

2021 Annual Report

Bellbrook Public School



1178

Introduction

The Annual Report for 2021 is provided to the community of Bellbrook 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 Strategic Improvement 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

Bellbrook Public School

Main St

Bellbrook, 2440

www.bellbrook-p.schools.nsw.edu.au

bellbrook-p.school@det.nsw.edu.au

6567 2049

School vision

At Bellbrook Public School we strive for high performance with a positive and inclusive school culture, that promotes the wellbeing and success of all. We believe that every student should be challenged to learn and continually improve in a respectful, inclusive and engaging environment. Our vision is to be partners in learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners. We want every student to maximise their potential and remain connected to culture through high expectations and strong community connections.

School context

Bellbrook Public School is a small rural school situated in the Macleay Valley, 56 kilometers west of Kempsey on the Mid North Coast. We currently have an enrolment of thirty five students, 71% of which identify as Aboriginal or Torres Strait Islander. The school has a family-orientated atmosphere and strong sense of community. We foster a culture of high expectations and high levels of community engagement. The learning programs are personalised, supporting a range of diverse learners from different cultural backgrounds. Students have high levels of access to technology, strong social networks and a range of leadership opportunities.

The school is committed to continual school improvement and is focused on ensuring that all students believe that they can be high achievers and strive to do their best. Staff are committed to high quality professional development and the implementation of evidence based approaches to teaching and learning. We maximise student learning through the precise management of our equity funding, utilising impressive staff-student ratios and high levels of staff training to ensure the highest standards of instructional quality in all classrooms. Evidenced-based pedagogies ensure outstanding outcomes are achieved. Innovative practices are a central feature of our school, both in terms of STEM learning and also in linking closely with other agencies to deliver the best outcomes for our students.

Our strong involvement with the Macleay Public Schools and Super Six Learning Community provides extra-curricular activities allowing our students to excel through a range of different experiences. We promote opportunities for students to learn, socialise and integrate with students from our surrounding community of schools. This is achieved through sporting events, camps, connected classrooms, teaching activities and excursions.

Through our situational analysis, we have identified two strong focus areas.

1. The need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. We have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis the school has identified system-negotiated target areas in Reading and Numeracy. There is a need to further build teacher capabilities through collaborative practices. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

2. The wellbeing and engagement of our students remains a priority. The Tell Them From Me (TTFM) surveys will be introduced to provide a data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. A Wellbeing program audit will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To develop student agency and maximise learning outcomes, the systemic collection of school wide assessment data is used to identify and reflect on student achievement and progress to inform future teaching and learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Decision Making in Literacy and Numeracy (DDDM)
- Developing Student Agency

Resources allocated to this strategic direction

Socio-economic background: \$81,091.80

Professional learning: \$3,510.00

Aboriginal background: \$62,500.00

Low level adjustment for disability: \$22,423.60

School support allocation (principal support): \$13,604.80

Literacy and numeracy: \$2,494.96

QTSS release: \$5,830.14

Summary of progress

As a collective group of small schools, internal and external data was triangulated to identify a baseline to inform targeted areas for improvement. Processes and protocols were developed and implemented for ongoing data collection, analysis and evaluation and used to identify targeted professional learning for our staff. Ongoing collection of student data is collated twice a term, with each school responsible for the analysis of cohort data. Staff collaborated across class (stage) teams to develop lesson units and have participated in lesson observation and feedback sessions with colleagues in our Professional Learning Community (PLC). Professional learning through CORWIN on Visible Learning, has given direction to our PLC where teachers discuss with students what they have learnt, why they have learnt it and where to next through the development of student personalised learning goals. The aim of this process was to support students and teachers to develop a deeper understanding of quality learning and quality learners.

The Super 6 executive team has established a PLC with the goal of improving teaching and learning in classrooms with teachers identifying and applying a range of evidence-informed pedagogies to enhance student learning growth and attainment. Teachers have reported an increase in confidence in using student assessment data to inform future teaching with a targeted identified focus as well as teacher confidence to work collaboratively with colleagues across the six schools. While teacher feedback has acknowledged we have structures in place that support the ongoing analysis of student data, this is an area where procedures can be more effectively streamlined to increase support across the six schools.

