2020 Annual Report

Bellingen Public School

1181

Introduction

The Annual Report for 2020 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.

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School vision

To make learning meaningful, relationships positive and individuals successful.

School context

The student population in 2020 at Bellingen Public School is 378 students, of which 10% are Aboriginal students. Our school has a Family Occupation and Employment Index (FOEI) of 77 which places the school as 'slightly advantaged',. All teachers have developed their own professional learning plan referenced to National Professional Standards for Teachers.

The 2020 school budget is $3,787561 from which all staff salaries are paid. This also includes a total of $268145 in Equity Funding (Socio-economic $60,629; Aboriginal $36438.; and Low level adjustment for disability $170678). 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.

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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

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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

1. Due to COVID NAPLAN did not occur in 2020 for the use of external data. 2020 saw the introduction of Essential Assessment as a K-6 internal data source but no previous data was able to be used for pre and post data analysis for growth.

2. Staff are beginning to use more evidence based strategies for supporting student learning needs through differentiation and learning goals in class programs.

3. Staff programs and observations were showing an increase in the use of LI/SC for the composition of learning goals for students with classroom teachers.

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. **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)
All staff have been involved in consistent research based PL on LI/SC and Feedback strategies and implemented into the classrooms in different formats depending on the depth of knowledge of teachers.	**Funding Sources:** • Professional learning ($5000.00)

Process 2: **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

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
A 5 weekly sprint in Essential Assessment is used to do pre and post assessments for students. Teachers are then able to use this data to inform their teaching and make adjustments where necessary. PAT maths is used as a yearly check as part of a triangulated method with CTJ and class assessments for students.	Essential Assessment is free for 2020 Casual Teachers to cover Professional Learning and time for Implementation **Funding Sources:** • Professional learning ($5000.00) • Socio-economic background ($5000.00)

Process 3: Progressions

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)

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Evaluation	**Funds Expended (Resources)**
Due to COVID and time away from school for students and teachers it was felt that this part of Strategic Direction 1 will carry over into 2021. A planned approach to PL will ensure staff are implementing progressions appropriately and effectively.	Staffing cost for relief **Funding Sources:** • Professional learning ($3000.00)

Next Steps

LI/SC criteria will continue to be a focus in the new school plan as it still needs to be implemented deeply into all K-6 classes.

Progressions will be implemented as a form of assessment for teachers. Professional learning will be provided for all staff.

Strategic Direction 2

An Expert Teaching Team

Purpose

Bellingen 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. Differentation, 3. Formative Assessment, 4. Feedback).. We work together and learn from each other's innovative practices. We will continue the developmentof 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

Class programs and programs are implementing the use of 'Forward Four' elements. Class observation for most teachers show a developing understanding of these elements.

Due to COVID external sources of data collection were unable to be used to show growth. Internal data was collected and many students were identified as showing growth but due to inconsistent data collection practices it was difficult to ascertain true data.

Most students are able to identify their self evaluation skills of their learning goals and this depended on the class teachers confidence with using LI/SC.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
All staff were provided with professional learning in 'Additive Strategies'. Number Talks and programming ideas were implemented into class programs.	Professional Learning sessions across Term 3 and 4 during planned PL sessions. All SLSO's to be trained as well as Classroom Teachers **Funding Sources:** • Socio-economic background

Progress towards achieving improvement measures	
All staff were provided with professional learning in 'Additive Strategies'. Number Talks and programming ideas were implemented into class programs.	($3000.00)

Process 2:

Evaluation	Funds Expended (Resources)
COVID interrupted to final year of implementation and deep learning for staff. Some staff members have embraced the LI/SC model deeply in their classes and some staff have implemented small sections as they felt more confident with its use. This will continue as a focus in 2021	**Funding Sources:** • Socio-economic background ($10000.00)

Process 3:   **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 end of the planning cycle.

Evaluation	Funds Expended (Resources)
Staff have been provided with Professional learning opportunities. All teachers are using LI/SC to some extent within their classes. Some teachers have a deeper understanding and are sharing their knowledge with others to ensure they are programming and supporting students.	Professional learning sessions Corwin online PL **Funding Sources:** • Professional learning ($5000.00) • Socio-economic background ($10000.00)

Process 4:   **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)
Due to COVID Seven Steps was not implemented past 1st term. It will be looked at again for future planning.	Stage Leaders implement Seven Steps to staff.

Process 5:

Evaluation	Funds Expended (Resources)
.No activities	

Next Steps

Continue to develop programs and strategic directions around Making Learning Visible to ensure it is continually being used as an effective tool in the classroom. Students are given supportive direction to ensure they are part of their learning.

