

2022 Annual Report

Bellingen Public School



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Introduction

The Annual Report for 2022 is provided to the community of Bellingen Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

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

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

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

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

School context

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

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

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

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

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data Driven Practices
- Teaching and Learning Cycle

Resources allocated to this strategic direction

Socio-economic background

Per capita

Aboriginal background

QTSS release

Literacy and numeracy intervention

Summary of progress

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

Bellinghen teaching staff were supported in their knowledge of data driven practices through identified professional learning and mentoring by Stage Assistant Principals (AP). All teachers were provided professional learning (PL) in PLAN2 and progressions. Classroom teachers were released throughout Term 3 and 4 to work with their Stage APs on analysing data in literacy and numeracy to forward plan five (5) weekly sprints based on where student's point of need were, following the school scope and sequences and assessment schedules.

School PLAN2 and NAPLAN data continue to show growth and improvement in student results in literacy and numeracy. Teachers indicated that there were more confident in using the data to support programming and individual student support in the Tell Them From Me (TTFM) survey.

In 2023, BPS will continue the three teachers in K-2 and provide 2 School Learning Support Officer's (SLSO's) per grade in 3-6. Five classes of combined 5/6 students will allow for smaller class sizes and groups in the upper years.

Teachers will be provided with intense support and PL by the Assistant Principal Curriculum and Implementation (APC&I) around the implementation of the new curriculums and assessing and reporting.

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
Numeracy <ul style="list-style-type: none">• The number of students Year 3 and 5 in the top 2 bands in Numeracy will increase from the baseline by at least 12% which equates to 12 students.	Bellinghen Public School has exceeded its target with 18 students being in the top 2 bands for Numeracy. 10 students in Year 3 and 8 in Year 5. We are just below the Lower Bound Trajectory but continue to be above the Baseline by 5.71%
Reading: <ul style="list-style-type: none">• The number of students in Year 3 and 5 in the top 2 bands will increase from	Bellinghen Public School has far exceeded the expected target with 53 students being in the top 2 bands for Reading. 26 students in Year 3 and 27 students in Year 5. The agree upper bound Reading target was 46.3%

the baseline by at least 8.5% which equates to 9 students.	and students were 56.38%.
Numeracy <ul style="list-style-type: none"> The number of students achieving expected growth in Numeracy increases from the baseline 6.5% which equates to 7 students in NAPLAN. 	There is no growth data in numeracy available to compare as the NAPLAN assessment did not occur in 2020.
Reading <ul style="list-style-type: none"> The number of students in the top 2 bands in Reading will increase from the baseline by at least 5.7% which equates to 6 students. 	There is no growth data in literacy available to compare as the NAPLAN assessment did not occur in 2020.

Purpose

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

Initiatives

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

- Attendance
- A planned approach to Wellbeing

Resources allocated to this strategic direction

Aboriginal background
Socio-economic background
Per capita
QTSS release

Summary of progress

Bellinghen Public School was involved in the 80-90% Attendance Program with the Department of Education (DoE). The Attendance Team analysed data regularly and have implemented attendance as part of regular Learning and Support Team (LST) meetings. We have developed a School Attendance Policy and staff have been provided with PL around the school and DoE policy and procedures, and how to read and use SCOUT Attendance Data. Parents were regularly provided with information around the importance and benefits of regular school attendance via the school newsletter. Parents and carers received an SMS notification when students were absent, as a reminder to provide a reason for their absence.

These changes showed an improvement in parents reporting reasons for student absences due to the newsletter snippets and the daily absence SMS reminders. Teachers were aware of their responsibility to contact parents by day three of a student continual absence and this supported the increase in student attendance. The Attendance Team met regularly, analysing data and noting students of concern which were brought to the attention of the Learning and Support Team (L&ST) and Home School Learning Officer (HSLO) when required.

In 2023, BPS Attendance team will continue to meet fortnightly to analyse student absences across the school. Attendance information for parents will continue to be provided in the newsletter and students will be supported in their attendance at school through rewards and reminders. Teachers will be provided with PL reminders around their responsibilities as a classroom teacher.

