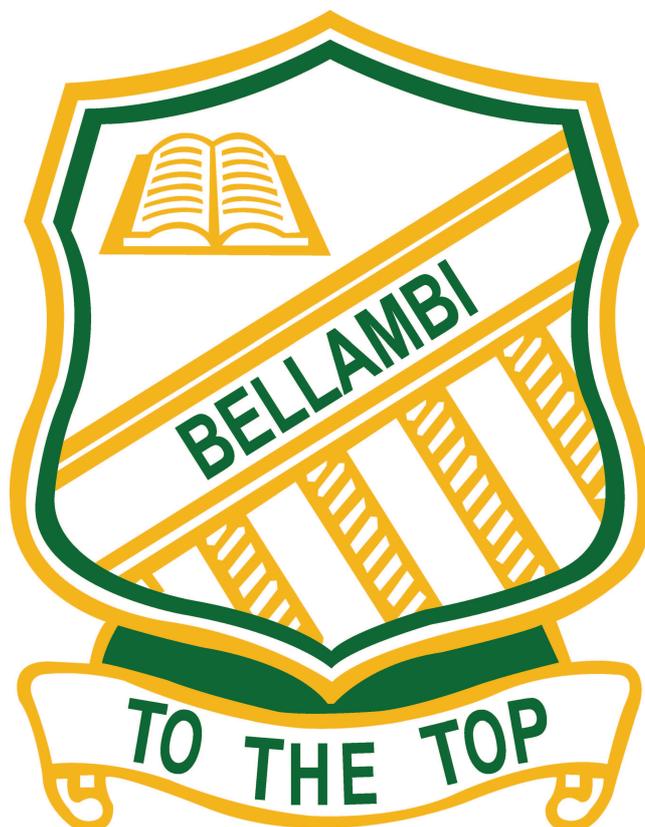


# 2021 Annual Report

## Bellambi Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Bellambi 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

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## School vision

In consultation with students, parents, carers and staff our vision statement is:

Bellambi Public School equips all students with what they need to reach their full potential. We are passionate about building a happy, fair and creative learning environment where everyone feels they belong.

## School context

Bellambi Public School is located on Dharawal land by the sea in the northern suburbs of Wollongong. Our school currently has 7 classes, with a student population of 34% Aboriginal and/or Torres Strait Islander and 24% from a non-English speaking background.

Learning is a partnership with parents, carers and others in the community, all of whom have a role to play in nurturing the love of learning needed for success.

We are guided by evidence based practices to inform and build our learning models that serve individual students across their life course in a rapidly changing world. Our school community prides itself on inclusive and trusting relationships.

Bellambi Public School offers extra curricular opportunities such as: cooking, gardening, pottery, drumming, STEAM programs, Aboriginal Education, mindfulness, Berry Street Education Model, sports clinics and targeted wellbeing programs.

Our focus areas include: curriculum reform, high potential and gifted education, inquiry based learning, critical and creative thinking, and transition (preschool to Kindergarten and Year 6 to high school).

Bellambi Public School's outstanding results in student growth data is achieved through high quality teaching, targeted student support and innovative educational opportunities.

Our school is committed to all Aboriginal and Torres Strait Islander students reaching their full potential. The school funded Aboriginal Education Officer facilitates a wide range of connections to excel in cultural competency.

We support our students to prepare them for the world beyond school.

## 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	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
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	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise the learning outcomes for each student, all staff will analyse student performance measures to understand, plan for and differentiate the learning for all 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.

- Visible Learning
- Data Driven Practice
- Evidence Informed Teaching (Explicit Teaching)

### Resources allocated to this strategic direction

**Socio-economic background:** \$300,016.00

**Early Action for Success (EAFs):** \$274,420.00

**Integration funding support:** \$121,524.00

**Literacy and numeracy:** \$4,829.00

**Per capita:** \$38,456.00

**Low level adjustment for disability:** \$34,071.00

**Literacy and numeracy intervention:** \$23,545.00

**QTSS release:** \$30,384.00

### Summary of progress

The school focus in 2021 was the use of evidence informed teaching to drive improvement in all student results. Using a range of data sources (NAPLAN, PAT, in-school assessments) a strong focus was placed upon vocabulary, reading, and spatial reasoning in Mathematics. Through frequent Precision in Practice sessions, facilitated by the Instructional Leader, internal and external professional learning and the establishment of a student data wall saw staff provided with frequent opportunities to enhance and strengthen their teaching and assessment in these areas.

