2022 Annual Report

Belltrees Public School

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Introduction

The Annual Report for 2022 is provided to the community of Belltrees 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

Belltrees Public School is committed to providing quality education in a supportive and caring environment. At Belltrees, we motivate and support students to reach their full potential as learners, setting high expectations to inspire students to be their best. We work together as a whole school community to ensure all students are active, confident and resilient participants in an ever changing and challenging world to ensure they connect, succeed and thrive.

School context

Belltrees Public School is a small rural school with deep historical value within the school community. Our school has been delivering high quality education for more than 140 years. The school is located on the Belltrees property, 33km east of Scone. We have a current student enrolment of 4 students, with families from the surrounding townships of Moonan Brook, Moonan Flat, Stewarts Brook, Belltrees and Gundy attending. The school is well equipped, with the latest technology and resources that allows teachers to provide engaging, hands on learning opportunities focusing on academic growth and development. Students have the opportunity to enjoy flexible learning spaces within the classroom that allow them options for maximising their engagement with each other and the curriculum. The cattle yards, poultry house and vegetable gardens also provide students the opportunity for leadership and environmental education activities. Belltrees is a highly collaborative school who interacts and networks closely with other small schools in the Upper Invermein and Upper Hunter Small School networks. Students enjoy academic workshops, sporting events and social experiences which lead to lasting friendships and strong bonds, especially as students move into High School. The parents and carers of Belltrees Public School have positive partnerships with staff to improve the learning and wellbeing experiences for their children and are valuable contributors to our school community.

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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

This direction aims to foster a holistic commitment to aspirational expectations towards excellence for all students, through strengthening community-school-home partnerships and enhancing the teaching and learning experience. The school's processes towards reporting, will prioritise effective and timely feedback to students, families and the community, and ensure a personalised, comprehensive and responsive approach. A collective school focus on embedding high-quality, evidence-based teaching methods will ensure continuous improvement for all students and cater for the full range of abilities.

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.

- Embedded school-wide practices for assessment monitoring and holistic reporting.
- An integrated approach to quality teaching, curriculum planning and delivery

Resources allocated to this strategic direction

Socio-economic background: $11,492.10
Low level adjustment for disability: $14,997.97
AP Curriculum & Instruction: $30,114.20
Professional learning: $3,041.40
QTSS release: $1,379.05
English language proficiency: $2,400.00

Summary of progress

The development of streamlined, student-centred systems and structures at Belltrees Public School for programming, assessing, and reporting displayed some improvement throughout 2022. Unfortunately, the progress of initiatives was impeded upon due to extenuating circumstances in Semester One. This has led to delays in the implementation of planned activities towards our assessment and individual programming targets.

From the partial implementation of activities, the school has been able to reflect and refine our approaches in preparedness for 2023. Staff's capacity and understanding of initiatives has been enhanced, enabling the establishment of a shared vision and clear direction for the targets we are seeking to achieve.

Pleasingly, student performance measures have indicated positive improvement of student outcomes, although they fell below the school's expected growth expectations. Due to sustained interruptions throughout 2022, reflection on these results can be contextually understood.

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
Internal assessment measures, including but not limited to PAT and Check-in assessments, demonstrate growth in reading.	Measurement of student growth in Reading based upon NAPLAN was unavailable in 2022 due to no students being enrolled in the required year groups. Internal formative and summative assessments demonstrated growth from all students. This data was validated through Check-in Assessment with 100% of eligible students attaining scores above the State average.
Internal assessment measures, including but not limited to PAT and Check-in assessments, demonstrate growth in numeracy.	Measurement of student growth in numeracy based upon NAPLAN was unavailable in 2022 due to no students being enrolled in the required year groups. Internal formative and summative assessments demonstrated growth from all students. This data was validated through Check-in Assessment with 66.6% of eligible students attaining scores above the State average.

Uplift in the percentage of students achieving the top 2 bands in reading from the lower bound by 5.6% for the Upper Hunter Small Schools Network	The school contributed to an overall small school combined result for top two bands of 38.6% in reading, however the network small schools target of 45% was not met. Cohort size precludes the publication of percentages though individual student progress is reported directly to parents and carers throughout the year.
Uplift in the percentage of students achieving the top 2 bands in numeracy from the lower bound by 5.6% for the Upper Hunter Small Schools Network	The school contributed to an overall small school combined result for top two bands of 16.6% in numeracy, however the network small schools target of 35.8% was not met. Cohort size precludes the publication of percentages though individual student progress is reported directly to parents and carers throughout the year.
75% of students attending >90% of the time, increasing the school's system-based target beyond the lower-bound.	The school's percentage of students' attending over 90% of the time increased in 2022 to 100%. The school's average attendance rate maintained at a highly positive level of 93.9%.
There is an upward trend in data relating to 'communicating' and 'connecting learning at home and at school', as aligned with the 'Community Reflection Matrix'.	In 2022, the school did not seek to attain data in relation to Community Reflection Matrix due to exceptional circumstances making this initiative unable to be completed.

