

2021 Annual Report

Bella Vista Public School



Bella Vista
PUBLIC SCHOOL

4663

Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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 Bella Vista Public School, our aim is to create an environment where staff and students collaborate in their learning enabling everyone to reach their potential through an innovative and negotiated curriculum that challenges and supports all members of the school community.

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

The school's goals are to:

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

School context

Bella Vista Public School is located in the North West Sydney region. The school opened in January 2019 with 180 students and currently has a population of 814 students. Bella Vista PS has been built with the capacity for 1000 students. The school includes four multi-categorical (MC) support classes for students with a disability.

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

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that due to the school being newly built and the COVID-19 pandemic, the external data available is minimal. This plan will build upon the work undertaken in the previous school planning cycle around quality instruction in reading, inquiry-based learning and school culture.

Student Growth and Attainment

When analysis was conducted against the student outcome measures and school baseline data it was evident that our students are meeting expectations but expected growth in both reading and numeracy in the years of 3-6 is an area for explicit focus in the new school plan. Internal data reveals the focus to be; Reading - comprehension, feedback and assessment. Numeracy - quantifying numbers, multiplicative strategies and additive thinking. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy will be underpinned by the evidence base provided in *What Works Best: 2020 update*.

Lead

When conducting the analysis of innovative thinking and learning it was clear from the information received that students needed to have more opportunity to be involved in leading and directing their own learning. A study of the literature / research embedded in *Education For A Changing World* supported this view. Therefore, a whole school focus on the initiatives of 'Leaders of Learning' and 'Inquiry based Learning' will be completed in the new school plan.

Connect

Bella Vista is a growing school. When conducting the analysis of school wellbeing it was found that students, parents and the wider community were satisfied. In this planning phase we will focus on continuing to connect with our students, their parents and the community through two initiatives; *Healthy Minds, Connected and Engaged Learners* and *Restorative Practice*.

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

Strategic Direction 1: Student growth and attainment

Purpose

Students should be reflective, self-directed learners who are appropriately challenged. Evidence-informed practices will be embedded to ensure students achieve and exceed expected growth, resulting in maximised student literacy and numeracy outcomes.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

English language proficiency: \$93,819.87

Aboriginal background: \$1,450.06

School support allocation (principal support): \$407.23

QTSS release: \$120,526.85

Summary of progress

In 2021, there was preliminary progress made towards the implementation of strategic direction one, Grow. Initiatives - Reading and Numeracy will become focus areas for 2022, as we review the implementation of Strategic Direction 1 - Grow.

What we did do...

In 2021, the executive reviewed and analysed internal and external school data. Comprehension and Multiplicative Strategies were identified as focus areas. In Term 2, the executive began planning differentiated, comprehensive professional learning sessions on literacy, with a focus on comprehension.

In Term 3, the executive engaged in professional learning and research around Multiplicative Strategies to plan and inform school-based professional learning to build the capacity of staff. Literacy and numeracy professional learning sessions will be implemented in Term 1, 2022.

In Term 4, teachers and executive continued to follow the 5-week data cycle to collect and analyse internal school data, tracking the progress of all students to measure annual growth.

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 the percentage of students achieving in the top 2 bands of NAPLAN Reading to be trending upwards towards the system negotiated targets.	NAPLAN data indicates 63% of students are in the top two bands for reading indicating progress towards achieving the system negotiated target.
Minimum of 85% of K-2 students achieving at or above expected level of the Understanding Texts sub-element of the Literacy Progressions.	PLAN2 Data indicates 96% of K-2 students are achieving at or above the expected level of the understanding Texts sub-element of the Literacy Progressions, indicating an achievement of the annual progress measure.
Minimum of 82% of Year 3-6 students achieving at or above expected level of the Understanding Texts sub-element of the Literacy Progressions.	PLAN2 Data indicates 80% of 3-6 students are achieving at or above the expected level of the Understanding Texts sub-element of the Literacy progressions indicating progress towards achieving the annual progress measure.

