

# Bellingen Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### School contact details

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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 Bellinghen 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

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



## 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. using evidence based Pedagogy (Forward Four)
- Foster high expectations for all students and staff members.;
- Engage in Visible Learning / Assessment For Learning
- Use clear Learning Intentions and Success Criteria
- That improve the learning outcomes and meet the needs of all learners.

#### Improvement Measures

1. All students will achieve at or above a years growth in Literacy and Numeracy, demonstrated through external and internal data.
2. All staff use evidence informed strategies to identify and address the learning needs of all learners evident in teaching and learning programs, observations and surveys
3. All students will demonstrate an ability to self evaluate their learning against LISC and compose learning goals through collaboration with classroom teachers.

#### Overall summary of progress

BPS is engaging in significant improvement measures to engage and drive school wide improvement in teaching and learning. At this stage it is to early for the data to show this. The changes to student driven learning with students being able to articulate WALTs and Success criteria has been a huge improvement

#### Progress towards achieving improvement measures

**Process 1:** Staff draw on research to develop and implement high quality professional learning in literacy and numeracy teaching practice.

##### Project 2019

Making Learning Visible and Differentiation

Implement a whole school integrated approach for students to take responsibility for their own learning and teachers to make learning visible.

Learning Intention and success criteria used in all classrooms to engage and drive student improvement

##### 2020

##### Formative Assessment and Feedback

Development and implementation for all assessments to be "formative assessments". Students given clear feedback linked to the LISC.

Progressions–To use learning progressions and PLAN2 as a resource to support the implementation of the curriculum for individual learning goals to support students success in meeting the LISC (LISC and Progressions linked to the outcomes)

Evaluation	Funds Expended (Resources)
Bellingen Public School has been highly effective in leading collectively leading an improvement agenda centered around quality teaching and	Last additional allocation of 0.6 to work with all indigenous students and

## Progress towards achieving improvement measures

learning to be aligned with current evidence base pedagogy and student need at BPS. The over arching goal has been to lay the form work for all students to have clarity in their learning journey, enter the learning sequence at point of need, be racked and along the learnign journey and give targeted feedback to continue to improve.. As part of this process we collectively built the Forward Four elements and have utilised these elements to drive a school wide improvement agenda. In 2019 the focus has been on collective efficacy, the establishment of the Forward Four, redefining of the school plan to align with current evidence based practice and student needs. This has been achieved through targeted PL, surveys, walk through and observations. IN 2019 the 2 big focusses have been on Making learning visible through the use of Learning intentions and success criteria to engage all earners support student well being and create clarity. This is evident in all classes with varying implementation abilities. We have successfully created a focus on differentiation utilising working towards, at and above, learning progressions for individual goals and targeted programs to support students working below stage outcomes. This has included the increase in LAST allocation from 1.0 to 1.6.

students working below and above stage outcomes. Term 2– Term 4 utilising staffing allocation, aboriginal education funding \$16 500.

Collaboration stage planning days – \$42 000

Focus on reading planning days \$5000

Purchase of FOR– resources \$2000

Literacy and Numeracy Resources– \$15 600

### Process 2:

2020

#### Formative Assessment and Feedback

Development and implementation for all assessments to be "formative assessments". Students given clear feedback linked to the LISC.

Evaluation	Funds Expended (Resources)
.2020 Focus will be to continue to implement 1. Making Learning Visible with a strong focus on Feedback and Formative assessment	.0  <b>Funding Sources:</b> • (\$0.00)

### Process 3: 2020

Progressions–To use learning progressions and PLAN2 as a resource to support the implementation of the curriculum for individual learning goals to support students success in meeting the LISC (LISC and Progresseions linked to the outcomes)

Evaluation	Funds Expended (Resources)
2020	.0

## Next Steps

2020

#### Formative Assessment and Feedback

Development and implementation for all assessments to be "formative assessments". Students given clear feedback linked to the LISC.

Progressions–To use learning progressions and PLAN2 as a resource to support the implementation of the curriculum for individual learning goals to support students success in meeting the LISC (LISC and Progresseions linked to the outcomes)

## Strategic Direction 2

An Expert Teaching Team

### Purpose

Bellinghen Public School has teachers and school leaders who take personal and collective responsibility for improving student learning and wellbeing, concentrating on our Forward Four Elements (1 Making Learning Visible, 2. Differentiation, 3. Formative Assessment, 4. Feedback).. 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.

### Improvement Measures

#### Curriculum and Learning

All Programs and observations and surveys will demonstrate the implementation of the Forward Four elements

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

#### Student Performance Measures

Students will demonstrate at or above a years growth in literacy and numeracy measured against internal and external assessments

All students will demonstrate an ability to self evaluate their learning compose learning goals through collaboration with their teacher

### Overall summary of progress

Teacher Pedagogy has dramatically improved with a renewed desire for improvement in practice. Staff have attended PL, engaged in professional readings, opened classrooms to each other and engaged in teacher meets.

### Progress towards achieving improvement measures

**Process 1:** Draw on research to develop and implement high quality literacy and numeracy teaching practices

**2018**

#### Reading

Collaboratively develop strategies to improve student reading (with a focus on comprehension) and develop teacher practice using well developed and evidence based approaches (FOR, L3).

**2019**

#### Making Learning Visible

Implement a whole school integrated approach for students to take responsibility for their own learning and teachers to make learning visible.

#### Learning Intentions and Success Criteria

Staff to develop knowledge and skills in the use of LISC to successfully implement in all KLA's by the

## Progress towards achieving improvement measures

**Process 1:** end of the planning cycle.

**2020**

### Feedback

Staff and school leaders devise and implement a range of staff and student feedback models to increase guidance and improve student outcomes, incorporating self and peer evaluation models

### 7 Steps to writing

Collaboratively develop strategies to improve student writing and develop teacher practice using well developed and evidence based approaches.