Data Driven Practice was another strong focus area for Bellambi Public School. Staff capacity was built to use evidence informed tools for identifying High Potential and Gifted students. The AGAT (ACER General Ability Test) was introduced and administered to all year 5 students. Student data was tracked and discussed at Precision in Practice days using The Progressions for Literacy and Numeracy. A deep dive into Kindergarten reading (phonological awareness) was conducted where additional professional learning and lesson studies were completed.

As a result, explicit vocabulary lessons were strengthened and an improvement in student outcomes was noted in the PAT data. Pre and post assessment data from PAT Reading skills showed that 58% of students who received intervention improved in their reading data. There was a notable shift in the identification of students who are High Potential and Gifted and a strengthening of the identification processes.

Vocabulary will remain a focus area for 2022 for teachers' professional learning and the explicit teaching of vocabulary across K-6. A focus on spatial reasoning in Mathematics will have a continued focus through professional learning and in-class support from the Instructional leader and/or stage Assistant Principal. Upskilling staff in the tools and strategies for identifying and teaching HPGE students across the four domains will be an area of focus as will Phonological Awareness.

### 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
Increase in the percentage of students achieving in the top 2 bands in NAPLAN reading to be above system identified baseline.	Data indicates 22.86% of students are in the top two skill bands for reading which is a decrease against baseline data.  Data indicates 23.53% of students are in the top two skill bands for numeracy which is an increase against baseline data.

<p>Increase in the percentage of students achieving in the top 2 bands in NAPLAN numeracy to be above system identified baseline.</p>	
<p>Increase in the percentage of students achieving expected growth in NAPLAN reading to be above the system identified baseline.</p> <p>Increase in the percentage of students achieving expected growth in NAPLAN numeracy to be above the system identified baseline.</p>	<p>The percentage of students achieving expected growth in reading decreased against system identified baseline to 47.06% in NAPLAN reading.</p> <p>The percentage of students achieving expected growth in numeracy decreased against system identified baseline to 37.5% in NAPLAN reading.</p>

## Strategic Direction 2: Leading and the curriculum

### Purpose

Continue to grow pathways to success through an integrated approach to quality teaching, curriculum planning, delivery and assessment to promote learning excellence and responsiveness in meeting the needs of all 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.

- Curriculum and Assessment
- Educational Leadership

### Resources allocated to this strategic direction

**Professional learning:** \$12,400.00

### Summary of progress

Bellambi Public School focused on Curriculum and Assessment and Educational Leadership throughout 2021. Teachers participated in professional learning regarding the K-2 Mathematics and English Draft syllabus, K-2 Starting Strong (mathematics), year 3-6 Math Burst, Understanding Autism, Berry Street Education Model and Vocabulary training. Teachers were released frequently and also attended twilight sessions to complete the professional learning. The Instructional Leader also provided in-class support to teachers across these areas. Members of the Leadership team attended training in coaching and mentoring to support their leadership development.

Precision in Practice sessions was reported to have the greatest impact on teachers' professional growth, particularly around strategies for differentiation. Data demonstrated that teachers felt well supported in regards to their professional needs and this is reflected in the student's results, particularly in vocabulary.

Precision in Practice sessions will continue to be prioritised to provide frequent professional learning which will encompass data analysis and planning. This will be supported by the new Assistant Principal and Instruction position. In 2022, leaders will undertake professional learning in High Impact Professional Learning modules so that the professional learning policy aligns directly with strategic planning and develop a deeper understanding of the concepts within the package. The Performance and Development Process will continue to be implemented so teachers can be supported by an assigned coach and/or mentor.

### 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
K-6 teaching and learning programs evidence differentiation to address individual student needs.  The school has processes in place to support teacher's consistent, evidence-based judgement and moderation of assessment.	All teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.	Internal measures indicate an increased percentage of staff actively collaborating with each other to reflect and improve on teaching practice.

## Strategic Direction 3: Learning Culture

### Purpose

Students strive for excellence by connecting, learning and growing in all aspects of their life.

