

# 2023 Annual Report

## Bellata Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Bellata Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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Bellata Public School

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## School vision

Our school is place of inclusion, belonging and learning, where all learners are equipped for life as confident, creative and resilient global citizens.

## School context

Bellata Public School is a small rural school with an emphasis on personalised learning designed to meet the needs of all students in a supportive, safe and happy environment. Our students come from both rural and urban settings with a diverse range of learning experiences. The school community works collaboratively to ensure opportunities are made available for all students so they can each achieve their personal best. Students are caring, supportive and considerate of others, with a strong sense of belonging. Staff at Bellata Public School set high expectations for themselves and all students. They are committed to differentiated teaching and learning programs to ensure success for all. Staff acknowledge that the quality of teaching that occurs each and every day is the single most important influence on student performance. Teacher professional learning is focused on continually strengthening teaching skills to improve student outcomes. Classrooms are vibrant, flexible, fun and well-resourced to engage every learner. Modern technology is available in all areas of the school and students are encouraged to use it to aid their learning.

## 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	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	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

To support the individual learning needs of students, teachers will use, evaluate and refine data to drive quality differentiated teaching practices that are responsive to individual learning needs. Students become active participants who are aware of their own progress and feel confident working with teachers to help direct future learning in reading and numeracy and to build strong foundations for academic success in all key learning areas.

### 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.

- Explicit Teaching and Curriculum Differentiation
- Data Driven Practices
- Attendance

### Resources allocated to this strategic direction

Integration funding support  
AP Curriculum & Instruction  
English language proficiency  
Aboriginal background  
Low level adjustment for disability  
Socio-economic background  
QTSS release  
Professional learning

### Summary of progress

Focus was on the use of highly effective teaching practices to improve reading comprehension and numeracy. High Impact Professional Learning guided school teams through the process of developing consistent evidenced-informed practices and used short formative assessments to identify point of need with student learning. Phonemic Awareness, Vocabulary, Spelling, Comprehension and Numeracy teaching strategies, drawn from the evidence-base, was a focus to ensure student learning was at the forefront of all practices and targeted student need. Teachers used student data to plan and embed quality practices into their teaching and as a result, adapted programs. Differentiated support in the form of Gradual Release of Responsibility (I do, we do, you do) has been provided for staff at their point of need. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement.

Next year in this initiative, staff will continue to engage in professional learning that builds on the collective capability of staff to deepen their understanding of, and implement, an evidence-based, systematic approach to reading and numeracy instruction.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending < 90% of the time.	The number of students attending school 90% of the time or more has decreased.
All students can demonstrate reading growth and achievement from Term 1 to Term 4, using Check In Assessment as a key data point.	The school met this target in 2023.
All students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using Check In Assessment as a key data point.	The school met this target in 2023.

## Strategic Direction 2: Quality Teaching

### Purpose

To ensure every student is highly engaged and shows strong growth in their learning through explicit, research informed teaching. Staff will evaluate their effectiveness and reflectively adopt quality teaching practices through high impact professional learning, and use of student assessment data, to inform teaching.

### 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.

- Assessment and Feedback

### Resources allocated to this strategic direction

#### AP Curriculum & Instruction Professional learning

### Summary of progress

During 2023 the school aimed to provide continuum of teaching and learning through improved assessment and data practices K-6. All staff undertook professional learning, which highlighted and developed quality assessments and the systems and practices which support this, including data management systems which enable the efficient tracking and monitoring of student learning. Further, assessment and its place in the teaching and learning cycle, drove staff ability to plan specifically for student learning at point of need and the explicit teaching practices aligned with this. NSW Department of Education (NSW DoE) assessments and software (PLAN2v3) were utilised to provide baseline data and the platform to develop staffs' skills in ensuring student's learning remained continuous and meaningful.

Evidence of positive impact include:

- Enhanced teacher capacity to use quality assessment practices, data collection and analysis, and point of need programming to drive student learning.
- Supportive observation and feedback cycles were established between teachers and executive, enabling reflective teaching practice to be embedded.
- Inclusivity of department personnel and the ongoing engagement with staff has enhanced professional dialogue, pedagogical practice and teacher efficacy.
- School improvement processes were developed to enhance collaborative practices and further inform school improvement in an ongoing manner.
- Teacher learning has been made more transparent resulting in greater agency in their learning journey.

### 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 collaboratively develop teaching and learning programs incorporating data driven and evidence-based practices in the areas of phonemic knowledge and spelling (triple-word theory).	The school met this target in 2023 with all teachers working collaboratively.
<i>School assessment in the School Excellence Framework (SEF) shows Sustaining and Growing in the following themes:</i> <ul style="list-style-type: none"><li>• <i>Formative Assessment</i></li><li>• <i>Feedback</i></li><li>• <i>Explicit Teaching</i></li><li>• <i>Lesson Planning</i></li></ul>	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of Formative Assessment, Feedback, Explicit Teaching, Lesson Planning and High Expectations Culture.



## Strategic Direction 3: Quality Partnerships

### Purpose

Teachers will effectively collaborate with all sectors of the school community to establish a positive, high expectations, purposeful and professional learning community that is focussed on student learning and achievement.