The ongoing work of the Super Six executive team in strengthening protocols and procedures in data sharing and analysis across schools has improved this year. Professional learning, supported by ongoing support at a school level (the High Impact Professional Learning model) by our Instructional Leaders has been a highly supportive process. As evidenced by staff survey results, staff confidence to work collaboratively with colleagues and to be observed by colleagues has improved throughout the year. PLC evidence indicates professional learning in the Visible Learning framework is being implemented and reflected in the classroom, with quality learning intentions evident in learning spaces. Embedded evaluative practices have helped us to narrow the focus of future professional learning, the purpose of our PLC and data collection protocols.

Initial reflective questions in our QDAI processes weren't as constructive to deep evaluations. A change occurred mid-year when we embedded reflective pause points into our evaluative practices to ascertain the impact on teachers and student outcomes clarified our understanding of our purpose and drove the future direction of our initiatives. Transferring this into future evaluative discussions may continue to strengthen our ability to illustrate the impact of our activities.

The principal was able to provide release time for staff to collaborate and build capacity to meet the literacy needs of students, develop data driven high-quality instruction and for staff to participate in inter-school professional learning communities. There is an improved staff confidence and teaching practice across the school with teachers using learning intentions, success criteria and have a strong focus on formative assessment. Teachers now have embedded evidence-based, high impact teaching strategies within their classroom practice. Integrated Funding Support has been used to employ SLSO staff to provide additional support for students with high-level learning needs, resulting in regular and

ongoing evaluation of student PLASPs and implementation of small group and one-to-one supported learning programs.

Next year, in this Strategic Direction, we will ensure APCI role across the Super 6 schools will support and facilitate the use of quality pedagogy in classrooms, with data informed adjustments incorporated into teacher practice. We will also ensure appropriate resourcing is allocated to continue to collaboratively design and deliver lessons, observe and provide feedback across schools as teacher feedback revealed this practice to be extremely valuable to improving their practice.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>System Negotiated Target- Top 2 Bands</p> <p>Reading:</p> <p>Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 1%. from baseline.</p> <p>Numeracy:</p> <p>Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 1% from baseline.</p>	<p>Top 2 Bands:</p> <p>In Year 3 there is an uplift of 7% of students achieving in the Top 2 bands in reading and 11% uplift in Numeracy (from our baseline data).</p> <p>In Year 5 there is an uplift of 29% of students achieving in the Top 2 bands in reading and a 24% uplift in Numeracy (from our baseline data).</p>
<p>System Negotiated Target- growth</p> <p>Reading:</p> <p>Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 1% from the baseline.</p> <p>Numeracy:</p> <p>Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 1% from the baseline.</p>	<p>Growth:</p> <p>In Year 5 there is an uplift of 7% of students achieving at or above expected growth in Reading and -18% decrease in students achieving at/above expected growth in Numeracy.</p>
<p>School Level Target</p> <p>Reading</p> <p>Early Stage 1: Increase the percentage of students achieving levels 3-5 in the Understanding Texts sub-element of the literacy learning progressions by 2 % from the 2020 baseline.</p> <p>Stage 1: Maintain the percentage of students achieving levels 4-6 in the Understanding Texts sub-element of the literacy learning progressions from the 2020 baseline.</p> <p>Stage 2: Increase the percentage of students achieving levels 6-8 in the Understanding Texts sub-element of the literacy learning progressions by</p>	<p>Our 2021 internal data against the Literacy and Numeracy progressions indicates:</p> <p>Understanding Texts</p> <p>Early Stage 1: a downward trend of -15%</p> <p>Stage 1: a downward trend of -16%</p> <p>Stage 2: an uplift of 4%</p> <p>Stage 3: an uplift of 18%</p> <p>Quantifying Number</p> <p>Early Stage 1: a downward trend of -24%</p> <p>Stage 1: a downward trend of -8%</p> <p>Stage 2: a downward trend of -11%</p>