### 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.

- Wellbeing underpins all learning
- Connecting, Learning and Growing

### Resources allocated to this strategic direction

**English language proficiency:** \$18,631.00

**Low level adjustment for disability:** \$89,964.00

**Professional learning:** \$3,000.00

**Aboriginal background:** \$81,113.07

**Socio-economic background:** \$28,000.00

### Summary of progress

Throughout 2021, Bellambi Public School focussed on two key areas: Wellbeing underpins all learning and Connecting, Learning, and Growing. The Learning and Support Team meets weekly to plan and initiate programs that have a positive impact on student support needs. The Wellbeing Team was established this year where its main role was to analyse student data, feedback this information to staff and the community, and devise strategies to support the wellbeing needs of all students. The Learning Ecosystems team was also established whose focus area was increasing community engagement in student learning and encouraging families to be active and visible partners in student learning. Within Aboriginal Education, the Action Plan was completed. Staff attended Connecting To Country professional learning, action was taken to improve the cultural understanding of students and staff through the support of the Aboriginal Education Officer.

As a result, The Wellbeing team was able to look closely at student data and devise initiatives to improve attendance and the overall wellbeing of students. By providing this information to staff and community through the Newsletter and Seesaw, there was a collective understanding behind the purpose of the initiatives. Whilst there was a long period of Learning From Home, the Learning Ecosystems was able to continue to be supported. Due to the online nature of the learning for our primary students, families were able to take part in the initiative with a greater level of ease and uptake.

For 2022, the Wellbeing Team will continue to meet weekly to investigate behaviour and attendance data to devise initiatives to support the changing needs of the students and community. The Learning Ecosystems model will again be implemented to authentically engage the community in our school priorities to build the capacity of all stakeholders. Connecting to Country will be prioritised for staff to support their ability to include an authentic cultural perspective in programming. The Aboriginal Education Officer will continue to support staff, students and the community to enhance the educational outcomes of our Aboriginal and Torres Strait Islander students.

### 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
An increase in the percentage of students attending school greater than 90% of the time to be above the system identified baseline.	The number of students attending greater than 90% of the time or more has increased by 1.88%.

TTFM Wellbeing data (advocacy, belonging, expectations) increases to be above the system identified baseline.

Tell Them From Me data indicates 86.3% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school)

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$121,524.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bellambi Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Visible Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to each students learning needs, ensuring eligible students receive personalised learning and support within their own classroom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to formally incorporate integration funding decisions into the learning support team meeting and executive meetings so that it is reviewed regularly. The use of integration funding will be adjusted throughout the year in response to student review meetings to ensure funding continues to be used effectively to address the individual needs of each eligible student.</p>
<p>Socio-economic background</p> <p>\$328,016.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bellambi Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Visible Learning</li> <li>• Connecting, Learning and Growing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement MiniLit &amp; MacqLit intervention to support identified students with additional needs</li> <li>• professional development of staff through MiniLit &amp; MacqLit intervention to support student learning</li> <li>• professional development of staff through the vocabulary modules to support student learning</li> <li>• equitable access to specialist resources</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The strengthening of teacher knowledge on effectively applying their learning within vocabulary instruction. The planning and delivery of explicit vocabulary lessons showed improvement in student results from both PAT testing and internal data sources. Students who accessed frequent and intensive reading intervention through the MiniLit and MacqLit, showed a significant increase in their reading ability. Students gained access to the MathBurst program throughout Term 1 and Term 2, however, due to Covid the remainder of the Professional Learning was postponed.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The continuation of the intervention programs of MiniLit and MacqLit in 2022 for students who require intensive intervention. MathBurst will be implemented throughout 2022 for stages 2 and 3 to enhance their understanding across all strands of Mathematics.</p>

