

# Bellbrook Public School

## Annual Report



2018



1178

## Introduction

The Annual Report for **2018** is provided to the community of Bellbrook 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.

Bellbrook Public School prides itself on equipping students with skills, knowledge and resources to become motivated responsible learners. We are proud of the ongoing and successful growth of each student and their willingness to participate in the wide range of activities offered to them by the school.

Our highly dedicated staff promote a nurturing learning environment that supports each student to achieve their personal best. Teachers are committed to regular, high quality professional learning which translates to effective pedagogical practices. They are constantly reviewing student achievement and development aligned to their daily practices to ensure all students are achieving their full potential. They work within a reflective cycle of measuring student achievement aligned to their practice and then determine aspects of their teaching they will adjust in order to achieve the future goals of the students.

This year presented some new challenges for the school. We began the first half of the year understaffed and could not fill the positions. We saw our numbers drop to the lowest they had ever been and the threat of becoming a one teacher school. However we rose above these challenges and thrived for the second half of the year.

Thank you to everyone who has been involved in the school this year. We appreciate and value your contributions and encourage your participation in the years to come.

Allison Mitchell

Principal

### School contact details

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## School background

### School vision statement

At Bellbrook Public School we equip students with the tools to be successful, confident, creative individuals. We are committed to providing quality education in a nurturing, innovative learning environment where all learners aspire to succeed and thrive. This is achieved through our innovative and dynamic staff, providing leadership that inspires learning. We work together as a whole school community to prepare and invigorate our students to become active, confident participants within our ever-changing, challenging world.

### School context

Bellbrook Public School (BPS) was opened in 1883 and is located 56 kilometres west of Kempsey on the Mid North Coast. Bellbrook is a small rural school and due to isolation, attracts funding as a remote outer regional school.

The school takes pride in being a community resource that is dedicated to educating children in partnership with the community. It works to provide an excellent education for students in a caring, safe, tolerant and stimulating environment.

We have 26 students enrolled here, 85% identify as Aboriginal. We also draw students from low socio-economic backgrounds. Our school receives funding through the Resource Allocation Model. This allows us to offer tailored programs to meet individual student needs.

We have innovative and highly trained staff that incorporate the latest technology into their classrooms. Students are catered for on an individual level and engagement in learning is high. The school's motto "friendship, responsibility and lifelong learning" is evident in all aspects of school life. We are committed to students development of core academic knowledge and their ability to apply their knowledge and skills with flexibility and creativity to become lifelong self-directed learners.

Bellbrook Public School is a member of the Macleay Public School community. BPS is actively involved in promoting opportunities for students to learn, socialise and integrate with students from our surrounding community of schools. This is achieved through sporting events, camps, connected classrooms teaching activities and excursions.

## 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 domain of Learning, significant focus has been placed on developing a school wide learning culture in which students are engaged and self-motivated. With the use of learning intentions, success criteria and feedback, students are learning to take responsibility of their learning, understand the different pathways for learning and what they must do to continue to make progress and achieve set outcomes. Teachers differentiate curriculum delivery to meet the needs of individual students. The school also continues to analyse assessment data to monitor, track and report on student and school performance. This data along with contextual information allows us to identify trends in student achievement levels and thus adjust teaching pedagogy.

Our major focus in the domain of Teaching has been on effective classroom practice, data skills and collaborative practice. All teachers continue to be committed to identifying, understanding and implementing the most effective best practice. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. This allows teachers to adjust their teaching in response to the progress that individuals are making. Teachers strive to provide explicit, specific and timely formative feedback to students on how to improve. School data has informed school-level decisions, interventions and initiatives. During 2018, all professional learning for both teaching and non-teaching staff has been aligned with our School Plan in order to ensure a high impact in the quality of teaching and learning outcomes.