<p>2.5% from the 2020 baseline.</p> <p>Stage 3: Increase the percentage of students achieving levels 8-9 in the Understanding Texts sub-element of the literacy learning progressions by 2.5% from the 2020 baseline.</p> <p>Numeracy</p> <p>Early Stage 1: Maintain the percentage of students achieving levels 3-6 in the Quantifying Number sub-element of the numeracy learning progressions from the 2020 baseline.</p> <p>Stage 1: Increase the percentage of students achieving levels 6-8 in the Quantifying Number sub-element of the numeracy learning progressions by 2.5% from the 2020 baseline.</p> <p>Stage 2: Increase the percentage of students achieving levels 8-10 in the Quantifying Number sub-element of the numeracy learning progressions by 2% from the 2020 baseline.</p> <p>Stage 3: Increase the percentage of students achieving levels 11-12 in the Quantifying Number sub-element of the numeracy learning progressions by 2.5% from the 2020 baseline.</p>	<p>Stage 3: a downward trend of -16%</p> <p>In 2021, the Super 6 schools strengthened the procedures and protocols in progression data collection. Prior to 2021, teachers placed students on the progressions at the level they were working at, where in 2021 the collective decision was made to place students on the progressions at the level they have achieved a high percentage of indicators. This shift in recording protocols may account for the downward trend indicated in the data, as it significantly differs from external assessment achievement. We are assuming with tight protocols now in place, the validity of this data will improve over the span of our School Improvement Plan.</p>
<p>School Excellence Framework</p> <p>Assessment: The PLC is working at sustaining and growing at all four themes in Assessment</p> <p>Data Skills and Use: The PLC is working at sustaining and growing in the areas of Data use in Teaching, Data use in Planning</p> <p>Learning and Development: The PLC is working at sustaining and growing at all four themes in Learning and Development</p>	<p>The super Six Professional Learning Community is working at sustaining and growing in all four areas of assessment.</p> <p>Staff have triangulated student data as evidence of student learning to inform their teaching on a 5 week cycle. Programs are adapted to meet the needs of individual students, with personalised learning goals promoting students to learn at their own level of learning. A range of assessments are to inform practice, including internal and external quantitative sources. These sources capture targeted information about student learning achievement. Teachers confer regularly with students on the progress they are making against their individual learning goals, developed on assessment information. The school has established whole school tracking of student progress on the Literacy and Numeracy Progressions, with progress being updated every 5 weeks.</p> <p>The super Six Professional Learning Community is working at sustaining and growing in Data use in teaching and planning of assessment.</p> <p>Data collection across the schools identifies gaps in student learning which are analysed and targeted units of work are shared across the schools. Feedback on student learning is shared within the school community indicating student progress against their personal learning goals. Personalised Learning and Support Plans and Personal Learning Plans are also developed for students.</p> <p>The super Six Professional Learning Community is working at sustaining and growing in all four themes in Learning and Development.</p> <p>Teachers have engaged in professional discussions and collaborative planning groups to improve their teaching and student learning within the school and across schools in the Super six network. Teachers have also participated in interschool teacher observations through our professional learning community. Mentoring has been embedded into our school practice to improve teaching across the school. Teachers meet with the Principal or</p>

School Excellence Framework

Assessment: The PLC is working at sustaining and growing at all four themes in Assessment

Data Skills and Use: The PLC is working at sustaining and growing in the areas of Data use in Teaching, Data use in Planning

Learning and Development: The PLC is working at sustaining and growing at all four themes in Learning and Development

Instructional Leader to analyse student data and plan their next teaching and learning cycle. Across the Super 6, aspiring leaders have begun leading professional learning for staff in the areas of data analysis and feedback.

Strategic Direction 2: Wellbeing, Everyone's Business

Purpose

To embed, communicate and implement an inclusive strategy that enhance cognitive, social, emotional, physical and spiritual wellbeing in students through highly effective whole-school evidenced based strategies.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole School Wellbeing Processes
- Responsive partnerships- belonging and purpose (Engagement)

Resources allocated to this strategic direction

Professional learning: \$200.00

Location: \$13,000.00

Socio-economic background: \$3,180.00

Integration funding support: \$1,000.00

Aboriginal background: \$453.92

Summary of progress

Our wellbeing focus changed direction slightly throughout the year with a heavy focus being placed on student attendance and on students as individuals as well as our collective whole school practices. Many of our activities, parent and community forums had to be altered throughout the second half of the year. We did recognize the issues we were facing however, adjusted our plans accordingly to meet the needs of our students.

Our school attendance procedures were reviewed and rewritten, an attendance team was established with protocols and procedures revised and communicated to staff, families and students. Student voice was used to gather feedback from students regarding a reward system for attendance. Our attendance indicates 44% of students attend $\geq 90\%$. This is below state average by 13%. However, 9.8% above our SSSG. Our overall attendance rate is 81.1% which is 8% below State and 5.7% above our SSSG.

