

Bellingen Public School

Annual Report



2018



1181

Introduction

The Annual Report for **2018** 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.

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School background

School vision statement

To make learning meaningful, relationships positive and individuals successful.

School context

The student population in 2018 at Bellingen Public School is 378 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'. All teachers have developed their own professional learning plan referenced to National Professional Standards for Teachers.

The 2018 school budget is \$3,208,263 from which all staff salaries are paid. This also includes a total of \$248,677 in Equity Funding (Socio-economic \$60,886; Aboriginal \$37,632.; Low level adjustment for disability \$150,159); teacher's professional learning (\$25,451) and technology support (\$9,000). 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.

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. 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.

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

- **Learning Culture – sustaining and Growing.** Bellingen Public School's (BPS) has a demonstrated commitment within the school community that all students make learning progress. Strong partnerships with parents and students support clear improvement aims and planning for learning. 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 – Sustaining and Growing**—Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. BPS has well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.
- **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 – Sustaining and Growing.** BPS has staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance. In moving forward, staff need to develop formative assessment models that are consistent and use formal and informal models driven by strong feedback.
- **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 – Sustaining and Growing.** BPS teachers collaborate across faculties/ stages/teams

to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. BPS staff are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. The 2019/ 2020 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 2019–2020 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.
- 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.
- Learning and Development – Sustaining and Growing. BPS staff engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups and stages. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence-based, future-focused practices.

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

- Leadership – Sustaining and Growing. BPS leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance. Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.
- School planning, Implementation and Reporting – Sustaining and Growing. BPS leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.
- 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 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 students, staff and the community with the skills to –.

- Access the curriculum at point of need.;
- Foster high expectations for all students and staff members.;
- Engage in Visible Learning;
- Engage every student in future focused learning;
- Have clear success criteria and learning intentions

Overall summary of progress

Bellingen Public School has high expectations of student learning and creates an environment that allows all students to connect, succeed and thrive. 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 tracking systems have continued to be developed, implemented and refined. This 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 .

Differentiation is continuing to be developed and strengthened to allow access to the curriculum for 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. Staff are learning to use success criteria and learning intentions to give students clear direction. Collaborative planning has continued to be a focus in 2018 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 students engaged in differentiated learning experiences leading to individual success as measured by: staff programs and assessment data. All students will achieve at or above a year's growth in Literacy and Numeracy demonstrated from collation of a range of assessment data. All staff will articulate a deep knowledge of syllabus documents demonstrated by effective implementation in learning programs. The wider school community trust and speak highly of the learning that occurs within our school as shown from surveys and written feedback	Collaborative stage planning days \$35 000 Literacy team trained in focus on reading (trainer level) to train all 3–6 Staff. \$15 000 Numeracy team planning and development of a assessment scope and sequence \$1000	Collaborative Planning has continued to be a strong focus in stage teams. The focus for 2019 will be a unified collaborative focus across all stage groups. The introduction of Focus on Reading Training has shown positive growth across reading with students being engaged in higher order thinking, variety of text and reading and comprehension across all KLA's. The Numeracy team planning and development of assessment scope and sequence is still in the development stages after feedback from staff.

Next Steps

Bellinghen Public School is developing a collaborative approach to learning across the school in 2019. The four areas that we will be building across the school through collective efficacy is the our "Forward Four".

Forward Four

1. Making Learning Visible
2. Differentiation
3. Formative Assessment
4. Feedback

In developing, planning, implementing and reflecting the forward Four students will have a strong sense of what they are learning, what success looks like, access to the curriculum at point of need / variety of models, tracked along the way and given feedback on a continuous basis that drives individual improvement.

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, concentrating on future focused meaningful learning. We work together and learn from each other's innovative practices. We will continue the development of a team of highly effective, professional staff who work collaboratively and demonstrate best practice. We embed a strong culture of continuous professional skill development.

