

# 2020 Annual Report

## Bella Vista Public School



*Bella Vista*  
PUBLIC SCHOOL

4663

# Introduction

The Annual Report for 2020 is provided to the community of Bella Vista 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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Bella Vista Public School

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## School vision

At Bella Vista Public School, our aim is to create an environment where staff and students collaborate in their learning enabling everyone to reach their potential through an innovative and negotiated curriculum that challenges and supports all members of the school community.

We recognise that we need to create learning and teaching environments where the curriculum and pedagogy reflect today's world. At Bella Vista we are committed to providing learning spaces that are designed to be configured in different ways to suit the learning needs of students. Flexible learning spaces enable us to place student learning at the core of our decision making.

The school's goals are to:

1. Ensure every student is known, valued and cared for.
2. Ensure every student, every teacher and every leader improves every year.
3. Develop a strong foundation in literacy and numeracy and deep content knowledge for every student.
4. Foster individual interests and talents, creative thinking, problem solving, initiative and leadership.
5. Nurture responsible, compassionate citizens who are resilient, life-long learners.

## School context

Bella Vista Public School is located in the North West Sydney region. Stage One of the school opened in January 2019 with 180 students. The school has been built with the capacity for 1000 students. Stage Two of the build was completed in April, 2019. Bella Vista Public School includes three multi-categorical (MC) support classes for students with disability.

Bella Vista incorporates an innovative and future focused educational model, including open and flexible teaching and learning spaces organised into distinct home bases alongside modern specialist teaching spaces. The school uses Microsoft tools as a platform for teaching and learning. The school has an active P and C Association.



## 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>

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1

Delivering for Connectedness

### Purpose

To build the school as a cohesive educational community which supports a culture of high expectations and community engagement.

### Improvement Measures

All staff and students use the Restorative Questions when conflicts arise.

All students feel known, valued and cared for at BV (TTFM).

### Overall summary of progress

#### Did we do what was planned? Yes

The following outcomes were achieved in 2020 as part of the collective 2019-2020 School Plan:

- Restorative Practice was implemented K-6.
- 100% of students are known, valued and cared for.

### Progress towards achieving improvement measures

#### Process 1: Restorative Practice

Build staff capacity and understanding through professional learning and workshops.

Evaluation	Funds Expended (Resources)
<b>Did it have the planned impact? Yes</b> <ul style="list-style-type: none"><li>• Staff and students have been trained in Restorative Practice.</li><li>• All community members are aware of the processes that are involved in developing positive relationships.</li><li>• All students have acquired the confidence to take responsibility for their actions. This has resulted in an inclusive and respectful school culture.</li></ul>	<b>Resources</b>  <b>\$4500.00</b>

#### Process 2: Student Well-Being

Learning and support team research, establish and develop processes for student well-being.

Evaluation	Funds Expended (Resources)
<b>Did it have the planned impact? Yes</b> <ul style="list-style-type: none"><li>• Learning and support team in place to support student learning and wellbeing.</li><li>• All staff implement the Bella Vista Learning and Support Process.</li><li>• 100% of students, according to the Tell Them From Me survey indicate they are well-cared for and looked after at school.</li></ul>	<b>Teacher Relief</b>  <b>\$2000.00</b>

#### Process 3: Culture

Key school stakeholders work together on school well-being systems to create a positive and supportive school culture.

Evaluation	Funds Expended (Resources)
<b>Did it have the planned impact? Yes</b> <ul style="list-style-type: none"><li>• School culture is positive. (Evidenced by TTFM survey with 100%)</li></ul>	<b>Resources</b>

## Progress towards achieving improvement measures

agreeance by parents)

- Our TTFM Survey data reflects that students have a strong sense of belonging, along with positive relationships and behaviour.
- All staff implementing school wellbeing systems.
- Anecdotal reports by visitors indicate the school has a 'warm and welcoming feel'.

**\$400.00**

## Next Steps

Bella Vista was opened mid-way through this reporting process. After a detailed situational analysis, our next steps / findings have shaped the new 2021-2024 School Improvement Plan (SIP). Our strategic directions are:

**SD1 Student Growth and Attainment - Initiatives of Reading and Numeracy (Grow).**

**SD2 Lead - Initiatives of Leaders of Learning and Inquiry Based Learning.**

**SD3 Connect - Initiatives of Healthy Minds, Connected and Engaged Learners and Restorative Practice.**

We would like to see an increased number of students using Restorative Practice when 'things go wrong'. As our school is growing we will review the situation as it arises and adjust accordingly.



## Strategic Direction 2

Delivering for Excellence

### Purpose

To create a stimulating, challenging and engaging learning environment which promotes excellence, where students reflect on their own learning to determine future goals.

### Improvement Measures

All teachers implement the Modes of Learning.

80% of students achieve in top two bands for reading, writing and numeracy in NAPLAN.

100% of teaching and learning programs embed quality assessment tasks with Year 1-6 teachers using the Common Grade Scale.

### Progress towards achieving improvement measures

**Process 1:** Teachers engage in evidence-based professional learning on the Modes of Learning and apply these in different home base zones.

Evaluation	Funds Expended (Resources)
<b>Did it have the planned impact? Yes</b> <ul style="list-style-type: none"><li>Modes of learning are implemented across all teaching and learning programs.</li><li>Teachers and students understand and facilitate the different ways in which learning occurs in the innovative learning environment.</li></ul>	<b>\$5000.00</b>

**Process 2:** Teaching and learning programs show evidence of adjustment through consistent and reliable assessments continuously tracking and monitoring student progress and achievement.