<p>Aboriginal background</p> <p>\$81,113.07</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bellambi 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connecting, Learning and Growing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> <li>• creation of school literacy resources embedding local language</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The employment of an Aboriginal Education Officer for 4 days per week. The AEO has facilitated improved community engagement including the engagement of students and their families in the PLP process. The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, as a result of the welcoming and informal setting. Due to the professional learning and the support of the Aboriginal Education Officer, students have access to a high-quality curriculum that is culturally relevant delivered by staff who have improved confidence and knowledge in this area.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Due to the success of the PLP process, this will be implemented again in 2022 so those authentic conversations can continue between all stakeholders. An Aboriginal Education Team will be established in 2022 to drive the Aboriginal Education Action Plan. We will continue to capitalise on our teacher's confidence and their capacity to design culturally relevant, high quality curricula with the support of the AEO and the local community. On going professional learning will identify and address the personalised professional needs of staff to support the further development of curriculum resources and to work alongside our local community. The Aboriginal Education Officer will continue to work across the school to support students and their families.</p>
<p>English language proficiency</p> <p>\$18,631.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bellambi Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing underpins all learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>EAL/D students are more confident and prepared to learn, particularly in literacy. Professional learning was provided to staff as they required it to support the planning of units and address students' individual needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

<p>English language proficiency</p> <p>\$18,631.00</p>	<p>to provide targeted support in the classroom through the employment of SLSOs, particularly during the literacy block for classes K-6. We will capitalise on the expertise of staff to design literacy units of work that address the needs of the EAL/D learners. Personalised and targeted professional development will be provided to each teacher in the form of co-planning to support this.</p>
<p>Low level adjustment for disability</p> <p>\$124,035.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bellambi Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing underpins all learning</li> <li>• Visible Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention MacqLit to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase of 58% of students achieved above their pre-test data in the PAT Reading Skills assessment. The school achieved a more consistent approach to student learning support and interventions by adding another intensive tier of intervention.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further expand the impact of the intervention and support students who have complex learning needs, the COVID ILSP will continue with reading intervention programs. The school will provide additional support for identified students through the employment of trained SLSO's.</p>
<p>Literacy and numeracy</p> <p>\$4,829.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bellambi Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Visible Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> differentiated teaching of Literacy to address the individual needs of the students using high-quality, engaging resources. By equipping our classrooms with new decodable readers, the students are able to access explicit instruction that is backed by research. The targeted students utilising these resources made gains according to PLAN 2 data on the progressions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to build the resources for reading across K-6 to support the explicit teaching of phonics and comprehension.</p>
<p>Early Action for Success (EAfS)</p> <p>\$274,420.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Bellambi Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Early Action for Success (EAfS)</p> <p>\$274,420.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Visible Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the delivery of professional learning on vocabulary targeted at the needs of the students based on school-wide evaluation. There was significant strengthening of teacher knowledge on effectively applying their learning within vocabulary instruction. The planning and delivery of explicit vocabulary lessons showed improvement in student results from both PAT testing and internal data sources</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the implementation of the Assistant Principal Curriculum &amp; Instruction position will take the place of Instructional Leaders in 2022. The APC&amp;I position will deliver targeted, evidence-based literacy and numeracy strategies with a particular focus on improving pedagogy. This will also encompass data collection and analysis, curriculum delivery and differentiation.</p>
<p>QTSS release</p> <p>\$30,384.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bellambi Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Visible Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A shift in teachers' skills and understanding of improved programming and practical mathematics ideas to support students at their point of need. Teachers have now embedded targeted spatial reasoning lessons into their teaching and learning programs that have a high impact on student outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> employ an Assistant Principal to support teachers in class to refine and consolidate their skills and understandings to embed spatial reasoning in their teaching programs.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,545.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bellambi Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Visible Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>Literacy and numeracy intervention</p> <p>\$23,545.00</p>	<ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in:</b> differentiated teaching across K-6 in Mathematics through improved strategies and informed by formative assessment strategies. Students requiring intensive support worked in a small group program with the SLSO's, resulting in a decline of students in the lower bands for Numeracy, and students attaining the middle bands increased from 2020 to 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> engagement of the 3-6 Assistant Principal to support the professional learning of staff, provide in-class support resulting in high-quality pedagogy in mathematics, more specifically spatial reasoning. The K-2 Assistant Principal will work closely with staff and will be upskilled in the Starting Strong pedagogy, including formative assessment strategies to support the development of differentiated teaching programs.</p>
<p>COVID ILSP</p> <p>\$130,339.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Regular time for teachers to discuss student data and adjust their teaching program. Intensive small groups were formed which saw the improvement of all students in their phonological awareness and phonic knowledge as captured on PLAN 2 using The Progressions. Intervention in numeracy saw all students improve by a minimum of 1 indicator using The Progressions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the implementation of intensive literacy support through the employment of a COVID-ILSP Teacher. This approach will complement a stronger focus on phonemic awareness and phonics in K-2 classrooms. We will also provide additional in-class support for some students to continue to meet their learning goals.</p>
<p>Per capita</p> <p>\$38,456.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Bellambi Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Visible Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Teaching resources to support the implementation of the MiniLit Intervention program and intense vocabulary instruction.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A shift in teacher practice to improve the delivery of high-quality vocabulary instruction. Students also made significant gains in phonic and word knowledge which has significantly impacted on their reading ability.</p>