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Strategic Direction 2: Connect, succeed and thrive

Purpose

This direction focuses on the school being recognised within the community for its culture of high expectations and commitment to nurturing, guiding, inspiring and challenging students. The school is responsive to the range of learning needs of all students and provides rich learning experiences that are significant to the student's family and community. The school takes a creative approach to school resourcing, ensuring the availability of a wide range of elements to optimise learning, including the physical environment. Community feedback is regularly sought to measure parent/caregiver and community satisfaction, with plans and actions then provided to the community, fostering a transparent learning culture between school, home and 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.

- Community engagement
- STEM in the environment

Resources allocated to this strategic direction

Professional learning: $1,921.00
Per capita: $1,768.76
Aboriginal background: $1,209.90
Location: $6,716.33

Summary of progress

Fostering strong partnerships with the school's wider community was a key directive throughout 2022. Complex circumstances at the beginning of the year meant proactive strategies were required to effectively communicate and keep our community informed about school-related activities. The strength of school-community relationship was clearly on display throughout 2022.

Highlights of these relationships were evident in:

- Our Regenerative Agriculture Excursion with students, staff, and community.
- Community Thank you Evening - acknowledging community support.
- School Presentation Evening.
- PlanetArk's Schools Tree Day - attended by local schools, community members and groups.

Additionally, the school formed strong strategic partnerships with a range of organisations, particularly as part of our STEM in the environment initiative, which enhanced opportunities for students. These partnerships assisted the school in achieving recognition throughout the year, such as:

- Sustainable Schools NSW - School of the Year.
- Eco-School's Green Flag accreditation.
- Young Climate Champion's Finalist.
- Keep Australia Beautiful award recipient.

These results were proud achievements for the school and were celebrated by the school's wider community.

Overall, the progress made in these initiatives demonstrated the school has made excellent progress in building an innovative model that enhances student's learning experiences at Belltrees Public School.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
There is an upward trend in data relating to 'participating' and 'collaborating beyond the school', as aligned with the 'Community Reflection	In 2022, the school did not seek to attain data in relation to Community Reflection Matrix due to exceptional circumstances making this initiative unable to be completed.

Matrix'.	
Upward trend in academic and social/emotional outcomes. There is an upward trend in post-event feedback regarding the building of knowledge and engagement in the environment from visiting students, teachers and community members.	In 2022, it was evident that there was an upward trend in academic and social/emotional outcomes for all students based upon internal assessment results. Additionally, feedback from post-events regarding our environmental education program and activities were highly positive, with an average score of 5/5.

Funding sources	Impact achieved this year
Socio-economic background $11,492.10	Socio-economic background equity loading is used to meet the additional learning needs of students at Belltrees Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • An integrated approach to quality teaching, curriculum planning and delivery • Embedded school-wide practices for assessment monitoring and holistic reporting. **Overview of activities partially or fully funded with this equity loading include:** • Deep Dive - Student Analysis • Data Driven - Student Centred Programs **The allocation of this funding has resulted in the following impact:** ensured students were working at their individual point-of-need through a date-driven programming/intervention approach. This practice enabled positive growth from all students. **After evaluation, the next steps to support our students will be:** to continue to tailor individualised programming, with an emphasis on point-of-need learning for all students in this small cohort setting. Additionally, to strengthen staff data analysis capabilities and determining best practice learning opportunities based on the derived data sets.
Aboriginal background $1,209.90	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Belltrees 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • STEM in the environment **Overview of activities partially or fully funded with this equity loading include:** • Connect, Collaborate and Excel **The allocation of this funding has resulted in the following impact:** enhanced hands-on learning experiences for students to participate in activities that build knowledge of Aboriginal People and Culture. This was achieved through resourcing and excursions that provided both indigenous and non-indigenous students connection with culture. **After evaluation, the next steps to support our students will be:** to continue to foster a deep and meaningful learning journey about Aboriginal People and Culture through authentic learning experiences.
Low level adjustment for disability $14,997.97	Low level adjustment for disability equity loading provides support for students at Belltrees Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • An integrated approach to quality teaching, curriculum planning and delivery