<p>Increase the percentage of students achieving in the top 2 bands of NAPLAN Numeracy to be trending upwards towards the system negotiated targets.</p>	<p>NAPLAN data indicates 57% of students are in the top two bands for numeracy, indicating progress towards achieving the annual progress measure.</p>
<p>Increase the percentage of K-2 students achieving at or above expected level of the Quantifying Numbers and Additive Strategies sub-element of the Numeracy Progressions.</p>	<p>PLAN2 data indicates 84% of K-2 students are achieving at or above the expected level of the Quantifying Numbers and Additive Strategies sub-element of the Numeracy Progressions, indicating progress towards achieving the annual progress measure.</p>
<p>Increase the percentage of Year 3-6 students achieving at or above expected level of the Quantifying Numbers and Multiplicative Strategies sub-element of the Numeracy Progressions.</p>	<p>PLAN2 & Check-In data indicates 89% of 3-6 students are achieving at or above the expected level of the Multiplicative Strategies sub-element of the Numeracy Progressions, indicating progress towards achieving the annual progress measure.</p>
<p>Increase the percentage of Aboriginal students achieving in the top three bands for NAPLAN reading and numeracy.</p>	<p>100% of Aboriginal students have achieved in the top 3 NAPLAN bands in reading and numeracy, indicating achievement of the system-negotiated target.</p>



Students working in range of flexible spaces and differentiated learning.

Strategic Direction 2: Lead

Purpose

The world is changing at a rapid pace. Providing children with challenging, innovative and student-centred learning experiences will foster deep engagement and inspire curiosity. Students will become lifelong learners.

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.

- Leaders of Learning
- Inquiry Based Learning

Resources allocated to this strategic direction

Per capita: \$100,000.00

Summary of progress

In 2021, there was preliminary progress made towards the implementation of strategic direction two, Lead . Initiatives - Leaders of Learning and Inquiry based learning will become focus areas for 2022, as we review the implementation of strategic direction 2 - LEAD.

What we did do...

The introduction and implementation of the PDHPE Syllabus this year enabled staff to embed the learning propositions in PDHPE programs, the Critical Inquiry Approach aligns with facets of inquiry based learning. It was also PL that was enabled by the WFH arrangement. The PDHPE PL journey will become a springboard to drive staff professional learning in Inquiry Based Learning. In term 4, the leadership team engaged in reflective workshops around 'The Inquiry Mindset' by Trevor Mackenzie. This resource will lay the foundation of the Bella Vista Inquiry Based Learning Framework in 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
All staff participate in the Learning and Teaching in Innovative Learning Environment (ILE) module (online).	100% of teaching staff are involved in co-teaching. Learning spaces and learning modes are embedded in teaching and learning programs. The induction process for new staff introduces the theoretical principles of an ILE.
All teachers support student learning by providing exemplars of quality work. All teachers will provide critique that is kind, respectful and specific.	Learning Intentions and Success Criteria are visible so that students understand task expectations. Models/exemplars and critique are used to stimulate the creation of quality work.
All teachers provide scaffolds for students to develop individual learning goals for their learning.	Scaffolds in providing kind, specific and helpful feedback are being developed that are stage appropriate. TAG feedback will be implemented in 2022.
All 3-6 students exposed in the design thinking process.	Stage 3 students and teachers used Game Changer as a platform to implement the design thinking process. Two teams were selected to participate in the virtual heats of the competition.
Implementing Gold Standard PBL in Professional Learning to develop teach capacity.	Developed a draft Bella Vista Public School Inquiry Based Learning Framework that will be implemented and reviewed in 2022.
Introduction to the new PDHPE syllabus with focus of the propositions.	100% of teachers participated in the PDHPE implementation professional learning with emphasis on the five propositions.

Strategic Direction 3: Connect

Purpose

The school environment and the world in which our students grow, continues to change. In a climate of care, we will nurture students, parents and teachers to connect, succeed and thrive. Students will be actively engaged, empowered and motivated global citizens.

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.

- Healthy Minds, Connected and Engaged Learners
- Restorative Practice Framework

Resources allocated to this strategic direction

Socio-economic background: \$3,157.39

Per capita: \$52,120.57

Professional learning: \$640.70

Summary of progress

In 2021, there was preliminary progress made towards the implementation of strategic direction three, Connect. Initiatives - Healthy Minds, Connected and Engaged Learners and Restorative Practice Framework will become focus areas for 2022, as we review the implementation of strategic direction 3 - Connect.