'Second Step' (a holistic approach to building supportive communities for every child through social-emotional learning) continued K-6. Timetable for lessons were delivered at the same time across the school. The school Wellbeing Policy was reviewed due to the implementation of the Inclusive, Engagement and Respectful Practices Policies being introduced across the DoE. BPS staff felt the 'Second Step' program was a great program K-2 but wasn't a great fit for students in 3-6.

In 2023, BPS will be formally introducing Positive Behaviours for Learning with PL for all staff and the community. This initiative will replace 'Second Step' as the key wellbeing program in the school. It is a whole school program that will be used across all areas of the school community

Individual Learning Plans (ILP'S) for gifted students will be introduced in 2023 to cater for all students. ILP's and Personalised Learning Pathways (PLP's) were reviewed formally twice a year with parents and student goals were adapted and modified as necessary.

Handover of 2022-2023 information will be timetabled for week 2 staff PL for information around student IEP and PLPs from 2022. This will be done before the Parent meetings and Yarn Ups.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Attendance</p> <p>Increase baseline student attendance over 90% of the time by 10%.</p>	<p>Bellinghen Public School's Attendance 90% of the time or more has shown some improvement but continues to be a focus for 2023 .</p>
<p>Wellbeing</p> <ul style="list-style-type: none"> • The number of students who report positive wellbeing increases from the baseline by 6%. • Tell Them From Me baseline wellbeing data improves in all 3 aspects from 2020 data. (Advocacy 82%, Expectations for Success 89% and Sense of Belonging 62%) • That 100% of students requiring an ILP or PLP have their plan reviewed and updated on a regular basis. 	<p>Wellbeing Data has decreased from 2020 by 11.1% in the Tell Them From Me S(TTFM) surveys.</p> <p>Individualised Learning Plan (IEP) and Personalised Learning Pathway (PLP) - 100% of students requiring a ILP or PLP were provided with one and reviews took place half yearly.</p>

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background

Summary of progress

Executives undertook professional learning in 'Agile School Leadership' with Simon Breakspear This course upskilled executive staff to confidently lead their stage teams in the development of school based systems and processes.

Executive staff used models from the PL as scaffolding tools for planning and development of stage programs and whole school initiatives. Forward planning of events and programs in Executive meetings to ensure a consistent approach to leadership, will be planned for and continue in 2023. Planned meeting times with the Principal will be implemented for all Executive members on a twice termly schedule.

Parents were informed of student progress through twice yearly reports or a face to face or zoom meeting in Term 2. They were provided with information around the school programs and special events through the school newsletter, skoolbag, email, notes, class termly information letter, facebook, P&C meetings and the school sign. Parents indicated an increase in being informed in the Tell Them From Me Survey (TTFM).

Staff were involved in a strong Professional Development Plan (PDP) process with one of their goals aligned to the school's Strategic Improvement Plan (SIP) to ensure consistency across the school. Stage AP's encouraged and supported staff in their learning journey through regular meetings and planned stage meetings.

A timetabled and explicit PL schedule based on SIP goals and teacher requirements will be planned and followed in 2023. PDP's will have a whole school and grade goal that aligns with the schools Strategic Improvement Plan.

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
2022 Progress Measures <ul style="list-style-type: none"> • All executive and aspiring leaders are able to demonstrate improvement in instructional leadership using Highly Accomplished and Lead standards and descriptors. 	<p>All executive are demonstrating improvement in their Instructional Leadership using Highly Accomplished and Lead standards as part of their PDP and are exhibiting these elements when supporting staff.</p>
<ul style="list-style-type: none"> • TTFM parent survey data that parents are informed increases by 1.1 points and that school supports learning increases by 1.5 points. • TTFM staff data learning culture increases by 1 point and challenging and visible goals increase by 1 point. • TTFM staff planned learning opportunities increases from 1.0. 	<p>TTFM Parent Survey data shows parents an increase of 0.6 since 2020 that they are informed. School Supports Learning has also increased. These will continue to be areas of focus for 2023.</p> <p>TTFM Staff data for Learning Culture remains the same.</p> <p>TTFM planned learning opportunities remains the same. A timetabled and explicit PL schedule based on SIP goals and teacher requirements will be planned and followed in 2023.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$60,579.60</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bellingen Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Teaching and Learning Cycle • A planned approach to Wellbeing • High Expectations Culture and Performance Management • 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 Three (3) Teacher Model implementation. • employment of external providers to support students with additional learning needs • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Extra resources and staffing, classroom teachers and SLSO, support in classes. The smaller groups and high impact point of need teaching for literacy and numeracy, has shown growth in student data Students supported with uniforms, excursions and others as required for student well being and feeling supported. Staff provided with professional learning at a classroom and executive level which resulted in more confidence in data analysis, programming and planning. Speech Therapist employed to test and provide individual speech programs for identified students.</p> <p>After evaluation, the next steps to support our students will be: Extra staff and support staff employed to continue 3 Teacher Model K-2 in 2023 Subsidise uniforms, excursions and other requirements for students wellbeing and leadership opportunities. Provide extra PL time for class teachers to work alongside Assistant Principal Curriculum & Implementation (APC&I) and Stage AP's. Continue Positive Media and expand into individual classes for 2023.</p>
<p>Aboriginal background</p> <p>\$26,405.97</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bellingen Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teaching and Learning Cycle • A planned approach to Wellbeing • 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 literacy and numeracy programs • employment of specialist additional staff (School Learning Support Officers) to support Aboriginal students