Writing to become a focus area of the School Improvement Plan.

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

*Gumbayngigrr 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 and 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

Gumbayngigrr language is no longer taught at Bellingen Public School due to the availability of tutors.

100% of families were contacted as part of the Parent/Teacher interview process.

Not all Aboriginal families attend each Yarn Up for their children.

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)
Due to COVID restrictions local cultural connections were unable to be organised in 2020. Yarn Ups and Integration Parent meetings were unable to be face to face. Units of work are demonstrating more cultural connections,	**Funding Sources:** • Aboriginal background loading ($3000.00)

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

Evaluation	Funds Expended (Resources)
PLP's were developed for all Aboriginal students with the majority being discussed at a Yarn Up.	Teacher Relief to meet with Families. **Funding Sources:** • Socio-economic background

Progress towards achieving improvement measures	
PLP's were developed for all Aboriginal students with the majority being discussed at a Yarn Up.	($6000.00)

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)
Due to COVID restrictions school community professional learning was unable to be organised in 2020.	

Next Steps

BPS to investigate the availability of Gumbayngirr tutors for 2021.

'Connecting to Country' investigated for staff PL.

Staff trained in 'Smiling Minds' and implemented in some classes as a trial for 2021 for further implementation across the school throughout the year..

PL for community will be implemented when COVID restrictions are lifted.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO employed **Funding Sources:** • Aboriginal background loading ($35 081.00)	Aboriginal students are supported within the classroom and playground settings. All students participated in quality NAIDOC planned activities . Yarn Ups for all Aboriginal students and their parents took place in Term 1 but due to COVID were unable to do face to face meetings in Terms 2-4.
Low level adjustment for disability	Low Level Disability funding Socio economic Funding **Funding Sources:** • Low level adjustment for disability ($61 294.00) • Socio-economic background ($15 000.00)	Students are classroom teachers were supported with extra support to ensure all students were able to access the curriculum at their level. Extra SLSO's were employed to support students with severe behaviour problems in the playground and regular "tuneups
Quality Teaching, Successful Students (QTSS)	QTSS Socio-Economic budget **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($73 615.00) • Socio-economic background ($25 033.00)	All staff were involved in planned and consistent PL for 'Forward Four' which included timed sprints and research based pl. Consistent Stage AP's has supported teaching staff in developing programs and units of work.
Socio-economic background	SLSO staff employed. Promethian boards purchased - $32000 Class resources **Funding Sources:** • Socio-economic background ($60 629.00)	Resources were bought to support educational outcomes. Extra SLSO staff were employed to support students in the classroom and playground. Promethian Boards were purchased and PL was provided for staff.
Support for beginning teachers	Casual employed to allow CT and Stage AP to attend PL and mentor sessions **Funding Sources:** • Support for beginning teachers ($14 481.00)	Due to COVID restrictions and limited PL opportunities some funds were left over which will be utilised in 2021.
Integration funding support	Employ SLSO's K-6. **Funding Sources:** • Integration funding support ($198 331.00)	Students were supported across the school for education, behavioural and wellbeing needs.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	184	192	187	163
Girls	199	191	210	215

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	92.9	92.3	90	87.7
1	92.2	90.8	90.7	86.3
2	93.2	91.2	90	87.8
3	92.3	90.5	91.3	90.3
4	91.8	92.2	90.8	88.6
5	92.6	90.2	90.1	89.2
6	91.6	90.7	88.6	89
All Years	92.3	91.1	90.2	88.5
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.

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Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.39
Literacy and Numeracy Intervention	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, 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	341,193
Revenue	4,165,212
Appropriation	4,052,580
Sale of Goods and Services	42,793
Grants and contributions	69,155
Investment income	585
Other revenue	100
Expenses	-4,157,687
Employee related	-3,748,148
Operating expenses	-409,539
Surplus / deficit for the year	7,526
Closing Balance	348,719

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	208,478
Equity Total	268,145
Equity - Aboriginal	36,438
Equity - Socio-economic	60,629
Equity - Language	400
Equity - Disability	170,678
Base Total	2,954,851
Base - Per Capita	96,721
Base - Location	65,603
Base - Other	2,792,527
Other Total	356,087
Grand Total	3,787,561

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.

Parents and the community were offered 2 forms of survey in 2020 - a school based survey and Tell Them From Me Survey. Teachers completed a CESE Leed survey and Tell them from me survey. Students were provided Tell Them From Me survey for years 4-6.

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.