

2021 Annual Report

Bellingen Public School



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Introduction

The Annual Report for 2021 is provided to the community of Bellingen Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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School vision

At Bellingen Public School, on Gumbaynggirr land, we create and promote a positive and inclusive learning environment, where all students are excited about learning and all student learning needs are valued, understood and catered for.

We strive to empower all students to achieve their best, build their emotional, social and physical well-being, to become lifelong learners and responsible citizens ready to meet the challenges of the future.

We nurture and maintain relationships built upon trust, empathy, respect and high expectations. We embrace and celebrate the diversity within our community and value the strong partnerships that exist to enhance the culture of our school. Our school highly respects these partnerships as we share a commitment to and responsibility for ensuring a safe, collaborative, compassionate and quality learning environment for all.

By working together, we ensure that learning is meaningful, relationships positive and individuals successful.

School context

Bellingen Public School is located in the Mid North Coast and has a student enrolment of 362. Students come from a wide range of socio-economic backgrounds with 7% of students identifying as Aboriginal. There is one Multi-categorical Class. Bellingen Public School has 23 teaching staff and 5 Administration staff. We also employ a large number of SLSO's who support our students across the school. Our school has a Family Occupation and Employment Index (FOEI) of 77 which categorises the school as 'slightly advantaged'. The school has a strong relationship with the P&C. Extra-curricular opportunities in Sport and Creative and Performing Arts enable our students to excel through a range of different experiences. We have a long history of providing opportunities in the performing arts and we are widely recognised for excellence in this area.

Consultation with the whole school community on the new Strategic Improvement Plan 2012-2024, was achieved in the following ways: Students were involved in 'Tell Them From Me' surveys from years 4-6, Parents and community were asked to complete a School Based Survey and 'Tell Them From Me survey', Staff completed CESE Leed surveys, a school based survey and 'Tell Them From Me' survey. The school P&C have been presented with results and updates throughout the development of the Situation Analysis and School Improvement Plan (SIP).

It is important to note that the SIP builds upon the strong foundation and work undertaken in the previous school planning cycle around the "Forward Four" and the deeper teacher understanding and implementation of Visible Learning across the school.

Through our situational analysis, we have identified three focus areas:

1. Student Growth and Attainment - When analysis was conducted against student outcome measures it was evident that in Reading our school continues to show good growth however, growth in numeracy varies depending on the year group. Our areas of focus in Reading will be main idea and comprehension, and in Numeracy - whole number, addition and subtraction (Number Sense and Algebra). Our whole school focus to improve student growth and Value Add in both areas will be supported with continued focus from *What Works best: 2020 update* .

2. Wellbeing and Attendance - Our analysis of 'Tell Them From Me' data and internal school data measures indicated that students' sense of belonging and social and emotional wellbeing are areas for continued focus. We will be looking at practical strategies for teaching and learning as well as whole school practices as outlined in *What Works best:2020 update* and the *Student Wellbeing Framework*. We will undertake a review of our Welfare Policy and ensure current Department policies and research based practices are included on a school level.

3. Educational Leadership and Community Partnerships - Our analysis of information across all surveys and internal data demonstrated a need for strengthening communication and high expectations for students, staff and parents/carers. As a school we will delve deeper into 'High Expectations' and 'Community Engagement.'

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	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	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

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 Practices
- Teaching and Learning Cycle

Resources allocated to this strategic direction

Socio-economic background: \$25,787.04
Low level adjustment for disability: \$173,412.00
Integration funding support: \$155,000.00
Literacy and numeracy: \$11,985.70
Aboriginal background: \$31,360.00
Literacy and numeracy intervention: \$112,118.00
Per capita: \$89,524.42
Professional learning: \$18,000.00
Carry Forward: \$4,000.00
Location: \$61,368.00
COVID ILSP: \$133,888.00

Summary of progress

Bellingen Public School utilised both COVID and extra Disaster Relief funding to employ staff for targetted programs. K-3 classes had an extra classroom teacher for literacy sessions. Students were able to work in groups of 'Working Toward', 'Working At' and 'Working Beyond' with more classroom support. Small identified groups for Years 2-6 were supported in literacy and numeracy sessions. Students worked intensely with a classroom teacher at their specific point of need.

Bellingen Teaching Staff were supported in their knowledge of data driven practices through identified professional learning and mentoring by Stage APs. All teachers were provided professional learning in PLAN2 and progressions throughout term 2.. Classroom teachers were released throughout Term 3 and 4 to work with their Stage APs on analysing data in literacy and numeracy to forward plan 5 weekly sprints based on where students point of need were following the school scope and sequences and assessment schedules.