<p>Aboriginal background</p> <p>\$26,405.97</p>	<p>The allocation of this funding has resulted in the following impact: Extra support for Aboriginal students in literacy and numeracy sessions as part of their Personalised Learning Pathways. Resources purchased for NAIDOC celebrations which ensured inclusivity and encouraged community involvement</p> <p>After evaluation, the next steps to support our students will be: Employment of extra SLSO to support students in 2023. Resources purchased to support Aboriginal culture within school programs. This has included Gumbayngirr Dictionaries for all classrooms</p>
<p>English language proficiency</p> <p>\$6,525.28</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bellingen 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • School Learning Support Officer's support with Literacy and Numeracy sessions • Three teachers in each grade for extra support across the school for all students in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: Students supported in class with Literacy and Numeracy which has allowed for growth in their personal literacy and numeracy data.</p> <p>After evaluation, the next steps to support our students will be: Employ SLSO's in 2023 to support in Literacy and Numeracy sessions Learning and Support Teacher to research appropriate New Arrivals support for selected students.</p>
<p>Low level adjustment for disability</p> <p>\$168,851.67</p>	<p>Low level adjustment for disability equity loading provides support for students at Bellingen Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students 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"> • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. <p>The allocation of this funding has resulted in the following impact: An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p>	<p>The location funding allocation is provided to Bellingen Public School to address school needs associated with remoteness and/or isolation.</p>

<p>\$61,368.11</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 operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions • technology resources to increase student engagement • employment of extra SLSO's to support students in class and the playground <p>The allocation of this funding has resulted in the following impact: Students and families were able to access excursions and resources which they would not be able to without subsidisation. All students having opportunities to be involved in extra curricular activities such as visiting performers, sporting and musical opportunities paid for by the school.</p> <p>After evaluation, the next steps to support our students will be: Continue to offer subsidies for excursions in 2023. Allocate funding for Student Support Employ extra SLSO's for student support in the classroom and playground.</p>
<p>QTSS release \$70,791.34</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bellinghen Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teaching and Learning Cycle • A planned approach to Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • Assistant Principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Improved confidence of staff using data to inform their teaching. Teachers using a 5 weekly sprint making adjustments to teaching and learning to cater for the needs of students. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: The Three (3) Teacher model will continue in K-2 only in 2023. Extra SLSO time in 3-6 and an extra 5/6 class to reduce class sizes will benefit the students with Literacy and Numeracy needs. Executive staff will continue to receive extra release time for mentoring and supporting PL for staff.</p>
<p>Literacy and numeracy intervention \$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bellinghen Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teaching and Learning Cycle • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: Extra Teachers timetabled in classes during literacy and numeracy sessions. Extra teacher also takes the RFF for each class. This ensures continuity of programs and students supported by teachers who know them well. Identified Students receiving support from a Speech Therapist. Improved Literacy and Numeracy results in NAPLAN, Check -In Assessment and Essential Assessment.</p> <p>After evaluation, the next steps to support our students will be: The Three (3) Teacher model will continue in 2023 but only in K-2. Extra funding will go into SLSO's in all grades to support students 3-6. 5 classes across Year 5-6 to ensure small groupings. Speech Therapy will continue in 2023 due to the high number of students requiring speech intervention.</p>
<p>COVID ILSP</p> <p>\$100,491.00</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 2022.</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 • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy - Understanding Text • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: Students achieving significant growth from pre to post data on intensive small group work. Students provided with 1:1 or small group sessions in MultiLit, speech programs and class group with SLSO and/or teacher intervention.</p> <p>After evaluation, the next steps to support our students will be: Continue to work with identified students for intensive literacy support. Employ extra SLSO's to deliver programs such as MultiLit, classroom identified adjusted programs and speech programs from Speech Therapy. Employ Speech Therapist to assess and develop programs for identified students. Monitor progress and evaluate data to continue to support students across the school and support as necessary.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	187	163	148	138
Girls	210	215	202	177