In the domain of Leading, our priorities have been leadership, school planning and management practices. Leadership is central to building school capacity and developing productive relationships which result in improved educational

opportunities for students. The school's leadership strategy promotes planning and organisational best practice. We are working towards building understanding and support for school expectation and aspirations for improving student learning across the school community. A culture of support and high expectations has been maintained during 2018. Continuous improvement will remain as a key focus for the leadership team during the remainder of the planning cycle.

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

Inspired, reflective learners

### Purpose

We believe that in order for learners to be self directed they need an understanding of how they learn to develop student autonomy. Our purpose is to ensure the school has a strong culture which actively values educational aspiration and ongoing performance improvement. There is a strategic and planned approach to positive growth mindset so that all students can connect, succeed, thrive and learn. Students benefit from quality teaching, curriculum planning and delivery, and assessment which allows a responsive point of need approach to learning excellence.

### Overall summary of progress

Learning maps and visible learning have been used to reveal aspirations and expectations of students. This informs the teachers planning for learning. Learning maps have provided students with a format to explain how they learn best, who they learn from and the tools they use to access learning within a range of environments. It has promoted the idea that learning is individual and contextual and not just within the confines of the classroom. Students are also becoming more effective teachers of themselves as they grow in their ability to recognise and articulate what they are learning, how well they are doing with that learning, as well as a variety of strategies they can apply to achieve success. A representation of the learning pit has been designed and visible in each room giving students visual representation of how learning can take place.

Progress in student learning and achievement is identified and acknowledged through Best Start, PLAN2, NAPLAN and school based data. This is used to track and monitor students on the learning progressions. Data is entered every five weeks in K–2 in line with L3 requirements while Yr3–6 data is every 10 weeks. All students who consistently attended our school throughout the year achieved stage appropriate outcomes in literacy and numeracy.

All key learning areas scope and sequences have been revised and updated to reflect the new syllabus requirements and ensure academic opportunities for all students. Teacher programs reflect some visible learning (learning intentions and success criteria). Staff and students are becoming more familiar with making learning visible.

Students and staff have yet to deepen their knowledge and abilities to apply the learning dispositions required to enable life long effective learning habits and behaviours. Greater explicit teaching is needed for students to develop the learning dispositions that support effective learning.

All staff have completed professional development on Growth Mindset. Through professional conversations staff have demonstrated growth mindsets attributes and common language was evident. Students have limited knowledge of growth mindset, this will be addressed in 2019.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>School self evaluation against the School Excellence Framework determines a movement from delivering to sustaining and growing in the domain of Learning, elements Learning Culture and Curriculum.</p> <p>All students can articulate significant progress against individual learning maps using video evidence and the learning dispositions they have used.</p> <p>All students are on track in literacy and numeracy as evidenced by personalised learning goals, syllabus outcomes and learning</p>	<p>Additional teacher support 2 and a half days/ week</p> <p>Socio–Economic Background, Low level adjustment for disability and English language proficiency funding.</p> <p>Instructional Leader EAfS</p> <p>2 SLSO's to assist in classrooms to support students– Aboriginal Background</p>	<p>School Excellence Framework indicates we are delivering in learning culture and curriculum.</p> <p>Stage 2 and 3 students have learning goals developed through student teacher meetings around learning maps.</p> <p>K–2 discussed people, places and tools that helped them learn. No specific goals were set.</p> <p>Learning intentions and success criteria are beginning to be embedded in K–2 writing and Yr 3–6 numeracy programs.</p> <p>Some learning dispositions are taught and understood by students evidenced by learning maps.</p> <p>100% of students are on track in literacy and 100%</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
progressions.		in numeracy in ES1.  80% of students are on track in literacy and 80% in numeracy in S1.  83% of students are on track in literacy and 83% in numeracy in S2.  50% of students are on track in literacy and 75% in numeracy in S3.

## Next Steps

Focus on high expectations, continuity of learning and attendance to improve our learning culture. Implement strong visible learning pedagogy across the school to make sure curriculum, teaching and learning programs and differentiation enables continuous improvement.