Low level adjustment for disability $14,997.97	• Embedded school-wide practices for assessment monitoring and holistic reporting. **Overview of activities partially or fully funded with this equity loading include:** • Deep Dive - Student Analysis • Data Driven - Student Centred Programs. **The allocation of this funding has resulted in the following impact:** a data driven programming/intervention approach ensured students were working at their individual point-of-need. This enabled positive growth from all students. **After evaluation, the next steps to support our students will be:** to continue to tailor individualised programming, with an emphasis on point-of-need learning, for all students in this small cohort setting. Additionally, strengthen staff data analysis capabilities and determine best practice learning opportunities based on the derived data sets.
Location $6,716.33	The location funding allocation is provided to Belltrees Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • STEM in the environment **Overview of activities partially or fully funded with this operational funding include:** • Connect, Collaborate and Excel **The allocation of this funding has resulted in the following impact:** developed a rich and authentic learning culture, embedded within the syllabus, which provides students effective learning opportunities. It also created strong partnerships between the school and families, the wider community and other organisations that benefit student development. **After evaluation, the next steps to support our students will be:** forming effective collaboration opportunities for students to Connect, Succeed and Thrive through established environmental and sustainable pathways. These collaborations will also enhance the teaching and learning process, building deeper knowledge, understanding and skills, which promote academic, social and emotional progress.
Professional learning $4,962.40	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Belltrees Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • An integrated approach to quality teaching, curriculum planning and delivery • Embedded school-wide practices for assessment monitoring and holistic reporting. • Community engagement **Overview of activities partially or fully funded with this initiative funding include:** • Deep Dive - Student Analysis • Data Driven - Student Centred Programs • Inclusive Community Engagement **The allocation of this funding has resulted in the following impact:** built staffing capacity to support a range of initiatives which were critical throughout the year. This ensured that all staff were up-to-date with mandatory training requirements. Beyond this, it built capacity in staff to

Professional learning $4,962.40	work effectively with technology to analyse data, report student progress to families and use a centralised assessment program for student results. Furthermore, staff developed their knowledge of engaging with community through technology (i.e. Sentral), which helped streamline administration activities and supported families to keep inform. **After evaluation, the next steps to support our students will be:** to determine programs that are identified as best practice and upskill staff in undertaking these programs for improvement in Literacy and Numeracy. This will be achieved by staff supporting the process of analysing the data to determine programs that address students point-of-need learning.
QTSS release $1,379.05	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Belltrees Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • An integrated approach to quality teaching, curriculum planning and delivery **Overview of activities partially or fully funded with this initiative funding include:** • Data Driven - Student Centred Programs **The allocation of this funding has resulted in the following impact:** enabled the school to fund a Student Learning Support Officer (SLSO) to create a tiered approach to learning intervention. This approach enabled students additional targeted support and consistency when working through their tailored learning programs with the SLSO, which led to improved academic progress. **After evaluation, the next steps to support our students will be:** to continue an approach of multi-leveled intervention to ensure all students are supported on their individualised learning programs.
COVID ILSP $8,970.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Intensive Learning Support Program **The allocation of this funding has resulted in the following impact:** this additional intervention ensured students, identified as working below stage level, gained access to one-on-one tuition to support identifying and addressing learning gaps. This approach enabled positive growth for those identified students. **After evaluation, the next steps to support our students will be:** continue to monitor identified student's progress and work collaboratively with Assistant Principal Curriculum and Instruction (APCI) to ensure the tailored program is supporting academic and social/emotional growth.
English language proficiency $2,400.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Belltrees Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

| English language proficiency

$2,400.00 | • An integrated approach to quality teaching, curriculum planning and delivery

Overview of activities partially or fully funded with this equity loading include:
 • Data driven - student centred programs

The allocation of this funding has resulted in the following impact:
the appointment of a Student Learning Support Officer (SLSO) to create a tiered approach to learning intervention. This approach enabled English Language Proficiency students additional targeted support and consistency when working through their tailored learning programs with the SLSO, which led to improved academic progress.