<p>Per capita \$38,456.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue with the implementation of the MiniLit program to support the students to achieve stage-appropriate reading outcomes. We will also continue to enhance our teacher's knowledge of delivering high quality vocabulary instruction to enhance students outcomes across all Key Learning Area's, in particular reading and writing.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	91	99	80	68
Girls	81	85	76	63

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	93	90.6	91.7	88.9
1	93.5	92.7	89.2	88.7
2	90.7	90.1	88.7	88
3	92.9	93.4	87.9	92.4
4	90.6	91.2	90.8	88.2
5	90.3	92	91.2	91.9
6	90.3	90.8	90	93.9
All Years	91.7	91.4	89.9	90.3
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

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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)	5.12
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	1.71

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	206,627
<b>Revenue</b>	2,913,508
Appropriation	2,858,685
Sale of Goods and Services	4,308
Grants and contributions	50,425
Investment income	90
<b>Expenses</b>	-2,889,839
Employee related	-2,522,703
Operating expenses	-367,137
<b>Surplus / deficit for the year</b>	23,668
<b>Closing Balance</b>	230,296

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	121,524
<b>Equity Total</b>	551,244
Equity - Aboriginal	81,113
Equity - Socio-economic	327,659
Equity - Language	18,631
Equity - Disability	123,841
<b>Base Total</b>	1,299,808
Base - Per Capita	38,457
Base - Location	0
Base - Other	1,261,352
<b>Other Total</b>	640,291
<b>Grand Total</b>	2,612,867

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

The school communication survey indicates that parents and carers at Bellambi Public School feel that they are well informed about school events, student learning, celebrations and awards.

Parent/carer participation at school was limited due to the restrictions in place. However, through the use of digital technology, we were able to engage the school community in school events. The parent body agrees that the school is welcoming and the grounds are always very well maintained.

The Tell Them From Me surveys indicate that students value the outcomes of school and that satisfaction is high in inquiry-based learning, sport, student behaviour, effort, and extracurricular activities such as mindfulness.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Aboriginal Education - School statement

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### Aboriginal Education

Our vision statement for Aboriginal Education: All Aboriginal and Torres Strait Islander students are custodians of their culture. Aboriginal Education belongs to us all as Australians. Through professional learning and working with the Aboriginal community, staff are confident and active in developing and implementing high quality learning programs that are culturally relevant.

To work toward achieving this vision the Aboriginal Education Team developed an Action Plan, with clear goals for staff and students:

- Staff have an increased understanding of how Aboriginal and Torres Strait Islander students connect, learn, and grow.
- Students have ownership and a sense of pride of their Personalised Learning Pathway goals to celebrate their achievement.
- Teachers develop programs with Aboriginal perspectives at the forefront of their planning across all Key Learning Areas.

In 2021 we saw the introduction of our culturally safe learning space, Yalunga. This space was established by our Aboriginal Education Officer, Mrs Sharon Hanlon. This cultural learning space is for all students, families, and community to use and throughout the year we saw many programs, meetings, and functions take place in this space. Our Aboriginal students identify this space as somewhere they have the opportunity to connect strongly with their culture and the resources available to them in Yalunga, help to ensure they are seen and valued as our First Nations people.

Our 2021 Reconciliation Week event once again took place online, we had eight schools from our local network submit videos to be a part of this event. This video showcases how each of these schools walks the path of Reconciliation at their school. This video can be viewed on the Bellambi Public School website, following the 'Learning at our School' link. Our Female Aboriginal students were taught a traditional cleansing dance by choreographer Leisa Hicks, these students participated in lessons, which local respected elder Aunty Shas attended, allowing our girls time to connect with her throughout this authentic cultural immersion experience.

