

2022 Annual Report

Bella Vista Public School



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Introduction

The Annual Report for 2022 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 improve 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 985 students. Bella Vista PS has been built with the capacity for 1000 students. The school includes five 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
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

Professional learning: \$35,982.92

QTSS release: \$120,349.08

Literacy and numeracy: \$20,000.00

English language proficiency: \$368,519.19

Low level adjustment for disability: \$91,936.80

Integration funding support: \$30,372.00

Per capita: \$50,000.00

Aboriginal background: \$3,255.80

Summary of progress

In 2022, progress was made towards the implementation of strategic direction one, Grow. Our focus has been to improve student outcomes in reading and numeracy and engaging in the new syllabus for implementation in 2023.

What we did do...

In Term 1, the executive continued to review and analyse internal and external school data. The APCI led professional learning on PLAN2 data and the National Literacy and Numeracy Learning Progressions with beginning teachers.

In Term 2, the APCI led differentiated professional learning on evidence-based literacy practices focusing on the principles of effective reading including vocabulary, assessment, quality texts, and the writing process.

In Term 3, the SD1 team and APCI engaged in professional learning and research around Understanding Texts, Interview for Student Reasoning and the new K-2 English and Mathematics syllabuses to plan and deliver school-based professional learning.

In Term 4, the APCI led half-day professional learning sessions where teachers collaboratively engaged in the K-2 English and Mathematics micro-learning modules. All teachers applied this new learning to begin planning for 2023.

Upon reflection we...

- Built capacity and supported our beginning teachers to review and analyse data using PLAN2 and the National Literacy and Numeracy Learning Progressions.
- Strengthened teacher knowledge, understanding and skills on effective reading strategies to improve student outcomes.
- Refined assessment practices allowing teachers to use assessments flexibly and responsively to the needs of their students.
- Supported teachers to explore aspects of the new K-2 English and Mathematics syllabuses to identify and plan for the changes required to effectively implement the curriculum in 2023.

In 2023, we will deepen teaching practice in reading and numeracy through differentiated professional learning for ongoing growth in student outcomes. We will teach, assess and report using the new syllabus and evaluate to refine new practices. All teachers will engage in the new 3-6 syllabus by identifying and planning for the required changes needed to implement the curriculum in 2024.

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
70% of students in Year 3 and Year 5 will achieve in the top two bands in NAPLAN reading.	71% of Year 3 students and 59% of Year 5 students achieved in the top two bands in NAPLAN reading indicating progress toward the annual progress measure.
Minimum of 90% of K-2 students achieving at or above expected level of the Understanding Texts sub-element of the Literacy Progressions.	PLAN2 data indicates 98% 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 86% of Year 3-6 students achieving at or above expected level of the Understanding Texts sub-element of the Literacy Progressions.	PLAN2 data indicates 82.2% of 3-6 students are achieving at or above the expected level of the Understanding Texts sub-element of the Literacy Progressions, indicating an achievement towards the annual progress measure.
Minimum of 65% of students achieving in the top 2 bands of NAPLAN Numeracy.	58% of Year 3 students and 60% of Year 5 students achieved in the top two bands in NAPLAN numeracy indicating progress toward the annual progress measure.
Minimum of 85% of K-2 students achieving at or above expected level of the Quantifying Numbers and Additive Strategies sub-element of the Numeracy Progressions.	PLAN2 data indicates 96% of K-2 students are achieving at or above the expected level of Quantifying Numbers and Additive Strategies sub-element of the Numeracy Progressions., indicating an achievement of the annual progress measure.
Minimum of 84% of Year 3-6 students achieving at or above expected level of the Quantifying Numbers and Multiplicative Strategies sub-element of the Numeracy Progressions.	PLAN2 data indicates 85% of 3-6 students are achieving at or above the expected level of Quantifying Numbers and Multiplicative Strategies sub-element of the Numeracy Progressions., indicating an achievement of the annual progress measure.



Stage 1 students completing literacy and numeracy learning in our learning environments.

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

QTSS release: \$41,000.00

Literacy and numeracy: \$17,193.78

Low level adjustment for disability: \$49,731.97

Per capita: \$100,000.00

Summary of progress

In 2022, progress was made towards the implementation of strategic direction two, Lead. Our focus has been to introduce an Inquiry Based Learning (IBL) Framework and refining our critique and feedback processes.

What we did do....

In Term 1, co-teaching agreements were established and observations of teaching practice in innovative learning environments were conducted.

In Term 2, the Bella Vista Inquiry Based Learning Framework (IBL) was introduced and implemented. Critique and feedback protocols were linked to the IBL process and used to foster effective feedback.

In Term 3, students showcased their work to our community. Critique and feedback protocols were provided to assist students in reflecting on their work.

