

# Bellbrook Public School

## 2019 Annual Report



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## **Introduction**

The Annual Report for 2019 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.

### **School contact details**

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6567 2049

# 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**

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

## 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.

### Improvement Measures

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.

All students can articulate significant progress against individual learning maps using video evidence and the learning dispositions they have used.

All students are on track in literacy and numeracy as evidenced by personalised learning goals, syllabus outcomes and learning progressions.

### Progress towards achieving improvement measures

#### Process 1: Competent and resilient learners, knowing how to learn

Plan, implement and evaluate a variety of programs to support students in articulating and developing their skills in what good learning looks like.

Expectations are clear and evident to all stakeholders and linked to syllabus outcomes. Teach students reflective practice and provide opportunities to give and receive feed-back.

Evaluation	Funds Expended (Resources)
<p>Question: What tools are available for staff to use to better inform parents about their child's learning capabilities not just curriculum achievements and what impact these capabilities are having on their learning?</p> <p>Data: Increase attendance, engagement, progress and achievement, rubric, posters</p> <p>Analysis: Learning Pit concepts and language are present in over 55% individual students learning videos. Students are using the metalanguage associated with learning when describing how they learn best. 100% of students have learning maps and can articulate the interrelationships that occur between people, places and tools that help them learn. Video diaries of students talking about their learning are shared with parents.</p> <p>Implications: The following tools were developed and implemented to allow us to better inform parents about their child learning .</p> <p>Learning Pit</p> <p>Students are aware that when faced with new challenges they may spend time in 'the pit'. They have been taught strategies to help them get out of 'the pit' and become successful learners. The students discussed the strategies together and shared personal experiences about being in 'the pit'. This strategy helps develop learning dispositions and student capabilities, enhancing student agency.</p>	<p>Learning Pit, rubric, surveys</p> <p>SLSO support</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$15000.00)</li><li>• Socio-economic background (\$25000.00)</li><li>• Low level adjustment for disability (\$12246.00)</li></ul>

## Progress towards achieving improvement measures

### Learning Maps

Four learning maps over the year captured student's learning journey's. These maps show who helps you learn, where do you learn, the tools you use to learn and the interactions that link them. The learning map allows students to confidently discuss their learning with others. It helps them to identify areas of need or change in their learning. It also increased their vocabulary around the language of learning.

### Video Diary

Video interviews are used as a reflection tool by the students to see how far they have progressed in their learning. Staff view this data to identify trends that may inform the "where to next". The videos are shared with parents at PLP meetings throughout the year and used to develop personal learning goals.

### Process 2: Responsive and engaging learning opportunities

Implement a whole school approach to building learning dispositions in all students focusing on the teaching of components of what makes a great learner.

Students and staff develop an understanding of personal and social capabilities through the Learning Pit, Hatties Mainframes and Growth Mindset

Evaluation	Funds Expended (Resources)
<p>Question: <i>How and in what ways can staff produce evidence of their shift in passion/inspiration and how it is impacting on their students?</i></p> <p>Data: Classroom data/progressions/student feedback, classroom practice continuum, growth mindset surveys.</p> <p>Analysis:</p> <p>Staff engaged with the teacher standards to support their reflections on classroom practice. Staff read through each of the descriptors and highlight their area of need. This formed a clear focus for ongoing practice improvement. Professional conversation were had around Standard 3, 4 and 5.</p> <p>We need develop culture of positive growth mindset across the school.</p> <p>Implications:</p> <p>Growth Mindset</p> <p>All staff and students have undertaken training around how to recognise mindsets and completed a survey to recognise their personal mindset. We are reinforcing our school culture that believes everyone can learn and this helps develop student agency.</p> <p>Successful Learner Rubric</p> <p>Developed by students, parents and staff based on an agreed set of core values that shape a good learner. This will be implement further in 2020.</p> <p>Small schools network survey data shows our collective educational impact on student's achievement. We analysed and discussed any differences between our results and Hattie's research. This formed the basis of our professional learning and will be revisited in 2020.</p>	<p>Successful Learners Rubric</p> <p>Educational Practice Impact on Student Achievement survey</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$22000.00)</li> <li>• Socio-economic background (\$15000.00)</li> </ul>

## 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.

### Improvement Measures

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 & use) Learning (Differentiation) Teaching (Learning and Development, Collaborative practice and Feedback).