Our 3-6 Aboriginal students worked with Mrs Hanlon on an art project to be displayed at the Bellambi Train Station. Transport Tomorrow invited Mrs Hanlon to collaborate with them on a mural, which would be used as inspiration for Aboriginal artist Uncle Richard Campbell, to paint at Bellambi train station. Students took part in a series of workshops, to create a mural depicting our local area of Bellambi.

We were proud to add Aunty Shas to our Elders Portrait gallery, which can be seen in our school front office. Local artist Braden Perry, conducted an art workshop with our Aboriginal students, developing their artistic skills and creating a combined artwork of Aunty Shas, he then used this as inspiration for his final portrait. This portrait was unveiled at a special ceremony, which was attended by local respected Elders, Council members, Director of Educational Leadership Wollongong North, as well as community members and our entire student body.

Classroom teachers continued to work alongside Mrs Hanlon to develop and implement cultural lessons in their classrooms, which are authentic and aimed to develop cultural competency in our whole staff. Mrs Hanlon led the

teachers through planning sessions, which ensured these lessons celebrate their community, acknowledge the resilience of Aboriginal people and provided opportunities for all students to connect, learn and grow. Student's Personalised Learning Pathway goals were celebrated and shared with their families through Seesaw and within their classrooms and on Yalunga's 'Deadly and Daring' noticeboard.

## Anti-Racism Policy

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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

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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

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### Multicultural Public Speaking Competition

All students K-6 took part in the school-based Public Speaking competition in 2021. K-2 students prepared and presented a topic talk in class and students were selected to represent their stage at the in-school finals. 3-6 students selected a topic from the Multicultural Public Speaking topics provided by the NSW DoE Arts Unit. Students competed in class for a place in the in-school final. This competition was adjudicated by the Head of English at Corrimal High School, students presented both a prepared and impromptu speeches. A winner and runner-up were selected from Stage 2 and Stage 3 to represent our school at the Regional Final, which was held at Gwynneville Public School. The students all did an outstanding job, with one of our Stage 3 students, Natalia coming in Second. It is evident that our students' Public Speaking skills are continually growing as we continue with this program each year.

## Other School Programs (optional)

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### High Potential and Gifted Education (HPGE)

Embedding best practice for HPGE students continued throughout 2021. We remained committed to investigating further ways to provide talent development opportunities to students across the four domains, intellectual, creative, social-emotional and physical.

Student focused data conversations took place during collaborative planning sessions, led by the Assistant Principal High Potential Gifted Education, allowing staff to deepen their knowledge of how to engage and challenge their high potential students. Teaching and learning programs were differentiated to meet and support the specific learning and wellbeing needs of our high potential and gifted students. This process was planned for and occurred three times a term, with further opportunities to meet with the Assistant Principal HPGE and their Supervisor.

Our Assistant Principal HPGE completed the two day online leaders course professional learning, as part of this process all staff completed the 'HPGE Policy - Attitudes and Teaching Practices Survey'. A team of staff then analysed that data to inform us of the next steps we need to take in our strategic planning for HPGE at Bellambi Public School.

Year 5 students completed the Australian Council for Educational Research 'A General Ability Test 5' (AGAT), to determine any students who ranked high enough to apply for the Academically Gifted (AG) class. Two of our students were successful in gaining a position in this class and attended the AG class one day per week.

### Kindergarten Orientation

The Kindergarten Orientation program runs across Term 4 over 4 consecutive weeks. During 2021, we had 26 enrolled school age children attending. The program is designed to introduce families and students to our school setting, inform parents of the school curriculum and provide opportunities to meet staff. Due to COVID guidelines, the parent information sessions were delivered via Zoom. Weekly videos were shared via the school's Facebook page and emailed to families and pre-schools.

When restrictions eased, we were able to have small groups tour our school grounds, where they got to explore the playground, classroom, library, and school garden. This allowed students and parents to familiarise themselves with school settings and routines. A social play session was organised to help prepare the students for the social aspects of school, whilst building their confidence to feel safe and happy in our school environment. Children left feeling excited about starting "big school" and seeing their new friends again.