Upon reflection we...

- Enhanced our collaborative practice.
- Built staff capacity on effective assessment practices.
- Enabled staff to embed a shared process to support the implementation of inquiry-based learning in their home base.
- Refined our Learning Intentions and Success Criteria (LISC), enabling students to identify their individual learning goals.

In 2023, we will conduct a spiral of inquiry to further embed our IBL framework into additional curriculum areas. There will be a focus on peer and self-assessment to develop the capacity of students to identify their learning goals.

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 teachers evaluate student engagement and learning outcomes. Teachers co-reflect and analyse the effectiveness of personal teaching practice and continue to co-plan for all teaching and learning programs.	Co-teaching agreements are co-constructed with home base teams to ensure that the co-teaching cycle is adhered to. Staff who are unfamiliar with Bella Vista's Innovative Learning Environments are assigned a mentor teacher to support them with the implementation of collaborative teaching practices.
A minimum of 65% of staff have	Staff developed and used TAG feedback prompts to support student

<p>developed the capacity to implement effective feedback practices to ensure student feedback is elicited by teachers and inform teaching priorities.</p>	<p>engagement in peer critique and feedback. Students were able to give, accept and respond to feedback to improve the quality of their work.</p>
<p>All K-6 Science programs have implemented the Inquiry Based Learning (IBL) model and all students are engaged in the process.</p>	<p>All staff were engaged in collaboratively planning and implementing a science unit of work using the Bella Vista Inquiry Based Framework. Students are encouraged to use student voice to lead their learning by identifying an area of inquiry to work collaboratively in groups. All students showcased their learning during Education Week.</p>
<p>Developing teacher capacity in the implementation of the Bella Vista IBL framework and K-6 students exposed to the IBL process.</p>	<p>The Bella Vista Inquiry Based Framework was introduced and incorporated into all Science programs. The framework is also being used by some teachers to structure learning in other key learning areas.</p>



Students showcasing their IBL projects during Education Week.

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

Professional learning: \$18,000.00

Per capita: \$55,448.80

Socio-economic background: \$10,092.44

Summary of progress

In 2022, further progress was made towards the implementation of strategic direction three, Connect. Initiatives - Healthy Mind, Connected and Engaged Learners and Restorative Practice. Our focus has been to embed the Restorative Practice Framework at Bella Vista.

What we did do....

In Term 1, all new staff were introduced to the Restorative Practice Framework.

In Term 3, the SD3 team built the capacity of teachers to support students in regulating their behaviours, asking effective questions to resolve incidents in the playground or home base. Executive leaders at the school, participated in the Art of Leadership professional learning to refine their understanding of managing self, others and teams.

In Term 4, our SD3 team and student executive established play hubs.

Upon reflection we...

- developed positive relationships between teachers, students and their peers.
- refined circle time and promoted inclusiveness.

In 2023, we will introduce a Peer Support program to support students social and emotional development.

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
Students and parents report a strong 'Sense of Belonging' and 'Positive Relationships' in the school community.	Data from the The Tell Them from Me survey conducted in November 2022 shows that: <ul style="list-style-type: none"> • 89% of students have reported a sense of belonging. • 82% of students have stated that they feel like they have 'positive relationships'. • 100% of teachers believe that students have a strong sense of belonging. • 85% of parents feel that the school is a culturally safe place for all students. This indicates that our school community has an inclusive culture and a strong sense of belonging.
Students resolve conflict using	Restorative circles are led by teachers to facilitate the resolution of conflicts.

restorative practice.	Students use restorative questions to restore relationships.
97% of students attend school more than 95% of the time.	Of the 860 students enrolled our attendance rate was 90% with 60% of these attending school more than 90% of the time.



Winter, the school's therapy dog, working with students during circle time.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$30,372.00</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"> • Reading <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 the following impact: All eligible students in the mainstream class received personalised learning and support within their own homebase and have met grade / curriculum expectations; and supported, as needed, socially in the playground.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$10,092.44</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 <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. • resourcing to increase equitability of resources and services. <p>The allocation of this funding has resulted in the following impact: 100% of students and families supported when requesting financial aid. Play hub materials replenished.</p> <p>After evaluation, the next steps to support our students will be: To continue economic support for families in 2023 and to continue the play hubs initiative.</p>
<p>Aboriginal background</p> <p>\$3,255.80</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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • purchase of school literacy resources embedding Aboriginal culture.

