

# Belltrees Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Belltrees 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

Belltrees Public School is committed to providing quality education in a warm, caring and inclusive environment with a strong emphasis on community engagement.

Belltrees Public School students will be active, confident and resilient participants in an ever-changing and challenging world.

Our staff is innovative and dynamic and provides leadership that inspires learning.

We work together as a whole school community with high expectations to inspire students to be their best.

Belltrees Public School will focus on giving all students voice, being active learners and develop strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

"We Give Our Best".

### School context

Belltrees Public School is a small rural school with a rich heritage of providing quality education outcomes for its community. It is now considered a modern and innovative learning hub with current enrolments maintaining at around 10 – 15 students.

The school is located in Belltrees, 33 km from Scone. We have student enrolments from the surrounding townships of Moonan Brook, Moonan Flat, Stewarts Brook, Belltrees and Gundy.

Belltrees Public is a community school with a committed staff that are focused on providing students with an engaging and interactive curriculum focusing on academic growth and development.

Belltrees Public School is part of the Upper Hunter network of schools and plays a key role in the Upper Invermein Small School's Cluster. We are also part of the Upper Hunter Community of Schools (UHCoS) and work closely with Scone High School and its feeder primary schools. Belltrees Public School also works closely with surrounding small schools for sporting carnivals, educational workshops and social experiences.

Belltrees Public School is very well resourced and has a sports court with markings for tennis, basketball and netball, as well as covered fixed outdoor play equipment, a covered sandpit and a Covered Outdoor Learning Area (COLA). The cattle yards, poultry house and vegetable garden provide students the opportunity for leadership and environmental education activities.



## 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Confident, creative and active citizens.

### Purpose

Belltrees Public School will have a comprehensive strategy in place to ensure that there is a student centred learning environment which enhances the wellbeing and resilience of students so that they can meet life's challenges with confidence.

We will:

- Provide meaningful learning experiences for all students that will promote curiosity, resilience, ethical behaviour and leadership.
- Focus on active learning where students develop voice and strong character that will enable them to succeed, thrive and be confident throughout life.

Students will:

- Be respected, valued, encouraged, supported and empowered to succeed.
- Actively participate in their learning and have respectful relationships towards others.
- Have a sense of belonging with the school and community.
- Engage with the 'Bounce Back' and 'Visible Wellbeing' frameworks to enhance positive mental health, wellbeing and resilience for improved social/emotional wellbeing and learning capabilities.

### Improvement Measures

Students follow clearly defined behavioural expectations, as measured by the wellbeing incident tracker in EBS4.

Demonstrated evidence of movement from Delivering to Excelling in the element of Wellbeing in SEF2.0.

### Progress towards achieving improvement measures

#### Process 1: Wellbeing

##### 2018 (Sustaining and Growing)

- Implement 'Bounce Back' and 'Visible Wellbeing' frameworks.
- Establish clearly defined behavioural expectations that are measured by EBS system wellbeing incident tracker.
- Develop Personalised Learning Plans (PLPs) for all students which will have clear social and academic goals for each student.
- Begin organisation and management of inter-school activities days to assist social development and transition to high school.
- Negotiate systems and procedures for inter-school visits between Ellerston Public School, Blandford Public School, Murrurundi Public School and Scone High School.
- Encourage senior students to participate in area and regional leadership activities.

##### 2019 (towards Excelling)

- Implementation of wellbeing meetings with all students at least once a term.
- PLPs monitored each term.
- Bounce Back program expanded.
- Evaluate High School Transition programs.
- Expand activity days with participating schools.

##### 2020 (Excelling)

- Students have regular opportunities to meet with an identified staff member and be provided with advice, support and assistance to help them fulfil their potential.
- Positive, respectful relationships are evident and widespread among students and staff.

Evaluation	Funds Expended (Resources)
Belltrees Public School has continued to implement 'You Can Do It' (YCDI) as our Whole School Approach to Wellbeing. This program replaced 'Visible Wellbeing' due to financial commitments and time management difficulties. In addition to YCDI, the school supplemented the process of resilience with the 'Bounce Back Program' to further enhance students social/emotional	Staff Professional Learning – \$5,500 Teacher Resources – \$1,000 Teacher casual relief – \$2,000

## Progress towards achieving improvement measures

wellbeing. Ongoing monitoring of the school's impact on wellbeing has been achieved through semesterly surveying through the Six-Star Wellbeing Survey, which has demonstrated positive progression all students overall. Moving forward, developing the school-wide system to capture the Wellbeing of K-2 students will be critical part of this process.