After evaluation, the next steps to support our students will be:
to continue an approach of multi-leveled intervention to ensure all students are supported on their individualised learning programs. |

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	6	6	3	2
Girls	4	5	4	2

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	96.9	96.8	79.3	
1	94.8	97.1	79.9	
2	93.8	100.0	94.6	93.5
3	98.3	95.7	90.3	93.5
4	99.0	97.0		91.9
5	95.9	97.2	95.7	
6		93.9		93.5
All Years	96.4	96.3	89.8	93.1
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
K	93.1	92.4	92.8	
1	92.7	91.7	92.7	
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0		87.4
5	92.8	92.0	92.1	
6		91.8		86.3
All Years	92.9	92.0	92.6	87.3

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)	0.2
Classroom Teacher(s)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.2

*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	27,996
Revenue	465,863
Appropriation	424,328
Grants and contributions	40,835
Investment income	373
Other revenue	327
Expenses	-441,338
Employee related	-375,177
Operating expenses	-66,161
Surplus / deficit for the year	24,525
Closing Balance	52,520

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	0
Equity Total	30,100
Equity - Aboriginal	1,210
Equity - Socio-economic	11,492
Equity - Language	2,400
Equity - Disability	14,998
Base Total	317,437
Base - Per Capita	1,769
Base - Location	6,716
Base - Other	308,952
Other Total	83,172
Grand Total	430,709

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

Belltrees Public School values the importance of feedback. We recognise that only through effective feedback and strategic planning, can our school truly thrive. Due to the school's low enrolment numbers, Departmental preferred monitoring tools for parent/caregiver, student and teacher satisfaction is not accessible. To account for this, Belltrees Public School has initiated a range of strategies to monitor satisfaction within our school community.

Our range of monitoring strategies include:
- Student attendance and performance data.
- Six-Star Student Wellbeing survey.
- Parent/Teacher interviews.
- Parent and Community Feedback interviews.
- Parents/Carers Surveys.

Through the evaluation and analysis of the feedback frameworks, the school is able to gain a high level of insight about parent/caregiver, student and teacher satisfaction.

Belltrees Public School consistently provides a caring and nurturing learning environment where students feel they belong. During 2022, the school maintained an attendance average of **93.9%** - well above the State average of 84.7%. In addition to this, **all students** maintained an attendance rate above 90%, the state target.

To gauge students' levels of satisfaction, the school completes the Six-Star Wellbeing Survey twice a year. Due to the significant interruption at the beginning of the year, this assessment was only administered once. This survey provides students the opportunity to reflect on six key reference points that impact their time at school. These include - mood, resilience, engagement, communication, relaxation and positivity. The result of this feedback demonstrated a decline from previous years, across the six domains, with an average score of 3.8/5. Positively though, students reported to be thriving in Engagement and Communication. With consideration to the difficulties faced throughout 2022, these results demonstrate that students value their education and feel a culture of inclusiveness at Belltrees Public School.

The school hosted Parent/Teacher interviews throughout the year. These interviews gave a wonderful insight into the school/home relationship and valuable insight of parents' satisfactions with school/student performance. The school had 100% attendance of families to our interviews. From feedback presented at these meetings, families were highly satisfied with their child's academic performance and the overall school's systems and structures to support each child.

To further determine parents/carers satisfactions, families were encouraged to complete a survey of questions relating to the school excellence framework. 66.6% of families completed this survey. The results concluded:

- ***The school achieves learning progress and achievement for all students*** (100% of responses scored 5/5).

- ***The school develops a culture that encourages high levels of student attendance*** (100% of responses scored 5/5).

- ***The school displays support, advice and assistance to enhance student wellbeing*** (100% of responses scored 5/5).

- ***The school ensures every child is known, valued and cared for*** (100% of responses scored 5/5).

- ***The school demonstrates high expectations of curriculum and learning*** (100% of responses scored 5/5).

- ***The school has teachers who are knowledgeable and supportive of students*** (100% of responses scored 5/5).

- ***The school ensures it supports all students at their level of learning*** (100% of responses scored 5/5).

- ***The school has clear reporting procedures that inform parents about student achievement*** (100% of responses scored 5/5).

- ***The school seeks and applies feedback from families to better improve student's outcomes and experiences*** (100% of responses scored 5/5).

- ***The school facilities provide an engaging and inclusive environment that support student learning*** (100% of responses scored 5/5).

Through formal (PDP processes and school planning) and informal discussions, it is evident that staff demonstrate a high level of satisfaction in their roles at Belltrees Public School. They feel as if they have access to professional learning experiences and work opportunities that build their capacity as individual staff and enhance their skills and abilities in

their roles.

From the feedback attained regarding parent's/caregiver's, student's and teacher's satisfaction, the school is clearly recognised for being an effective and progressive learning environment for students to thrive.

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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.