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
• 2021 Improvement measure Numeracy • The number of Year 3 and 5 students in the top 2 bands in Numeracy will increase from the baseline by at least 8% which equates to 8.	Numeracy: The intended target of Year 3 and 5 students in NAPLAN Numeracy has shown a positive uplift from the baseline by 10.23%. We are slightly above our upper bound target set for 2022.
Reading • The number of students in Year 3 and 5 in the top 2 bands will increase from the baseline by at least 7.5% which equates to 8 students.	Reading: The intended target of Year 3 and 5 students in NAPLAN Reading has increased from the baseline by 20.67%. We have far exceeded our initial target which also includes our upper bound target set for 2022.
Numeracy	• The intended target of students achieving expected growth in Numeracy

<ul style="list-style-type: none"> • The number of students achieving expected growth in Numeracy increases from the baseline 4.5% which equates to 5 students in NAPLAN. 	<p>showed an uplift by 10.26% from 2019 but did not meet the baseline. We are on track to meet our target for 2022.</p>
<p>Reading</p> <ul style="list-style-type: none"> • The number of students in the top 2 bands in Reading will increase from the baseline by at least 3.5% which equates to 4 students. 	<ul style="list-style-type: none"> • The intended target of students achieving expected growth in Reading showed an uplift by 23.5% from the baseline. This result far exceeded our upper bound 2022 target by 10.56%.

Strategic Direction 2: Wellbeing and Attendance

Purpose

To support student wellbeing and attendance through practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community.

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.

- Attendance
- A planned approach to Wellbeing

Resources allocated to this strategic direction

School support allocation (principal support): \$29,875.00

Socio-economic background: \$6,500.00

Professional learning: \$3,500.00

Summary of progress

BPS has implemented an Attendance Team which is involved in the 80-90% Attendance program with the Department of Education. We analyse data regularly and have implemented attendance as part of regular LST meetings. We have developed a School Attendance Policy and staff have been provided with Professional Learning around the school and DoE policy and procedures and how to read and use SCOUT Attendance Data. Parents are regularly provided with information around the importance and benefits of regular school attendance. We have also introduced an SMS service to parents when students are absent where parents can provide a reason for this absence.

'Second Step' (a holistic approach to building supportive communities for every child through social-emotional learning) has been implemented K-6. It is timetable for lessons to be delivered at the same time across the school. K-2 teachers were provided with professional learning around PAX (a good behaviour program). These programs along with the review of the school Well Being policy are showing a positive effect with students and staff.

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
Attendance <ul style="list-style-type: none">• Increase baseline student attendance over 85% of the time by 10%	85-100% Attendance - Term 1 -90.2%; Term 2- 93.1%; Term 3- 95.9% (COVID Learning from Home 4 weeks) and Term 4 - 94.6% (week 8) Student data in 2020 is 85-90% = 34.7% and 90%+ = 65.3% . Student Data in 2021 85-90% = 29% and 90%+ = 71% SCOUT data around targets for Attendance states that BPS is currently at 41.99% which is drop in our attendance rate BUT SCOUT Attendance data shows an increase of student attendance.
<ul style="list-style-type: none">• Tell Them From Me baseline wellbeing data improves in all 3 aspects from 2021 data. (Advocacy 82%, Expectations for Success 89% and Sense of Belonging 62%)• That 100% of students requiring an ILP or PLP have their plan reviewed and updated on a regular basis.	Tell Them From Me Wellbeing data - Advocacy 81% (1% Below target but Above State 70%); Expectations for Success 86% (3% Below target but Above State 85%) and Belonging 63% (1% above Target but Below State 65%) We are on target to achieve our planned targets. All students who require an IEP or PLP have one and they are regularly reviewed and updated which is timetabled to ensure completion.

Strategic Direction 3: Educational Leadership and Community Partnerships

Purpose

To support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

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.

- Instructional Leadership and Community Partnerships.
- High Expectations Culture and Performance Management

Resources allocated to this strategic direction

QTSS release: \$34,781.00

Professional learning: \$19,000.00

: \$40,000.00

Socio-economic background: \$14,000.00

Summary of progress

Bellinghen Public school employed a 4th Assistant Principal. This allowed for 3 Stage APs and 1 Learning and Support AP. Executive staff were allocated roles and provided with professional learning looking at the 'What Works Best Document' and Data Analysis through CESE Lead. 3 Executives also undertook professional learning with Simon Breakspear for 'Agile School Leadership'. These courses have upskilled staff to confidently lead their stage teams in the development of school based systems and processes. Forward planning in Executive meetings to ensure a consistent approach to leadership will be planned for 2022.