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.0	87.7	83.5	82.5
1	90.7	86.3	82.5	82.0
2	90.0	87.8	83.9	82.8
3	91.3	90.3	86.9	81.5
4	90.8	88.6	89.2	81.8
5	90.1	89.2	85.8	82.6
6	88.6	89.0	85.7	82.3
All Years	90.2	88.5	85.5	82.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	16.47
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.22

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	282,428
Revenue	4,413,314
Appropriation	4,272,792
Sale of Goods and Services	29,111
Grants and contributions	108,752
Investment income	2,659
Expenses	-4,201,834
Employee related	-3,682,614
Operating expenses	-519,220
Surplus / deficit for the year	211,481
Closing Balance	493,908

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.

	2022 SBAR Adjustments (\$)
Targeted Total	165,722
Equity Total	262,363
Equity - Aboriginal	26,406
Equity - Socio-economic	60,580
Equity - Language	6,525
Equity - Disability	168,852
Base Total	3,172,854
Base - Per Capita	89,524
Base - Location	61,368
Base - Other	3,021,962
Other Total	415,765
Grand Total	4,016,704

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

Bellinghen Public School uses Tell Them From Me Data as a means of collecting feedback from the school community. Data is analysed by the Executive team and shared with school staff for evaluation for the following years SIP.

Highlighted data included:

- TTFM Parent Survey data shows Parents are well informed. This is an increase of 0.6 since 2020. School Supports Learning has increased by 0.2. These will continue to be areas of focus for 2023. (Strategic Direction 3)
- School emails 44% and newsletters 41% are very useful forms of communication with the Parents & Community (P&C) 28% and school website 41% were less useful.
- Communication for discussing individual students progress/behaviour/needs/etc parents felt that formal interviews 72% and informal meetings 58% were very useful but online platforms to share child's work 19% and progress reports 15% were not useful.
- Students value school outcomes increased to 79% and positive behaviour at school increased by 2% to 79%
- 46% of students felt they had strong school pride.
- Students felt the library was very clean and well looked after but the toilets were not. This will be an area for at in 2023 planned maintenance.
- Students felt that classrooms were able to fit all students, were clean and that everything works.
- Staff reported that leadership and collaboration were areas of improvement with a drop of 1-2% in these areas although they also reported that school leaders were leading improvement and change.
- Staff reported that areas for further improvement in 2023 are 'Data Informed Practice' and 'Quality Feedback'

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

Bellingen Public School are active participants in the Nambucca AECG group as Bellingen currently doesn't have a local AECG. A staff representative attends termly meetings and reports back to staff at communication meetings as required.

All Aboriginal and Torres Strait Islander students have a PLP. Yarn Ups were organised for parents and students around the PLP's in Term 1 and again in Term 3.

Students participated in NAIDOC week celebrations with community members invited to participate in or lead sessions. A very successful celebration.

Programs are continually reviewed to ensure culturally appropriate content is included and resources purchased.

Anti-Racism Policy

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

Anti-Racism - School statement

Bellingen Public School has 3 trained ARCO officers. Students were introduced to Officers as the beginning of the year. Posters of the ARCO role and staff photos have been shared with the school community via our school newsletter and posters on the wall in the Office area. ARCOs have responded to concerns around racism as required.

Multicultural Education Policy

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

Multicultural and anti-racism education - School Statement

Bellingen Public School students have been involved in multicultural activities and special days across the year. Class programs support students cultural, linguistic and religious diversity.

