

2020 Annual Report

Bellata Public School



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Introduction

The Annual Report for 2020 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 vision

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 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Working towards Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	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

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

Develop a growth mindset culture to assist students to achieve learning goals and demonstrate resilience.

Evaluation	Funds Expended (Resources)
<p>Q. How will we know if learning Intentions are being used effectively within the classroom?</p> <p>D. Staff will be able to provide evidence of learning intentions being used using student samples of work, students ability to provide feedback to each other and talk to the teacher about their learning.</p> <p>A. Staff have begun to use learning intentions within the classroom and share these with students. There is not a consistent approach and learning intentions are not used across all KLAs.</p> <p>I. Staff to consider a whole school approach to professional development and learning in 2021 to ensure a consistent approach to implementation, and whole school commitment. There will be a new teaching staff in 2021. This will drive professional learning sessions and a whole school approach.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$2900.00)• Professional learning (\$1400.00)

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.

Evaluation	Funds Expended (Resources)
<p>Q. How are we going to re-engage students and re-connect students to each other after remote learning?</p> <p>D. Student engagement within the classroom has increased with less outbursts of negative behaviours.</p> <p>A. This group has been very successful, students are very engaged in the</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$3681.00)• English language proficiency (\$1288.00)• Low level adjustment for disability (\$1462.00)

Progress towards achieving improvement measures

learning and learning how to apply learnt English and Mathematics into everyday living.

I. This program has been very successful. Engaging in a more formalised version of this program in 2021 would be of value to student engagement and learning.

- Socio-economic background (\$7000.00)

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.

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.

All students achieve at or above expected growth in literacy and numeracy as indicated by the Literacy and Numeracy Progressions and internal measures.

Curriculum programs demonstrate knowledge and understanding of future learning pathways and teaching practices are evidence based.

Progress towards achieving improvement measures

Process 1: Standardised IEP, PLP and Learning Adjustments are negotiated with parents.

Evaluation	Funds Expended (Resources)
<p>Q. In what ways can staff provide evidence to demonstrate their commitment to improving their practice using PLAN 2 to track student progress and direct future learning.</p> <p>D. PLAN 2 data, LST Minutes, Teaching and Learning Programs</p> <p>A. This is still a significant area for development. Staff did not engage in training to support ongoing professional development.</p> <p>I. In 2021, linking learning progressions to PLPs and student growth and attainment will be a focus of the Strategic Improvement Plan. Teachers will develop an agreed PLP format and attend professional development and training opportunities to ensure PLPs and learning goals are linked to progressions and classroom practice supports differentiation of teaching and learning to improve student learning.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$530.00)

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

Differentiate assessment to meet the learning needs of all students.

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

Evaluation	Funds Expended (Resources)
<p>Q. How have teachers implemented differentiated teaching and learning programs that support individual student learning progress?</p> <p>Have differentiated assessments supported teachers to implement differentiated teaching within the classroom?</p> <p>D. PLPs, teaching and learning programs, PAT, PLAN2</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$22192.00)• Low level adjustment for disability (\$30962.00)• Professional learning (\$4952.00)• Professional learning (\$530.00)• Literacy and numeracy (\$1000.00)

Progress towards achieving improvement measures

A. While PLPs are in place for all required students they lacked authenticity and connections to teaching and learning programs. PLAN data was not tracked successfully with some data not being recorded and used for future assessing, teaching and learning.