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
2021 Progress Measures <ul style="list-style-type: none">• All executive and aspiring leaders are able to demonstrate improvement in instructional leadership using Highly Accomplished and Lead standards and descriptors.	All executive teachers use Highly Accomplished and Lead standards and descriptors as part of their PDP and goals.
<ul style="list-style-type: none">• TTFM parent survey data that parents are informed increases by 1 points and that school supports learning increases by 1.2 points.• TTFM staff data learning culture increases by 0.8 point and challenging and visible goals increase by 0.8 point.• TTFM staff planned learning opportunities increases from 0.8	<p>The TTFM parent survey data between 2020 and 2021., that 'parents are informed' showed no increase or decline as does 'school supports learning'. COVID and its restrictions to parents on site has not helped the school to encourage parents to participate in school programs. This area will continue to be a focus for 2022.</p> <p>The TTFM staff data on 'learning culture' has increased by 0.5 and 'Challenging and Visible Goals' has increased by 0.2. These are areas for continued growth in 2022..</p> <p>The TTFM staff data survey on 'planned learning opportunities' has increased by 0.3. This positive uplift is across all questions except 4. This area will continue to be a focus for 2022.</p>
<ul style="list-style-type: none">• Staff responses on the CESE LEED survey for, 'Collaboratively planning' improve by 2.4 points by the end of 2024.• Staff responses on the CESE LEED	Unfortunately, Bellinghen Public School missed the survey window for the CESE LEED survey.. We will look at this area again in 2022.

survey for, 'Regularly observe lessons' improve by 2.00 points by the end of 2024.	
<ul style="list-style-type: none"> • 100% of teachers maintain their Accreditation at proficient. 	100% of teachers have maintained their Accreditation at proficient.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$155,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bellinghen 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"> • Data Driven Practices <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 • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: All funded students being supported in the classroom and the playground depending on their needs. Classroom teachers planning and programming adjustments and accommodations for integration funded students with support from the School Learning Officers to implement programs consistently and effectively. Integrated funded students NDIS programs by external providers supported at school when required ie Speech Therapy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue small group support for Literacy and numeracy sessions for students within the grades. Employ SLSO's to support integration funded students across the school.</p>
<p>Literacy and numeracy</p> <p>\$11,985.70</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bellinghen 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: Identified students showing improvement in literacy and numeracy in data analysis of internal and external school assessments. Students supported in the playground where necessary for social play.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employment of extra SLSO support in 2022..</p>
<p>Socio-economic background</p> <p>\$46,287.04</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bellinghen 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"> • Attendance

<p>Socio-economic background</p> <p>\$46,287.04</p>	<ul style="list-style-type: none"> • Data Driven Practices • A planned approach to Wellbeing • High Expectations Culture and Performance Management • Instructional Leadership and Community Partnerships. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement programs to support identified students with additional needs • supplementation of extra-curricular activities • engage with external providers to support student engagement and retention • providing students without economic support for educational materials, uniform, equipment and other items • additional staffing to implement K-2 extra teacher model to support K-2 students • additional staffing to implement professional learning to support teachers <p>The allocation of this funding has resulted in: Extra staffing and support in classes. Extra resources purchased. Students supported with uniforms, excursions and others as required for student well being and feeling supported. Staff provided with professional learning at a classroom and executive level which resulted in more confidence in data analysis, programming and planning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Extra staff and support staff employed to continue 3 Teacher Model K-6 in 2022. Subsidise uniforms, excursions, etc for students wellbeing and leadership opportunities. Continue PL in Data analysis and programming. Continue Positive Media and expand into individual classes for 2022.</p>
<p>Aboriginal background</p> <p>\$31,360.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bellingen 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 Practices <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 <p>The allocation of this funding has resulted in: Extra support for Aboriginal Students across the school when and where needed.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employment of extra SLSO to support students in 2022. Resources purchased to support Aboriginal culture within school programs.</p>
<p>Low level adjustment for disability</p> <p>\$173,412.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bellingen 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</p>

<p>Low level adjustment for disability</p> <p>\$173,412.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in: Students received extra support within the classrooms and in small groups for literacy and numeracy. Identified students were given individualised support for speech therapy lessons and extra lessons supplied by SLSO's.</p> <p>After evaluation, the next steps to support our students with this funding will be: SLSO's will be employed to support students across the school. Speech Therapist employed for terms 2 and 3 2022 to provide a speech program for identified students.</p>
<p>Location</p> <p>\$61,368.00</p>	<p>The location funding allocation is provided to Bellinghen 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • Employment of extra SLSO's to support in class programs • Employment of extra staff K-2 to initially develop a 3 Teacher model across grades to support students learning n literacy <p>The allocation of this funding has resulted in: Improved results for students in literacy in K-2 as shown in PLAN2 results. Students being known by more staff to support their wellbeing due to increased SLSO and teacher support. All students have access to more computer, laptops and ipads across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: 3 Teacher model will continue in 2022 K-6 with emphasis on literacy and numeracy</p>
<p>QTSS release</p> <p>\$34,781.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bellinghen 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"> • Instructional Leadership and Community Partnerships. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • Extra Assistant Principal employed (CT to AP) to support classroom programs.