Overall summary of progress

Staff at Bellingen Public School have continued to develop a culture of high expectations on improving pedagogical practice through a collaborative and supportive team environment. Staff have been collaboratively developing assessment methods and implementing differentiated teaching and learning programs at point of need for all students. Staff have been collecting and tracking students and making adjustments to pedagogy based upon student needs. Student and staff well being has been a focus area and has been highly successful

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Curriculum and Learning The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools and organisations such as L3 Focus on Reading, where useful and practical.	3 Staff members trained as FOR trainers \$8000 2–6 staff begin undertaking training in Focus on Reading	3 staff members trained as FOR trainers. All staff who teach students in classes 2–6 including library and RFF begun training in FOR. These staff have completed Module 1 and will continue to complete module 2 in 2019.
Student Performance Measures Effective collection of school data shows that student progress is consistent with strong student progress and achievement on internal and external measures.	Collaborative planning days used to develop assessment models \$3000 PAT test purchased \$2100	Staff continuing to plan develop, implement and reflect on data tracking models. 2019's focus will be on formative assessment and feedback to ensure all students are active learners.
Learning and Development Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.	\$9000– (HAT grant) \$0 cost to school.	Staff member successful in an application for HAT grant and is working on a project to support this across Mathematics.
Assessment and Reporting The school uses systemic and reliable assessment information to – evaluate student learning over	Planned meeting times \$0	School reporting model has been reviewed and analysed by a wellbeing team. This is still in the planning and development stages in line with department requirements after staff feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
time and implements changes in teaching that lead to measurable improvement, – provide feedback to students on their learning, and – provide succinct reporting to parents on their child's progress.		School reporting model has been reviewed and analysed by a wellbeing team. This is still in the planning and development stages in line with department requirements after staff feedback.

Next Steps

Bellinghen Public School is developing a collaborative approach to learning across the school in 2019 that will develop staff practice guided by our 4 focus areas. The four areas that we will be building across the school through collective efficacy is our "Forward Four".

"Forward Four"

1. Making Learning Visible
2. Differentiation
3. Formative Assessment
4. Feedback

In developing, planning, implementing and reflecting the forward Four staff will have a strong sense of seeing learning through students eyes and allowing students to see learning through the eyes of teachers. Staff will be developing models that allow students to see the knowledge of what they are learning and what success looks like. Staff will be developing pedagogical practice to continually improve feedback and differentiation and collaborative develop skills in formative assessment through an even balance of formal and informal models

Strategic Direction 3

Community Connections

Purpose

Bellingen PS enjoys strong, positive partnerships with its school learning community. We will continue to work collaboratively and proactively to –

- embrace a shared approach to learning that is holistic, inclusive, values diversity and is responsive to change.
- demonstrate aspirational expectations of learning progress and achievement for all students, and a commitment to the pursuit of excellence.
- support positive, respectful relationships and promote student wellbeing to ensure optimum conditions for student learning across the whole school, "Making learning meaningful, relationships positive and individuals successful".

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 diverse culture of Bellingen and its communities. Staff and students have learnt through positive, active involvement in a range of community projects such as ANZAC and Remembrance Day and creative and cultural pursuits such as NAIDOC events and the school community "Yarn Up" (this year held 'on country' at a local park). 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 transition programs, 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, including the community tutor Program and the Bellingin Readers Writers Festival. The biennial Stage 1 musical is an event that continues to showcase the student, staff and community talents that Bellingin has to offer. This was an outstanding success this year. The school continues to have a strong cultural awareness and understanding that continues to be developed with local community members through workshops and cultural camps. Parent sessions discussing Gifted and Talented education and Growth Mindset conducted by key teaching staff were well attended and received.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>*Gumbayngirr language taught by community tutor across stages 2 and 1.</p> <p>*100% Aboriginal families attend or involved (contacted) in Yarn Up program.</p> <p>*100% families attend or contacted as part of P/T interview process.</p> <p>*All staff maintain regular contact (each term) with families in regards to goals, student progress and wellbeing.</p> <p>*Parent sessions organised and conducted by 'expert' staff in Habits of Mind, Growth Mindset, Literacy Numeracy, wellbeing, GaTS.</p> <p>*Continued growth and improvement in school behaviour</p>	<p>Aboriginal Funds for meetings – \$1500 per term.</p> <p>Education Week breakfast \$800.</p> <p>Stage 1 musical \$2000</p> <p>CAPA showcase \$500</p> <p>Preparation for parent sessions \$500</p>	<p>All cultural activities planned for 2018 were successfully carried out with positive feedback as a result. Yarn Up, parent teacher interviews and follow up calls or contact for non attending parents ensured staff maintained regular contact (each term) with families in regards to goals, student progress and wellbeing. 100% Aboriginal families contacted consistently. CAPA Showcase and stage 1 musical along with many end of year music faculty concerts highlight outstanding results of the intensive program and visual arts within the school. Gumbayngirr language lessons were held in stage 1 and Kindergarten with Raelene McMahon. High school and Kindergarten transition programs highly successful with positive feedback from students, their families and other services. 100% required review meetings conducted allowing for smooth transitions into 2019 classes and first steps to developing partnership between parent/carer and new teacher. New adjustments process allowed for deep discussion between LST and stage teams ensuring appropriate strategies for individual students. 100% PLPs written for identified and all Aboriginal students. Weekly newsletter items well received by staff and parents giving insight into</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
data. *Recognition in community that BPS is a positive learning environment for all students.		Creative Critical Thinking program. A whole school review of the Values initiative is required as not all staff are 'on the bus'.