Student/Parent/Teacher meetings were held in Semester Two to positive feedback and will continue in the future.

## Strategic Direction 2

Engaged learners and high expectations.

### Purpose

Belltrees Public School will ensure there is a stimulating and engaging learning environment with high expectations and excellent teaching practices which will be reflective, flexible, relevant and dynamic to meet the needs of our students, staff and community.

We will:

- Focus on learning and maintain clear and high expectations for all students.
- Identify, understand and implement effective and explicit teaching methods.
- Actively enhance and value-add to student achievement in writing and numeracy.

Students will:

- Strengthen their ability as independent and engaging writers through a strong focus on authorial writing.
- Build their capacity to become confident, numerate mathematicians, with a focus on 'Working Mathematically'.
- Embrace project-based learning, with a focus on STEM/STEAM.

### Improvement Measures

All students will grow one year in their learning for one year's teaching as measured by internal and external assessment data.

### Progress towards achieving improvement measures

#### Process 1: Writing and Numeracy

##### 2018 (Sustaining and Growing – Effective Classroom Practice, SEF 2.0)

- Review and revise school's writing scope and sequence.
- Develop a deep understanding of the English Syllabus and the Literacy Progressions in writing.
- Identify and implement an effective writing framework which addresses the needs of each student.
- Professional learning provided in Mathematics Syllabus with a focus on 'Working Mathematically'.
- Training provided for staff in project learning with a focus on STEM/STEAM.

##### Quality Teaching

• The school's practices and procedures support professional development in Quality Teaching Rounds (QTR) collaboratively with Ellerston and Blandford schools.

##### 2019 (Working towards Excelling – Data Skills and Use, SEF2.0)

- Professional learning to support the use of Learning Progressions data to inform programming, teaching and differentiation in writing.
- Work collaboratively with community of small schools to develop writing scope and sequence.
- Work collaboratively with community of small schools to develop assessment schedule for writing.
- Work collaboratively with community of small schools to develop systems to maximise consistency and accuracy of assessment data in writing.

##### 2020 (Excelling – Classroom Practice, Professional Standards SEF 2.0)

- QTR with Blandford Public School and Ellerston Public School.
- Professional learning to support the understanding of; the Quality Teaching Framework, use of the National Literacy and Numeracy Learning Progressions and the 'Working Mathematically' strand in the Mathematics Syllabus.
- STEM/STEAM days held each term in collaboration with Scone High school, Ellerston Public School.
- Work collaboratively with community of small schools in assessment of writing.

Evaluation	Funds Expended (Resources)
The monitoring of student outcomes has been realigned to use Progressive Achievement Testing (PAT) and percentile scores to monitor growth. Learning Progressions are being used as a reference in the design of students' learning pathways to support teaching and learning.	Staff Professional Development – \$1,500 Teacher Resources – \$2,000
The implementation of Daily 5/CAFE (Comprehension, Accuracy, Fluency	Teacher release casual expense –

## Progress towards achieving improvement measures

and Expanded Vocabulary), VCOP (Vocabulary, Connectives, Openers and Punctuation) and Big Write has begun to show improvement in students' literacy outcomes and had positive impacts on teacher capacity in effective teaching of Literacy. Embedding these processes/frameworks in teaching and learning at BPS will be the ongoing direction of this strategic plan.

Teacher capacity through quality teaching rounds with use of self reflection has been successfully trialed. Greater ongoing implementation on incorporating into regular practice will be our goal moving forward, as well as developing greater collaboration in Community of School small school network.

