents send in notes when their children return or ring to inform the school.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.67
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*Full Time Equivalent

Bellata Public School is a teaching Principal position, however with Government funds we are able to run two classrooms with additional support for students.

Currently there are no persons identifying as being Aboriginal or Torres Strait Islander in the workforce at Bellata Public School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All staff at Bellata Public School strive to improve their professional practice. Each member of staff have Personal development plans that align with the School Plan. Professional Development is strategic based on identified individual needs and the collective needs of the school. All teaching staff are deemed at Proficient level and are working through their maintenance phase.

All staff are encouraged to attend to their professional development and implement new knowledge. In 2018 staff attended the Ignite the Spark conference in Sydney with a focus on assessment. Staff also attended information days on the Learning Progressions and Plan 2, as well as numerous Learning Management and Business Reform knowledge development days. As the school had a change over in office staff, significant budget allocation was released to support the learning curve of the new School Administration Manager.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	66,289
Revenue	458,454
Appropriation	446,082
Sale of Goods and Services	0
Grants and Contributions	11,800
Gain and Loss	0
Other Revenue	0
Investment Income	572
Expenses	-494,550
Recurrent Expenses	-494,550
Employee Related	-453,058
Operating Expenses	-41,492
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-36,096
Balance Carried Forward	30,193

In 2018, the main expenses were salaries. Additional staff were employed to support teaching and learning, particularly in the early years of schooling. Other significant expenses included a hidden water leak that took considerable time to come to the surface and be rectified.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	369,853
Base Per Capita	4,254
Base Location	10,829
Other Base	354,769
Equity Total	66,939
Equity Aboriginal	9,068
Equity Socio economic	30,960
Equity Language	0
Equity Disability	26,912
Targeted Total	0
Other Total	3,657
Grand Total	440,449

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, Bellata Public School had 3 students in Year 5 and 4 students in Year 3 sit the NAPLAN tests in reading, writing, spelling, grammar and punctuation. Results indicated that the majority of all students fell in the middle two bands across all domains. As Bellata Public School has a very small cohort of students, data tends to be 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. Growth charts show an improvement in Spelling and Writing. In 2019 a greater emphasis will be put on reading to help bring it back in line with the other domains..

Due to the size of the cohort, data can not be reported on under the Privacy Act. However results generally indicate students are making steady growth in most areas.

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.

The staff at Bellata Public School have worked hard to improve the education results of all students in line with the Premier's Priorities. we have employed additional staff to meet the individual needs of all students with our focus on the early years of learning.

School based assessments indicate students across the school are meeting the expectations for their stage and are becoming confident learners. We have a significant number of students with learning difficulties and learning adjustments are consistently being made in the classrooms to allow them to fully access the curriculum.

Currently we have no Aboriginal students in the top two NAPLAN bands. The students we have are being supported to improve their educational outcomes across all key learning areas.

Parent/caregiver, student, teacher satisfaction

As part of the School's Self Assessment, parents, students and teachers were asked to complete a satisfaction survey covering key aspects of education at Bellata Public School. The feedback from these surveys greatly assists the School with strategic and operational planning and forms the basis for continual improvement.

In 2018, staff, students and parents were surveyed to obtain their views on the school grounds, availability and type of support for students and openness of communication channels.

From the results, the School has identified areas where further improvements can be made and will be included in future planning.

Student Views

Most students were happy with the school grounds however some students felt that there were not enough trucks for use in the sandpit. Senior students suggested replacing the removed football goal posts.

All students felt that they got help when they needed it and that the teachers were caring and interested in their learning.

All students felt they were listened to when they had a problem at school.

Parent Views

A significant number of parents indicated they would like to see more green grass in the playground. They were concerned of the lack of spaces for children to sit on the grass.

All parents indicated that they were happy with the level of support their child received at school and that their concerns about their child's learning were dealt with. They would like to see more School Counselor time allocated to schools for students.

Some parents indicated that the school should investigate the feasibility of phone apps for information. All parents were happy with the frequency of the newsletters.

Staff Views

Some staff indicated that the openness of communication can be difficult when parents come to the classroom in the middle of learning sessions but understand that as the office is not manned at all times, it is difficult for parents to ring to make appointments as the phone is also a disruption to classroom learning.

They would also like to investigate other grass species that may thrive better in our school grounds and allow for greener spaces for outdoor learning.

Staff were also concerned with the access to School Counselors— especially if a student has an ongoing problem that needed addressing.

Policy requirements

Aboriginal education

Bellata Public School staff and students acknowledge the traditional custodians of the land the school is located on—the Kamiloroi people. As part of their daily instruction, all students are taught to respect the culture of Indigenous Australians.

In 2018, students learnt about Aboriginal Culture through presentations by visiting guests and as part of their studies in history. They particularly enjoyed the visit by Chef Clayton Donova who introduced the children to Kangaroo steak tacos and Alfred Priestly, a local elder, who talked about what culture meant to him.

Funds were expended on additional support for students in the classroom.

Multicultural and anti-racism education

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

In 2018, the students studied Poland as part of the Country Women's Associations country of study. The learnt about the diversity of the country, its history and life in Poland today. Resources were purchased to support student learning.