I. In 2021, new teaching staff will require PLAN2, PAT and PLP training and support. This will form a large foundation of the Strategic Improvement Plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	bark chip, paint, rocks, gardening soil Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$4 926.00) • Low level adjustment for disability (\$530.00) 	<p>Q. How successfully were students engaged in learning and the learning environment?</p> <p>D. Decrease in reportable negative behaviours, increase in classroom engagement, gardens beds are ready to plant into.</p> <p>A. Students actively engaged in the gardening group. Attendance improved and negative student behaviours reduced. Students who became reactive within the classroom or playground, were redirected to engage in a responsive gardening activity. As a result students re-engaged quickly back into the classroom or playground setting.</p> <p>I. This program has been very successful. Consideration is being given in 2021 to explore additional programs that allow students to engage with learning outside of the classroom and in a 'hands on' learning environment.</p>
English language proficiency	Online resources / supplied teaching resources for implementation within the classroom. Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$1 288.00) 	<p>Q. Has the continued use of a third party to run Chinese Lessons been successful in supporting inclusion?</p> <p>D. Students surveyed at the end of 2020 had mixed responses when asked if they valued and would like to continue Chinese lessons. Chinese lessons were not being run as intended. The intended teacher delivered component was not accessed.</p> <p>A. Students have engaged in Chinese lessons all year (excluding remote learning period). Lessons move very quickly and lack a personal connection. Less than one third of students surveyed wanted Chinese lessons to continue in the future. Teacher run lessons did not occur and therefore contributed towards the lack of student understanding and engagement.</p> <p>I. In 2021 it would be worth considering an in-house program to support language that is differentiated to each class if Chinese was to be offered again.. A review for 2021 will occur. Consideration into alternative delivery packages will be explored and Chinese families consulted in the process.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$30 961.00) 	<p>Q. Has the SLSO position supported student achievement and growth, and teachers to deliver differentiated teaching and learning activities?</p> <p>D. NAPLAN, PAT testing, incident behaviour reports</p> <p>A. The SLSO position has been available to support classroom teachers with resource preparation and to support the personalised learning for students. Assessment data did</p>

Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$30 961.00) 	<p>not always indicate growth or significant growth in student learning as was evidenced by assessment data. A reduction in negative behavioural issues was observed.</p> <p>I. There is no significant evidence to suggest an SLSO has supported student growth in such small classroom settings. This may be due to the fact class sizes are already very small and teachers are able to address individual student learning needs. In 2021 consideration will be given to resourcing an additional teacher to continue on with very small class sizes to support student growth.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$22 192.00) 	<p>Q. Has the SLSO position supported student achievement and growth, and teachers to deliver differentiated teaching and learning activities?</p> <p>D. NAPLAN, PAT testing, incident behaviour reports</p> <p>A. The SLSO position has been available to support classroom teachers with resource preparation and to support the personalised learning for students. Assessment data did not always indicate growth or significant growth in student learning as was evidenced by assessment data. A reduction in negative behavioural issues was observed.</p> <p>I. There is no significant evidence to suggest an SLSO has supported student growth in such small classroom settings. This may be due to the fact class sizes are already very small and teachers are able to address individual student learning needs. In 2021 consideration will be given to resourcing an additional teacher to continue on with very small class sizes to support student growth.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	14	11	11	11
Girls	8	14	13	7

Student attendance profile

School				
Year	2017	2018	2019	2020
K	84.1	95	96.7	92.3
1	91.7	95.2	88.5	88.2
2	92.3	91.8	91.6	82.1
3	95.7	96.7	90.8	77.8
4	95.8	95.6	94.9	83.5
5	95.5	94.1	96.6	85.9
6	94.3	98.9	93.2	86.7
All Years	93.3	94.8	93.8	86.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	1.88
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	101,122
Revenue	673,923
Appropriation	666,420
Sale of Goods and Services	10
Grants and contributions	7,240
Investment income	252
Expenses	-678,275
Employee related	-555,827
Operating expenses	-122,448
Surplus / deficit for the year	-4,352
Closing Balance	96,770

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	75,486
Equity - Aboriginal	4,926
Equity - Socio-economic	38,344
Equity - Language	1,288
Equity - Disability	30,929
Base Total	561,589
Base - Per Capita	5,772
Base - Location	11,489
Base - Other	544,328
Other Total	21,260
Grand Total	658,335

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parents and carers were invited to engage in meetings within the school. The school newsletter, Facebook and the SkoolLoop app were identified as information sharing resources. In 2020 the school engaged in the Tell Them From Me Surveys as well as parent and student feedback surveys to provide the school leadership team with information on communication, delivery of teaching and learning through COVID and remote learning. This information has supported the school to help determine what measures for improvement and success will drive the Strategic Improvement 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.