What we did do...

Our well-being practices were modified in 2021 as we learnt from home. Winter, our therapy dog was engaged to work with our community online to improve over-all well being for students. New teachers starting in 2022 have had an introduction to the Restorative Practice Framework through the induction process. Restorative Practice professionals have conducted work shops for teachers and parents in early Term 1. Restorative Practice language is embedded whole school to assist all with a consistent language to use when a situation arises.

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
Establish a 'Wellbeing Action Team' with clear goals and expectations.	Action team established. The procedural document around the concept will be developed in 2022.
Surveys distributed to students to collect information on interests to plan, prepare and implement K-6 'Play Hubs'.	Tell Them From Me survey used to collect data around the concept of 'play hubs' and student needs. Survey developed and to be executed in 2022.
School Counsellor to integrate a Social Skills Program. School Counsellor to assist the student executive team in how to effectively support students in K-6 'Play Hubs'.	Initial meeting between school counsellor and newly elected 2022 student executive has taken place.
Develop a 'Wellbeing Action Team' Annual Plan.	Action team established.
95% of students attend school more than 95% of the time.	The number of students attending greater than 95% of the time has increased by 2.05% from 94.48% in 2020 to 96.53% in 2021.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$32,008.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bella Vista 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. <p>The allocation of this funding has resulted in: All students identified as having a disability in the mainstream class have met grade / curriculum expectations and supported, as needed, socially in the playground.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue engaging the same SLSO to support the students both academically and socially in 2022.</p>
<p>Socio-economic background</p> <p>\$8,552.39</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bella Vista 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"> • Healthy Minds, Connected and Engaged Learners • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items. • supplementation of extra-curricular activities. <p>The allocation of this funding has resulted in: 100% of students and families supported when requesting financial support. Play hub materials purchased.</p> <p>After evaluation, the next steps to support our students with this funding will be: Successful implementation of play hubs and continued economic support for students in need in 2022.</p>
<p>Aboriginal background</p> <p>\$4,341.06</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bella Vista 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"> • Reading • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of

<p>Aboriginal background</p> <p>\$4,341.06</p>	<p>Personalised Learning Plans.</p> <p>The allocation of this funding has resulted in: 100% of students identified as Aboriginal achieved their reading target for their age in 2021. 100% of Aboriginal students have achieved in the top 3 NAPLAN bands in reading and numeracy - system negotiated target met.</p> <p>After evaluation, the next steps to support our students with this funding will be: To purchase appropriate resources to support the Aboriginal students in reading and to professionally develop teachers in writing personal learning plans/pathways to successfully write smart goals for success.</p>
<p>English language proficiency</p> <p>\$259,246.87</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bella Vista 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"> • Reading • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives. <p>The allocation of this funding has resulted in: The employment of a Speech Pathologist 4-days per week to specifically target the language needs of students across the school as identified by the Learning Support Team and class teachers. SLSOs engaged to work with children in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: The speech therapy model will be modified in 2022 and will involve the Speech Pathologist working in home bases with class teachers explicitly teaching oral grammatical structures. This will aid in building teacher capacity and confidence in teaching grammatical skills. Students will still be seen in small groups and on a 1:1 basis when identified as needing intervention.</p>
<p>Low level adjustment for disability</p> <p>\$117,152.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bella Vista Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. <p>The allocation of this funding has resulted in: Teachers being supported by the LaST to differentiate the curriculum to support the literacy and numeracy needs of targeted children. Achievement of personalised learning goals as set by the LaST.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing support for targeted students within the classroom through the employment of School Learning and Support Officers and specialist</p>

<p>Low level adjustment for disability</p> <p>\$117,152.00</p>	<p>teaching staff.</p>
<p>Literacy and numeracy</p> <p>\$22,542.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bella Vista 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • resources to support the quality teaching of literacy and numeracy. • targeted professional learning to improve literacy and numeracy. <p>The allocation of this funding has resulted in: 100% of teachers trained in analysing literacy and numeracy data.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, K-6 teachers will complete professional learning on effective reading instruction and numeracy. Teachers will engage in differentiated whole school and stage specific professional learning led by the executive.</p>
<p>QTSS release</p> <p>\$120,526.85</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bella Vista 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"> • Reading • Numeracy <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 <p>The allocation of this funding has resulted in: The Assistant Principals being released for periods of time to work as instructional leaders in home bases / shoulder to shoulder support. Class teachers have also been released using QTSS to observe executive staff / proficient teachers in action. Improved pedagogy in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to use QTSS time to release staff to work with others in improving / reflecting on practice and to assist in the achievement of professional development plans.</p>
<p>COVID ILSP</p> <p>\$20,158.29</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition.