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).

### Progress towards achieving improvement measures

#### Process 1: Improving student outcomes in literacy and numeracy

Use research and data to implement and evaluate a whole school approach to teaching, supported by high quality professional learning practices in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p><i>Question: What have been the greatest shift in student outcomes due to the impacts of Hattie's work and Visible Learning?</i></p> <p><i>Data: Growth Data., Progressions, Student Feedback Survey</i></p> <p>Analysis: Majority of students showed growth in Literacy and Numeracy over the year. The biggest growth was seen in Term 3. PLAN data was collected and updated. The bushfires in Term 4 limited the collection of data and the analysis of results.</p> <p>The VL plan was revised and staff determined that we had over planned.</p> <p>Implications:</p> <p>WALTs and WILFs are used across the school to identify the explicit content being taught. Students can use the charts to clarify what the teacher is looking for. Students use the visual assessment tool to help self-assess by placing their photograph under the self-assessment statements at the end of each lesson prior to completing an exit slip. This helps students to monitor and progress in their learning. All students completed a visual learning survey in which they answered a number of statements around visual learning in our school. The results will be used to identify students understandings and concepts of visual learning as well as the professional learning needs of staff.</p> <p>All students K–6 have personalised learning goals. 3–6 have a reading, writing and numeracy goal based on assessment data. K–2 have a literacy and numeracy goal. This identifies the 'point of need' for students learning allowing them to advance through their learning progressions. These goals are shared with parents and used to help inform them of their child's learning progress.</p> <p>Teachers collect and use assessment data that monitors achievements and</p>	<p>SLSO support</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$29000.00)</li><li>• Socio-economic background (\$18900.00)</li><li>• English language proficiency (\$400.00)</li><li>• Low level adjustment for disability (\$15800.00)</li></ul>

## Progress towards achieving improvement measures

identifies gaps in learning to inform planning for all students. The BPS assessment schedule provides a systematic and structured overview of the Term's assessments. This allows all the types of assessments (summative and formative) to be covered. Assessments include diagnostic tests, SENA, L3 graphs, reading records, South Australian Spelling test and KLA topic assessment tasks. We also use exit slips as an immediate assessment and feedback process. This assessment strategy is used to triangulate our data for improved literacy and numeracy outcomes for students.

Analysis of writing samples across the school was used to identify areas of improvement in punctuation, planning and editing. This informed a five week learning sprint based on the results of a whole school writing assessment data. All teachers at our school use learning intentions and success criteria as part of their teaching and learning programs to describe expected student progression in knowledge, understandings and skills.

### Process 2: Digital Technologies in Focus (ACARA Project)

Staff have a greater awareness and understanding of how the Digital Technologies curriculum can be effectively implemented in their programming and embedded in daily teaching, leading to students becoming more aware of using technology to develop thinking skills.

Students are regularly exposed to, operating and understanding digital technologies in everyday school life.