Whilst teachers are using learning intentions and success criteria, they are not yet completely systematic in their delivery. Investigate Visible Learning accredited workshops on planning and assessing, implementing and evaluating for sustainability.

Students use their learning maps to explain to parents during three way interviews their learning goals and parents are given the opportunity to support their child in their learning.

Staff look for patterns which occur within the learning maps and develop a systematic response to the need for students to provide more effective feedback to their teachers on the effectiveness of their teaching. Students also need support in developing effective strategies to provide feedback to themselves and their peers.

Learning dispositions and growth mind set to be explored with students to support effective learning and student agency.

## Strategic Direction 2

### Building teacher capacity and capabilities

#### Purpose

At Bellbrook Public School, we believe writing is a crucial element in communicating effectively. Our purpose is to have highly skilled and passionate teachers who identify, understand and implement the most effective, explicit, evidence based teaching practices in literacy and numeracy in a stimulating, challenging and supportive professional environment. We understand the need for genuine collaborative planning, dialogue and reflection, and use whole school data to identify student achievement, progress and inform school directions.

#### Overall summary of progress

Staff engaged in professional learning that built skills in the analysis, interpretation and use of student progress and achievement data. This aligned with the schools priorities around writing and Early Action for Success. Our Instructional Leader encouraged collaborative practice through coaching, mentoring and small school networking. This was used to inform key decisions such as resourcing and implementation of new programs or initiatives.

Learning intentions and success criteria were beginning to be noticed in classroom programs and staff were developing strategies to share these with students. Teachers are improving in giving feedback to enabled students to better understand how they are learning and the next steps to improve their learning. Assessment activities and measurements are beginning to be embedded with programs at the planning stages.

Collaborative practice has been beneficial for teachers to build consistent and comparable judgement of student learning in K–2. Work samples and video clips of lessons were submitted to a team drive where other staff from our small schools EAfS group could share their learning journey. We would like to extend this into Years 3–6 next year.

School funds have also been used to implement the highly successful MiniLit and Multilit programs aimed to provide students with the opportunity to improve their literacy skills.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>School self evaluation against the School Excellence Framework (V2) determines a movement from delivering to sustaining and growing in the domains of: Teaching (Data skills &amp; use) Learning (Differentiation) Teaching (Learning and Development, Collaborative practice and Feedback).</p> <p>Technology that explicitly supports learning is expertly integrated into classroom programs by teachers as evidenced teacher reflection, classroom observation and by movement from delivering to sustaining and growing in Leading (School resources, technology).</p>	<p>Socio-economic background funding supported extra teacher time.</p> <p>Instructional Leader EAfS</p> <p>Macleay Valley Small school EAfS networking group– collegial planning and professional learning events.</p> <p>Sarah Atkins – ACARA provided classroom support and professional learning around the new Science and Technology syllabus and implementing digital technologies.</p>	<p>Teaching and learning programs are being shaped by data and differentiated to meet student learning needs and syllabus content. Teachers are investigating ways of creating data walls and actively seeking support from our Instructional Leader around the progressions.</p> <p>Evidence from classroom observations and discussions highlights explicit, specific and timely feedback practices as an area of improvement across the school.</p> <p>Staff have limited opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy. This will be addressed further in 2019.</p> <p>Digital technologies are beginning to be embedded in classroom practice. Coding, animations, robotics, BeeBotz and Ozzobots are being utilized across the school.</p> <p>Students presented parts of their DTiF projects to parents and community members. This inspired a parent and community workshop around types of technology used in the classroom and future focused learning. It was very well attended.</p> <p>Digital Technologies in Focus program in</p>

## Progress towards achieving improvement measures

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## Next Steps

Teachers continue to experiment and use data walls. Investigate student use of data walls in the form of learning progressions whereby students are able to plot their learning and recognise the next most powerful step in their skill development. This will also support teachers in defining the next most powerful teaching they need to plan and implement to meet individual needs.

Implement professional learning around feedback. Teacher feedback enabled students to better understand where they sit on their learning continuum and what their next steps in their learning involves, for them to progress.

