

2020 Annual Report

Belltrees Public School



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Introduction

The Annual Report for 2020 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.

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School vision

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 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	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
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	Delivering
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

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)
The school's strong approach to wellbeing was recognised in this year's External Validation (EV) process. The systems and structures embedded in the school have successfully seen the school progress from 'Delivering' at the beginning of the 2018-2020 School Planning Cycle, to 'Excelling' as identified through the EV process.	Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Progress towards achieving improvement measures

The holistic approach through 'You Can Do It', supported through 'Bounce Back' and 'Smiling Minds', has established a strong foundation for wellbeing for students at Belltrees Public School. Strong measurement of student outcomes using the Six-Star Wellbeing allows the school to effectively monitor and intervene where necessary.

Feedback from parents surveys rated the school highly, as based upon the indicators set out in the NSW Department of Education's Connect, Succeed and Thrive framework. Parents acknowledged that in their opinion, most elements scored on average 4/5 or above.

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 school has established highly effective summative and are developing informed formative assessment systems that provide detail analysis of student learning. From these assessment structures and systems, the school has effectively implemented individual programming for each student based on their point-of-need learning. Moving forward, establishing effective and streamlined curriculum and performance tracking tools will further improve the systems already in place.	

Progress towards achieving improvement measures

Limitations were put on many areas of focus due to COVID-19 restrictions. Many professional learning opportunities were unavailable to further support development of curriculum and pedagogy. This has therefore meant that many elements of programs were not embedded to the high level that the school had desired and this process will roll through to 2021.

Small School Community of Schools program had a great uptake in assessing students from a variety of schools, tracking their progress and establishing teaching and learning to support areas identified as needing improvement. However, classroom implementation of activities was again heavily impacted by COVID-19 restrictions.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Student Learning Support Officer (0.4) - partial contribution to position Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$1 771.00) 	Through the employment of a Student Learning Support Officer and their support in providing differentiated support for students, in collaboration with the teacher, all identified students made progress in their academic and social/emotional areas of focus.
Low level adjustment for disability	Classroom Teacher (0.1) - partial contribution to position Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$14 525.00) 	Employed additional teaching staff for 0.5 day a week to provide release for classroom teacher to undertake Learning and Support role to develop areas requiring improvement in students' learning as determined through external (NAPLAN) and internal (Progressive Achievement Test) results. The resulting impact of this initiative led to improved academic progress.
Quality Teaching, Successful Students (QTSS)	Student Learning Support Officer (0.4) - partial contribution to position Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$1 860.00) 	Through the employment of a Student Learning Support Officer and their support in providing differentiated support for students, in collaboration with the teacher, all identified students made progress in their academic and social/emotional areas of focus.
Socio-economic background	Classroom Teacher (0.1) - partial contribution to position Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$10 938.00) 	Employed additional teaching staff for 0.5 day a week to provide release for classroom teacher to undertake Learning and Support role to develop areas requiring improvement in students' learning as determined through external (NAPLAN) and internal (Progressive Achievement Test) results. The resulting impact of this initiative led to improved academic progress.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	9	12	6	6
Girls	4	5	4	5

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.5	92.5	96.9	96.8
1	98.9	86.3	94.8	97.1
2	97.3	93.7	93.8	100
3	98.7	95.7	98.3	95.7
4	100	95.8	99	97
5	100	93.7	95.9	97.2
6		98.4		93.9
All Years	98.4	94.8	96.4	96.3
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		92.5		91.8
All Years	94	93.4	92.9	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)	0.24
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, 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	70,046
Revenue	440,364
Appropriation	399,561
Sale of Goods and Services	182
Grants and contributions	40,459
Investment income	84
Other revenue	78
Expenses	-450,792
Employee related	-333,756
Operating expenses	-117,036
Surplus / deficit for the year	-10,428
Closing Balance	59,618

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	27,234
Equity - Aboriginal	0
Equity - Socio-economic	10,938
Equity - Language	1,771
Equity - Disability	14,525
Base Total	307,773
Base - Per Capita	2,405
Base - Location	7,642
Base - Other	297,726
Other Total	48,333
Grand Total	383,340

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

With the school undertaking External Validation throughout 2020, we were able to gain strong insights from the key stakeholders of our school, being staff, parents and students. Through a variety of data activities, the school received highly positive feedback. Through student surveys using Six-Star Wellbeing Survey we were able to capture students' engagement in school. Additionally, through the Connect, Succeed and Thrive framework (NSW DoE) the school was able to gain collective insight from parents, students and staff. Unfortunately, our school is unable to collect data from Tell Them from Me, due to the surveys minimum student numbers for a year group. From analysis of the collected data, we found that stakeholder recognised the school as achieving highly across most, if not all, areas.

Data from Six-Star Wellbeing Survey, focus on sub-categories relating to satisfaction:

Engagement - school engagement is beneficial for learning as well as personal development. The engagement subcategory provides information about effort, feeling safe at school, and feeling comfortable with peers and teachers. Engagement can also be related to motivation which many teachers and schools are interested in or link with school retention and performance.

4.4 out of 5 (student result only).

Communication - communication is critical for students to be able to function in a school environment. This subcategory encompasses questions related to listening, speaking with others and asking for help. Effective communication is often associated with healthy relationships and is also an area that can readily be developed through programs conducted either with individuals or groups in schools.

3.9 out of 5 (student result only)

Data from Connect, Succeed and Thrive (NSW DoE Framework) surveys:

Connect - our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

4.1 out of 5 (staff average response) 4.3 out of 5 (student average response) 4.59 out of 5 (parent average response)

Succeed - our students will be respected, valued, encouraged, supported and empowered to succeed.

4.19 out of 5 (staff average response) 4.19 out of 5 (student average response) 4.72 out of 5 (parent average response)

Thrive - our students will grow and flourish, do well and prosper.

4.14 out of 5 (staff average response) 4.47 out of 5 (student average response) 4.69 out of 5 (parent average response)

As a result from the above data samples, it is clear that Belltrees Public School has a high level of satisfactions from parents, teachers and students. Moving forward the school hopes to validate these data sets with Tell Them From Me survey and People Matter surveys to align with Department's preferred measurement tool, however, this is currently unavailable due to the surveys inability to provide results for small data sets.

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.