Our ATSI student attendance indicates 37.65% $\geq 90\%$. This is below state average by 14% and above our SSSG by 8.8%. We will continue on our upward trajectory in 2022 by strengthening procedures, tracking and analysing our data on a five-week cycle.

Throughout 2021 staff reviewed current wellbeing systems. We conducted a school audit of current wellbeing practices and identified which domains they covered. We attended professional learning in the areas of Trauma Informed Practice (TIP) and Zones of Regulation. Staff have strongly implemented knowledge from these course into their everyday classroom practices.

Our responsive partnerships were showing strong growth in semester one until COVID guidelines came into play. We have not been able to attend local AECG meeting but have tabled our school reports into their meetings.

In moving forward our school will embed our new strategies, staff will be supported through PL using the Wellbeing Excellence Framework and partnerships will be strengthened with our community through events including NAIDOC Week, Mother's, Father's and Grandparents Day, Reconciliation Week, Christmas events, school-based events including assemblies and sports days.

In 2022 students will continue to be our core focus. Our aim is to increase measurable improvements in wellbeing and engagement to support learning. Improved wellbeing and engagement will be achieved through a climate of care and positivity, increasing the recognition of positive behaviour and engagement across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

<p>System Negotiated Target: Attendance</p> <p>Achieve and uplift in the students attending more than 90% of the time by 5% from the 2020 baseline..</p>	<p>This year we successfully achieved an uplift of 11.8% from our 2020 baseline data for students attending more than 90% of the time. This was 6.8% greater than our attendance target. We moved from tracking of students from every Term to five week intervals in Term 3 after attending the Attendance Matters work shops. This is when we implemented attendance goals and Tiered action plans.</p>
<p>School Level Target</p> <p>Establish 2021 baseline data using TTFM Wellbeing data (advocacy, belonging, expectations).</p>	<p>We established our baseline in the TTFM surveys at a school level and across the Super Six. Bellbrook Public School students reported the following</p> <ul style="list-style-type: none"> • Advocacy at school we scored 9.5 which is above State and Replica school means. • 88% of students had a positive sense of belonging. When we dived further into the analysis 100% of Aboriginal students said they felt a positive sense of belonging. We are above the State and Replica mean. • In Expectations for Success our school scored 9.3 which is again above State and Replica school means. <p>The Super Six school results for advocacy were slightly below the replica school for Years 4 and 5. However Year 6 was well above. In the area of belonging and expectations these trends continued with Years 4 and 5 being below and Year 6 were above. The cluster report will provide baseline data for the Super Six for the remainder of the school plan.</p>
<p>School Excellence Framework</p> <p>In the element of Wellbeing Learning Domain we demonstrate sustaining and growing in A Planned Approach to Wellbeing and Individual Learning Needs.</p> <p>In the element of Educational Leadership in the Leading Domain we demonstrate sustaining & growing in the theme of Community Engagement.</p>	<p>In the element of Wellbeing, we are demonstrating sustaining and growing in A Planned Approach to Wellbeing and Individual Learning Needs. Our school is collecting, analyzing and using data from students, parents and staff to monitor and refine wellbeing and engagement to improve learning. We are developing our evidence-based approaches, programs and assessments and regularly review individual learning needs.</p> <p>In the element of Educational Leadership we are demonstrating sustaining & growing in the theme of Community Engagement. Our progress in this area has been inhibited by the COVID 19 pandemic and the DoE response to keeping our schools safe. Parent and community have had limited opportunity to engage in on site school related activities to build a cohesive educational community. However the school regularly sort feedback from students parents and the community during work from home. Community engagement will be back on track next year as a whole school focus area.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$27,674.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bellbrook Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Wellbeing Processes • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • consultation with external providers for the implementation of [strategy] <p>The allocation of this funding has resulted in:</p> <p>The employment of a Student Learning Support Officer (SLSO) to assist identified students in the classroom four half days a week. This has included professional learning for the SLSO with our Speech Therapist to help develop effective communication strategies. Multi-Modal communication systems have been put into place to support staff and students to communicate with with our identified student. We have also purchased apps for classroom use by the student and apps for staff to assist with planning and differentiating the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to support our student and reapply for funding to continue the positive impact we are having on this students learning. Investigate and follow up with the Assistant Principal Hearing Support about the possibility of Itinerant Support Teacher Hearing for 2022.</p>
<p>Socio-economic background</p> <p>\$84,271.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bellbrook Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Decision Making in Literacy and Numeracy (DDDM) • Whole School Wellbeing Processes • Developing Student Agency <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement learning sprints in Literacy and Numeracy to support identified students with additional needs • professional development of staff through Speech Therapist to support student learning • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs (Speech Therapist) • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <p>The Super Six school cluster has highlighted the importance of data driven decision making. It allowed staff to analysis internal and external data to inform areas of targeted improvement. Staff implemented systems to collect, analyse and evaluate student data and used this information to identify</p>