Evaluation	Funds Expended (Resources)
<b>Did it have the planned impact? Yes</b> <ul style="list-style-type: none"><li>All teachers track and report data to the executive in 5-weekly blocks.</li><li>In 2019, 77.2% of students have achieved in the top two bands for reading, writing and numeracy.</li><li>In 2020, all K-2 staff participated in Language, Literacy and Learning (L3) training, resulting in 90% of K-2 students performing at or above expectations for reading.</li></ul>	<b>\$42 000.00</b>

**Process 3:** Build staff understanding in delivering evidence-based literacy and numeracy practices.

Evaluation	Funds Expended (Resources)
<b>Did it have the planned impact? Yes</b> <ul style="list-style-type: none"><li>Literacy and numeracy blocks developed in accordance with Syllabus standards and implemented across the school.</li><li>In 2020, all K-2 staff participated in Language, Literacy and Learning (L3) training, resulting in 90% of K-2 students performing at or above expectations for reading.</li></ul>	<b>\$10000.00</b>

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We will continue to have a strong focus on data analysis with the aim of 100% of teachers analysing class literacy and numeracy progression data and reading level data to inform teaching, learning, individual student learning goals and discuss at impact meetings.





## Strategic Direction 3

Delivering for Impact

### Purpose

To provide a challenging and student centred curriculum that promotes creativity, innovation and engagement as future focused learners.

### Improvement Measures

#### Pedagogy

All students can identify their learning goal/s and have the skills to achieve them.

#### Innovative Learning Environments

All home bases are exemplary models of collaborative teaching practice.

#### Information & Digital Technologies

Staff and students use technology to leverage learning.

### Progress towards achieving improvement measures

#### Process 1: Pedagogy

All staff to implement professional learning in Inquiry-Based Learning processes and visible learning.

Students and teachers collaborate to develop personal learning goals.

Evaluation	Funds Expended (Resources)
<b>Did it have the planned impact? Yes</b> <ul style="list-style-type: none"><li>• Learning intentions and success criteria are evident in all teaching and learning programs to support student learning, effective assessment and development of learning goals.</li></ul>	<b>\$350.00</b>

#### Process 2: Innovative Learning Environments

Staff organise their learning environment and experiences to reflect the purpose of each space.

Collaborative teaching practice is centred on the belief "together teachers can achieve more..." This is evident in teaching and learning programs where the modes of teaching are used within the learning environment.

Evaluation	Funds Expended (Resources)
<b>Did it have the planned impact? Yes</b> <ul style="list-style-type: none"><li>• All teaching staff have completed the online Collaborative Teaching Practice modules, in order to ensure all staff are effectively able to co-teach in an innovative learning environment.</li></ul>	<b>\$11 000.00</b>

#### Process 3: Information and Digital Technologies:

Technology is used as a communication and collaboration tool that fosters creativity and innovation.

Evaluation	Funds Expended (Resources)
<b>Did it have the planned impact? Yes</b> <ul style="list-style-type: none"><li>• Technology is embedded in all teaching and learning programs with a focus on developing digital literacy skills, collaboration, communication and</li></ul>	<b>\$92 000.00</b>

## Progress towards achieving improvement measures

creativity.

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Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	Personnel Primary Learning and Support Teacher \$87 507 Speech Pathologist \$56000 Total Expenditure: \$143 507.00	All students made progress and growth in reading and numeracy. Speech was determined by both teachers and parents as being a highly effective form of intervention.
<b>Support for beginning teachers</b>	Personnel Casual Teachers relief @ \$11 954.50 per term Total expenditure: \$47 818	Four teachers accredited at Proficient in 2020. Strong Start Great Teaching implemented for all beginning teachers as part of the school induction process. PDP goals achieved.

# Student information

## Student enrolment profile

Students	Enrolments	
	2019	2020
Boys	109	223
Girls	85	180

## Student attendance profile

School				
Year	2017	2018	2019	2020
K			93.2	95.5
1			94.2	92.6
2			93.7	93.5
3			93.4	93.5
4			82.2	95
5			94.3	93.5
6			92.9	93.6
All Years			92.8	94
State DoE				
Year	2017	2018	2019	2020
K			93.1	92.4
1			92.7	91.7
2			93	92
3			93	92.1
4			92.9	92
5			92.8	92
6			92.1	91.8
All Years			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
Assistant Principal(s)	3
Classroom Teacher(s)	18.02
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	6.57

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	166,489
<b>Revenue</b>	4,442,654
Appropriation	4,265,524
Sale of Goods and Services	10,816
Grants and contributions	165,550
Investment income	364
Other revenue	400
<b>Expenses</b>	-4,263,979
Employee related	-3,748,559
Operating expenses	-515,420
<b>Surplus / deficit for the year</b>	178,675
<b>Closing Balance</b>	345,164

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	210,628
Equity - Aboriginal	689
Equity - Socio-economic	2,574
Equity - Language	92,401
Equity - Disability	114,965
<b>Base Total</b>	3,356,116
Base - Per Capita	48,933
Base - Location	0
Base - Other	3,307,183
<b>Other Total</b>	248,624
<b>Grand Total</b>	3,815,368

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

In 2020, the school sought the opinions of parents, students and teachers about the school.

- School staff created a window of certainty to identify to values, vision and culture of Bella Vista PS.
- Tell Them From Me (TTFM) survey data indicated the majority of parents believe Bella Vista has high expectations of their children and they feel welcome at the school.
- 89% of students have developed positive relationships and 94% participate in school sport and activities.
- 96% of students report they feel they belong to Bella Vista.

In the year of the pandemic the school received many notes of thanks from appreciative parents. Students were well-supported with online materials whilst working from home and all staff connected with their students virtually on a day to day basis.



Parent and teachers work in close partnership at Bella Vista PS.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.