## **Sport**

In term 1 we received the Sporting Schools Grant and students participated in K-2 Tennis. In term 2 we received the Sporting Schools grant to purchase equipment and students in Stage 2 and 3 participated in a teacher delivered athletics program. Due to COVID in term 3, we didn't get to participate in sport, and in term 4 the students in Stage 2 and 3 participated in a teacher delivered cricket program. Due to the limitations of Covid-19 we were unable to participate in PSSA sport this year. In class, students learnt valuable fundamental skills related to specific sports and activities, as well as playing modified games. Our school participated in the schools swimming carnival at Corrimal Swimming Pool in Term 1. The Cross Country carnival was completed at school in Term 2 and the schools Athletics carnival was completed in Term 2.

## **Bellambi Drum Beats**

Stage 3 students have enjoyed learning, creating and performing various beats during weekly drum lessons. Years 5 and 6 have learnt an Egyptian Beledi and a Turkish Fallahi as well as creating their own beats as a whole class, in small groups, in pairs and individually. Drumming introduces rhythm and timing alongside fine motor control. It also develops competency in counting, basic problem solving and understanding rhythm. Participating in weekly drum classes helps our children to maintain physical, spiritual and mental health.

## **Professional Experience - University Student Teachers**

At Bellambi Public School, we have ongoing partnerships with a variety of universities. The school enjoys these opportunities as it allows us to share the quality teaching and learning happening in the classrooms and school. In 2021, we supported one teacher within our Stage 2 classrooms.

## **Mindfulness**

Student wellbeing is at the forefront of everything we do at Bellambi Public School. In 2021 all students participated in the Kids Creating Space program. Kids Creating Space has skilled instructors who have been working with students from Bellambi Public School for 3 years. During remote learning, students participated in the lessons online. Students use the skills taught to improve their ability to self-regulate so they are ready to learn and reach their full potential. Students were supported in, fundamental movement/yoga, mindfulness, creative games, and mediation. Mindfulness can improve students' impulses in a positive direction and provides them with an outlet to regulate their emotions. We have seen a decrease in students' incidents due to students controlling their emotions and being present in all lessons.

## **Berry Street Education Model**

The Berry Street Education Model (BSEM) provides strategies for teaching and learning that enables teachers to increase engagement of students with complex, learning needs and to successfully improve students' self-regulation, relationships, wellbeing, growth, and academic achievement. Berry Street's pedagogical strategies incorporate trauma-informed teaching, positive education, and wellbeing practices. In 2021, all teachers who had not yet completed the training completed it online, therefore all teachers at Bellambi Public have completed the training and are confident in embedding the practice in their classrooms.

## **Education Week**

Education Week is an annual celebration of NSW public education and the achievements of our schools, students, and

education system. Education Week 2021 ran from Monday 26 to Friday 30 July 2021 celebrating the theme, *Lifelong Learners*.

In 2021, Bellambi Public School celebrated Education Week while engaged in Remote Learning during the COVID-19 global pandemic. Students were inspired to participate in activities in their homes that celebrated diversity and encouraged them to learn new skills. In keeping with the theme, *Lifelong Learners*, students engaged their whole household in the celebration, learning from each other and gaining new experiences together.

### **Science, Technology, Engineering and Mathematics (STEM)**

Bellambi Public School has invested in a fleet of Chromebook laptops ensuring all students have access to digital learning device. Students regularly use their devices to support their learning across the curriculum. This investment also ensured that all students had access to online learning during lockdown periods.

All students in years 3-6 participated in lessons that focused on the principles of Computer Assisted Design (CAD). Students accessed the Department of Education's 3D printing kit for 10 weeks. This kit is designed for students to engage with computational thinking and STEM concepts through digital technology. Students in Stage 2 and Stage 3 used online software to design a prototype toy and finally print the toy using two portable 3D printers.

### **Learning Ecosystems Parent Partnerships**

Parent partnerships in learning are key for student success at Bellambi Public School. The Learning Ecosystems initiative engaged parents in supporting their children with learning at home. All teachers across the schools engaged families in strategies to support the development of children's vocabulary at home. The strategies parents used at home were directly aligned with the evidence based strategies teachers were using in classrooms. Parents reported an increased understanding in their child's learning and felt confident to support them.