Next Steps

Return to whole school Welcome BBQ has been discussed with external service group cooking – allows for informal meet and greet of families at start of new year. Use of Elders and community members to take lead role in NAIDOC. Development and delivery of parent learning and information opportunities in Focus on Reading, Visible Learning and new report format. Making regular contributions to local media to showcase the positive learning environment at BPS. Developing renewed links to aged care facilities and other community groups (eg preschools). A whole school review of the Values initiative is required as not all staff are 'on the bus'. While it is highly regarded and viewed as a key component to driving positive school culture, a reinvigoration of this program is needed. Suggestions have included new posters for classrooms, fortnightly resources sent to teachers for use with their classes, a set time each week where the whole school stops and focuses on Values Ed, designating staff each week whose role is to promote the value at assemblies or meeting points. Revisiting language of Growth Mindset through staff PL also required..

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$32,174	Improving student outcomes, growing community involvement and developing cultural awareness have continued to be focus areas for 2018. 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 2018. 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. A targeted maths support program was conducted for students in stages 2 and 3 using the Maths Mastery program. A teacher was employed to conduct this support.
Low level adjustment for disability	\$152,762	A full time Learning and Support teacher and an additional part time Learning and Support Teacher 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 8 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)	\$67,871	
Socio-economic background	\$52,918	

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	200	193	184	192
Girls	199	202	199	191

Bellingen Public School continues to attract enrolments, growing approximately 1 class every 18 months. In 2019 we predict there will be 16 classes plus our Multi-categorical (MC) class.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.9	89.6	92.9	92.3
1	92.3	89.8	92.2	90.8
2	91	91	93.2	91.2
3	90.6	91.8	92.3	90.5
4	92.9	89.7	91.8	92.2
5	89.7	90.8	92.6	90.2
6	93	88.9	91.6	90.7
All Years	91.9	90.3	92.3	91.1
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

At Bellingen Public School, student absences occur for a wide variety of reasons – some explained and some not. Some families travel in school time. Some students are still of concern re their attendance and this is monitored very carefully by teachers, the office and the Learning and Support Team. Our aim is to eventually be on par with the State average.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.34
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.22

*Full Time Equivalent

4 of the teaching staff are male, and 15 being female. 2 classroom teachers identify as Aboriginal. All teaching staff hold accreditation with NESA (NSW Educational Standards Authority). In 2018 there were 5 temporary staff employed across a range of roles and generally filling leave positions of permanent staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

Professional learning and teacher accreditation

All staff participate in professional learning, linked to individual and school goals within PDPs and the School Plan. Impact is monitored and assessed within the School Plan evaluations. Compliance is monitored carefully by the professional learning coordinator and the SASS principal support.

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	328,019
Revenue	3,875,224
Appropriation	3,659,866
Sale of Goods and Services	61,296
Grants and Contributions	152,194
Gain and Loss	0
Other Revenue	0
Investment Income	1,868
Expenses	-3,716,413
Recurrent Expenses	-3,716,413
Employee Related	-3,355,090
Operating Expenses	-361,323
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	158,811
Balance Carried Forward	486,830

Bellingen PS operates a budget committee (comprising of the Assistant Principals, P & C President, School Admin Manager and the Principal)) who meet once a term to discuss the budget and progress on the funded aspects of the targets within the school plan, together with any other additional spending required.

