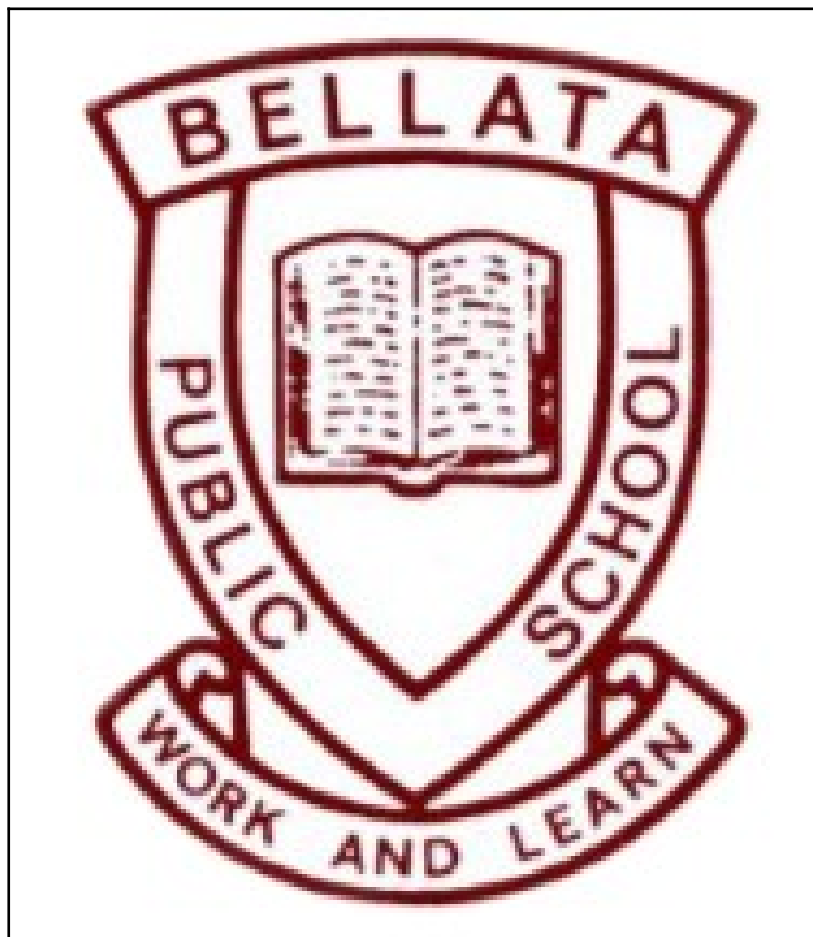


Bellata Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

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School background

School vision statement

Our school is a place where everyone 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Working towards Delivering
LEARNING: Wellbeing	Working towards Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Working towards Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Working towards Delivering
LEADING: Management practices and processes	Working towards Delivering

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

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Learning

Develop aspirational expectations of learning progress for continual improvement.

Use learning intentions and success criteria as the basis for feedback to students about their learning.

Instil growth mindset culture to assist students to realise learning goals and demonstrate resilience

Evaluation	Funds Expended (Resources)
Staff are using writing samples to make consistent teacher judgements about student writing. Students are beginning to understand the use of feedback to make improvements in their texts. Further consolidation and focus will be needed for numeracy.	

Process 2: Wellbeing

Implement a whole school approach to student well being in which students can connect, succeed, thrive and build leadership capacity.

Develop and engage in learning experiences that explicitly teach core values for resilience and success.

Engage in self reflection to ensure a high expectations are met

Evaluation	Funds Expended (Resources)
All resources have been prepared for implementation, parents have been given a copy of all resources. Office has a copy of implementation focus rules for inclusion in newsletter and on the Skool Loop app. Click Display cases have been ordered to display posters in around the school. GA to install in the Christmas holidays.	Funding Sources: <ul style="list-style-type: none">• (\$0.00)

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

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Teaching and learning programs reflect evidence based practice and consistent tracking of student achievement on the Literacy and Numeracy progressions.

Understand and use the Literacy and Numeracy Learning Progressions as an indication of learning formative assessment principles and evaluation strategies to inform future pathways and improved student performance.

Standardised IEP/PLP and Learning Adjustments are negotiated and endorsed by parents.

Evaluation	Funds Expended (Resources)
All students in K–2 have made significant growth in literacy– especially reading. They are becoming confident writers using elements taught. students in 3–6 have not made as much growth, but have made improvements. The emphasis on early intervention is paying dividends.	

Process 2: Design and implement high quality differentiated learning programs that meet syllabus requirements across all key learning areas.

Differentiate assessment to meet the learning needs of all students.

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

Evaluation	Funds Expended (Resources)
ieps consultation notes general program notes assessment data work sample	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Allocation of funding through the schools budget supported the employment of an SLSO.	Staff and students were provided additional support in the classroom to engage in teaching and learning activities.
English language proficiency	Allocation of funding to support a language program .	All K– 6 students have engaged in the learning. This has provided students with a shared understanding of the complexities involved when learning another language.
Low level adjustment for disability	Ongoing employment of an SLSO to support student engagement.	Students successfully supported to access the curriculum and engage in classroom activities.
Socio–economic background	Employment of additional teaching staff and an SLSO.	Employment of an additional teacher provided an opportunity to reduce the number of students within each class and reduce the student to teacher ration, allowing staff to provide more support to students where needed.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	17	14	11	11
Girls	12	8	14	13

Student attendance profile

School				
Year	2016	2017	2018	2019
K	89.9	84.1	95	96.7
1	87.9	91.7	95.2	88.5
2	92.7	92.3	91.8	91.6
3	93.2	95.7	96.7	90.8
4	97.7	95.8	95.6	94.9
5	92.3	95.5	94.1	96.6
6	91.7	94.3	98.9	93.2
All Years	91.5	93.3	94.8	93.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	30,193
Revenue	617,347
Appropriation	588,408
Sale of Goods and Services	356
Grants and contributions	28,278
Investment income	204
Other revenue	100
Expenses	-546,418
Employee related	-469,837
Operating expenses	-76,581
Surplus / deficit for the year	70,929

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	82,625
Equity - Aboriginal	6,801
Equity - Socio-economic	46,357
Equity - Language	0
Equity - Disability	29,467
Base Total	482,435
Base - Per Capita	5,866
Base - Location	11,609
Base - Other	464,959
Other Total	8,331
Grand Total	573,391

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Parent/caregiver, student, teacher satisfaction

Parents and carers were invited to engage in meetings within the school. The school newsletter and SkoolLoop app were identified as information sharing resources. In 2020 the school will engage in the Tell Them From Me Surveys and a series of parent and student feedback surveys will be implemented to provide the school leadership team with feedback which will help steer the direction of the school as it begins to look toward a new school plan.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.