Evaluation	Funds Expended (Resources)
<p>Question: Do staff feel confident in their ability to effectively plan, programme and teach the Australian Curriculum: Digital Technologies in a manner which enables students to successfully participate in classroom activities?</p> <p>Data: DTiF program was evaluated thoroughly as part of this year's external validation process. (See External Validation Report)</p> <p>Students are enjoying the mixed ability grouping being used during STEM afternoons and the increased access to technology.</p> <p>Student survey and DTiF final report have been extended until 2020 due to the bushfires.</p> <p>Analysis:</p> <p>Staff are incorporating digital technologies into their classrooms and lesson plans. They are now looking for ways to integrate technology into all key learning areas. Staff have also attended PL on technology with particular focus on the new Science and Technology syllabus.</p> <p>One staff member still has to complete the last two modules of the MOOCs.</p> <p>Implications:</p> <p>Technology is accessible to staff and students while being effectively used to enhance learning. School funds have been strategically utilised to purchase various digital technologies such as Makey Makeys, Ozobots, Bee Bots and robotics to support the school plan. Technology and learning spaces are being utilised to enhance student learning and ensure high quality service delivery. A STEM Share kit was also accessed to engage students and staff in the world and possibilities of virtual reality. Initial reflection on student engagement is showing high levels of student take up. This technology is also shared with parents and community members during assemblies and open classroom days.</p> <p>Need to investigate another way to measure the impact ACARA IT capabilities matrix was not successful.</p>	<p>Meredith Ebbs (CSER Project Officer) from the University of Adelaide</p> <p>Sarah Atkins ACARA Curriculum Officer</p> <p>\$3000 grant delivered over three years</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$5000.00)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$66 000	Students across the school are supported by two Student Learning Support Officers four days a week. One SLSO's delivers Multilit/ Minilit and speech programs to identified students. SKYPE sessions from the Speech Pathologist are delivered to the student and professional learning support is given to our SLSO by a trained Speech Pathologist. Data from these programs is reported back to the LST and provided to teachers to ensure optimum learning. Our second SLSO works closely with the teacher in the K–2 classroom on Literacy and Numeracy strategies that are being implemented as a part of our Early Action for Success program and implementation of L3.
<b>English language proficiency</b>	\$400	See Strategic Directions 2, Process 1
<b>Low level adjustment for disability</b>	\$28 000	See Strategic Directions 1 and 2.
<b>Socio-economic background</b>	\$63, 900	See Strategic Directions 1 and 2.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	12	10	9	8
Girls	19	12	13	15

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	83.9	89.8	86.7	81.1
1	65.6	86.6	89.3	81
2	95	79.1	79.4	87.4
3	91.6	97.3	75.3	82.3
4	84.2	89.7	98.8	79.4
5	89	92.3	90.6	96.5
6	76.1	94.5	78.3	86.6
All Years	84.4	88.9	83.9	84.1
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)	0.61
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	207,416
<b>Revenue</b>	641,814
Appropriation	635,435
Sale of Goods and Services	1,565
Grants and contributions	3,716
Investment income	1,098
<b>Expenses</b>	-572,566
Employee related	-504,288
Operating expenses	-68,279
<b>Surplus / deficit for the year</b>	69,247

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 (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	158,580
Equity - Aboriginal	66,223
Equity - Socio-economic	63,911
Equity - Language	400
Equity - Disability	28,046
<b>Base Total</b>	376,130
Base - Per Capita	5,162
Base - Location	14,356
Base - Other	356,612
<b>Other Total</b>	13,497
<b>Grand Total</b>	548,207

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](http://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

We conducted a focus group in August and asked our families to answer four questions around why parents value talking to the teachers every day at the front gate. Meetings vary from academic, social, emotional, behavioural or WOW moments of their children. To help maintain a culture of high expectations and community engagement, we have adopted this as our daily practice that allows us to support our families. The following quotes are from our focus group meeting and reflect our school community satisfaction at our unique approach to improving services and customer experience.

### Responses

Question 1: "On average 4 times a week, morning or afternoons".

"Any time I feel I need to catch up or want to know something".

Question 2: "I feel valued as partners in my children's education and that my thoughts and opinions matter".

"It's casual and less formal, I can talk to the staff easily"

Question 3: "Definitely, we give and receive lots of feedback".

"Yes I do!"

Question 4: "Yes it keeps us up to date and lets us know what is happening in the school and with our children".

"We can find out what is going on and what the school needs help with".

"Being Indigenous, I find outside meetings better and more relaxing than in a room. There is no pressure and we can talk rather than try and read about things. I feel comfortable talking to the staff and I know that they care about my children".

We also completed Kids Matter Survey for Parents, Students and Staff. The results indicated that 90 percent of students answered "very true" to the following statements;

I like this school, I feel safe at this school and my school cares about me as an individual. The other 10 percent answered "Somewhat true" to the statements.

Based on the results of the focus group and survey results we can say that parents, students and staff are satisfied with Bellbrook Public School.

# 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.