\$3000

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$951	<p>Employed an additional classroom teacher to cater for the needs of EAL/D students. The focus of this support was to orientate and support the transition of students to school, as well as, the continued targeted learning of Literacy and Numeracy in supporting outcomes K–6.</p> <p>The three students targeted for additional support were monitored and displayed progress in reference to EALD progressions.</p>
<b>Low level adjustment for disability</b>	\$13,652	<p>Employed additional teaching staff for 0.5 day a week to release classroom teacher to provide Learning Support for students who have been identified as requiring additional support in their learning. This determination was based on results attained in internal and external data.</p> <p>Progress was identified to demonstrate success in student learning based on both internal and external data.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$2,881	<p>This funding continued to contribute to provide ongoing high quality professional learning for staff which including:</p> <p>Focusing on VCOP (Vocabulary, Connective, Openers and Punctuation) and Blg Write PD. Additionally, the funding was accessed to develop implementation processes into the classroom and develop scope and sequences/ teaching and learning programs.</p>
<b>Socio–economic background</b>	\$10,672	<p>Employed additional teaching staff for 0.5 day a week to release classroom teacher to provide Learning Support for students who have been identified as requiring additional support in their learning. This determination was based on results attained in internal and external data.</p> <p>Progress was identified to demonstrate success in student learning based on both internal and external data.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	6	9	12	6
Girls	5	4	5	4

### Student attendance profile

School				
Year	2016	2017	2018	2019
K		93.5	92.5	96.9
1	97.8	98.9	86.3	94.8
2	96.9	97.3	93.7	93.8
3	97.8	98.7	95.7	98.3
4	97	100	95.8	99
5		100	93.7	95.9
6	95.7		98.4	
All Years	96.9	98.4	94.8	96.4
State DoE				
Year	2016	2017	2018	2019
K		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		93.8	93.2	92.8
6	93.4		92.5	
All Years	93.9	94	93.4	92.9

### 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)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.2

\*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>	30,684
<b>Revenue</b>	411,581
Appropriation	379,951
Grants and contributions	31,367
Investment income	262
<b>Expenses</b>	-372,219
Employee related	-307,107
Operating expenses	-65,112
<b>Surplus / deficit for the year</b>	39,362

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>	0
<b>Equity Total</b>	25,275
Equity - Aboriginal	0
Equity - Socio-economic	10,672
Equity - Language	951
Equity - Disability	13,652
<b>Base Total</b>	299,273
Base - Per Capita	3,989
Base - Location	8,491
Base - Other	286,793
<b>Other Total</b>	44,533
<b>Grand Total</b>	369,081

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

Student engagement levels remained high during 2019 demonstrating a thorough level of satisfaction. This was evident in the highly positive responses given by students in an external survey in the domains of Engagement, Communication and Positivity. Students were regularly engaged in extra-curricular activities including leadership days, working with the Upper Hunter Men's Shed and Country Women's Association, photography lesson with local professional photographer, chess tournaments and public speaking.

Our school regularly receives feedback from the parents and community through a wide range of avenues. Our school's Facebook page includes our fortnightly newsletter. The school regularly receives positive comments about the wonderful extra-curricular activities students are involved in through this media.

"Love it, such a beautiful school full of heart"

*(in reference to our visit from Variety Bash –Hot Wheels team)*

"Some great stuff being achieved for such a small school!!!"

*(in reference to our establishment of the school's worm farm and composting station for world environment day)*

"What a fabulous project Belltrees. Wonderful to see you all working hard on a project that I am sure will take pride of place in your beautiful school."

*(in reference to the school's collaboration with Upper Hunter Men's Shed in creating our Wellbeing pencils)*

This year our school celebrated its 140th anniversary. This community event brought together present and past students, teachers and community members. Over 120 people came 'Back to Belltrees' to celebrate this historic milestone. The day provided the opportunity to reflect on the many generations of students that have attended this small, rural school and reminisce with their peers. The establishment of our school anniversary paved space was also unveiled, recognising many of our ex-pupils and staff. The school received glowing feedback during and after the day –

"What a fantastic day – an incredible amount of work obviously went into it, so a huge congratulations to you all! School looking fantastic – despite the drought."

"... a huge pat on the back for a fabulous day ... Ran so smoothly and speakers were so entertaining .. the effort put into the displays were amazing and all I can say is congratulations of a job more than well done."

2019 was another successful year at Belltrees Public School with many wonderful opportunities for our students, staff and our community.





## 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.