<p>QTSS release</p> <p>\$34,781.00</p>	<p>The allocation of this funding has resulted in: Classroom teachers provided with professional learning opportunities provided by Stage Assistant Principals. Executive staff use Agile School Leadership ideas when working with their stage groups.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue in the Agile School Leadership PL in 2022. Continue to provide Executive staff with extra release to work with classroom teachers in identified PL in data analysis and programming.</p>
<p>Literacy and numeracy intervention</p> <p>\$112,118.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bellinghen Public School who may be at risk of not meeting minimum standards.</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 Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: Extra staff employed for K-2 support in literacy. identified students provided with small group intervention as required.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue extra support K-2 in literacy and numeracy and utilise a 3 Teacher Model for 3 days per week K-6.</p>
<p>COVID ILSP</p> <p>\$133,888.00</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"> • Data Driven Practices • Teaching and Learning Cycle • 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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: Students data in year 2- 6 was analysed and students with significant need were targeted for intense small group support in spelling, reading and Mathematics. Staff were provided with professional learning opportunities in phonics, phonemic awareness, essential assessment and PLAN 2 data. K-1 students were provided with extra SLSO and teacher support for literacy sessions.</p>

<p>COVID ILSP</p> <p>\$133,888.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Development of a 3 Teacher Model K-6 for extra teacher support in literacy and numeracy. Students will have access to smaller instructional groups and 1:1 support. SLSO support will be timetabled to help both teacher and student.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	192	187	163	148
Girls	191	210	215	202

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.3	90	87.7	83.5
1	90.8	90.7	86.3	82.5
2	91.2	90	87.8	83.9
3	90.5	91.3	90.3	86.9
4	92.2	90.8	88.6	89.2
5	90.2	90.1	89.2	85.8
6	90.7	88.6	89	85.7
All Years	91.1	90.2	88.5	85.5
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
Assistant Principal(s)	3
Classroom Teacher(s)	16.5
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.22

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	348,719
Revenue	4,306,119
Appropriation	4,195,173
Sale of Goods and Services	44,155
Grants and contributions	66,506
Investment income	285
Expenses	-4,352,354
Employee related	-3,929,709
Operating expenses	-422,644
Surplus / deficit for the year	-46,234
Closing Balance	302,485

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	155,984
Equity Total	268,664
Equity - Aboriginal	31,360
Equity - Socio-economic	63,891
Equity - Language	0
Equity - Disability	173,412
Base Total	3,116,134
Base - Per Capita	94,667
Base - Location	64,065
Base - Other	2,957,402
Other Total	386,465
Grand Total	3,927,247

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

Students, parents and teachers completed the Tell Them From Me survey in 2021. 100% of students, 20% of parents and 18% of staff participated in the surveys.

Students:

Students results showed various mixed results for all areas. Results differed from 2020 from 9% below to 2% above. There were no significant areas except 'Values School Outcomes' which dropped by 9% from 2020. This area is where students believe that schooling is useful and will be important in their daily lives. Students results increased in the area of Positive Relationships which indicates that students have friends whom they trust and will encourage them to make positive choices.

Parents:

50% of parents agreed or strongly agreed that they would recommend Bellinghen Public School to other parents. 68% of parents believe the physical environment is welcoming. Parents also believe that teachers show an interest and have high expectations for students learning.

Teachers:

All areas of the survey results improved from 2020 across Classroom Context, Teacher Survey and School Context with the exception of 'Leadership'.

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.

Aboriginal Education - School statement

Bellingen Public School enacts the Department of Education's Aboriginal Education Policy.

As Bellingen does not have a local Aboriginal Education Consultative Group we connect with the Nambucca Group for all decisions and representation on employment panels.

All Aboriginal students have a Personalised Learning Pathway which have been developed with students parents and carers.

NAPLAN results continue to improve for Aboriginal students and Year 3 Aboriginal students Reading results were better than non Aboriginal students.

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.

Anti-Racism - School statement

Bellingen Public School has 3 trained Anti Racism Contact Officers and we follow the Department of Education Anti-Racism Policy guidelines.

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.

Multicultural and anti-racism education - School Statement

Bellingen Public School ensures that teachers support the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Students participate in multicultural activities relevant to our student and learning environment.