COVID ILSP

\$20,158.29

The allocation of this funding has resulted in:

The employment of a teacher 3-days per week to specifically target students identified through data. 60% of students achieved their learning progression targets.

After evaluation, the next steps to support our students with this funding will be:

In 2022, a pre-service teacher will be employed 2-days per week as an SLSO to continue providing targeted intervention in literacy and numeracy.

Student information

Student enrolment profile

Students	Enrolments		
	2019	2020	2021
Boys	109	223	332
Girls	85	180	307

Student attendance profile

School				
Year	2018	2019	2020	2021
K		93.2	95.5	94.4
1		94.2	92.6	95.7
2		93.7	93.5	94.8
3		93.4	93.5	95
4		82.2	95	96
5		94.3	93.5	93.1
6		92.9	93.6	93.8
All Years		92.8	94	94.9
State DoE				
Year	2018	2019	2020	2021
K		93.1	92.4	92.8
1		92.7	91.7	92.7
2		93	92	92.6
3		93	92.1	92.7
4		92.9	92	92.5
5		92.8	92	92.1
6		92.1	91.8	91.5
All Years		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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	25.5
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	8.21

*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	345,164
Revenue	6,399,986
Appropriation	6,134,489
Sale of Goods and Services	11,029
Grants and contributions	253,193
Investment income	276
Other revenue	1,000
Expenses	-6,143,536
Employee related	-5,232,811
Operating expenses	-910,725
Surplus / deficit for the year	256,450
Closing Balance	601,614

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	14,816
Equity Total	389,293
Equity - Aboriginal	4,341
Equity - Socio-economic	8,552
Equity - Language	259,247
Equity - Disability	117,152
Base Total	5,017,467
Base - Per Capita	152,121
Base - Location	0
Base - Other	4,865,346
Other Total	410,984
Grand Total	5,832,559

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

In 2021 Bella Vista Public School sought the opinion of parents, students, and teachers via the Tell Them from Me Survey.

Key Findings:

86% of students have a sense of belonging (14% neither agree or disagree).

94% of students value schooling outcomes.

70% of students are interested and motivated.

90% of students value quality instruction.

92% of parents would recommend the school to other parents.

88% of parents feel the school helps students with disability or special needs to feel welcome.

95% of parents feel the school is well maintained and is welcoming.

Most parents have high expectations for their child to succeed and believe that teachers show an interest in their child.

100% of teachers share and implement ideas about ways to help students retain what they are learning.

100% of teachers reported that they effectively use student assessment data to inform practice.

100% of teachers felt connected whilst learning from home.

The majority of teachers have indicated that the school leaders at Bella Vista Public School are leading improvement and change.

2021 Student Comments: What do you like at Bella Vista Public School?

'I love the soccer pitch, it is so great to play on such a great field.'

'We are so lucky to have great facilities, the Amphitheatre.'

'All the staff are kind, the teachers, the office ladies, they really care for us.'

'Having a home base is so unique, I love the learning spaces and how we use the modes of learning.'

'I love that we can collaborate in our home base.'

2021 School Community

'The collaborative aspect of the school benefits teaching and helps me to improve.'

'Co-teaching makes a difference to student learning - I can share ideas, strategies for improvement with my colleagues.'

'The teachers care, I received a call after the first week my child was enrolled letting me know how he had settled and his teacher is so approachable.'

'The staff are lovely. The leader are sincere and all issues are dealt with very quickly. My children are learning.'

'The culture of the school is inclusive - it is great to see how we mutually respect each other.'

'I love having the therapy dog - she makes a difference to the wellbeing of students and teachers.'

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.