Mentoring conversations with staff to focus on using data analyse to align teacher practice and student progress to determine where to next and the professional learning required to support teachers continuous improvement of student learning outcomes.

The use of consistency of teacher judgement strategies across a small school learning community will assist teachers in being able to clearly identify where students are at on the learning progressions and plan for the identified needs.

Teachers working collaboratively to build teacher efficacy. Staff have indicated the need to visit other schools to build up their skill level and share ideas. This will also strengthen consistency of teacher judgment, syllabus content knowledge and innovative teaching practices.

Investigate Educational Minecraft and implement with focus group of students. Timetable STEM afternoons across K-6 and mix the students into groups to carryout STEM tasks.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	SLSO support in classrooms See Strategic Direction 1 \$47, 431	Implemented speech program for identified students under guidance from qualified Speech Pathologist to improve oral literacy, vocabulary and comprehension. SLSO employed to program.. Two SLSO's help in classroom for literacy and numeracy.
<b>English language proficiency</b>	See Strategic Direction 1 \$1, 292	Funding was used to employ additional teacher to work across the school to support student learning, as identified through the school Learning Support Team.
<b>Low level adjustment for disability</b>	See Strategic Direction 1 \$26, 019	Students receiving additional support demonstrated significant gains in literacy and numeracy, particularly in numeracy. Five weekly interventions and learning sprints with an explicit teaching focus and supported SLSO practice allowed opportunities to tighten the focus for students with additional needs.
<b>Socio-economic background</b>	See Strategic Direction 1 and 2 \$44, 971	<p>Students have had access to a range of classroom based resources and learning devices that help to support the development of their knowledge and understand in all key learning areas.</p> <p>School wide data collected, analysed and discussed. Early identification of the level of attainment, tailoring of specific programs and personalisation for students. Evidence informed practice goals are supported by in class observations to regularly validate. Confident teachers committed to continuous improvement, collegiality and teacher professional learning priorities. PLAN data indicates that students are achieving at or above desired levels. Stimulating and engaging programs operating in the school involve parent helpers.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	10	12	10	9
Girls	15	19	12	13

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	87.6	83.9	89.8	86.7
1	95.1	65.6	86.6	89.3
2	94.2	95	79.1	79.4
3	95.9	91.6	97.3	75.3
4	94.8	84.2	89.7	98.8
5	90.5	89	92.3	90.6
6	97.6	76.1	94.5	78.3
All Years	94.1	84.4	88.9	83.9
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

The importance of school attendance is conveyed in our school newsletters regularly. Our general reminders of the importance of school attendance are given for not only full days but also partial attendance often as a result of lateness or early departures. It is the responsibility of each classroom teacher to maintain accurate attendance records through ebs Ontrack student management. When a student is absent parents are required to inform the school by either a note, email or a phone call providing an explanation for the absence. Staff will contact the parents/ caregivers via phone the day of or the following day of a student's absence. Our school works closely with our local HSLO. The school is aware of the very high mobility

rates of our community and works hard to minimize the impact on students. Management of non-attendance by students is managed in accordance with the NSW Department of Education's policies and procedures.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.1

\*Full Time Equivalent

We employ an Aboriginal School Learning Support Officer or SLSO who works with students in the classroom. Antwinette is a valuable asset to our school. Her role is to support student learning and liaise with the community. Being a former student of the school had great benefits to the local community as she was a role model to others.

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

All teaching staff members are recognised as having their NESAs Proficient level of accreditation. Early Action for Success strategies continued to be a focus for our staff training as our school is an Early Action for Success school. Additional areas of study for staff during 2018 included: Seven Steps to Writing, Visible Learning, Management of Actual or Potential Aggression, Literacy and Numeracy Progressions and Information Technology. SASS staff attended a number of training days in using the tools of the Learning, Management and Business Reform.