Roll-over funds are planned for further upgrades to smart-boards etc together with other tech hardware purchases. Funds will also be allocated to further enhance classrooms and playground spaces.

The new Science syllabus will be supported with robotics and other necessary teaching and learning equipment.

Some money will be also allocated towards maintenance and possibly re-keying the school, in stages, ensuring security is enhanced for the school.

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	2,658,584
Base Per Capita	74,060
Base Location	60,893
Other Base	2,523,631
Equity Total	248,677
Equity Aboriginal	37,632
Equity Socio economic	60,886
Equity Language	0
Equity Disability	150,159
Targeted Total	380,089
Other Total	262,564
Grand Total	3,549,914

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.

Literacy NAPLAN tests were conducted on-line for the first time in 2018, for students at Bellingin Public School.

NAPLAN results for Bellingin Public School are encouraging as we begin to see the impact of the L3 staff development program in literacy. Further improvements re expected as the Reading 3–6 staff development program, begun in 2018, into the future for all students.

In supporting students who are not meeting expected benchmarks the school has a comprehensive and thorough Learning and Support Team monitoring and providing additional literacy supports programs for students.

Numeracy NAPLAN tests were conducted on-line for the first time in 2018, for students at Bellingin Public School.

Numeracy continues to be a core focus of all teachers in leading teaching and learning in their numeracy delivery. Student performance is pleasing and demonstrates a strong emphasis on Stage 2 & 3 numeracy, after the success of TENs numeracy program in Early Stage/Stage 1.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Bellingin Public School uses a variety of internal and external assessments to inform teaching and learning opportunities for students. Student performance in the top two bands of NAPLAN illustrates the continued success of this process.

Parent/caregiver, student, teacher satisfaction

No formal evaluations were conducted during 2018, (Tell Them From Me Surveys were conducted in 2017 to support the development of the new School Plan 2018–2020) other than P & C input into the new School Plan 2018–2020. The school is a very harmonious environment where any concerns are dealt with immediately. The strength of teaching, and the support given to all students where they are known, valued and cared for makes for a popular school. We continue to build in student numbers.

In 2019, it is suggested that formal surveys of satisfaction be conducted.

Policy requirements

Aboriginal education

Bellingen PS continues to excel in delivering in delivering innovative programs and events which 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. The continuation of L3 (Literacy) and TEN (Numeracy) in stage 1 have both had a positive impact on overall results with 44% of K–2 students achieving 'High'; 50% achieving 'Sound' and 6% achieving 'Basic' in reading at year's end. 45% of K–2 Indigenous students were working at the 'Counting on and Back' level; 33% at the 'Perceptual' level and 22% were working at the 'Figurative' level in Early Arithmetic Strategies at year's end.

100% of Stage 2 (years 3–4) Indigenous students were either 'Sound' or 'Working Above' expected stage outcomes in mathematics at the end of the year. 50% of these students met expected stage outcomes in English and 50% were 'Working Towards' doing so. Spelling and writing will be a specific focus for these students in 2019.

Stage 3 students continued to work with 'PROBE' – Prose Reading Observation, Behaviour and Evaluation of Comprehension, strengthening a student's ability to answer question types: Literal, Reorganisation, Inference, Vocabulary, Evaluation and Reaction. Funding also provided a teacher one day per week in term 4 to focus on mathematics using the Maths Mastery program. Both of these programs will continue in 2019 with stage 3 Indigenous students allowing for growth data to be monitored.

Bellingen PS continues to gather and record data and learning goals for Aboriginal students in collaboration with the student's family. The Bellingen 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 were enjoyed by stage 1 and Kindergarten this year. These language lessons have also integrated understandings around culture. Raelene McMahon develops and delivers these weekly lessons under the guidance of elder Uncle Michael Jarett.

NAIDOC Week is recognised across Australia during July. Bellingen PS recognised and celebrated this year's theme "Because of her, we can!" with a whole school assembly that honoured women, through artworks and student presentations. Raylene McMahon, our Gumbaynggirr Language teacher, led a group singing a beautiful song about Grandma's place.

Bellingen 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 Bellingen 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 Bellingen 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.