<p>Aboriginal background</p> <p>\$3,255.80</p>	<p>The allocation of this funding has resulted in the following impact: Aboriginal students achieved DoE targets in NAPLAN 2022.</p> <p>After evaluation, the next steps to support our students will be: To ensure that the school has current resources to support and embed Aboriginal culture in teaching and learning programs.</p>
<p>English language proficiency</p> <p>\$368,519.19</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 <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. • additional staffing intensive support for students identified in beginning and emerging phase. • additional teacher time to provide targeted support for EAL/D students and for development of programs. <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, and then transfer this practice across all key learning areas (KLAs). To track students who received speech assistance in 2022 and continue support if need be. Engage Speech Pathologist in 2023 to assist with language and speech across the school as needed (repeat model).</p>
<p>Low level adjustment for disability</p> <p>\$141,668.77</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"> • Reading • Leaders of Learning <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 (SLSO's). • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students. <p>The allocation of this funding has resulted in 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>Professional learning</p> <p>\$53,982.92</p>	<p>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 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 • Healthy Minds, Connected and Engaged Learners <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Provision of half day release for teachers to unpack evidence-based approaches to teaching literacy, numeracy, restorative practice and curriculum reform K-2. <p>The allocation of this funding has resulted in the following impact: All staff trained to teach the new K-2 syllabus in 2023. All staff using the most effective evidence-based approaches to teach reading, writing and numeracy. All staff tracking students on PLAN2 and the National Literacy Learning Progressions.</p> <p>After evaluation, the next steps to support our students will be: To continue the professional learning model in 2023 with the new 3-6 Syllabus as part of the K-10 syllabus reform.</p>
<p>Literacy and numeracy</p> <p>\$37,193.78</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"> • Reading • Leaders of Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment. • purchasing of literacy resources such as quality picture books for guided and shared instruction. <p>The allocation of this funding has resulted in the following impact: 100% improved engagement in learning. Evidence can be seen in a combination of reading assessments, writing samples, teacher observations and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN has decreased and the students attaining the middle bands significantly increased from 2021 to 2022.</p> <p>After evaluation, the next steps to support our students will be: Maintain use of funds to support literacy and numeracy in 2023. To use other flexible funding to extend support in literacy and numeracy through intensive small group reading intervention programs.</p>
<p>QTSS release</p> <p>\$161,349.08</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 • Leaders of Learning <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$161,349.08</p>	<p>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 following impact: Improved pedagogy in literacy and numeracy. All 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. All programs show evidence of lessons differentiated according to students' needs.</p> <p>After evaluation, the next steps to support our students 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>\$24,755.00</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 an SLSO to facilitate the program. <p>The allocation of this funding has resulted in the following impact: 65% of students achieved their learning progression targets. The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students and the provision of additional in-class support to ensure they continue to meet their personal learning goals.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	109	223	332	438
Girls	85	180	307	394

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.2	95.5	94.4	90.2
1	94.2	92.6	95.7	89.3
2	93.7	93.5	94.8	90.3
3	93.4	93.5	95.0	89.2
4	82.2	95.0	96.0	91.0
5	94.3	93.5	93.1	88.2
6	92.9	93.6	93.8	88.7
All Years	92.8	94.0	94.9	89.7
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	34.47
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.4
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	8.82

*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.



Staff involved in professional learning, sharing knowledge and building capacity.

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	416,175
Revenue	8,314,328
Appropriation	7,781,949
Sale of Goods and Services	14,740
Grants and contributions	509,847
Investment income	4,292
Other revenue	3,500
Expenses	-8,123,362
Employee related	-7,053,375
Operating expenses	-1,069,987
Surplus / deficit for the year	190,966
Closing Balance	607,140

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.



Students participating in Indigenous Literacy Day.

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	30,372
Equity Total	523,536
Equity - Aboriginal	3,256
Equity - Socio-economic	10,092
Equity - Language	368,519
Equity - Disability	141,669
Base Total	6,329,089
Base - Per Capita	205,449
Base - Location	0
Base - Other	6,123,640
Other Total	368,645
Grand Total	7,251,642

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.



Our students engaged in learning at an excursion to Sydney Zoo.

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

Parent/Student/Teacher Satisfaction

In 2022 Bella Vista Public School sought the opinion of parents, students in years 4 -6, and teachers via the Tell Them from Me Survey. The survey incorporates questions about advocacy, expectations and belonging.

Key Findings for Students in 2022

89% of students have a sense of belonging.

94% of students value school outcomes.

80% of students are interested and motivated.

94% of students value quality instruction.

Key Findings for Parents in 2022

94% of parents would recommend the school to other parents.

99% of parents feel the school helps students with disabilities or special needs to feel welcome.

90% of parents feel the school is well maintained and is welcoming.

97% of parents have high expectations for their child to succeed.

Key Findings for Teachers in 2022

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 understand the strategic vision and values for our school.

100% of teachers have indicated that the school leaders are leading improvement and change.



Our P and C committee welcoming new parents to Bella Vista Public School.

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.