Evaluation	Funds Expended (Resources)
Curriculum and Learning  14 staff attended various PL in Visible Learning, Formative assessment and feedback. This has resulted in improved Pedagogy and practice school wide.  All 2–6 teachers completed module 3 for Focus on reading. Thus has shown a strong focus on comprehension and the inclusion of the super 6 strategies 2–6.  Collaboration days used to build collective efficacy around the Forward Four. These were highly valued and instrumental to the success in pedagogical change	Professional Learning courses \$15000  Collaboration stage planning days – \$42 000

**Process 2:**

Evaluation	Funds Expended (Resources)
Staff continuing to plan develop, implement and reflect on data tracking models. 2020's focus will be on formative assessment and feedback to ensure all students are active learners.	Collaborative planning days used to develop assessment models \$3000  PAT test purchased \$2100

**Process 3:**

Evaluation	Funds Expended (Resources)
2020	\$0

**Process 4:**

Evaluation	Funds Expended (Resources)
2020	\$0

**Process 5:**

Evaluation	Funds Expended (Resources)
2020	\$0

## Next Steps

### **Formative Assessment and Feedback**

Development and implementation for all assessments to be "formative assessments". Students given clear feedback linked to the LISC.

Progressions–To use learning progressions and PLAN2 as a resource to support the implementation of the curriculum for individual learning goals to support students success in meeting the LISC (LISC and Progressions linked to the outcomes)

## 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".

#### Improvement Measures

\*Gumbayngirr language taught by community tutor across stages 2 and 1.

\*100% Aboriginal families attend or involved (contacted) in Yarn Up program.

\*100% families attend or contacted as part of P/T interview process.

\*All staff maintain regular contact (each term) with families in regards to goals, student progress and wellbeing.

\*Parent sessions organised and conducted by 'expert' staff in Habits of Mind, Growth Mindset, Literacy Numeracy, wellbeing, GaTS.

\*Continued growth and improvement in school behaviour data.

\*Recognition in community that BPS is a positive learning environment for all students.

#### Overall summary of progress

IN 2019 our focus has been on Strategic direction 1 and 2 with confidence of strong community connections. We will review this again in 2020.

#### Progress towards achieving improvement measures

**Process 1:** 1. Staff engage in relevant cultural experiences leading to meaningful perspectives embedded in T/L programs

Evaluation	Funds Expended (Resources)
All cultural activities planned for 2019 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.. Gumbayngirr language did not take place due to the teacher taking personal leave.. 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 2020 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 Creative Critical Thinking program. A whole school review of the Values initiative is required as not all staff are 'on the bus'.	Aboriginal Funds for meetings – \$1500 per term. Education Week breakfast \$800. Stage 3 musical \$2000 Preparation for parent sessions \$500



## Progress towards achieving improvement measures

**Process 2:** 2. Meaningful, relevant adjustments written as PLPs for identified and all Aboriginal students.

Evaluation	Funds Expended (Resources)
All indigenous and funded students had PLP written and SMART goals set in collaboration with all stake holders (Parents, STudents, Teacher)	Casual teachers/Release from class for meetings \$3500

**Process 3:** 3. Consistent use of explicit language, dialogue and values across all school settings, including Habits Of Mind, Growth Mindset and School Values.

4. School utilises staff expertise to provide learning sessions in literacy, numeracy, wellbeing, GaTS, project based learning etc each term to the school community.

Evaluation	Funds Expended (Resources)
GATS program continued with a strong focus on Literacy and Numeracy.	\$0

## Next Steps

2020 goals are to survey the community and for the Tell them from me survey to be completed by all staff, students and parents

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$32,174	Improving student outcomes, growing community involvement and developing cultural awareness have continued to be focus areas for 2019. 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 2019. 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.
<b>Low level adjustment for disability</b>	\$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.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$67,871	Employed additional teaching staff to release Assistant Principals one day a week to work collectively with teams and support teaching and learning for both students and teachers
<b>Socio-economic background</b>	\$52,918	This ensured all students had access to online learning platforms in all classes

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	193	184	192	187
Girls	202	199	191	210

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	89.6	92.9	92.3	90
1	89.8	92.2	90.8	90.7
2	91	93.2	91.2	90
3	91.8	92.3	90.5	91.3
4	89.7	91.8	92.2	90.8
5	90.8	92.6	90.2	90.1
6	88.9	91.6	90.7	88.6
All Years	90.3	92.3	91.1	90.2
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
Assistant Principal(s)	3
Classroom Teacher(s)	15.35
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

### 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	486,830
<b>Revenue</b>	4,088,508
Appropriation	3,874,964
Sale of Goods and Services	62,673
Grants and contributions	149,191
Investment income	1,680
<b>Expenses</b>	-4,234,145
Employee related	-3,673,483
Operating expenses	-560,662
<b>Surplus / deficit for the year</b>	-145,637

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	392,777
<b>Equity Total</b>	246,794
Equity - Aboriginal	32,174
Equity - Socio-economic	52,918
Equity - Language	0
Equity - Disability	161,703
<b>Base Total</b>	2,689,209
Base - Per Capita	90,674
Base - Location	62,430
Base - Other	2,536,106
<b>Other Total</b>	365,731
<b>Grand Total</b>	3,694,511

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](https://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](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

No formal evaluations were conducted during 2019, (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 2020, it is suggested that formal surveys of satisfaction be conducted.

# 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.