We also participated in many small schools EAFS collegial professional learning experiences including Growth Mindset, Writing and school planning workshops. Collegial meetings are great for staff to

discuss new pedagogy and ensure consistency of teacher judgement. We also attended the Macleay Public Schools staff development days.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	92,998
<b>Revenue</b>	598,838
Appropriation	592,080
Sale of Goods and Services	1,981
Grants and Contributions	3,488
Gain and Loss	0
Other Revenue	0
Investment Income	1,288
<b>Expenses</b>	-484,420
Recurrent Expenses	-484,420
Employee Related	-440,900
Operating Expenses	-43,520
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	114,418
<b>Balance Carried Forward</b>	207,416

This year we had a substantial underspending due to the unavailability of teachers and SLSO's. We spent the first half of the year without a temporary third teacher and our SLSO's. We intend to use funds available in 2019 and readvertise these positions across a wider audience.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	467,705
Base Per Capita	4,254
Base Location	15,952
Other Base	447,500
<b>Equity Total</b>	119,714
Equity Aboriginal	47,431
Equity Socio economic	44,971
Equity Language	1,292
Equity Disability	26,019
<b>Targeted Total</b>	0
<b>Other Total</b>	5,635
<b>Grand Total</b>	593,054

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.

Bellbrook Public School is too small to gain an accurate snapshot by graph for Literacy. Please contact the school for the result of individual students within a cohort. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Bellbrook Public School is too small to gain an accurate snapshot by graph in numeracy. Please contact the school for the result of individual students within a cohort.

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.>

Bellbrook Public School is always striving to *Improve the education results of all students* and meet *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

## Parent/caregiver, student, teacher satisfaction

At Bellbrook Public School we have an ongoing process of 'meet the parents at the gate'. Student daily achievement is discussed as well as parents are asked for feedback regarding specific areas. This strategy still proves to be the best as it strengthens relationships between home and school.

We conducted different surveys throughout the year to gather feedback from our students, parents, staff and community. The end result being that students feel known, valued and cared for at our school, parents are satisfied with their students education and the relationships that have been built.

## Policy requirements

### Aboriginal education

Resources with an Aboriginal perspective have been included in our curriculum and have been implemented throughout the year. This allows us to continue the focus on students' self-esteem and to create a fun, happy and safe learning environment where every student is known, valued and cared for.

During Term 4, our Year 6 male Aboriginal student participated in the Bro Speak Program with respected elders from the community and students from 3 other local schools. He graduated successfully from this program, learning valuable information about his culture and representing himself, his family and our school with pride.

Critical transition points such as coming to school and starting Year 7 have been addressed. Transition programs are in place that support students and families having positive interactions with the school and staff prior to entering or exiting our school. We have an active partnership with our local AECG and report on school progress.

We also worked closely with a local artist and various outside agencies to celebrate the completion of the

Esther Quinlin memorial in the park. Some students placed the final touches on the memorial, while others competed in the "Koori Cook Off". Community members from Bellbrook and Kempsey were there to pay their respects.

Each year Bellbrook participates in the Macleay Small Schools NAIDOC ceremony. This day involves nine schools and their students in addition to over 150 community members in celebrating Indigenous culture.

### Multicultural and anti-racism education

Multiculturalism is included in all key learning areas. As an inclusive school we promote respect and acceptance of all individuals and encourage students to embrace and celebrate all cultures, races and ethnicities within our school and the wider community. Within literacy programs we incorporate global values of tolerance, acceptance and inclusivity, providing all students access to a wide variety conceptual understandings of the diversity that exists beyond our local community. Multicultural aspects were delivered across all key learning areas. We participated in Harmony Day activities with other local schools, with students engaging in global awareness activities which included learning about culturally traditional food, dance, celebrations, costumes and customs.

History and Geography units enhanced multicultural awareness, while games from other cultures were explored during physical education lessons. Over the year the school has participated in programs, competitions and celebrations that promote respect of other cultures. Students watched and discussed the sensitive issues involved in the current media around multiculturalism.