<p>Socio-economic background</p> <p>\$84,271.80</p>	<p>targeted professional learning needed.</p> <p>Our Speech Therapist provided services for identified students and help build the capacity of staff. Out of a total of 34 school visits, 27 were attended (148 hours of support) and 7 were cancelled due to COVID 19. Out of the 14 students, 5 were discharged after completing treatment, 3 moved away and 6 students will be carried forward into 2022. The total occasions of service were 196 sessions attended by students, students were absent for 25 sessions and 10 missed due to COVID 19. Building the capacity of staff to carry on this work in between session was very important. Topics covered this year included Assertive Technology for students with specific learning disabilities, Augmentative and Alternative Communication, sensory regulation and sensory processing, Science of Reading, Written Language, Oral Language and NDIS support.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to engage extra staff and specialists support our trajectory towards achieving targets in literacy and numeracy.</p> <p>Continue building the capacity of staff to support our students in the areas of communication and speech.</p>
<p>Aboriginal background</p> <p>\$62,953.92</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bellbrook Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Decision Making in Literacy and Numeracy (DDDM) • Responsive partnerships- belonging and purpose (Engagement) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in:</p> <p>Engaging two SLSO staff to provide research-based intensive small group literacy and numeracy intervention such as programs including MiniLit and MultiLit. During the year one SLSO's role changed to support speech and language in our school. Minilit had 12 students and multi lit had 4 through the program this year. Progress data was recorded and discussed with classroom teachers. As a result of analysing this data, 2 students were identified as needing additional support in phonemic awareness. The SLSO was strongly supported by the classroom teacher and Speech Therapist. By the end of Semester 2, both students had reached their personal goals. Targeted professional learning enabled our second SLSO to target speech and language development. As a result, identified students were able to receive explicit lessons in between Speech Therapy. This support ensured students could practice in between sessions to achieve their personal goals. An increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour because of the welcoming and informal setting. Attending the "Every Day Counts" as a school team has allowed us to develop stronger attendance procedures and Attendance Action Plans for those Tier 2 identified students. With improved systems we are able to monitor and track our attendance target increase the number of students who are attending more than 90%. This year we had an 11.8% increase in this data.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Aboriginal background</p> <p>\$62,953.92</p>	<p>Continue engaging our SLSO's to deliver additional support in Literacy and Numeracy. Research-based intensive small group literacy and numeracy intervention programs including MiniLit and MultiLit will continue. Speech Program support will also continue and professional learning to build staff capacity. Closer links will be investigated between speech support and the Literacy progressions.</p> <p>PLP process will be further enhanced next year once parents/ carers are allowed back into the school. This will make the process more authentic. The new PLP format will be implemented in 2022.</p> <p>Attendance team will continue to support our students and families to increase the number of students attending more than 90%. Attendance Action Plans and weekly attendance prize draws will also continue in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$22,423.60</p>	<p>Low level adjustment for disability equity loading provides support for students at Bellbrook Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Decision Making in Literacy and Numeracy (DDDM) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based interventions to increase learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in:</p> <p>Combining more than one funding source to employ another full time teacher has allowed the school to achieve a more consistent approach to student learning support and interventions. Collaborative learning support activities have been implemented across the school as a part of our Strategic Direction 1. We implemented data informed practices to support classroom teachers and leaders in developing professional knowledge, skills and confidence to systematically record student learning progress using the Literacy and Numeracy progressions. The school achieved a more consistent approach to student learning support and interventions and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Focus on embedding consistency in teaching, primarily through the consistent use of frameworks for programming across K to year 6, supporting explicit teaching and utilisation of student data.</p> <p>The school is also working to develop and refine processes that support the effective identification, instruction and equitable allocation of support for students requiring tier 2 and tier 3 support in reading and numeracy K to year 6. To further expand the impact of the learning support team, the school will provide additional support for identified students.</p>
<p>Location</p> <p>\$13,000.00</p>	<p>The location funding allocation is provided to Bellbrook Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Wellbeing Processes <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate

<p>Location</p> <p>\$13,000.00</p>	<ul style="list-style-type: none"> • incursion expenses <p>The allocation of this funding has resulted in: increased extra curricular opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing and delivering further extra curricular opportunities that are open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Literacy and numeracy</p> <p>\$2,494.96</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bellbrook Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Developing Student Agency <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engagement of additional teaching staff using other flexible funding to extend intensive small group literacy and numeracy interventions.</p>
<p>QTSS release</p> <p>\$5,830.14</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bellbrook Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Developing Student Agency <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. Staff have mentoring from executive members during collaborative planning time. Executive staff and teaching staff completed walkthrough to ensure that students and teachers were on track with their targets. Staff have had time to reflect of school data and to use this to drive future directions for the school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>QTSS release \$5,830.14</p>	<p>This staffing allocation will be utilised to embed the whole school Data Driven Decision Making (DDMM) and our Professional Learning Community (PLC).</p>
<p>COVID ILSP \$26,549.95</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - focus areas of Quantifying Number, Phonemic Knowledge and Word Recognition and writing. <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. Revision, reflection and refinement of initiatives through the implementation of progress monitoring. Continue implementation of literacy and numeracy tuition. Plan for frequent analysis of student assessment and recording data on PLAN2 and build in time for this information to be shared between COVID IL SP and class teachers. Planning additional intervention for identified students not yet meeting their learning goals. Seek further input from new APC&I in 2022 in using evidence and data to understand more fully the reasons behind each students need.</p> <p>Investigate PL that will include a focus on embedding the use of student data to differentiate the learning in literacy and numeracy and effectively implement small group tuition in all classrooms. The "Expert Series" and "Assessment practices to inform small group tuition".</p> <p>Consider expanding opportunities to engage with parents of students involved through focus groups. This may include three way conversations (student/ parent/ teacher) at PLP meetings.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	9	8	9	14
Girls	13	15	19	18

Student attendance profile

School				
Year	2018	2019	2020	2021
K	86.7	81.1	82	89.8
1	89.3	81	84.6	74
2	79.4	87.4	89.9	90.2
3	75.3	82.3	90.3	71
4	98.8	79.4	83.4	88.1
5	90.6	96.5	81.9	87.2
6	78.3	86.6	93.8	77.2
All Years	83.9	84.1	85.4	82.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	1.4
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	283,577
Revenue	751,797
Appropriation	747,272
Sale of Goods and Services	1,485
Grants and contributions	2,901
Investment income	140
Expenses	-745,357
Employee related	-642,581
Operating expenses	-102,776
Surplus / deficit for the year	6,440
Closing Balance	290,017

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	164,825
Equity - Aboriginal	62,954
Equity - Socio-economic	73,300
Equity - Language	0
Equity - Disability	28,570
Base Total	509,560
Base - Per Capita	6,902
Base - Location	13,709
Base - Other	488,948
Other Total	18,822
Grand Total	693,207

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.

Parent/caregiver, student, teacher satisfaction

We survey our parents/cargivers, students and staff around school satisfaction. Student voice is an important part of our school culture and our overall results were very positive.

Parent/ caregiver Survey Results

Parents and caregivers completed a ten survey commenting on the length to which they agreed or disagreed with statements about the school. 100% of parents and caregivers all strongly agreed with the statement "Are you satisfied with your child/ children's education at Bellbrook Public School". We also received strong positive feedback around meeting individual student learning needs, high expectations and keeping parents informed about their child's progress.

One parent response to the any other comment sections was, " Bellbrook is more than a school, they are a team".

Student Survey

Students in Years 3-6 participated in the Tell Them From Me (TTFM) survey the results were also very positive. When asked about a positive sense of belonging our mean score was 88% which is 8 % above the Replica School mean. Our students are proud of their efforts and their teachers which can be seen in our overall student TTFM results.

Students in Years K-2 participated in a short survey including statements like; I enjoy school, I feel safe at school, I can ask for help at school. The results reflected that 7 out of eight students strongly agreed to these statements.

Teacher Survey

100% of staff are satisfied with the school. This is also reflected in our high staff retention rate. Staff enjoy coming to school and working with the students.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.