### 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.

- Quality Partnerships

### Resources allocated to this strategic direction

#### Professional learning

Per capita

Location

### Summary of progress

Bellata Public School identified the need to develop a strong educational partnership with the school community to support student achievement of outcomes and well-being. There has been an increase in student voice and representation at the school, including P&C, School Council and Personalised Learning Plan meetings. Professional Learning Communities were enhanced in 2023, strengthening professional dialogue, pedagogical practice and teacher efficacy through the inclusivity of the Barwon COS, department personnel and the ongoing engagement with the virtual APCI. This has further enhanced teacher capacity to use quality practices, data collection and analysis, and point of need programming to drive student learning. This has positively impacted students' learning with increased transparency, resulting in greater agency in their learning journey.

### 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 teaching staff have joined at least one PLC within the Barwon COS.	The school met this target with 100% of teaching staff engaging with Professional Learning Communities and Barwon COS.
60% of families respond to internal surveys to measure community engagement and satisfaction. Levels of engagement and satisfaction have improved on 2021 data.	The school met this target with 100% of families attending both formal and informal activities.
School assessment in the School Excellence Framework (SEF) shows Sustaining and Growing in the following themes: <ul style="list-style-type: none"><li>• Curriculum Provision</li><li>• Collaborative Practice and feedback</li><li>• High Expectations Culture</li><li>• Continuous Improvement</li></ul>	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Curriculum Provision,



Funding sources	Impact achieved this year
Integration funding support	<p>Integration funding support (IFS) allocations support eligible students at Bellata Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching and Curriculum Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of SLSO</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students had increased engagement in learning and student learning outcomes increased.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue use of SLSO to support student learning need.</p>
<p>Socio-economic background</p> <p>\$5,968.19</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bellata Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching and Curriculum Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support the teaching of numeracy across the school.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Data indicates all students have had positive growth in number talks.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Focusing on number sense</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bellata Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching and Curriculum Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing intensive support for students identified in beginning and emerging phases</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted reading intervention for EALD students</p> <p><b>After evaluation, the next steps to support our students will be:</b> Focusing on reading comprehension.</p>
<p>Low level adjustment for disability</p> <p>\$30,945.58</p>	<p>Low level adjustment for disability equity loading provides support for students at Bellata Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$30,945.58</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching and Curriculum Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging learning and support staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Data indicates a positive shift from Tier 3 to Tier 1 (expected) in phonological awareness.</p> <p><b>After evaluation, the next steps to support our students will be:</b> focusing on reading comprehension and vocabulary.</p>
<p>Location</p> <p>\$9,622.82</p>	<p>The location funding allocation is provided to Bellata Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All Year 3-6 students attended the Canberra excursion. Student devices were updated to a ratio of 1 device per student to support the ongoing learning for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to work together with parents and students to strengthen learning opportunities for all students.</p>
<p>Professional learning</p> <p>\$9,146.20</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 Bellata Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment and Feedback</li> <li>• Quality Partnerships</li> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• course costs for staff undertaking recognised courses</li> <li>• teacher relief for staff engaging in professional learning</li> <li>• presentations by suitable and qualified facilitators, for example diabetes or first aid workshops</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff had access to quality professional learning through curriculum leaders, attending the Small Schools Conference and Art of Leadership.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to utilise curriculum specialist to deliver quality professional learning ensuring staff have the skill set to improve students learning.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$2,959.20</p>	<p>improve teacher quality and enhance professional practice at Bellata Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching and Curriculum Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students engaged in the explicit teaching of numeracy focusing on working mathematically.</p> <p><b>After evaluation, the next steps to support our students will be:</b> developing number sense across K-6.</p>
<p>COVID ILSP</p> <p>\$11,927.82</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The program was beneficial to all students involved and showed growth across a range of areas.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue small group tuition with a focus on number sense and phonemic awareness.</p>
<p>Per capita</p> <p>\$3,903.90</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Bellata Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• providing learning resources and technology to increase student engagement.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students were provided with all learning materials required throughout the year and devices were updated to a ratio of 1 device per student to support the ongoing learning for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to ensure students have access to quality learning environment and strengthen learning opportunities for all students.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$31,017.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p>

<p>AP Curriculum &amp; Instruction</p> <p>\$31,017.60</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching and Curriculum Differentiation</li> <li>• Assessment and Feedback</li> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers</li> <li>• strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms</li> <li>• lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Supporting teacher growth and capacity in teaching phonemic awareness and spelling. Updating practices in data collection to inform practice and show student growth across the whole school. Continuously update PLAN2 data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue with Virtual support model with a specific focus for K-2 &amp; 3-6 curriculum implementation and learning sprints</p>
<p>Aboriginal background</p> <p>\$13,085.02</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bellata Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching and Curriculum Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs and continuing Personalised Learning Plans.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> K-2 and 3-6 specific learning in literacy and numeracy and programs tailored to specific ability levels. Students results in reading show growth and numeracy growth has increased. 100% of Aboriginal and Torres Strait Islander families engaged in the PLP process.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Focusing on Numeracy and Literacy data to identify areas for improvement. Teachers engaging in professional learning focusing on number sense, additive strategies, reading comprehension and understanding texts.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	11	6	8	11
Girls	7	6	7	5

### Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.3	88.7	86.0	82.6
1	88.2	91.9	87.0	88.1
2	82.1	87.9	89.4	80.0
3	77.8	82.3	89.6	92.2
4	83.5	85.5	86.7	83.0
5	85.9	91.0	76.7	76.7
6	86.7	86.8	82.2	85.6
All Years	86.6	87.8	86.3	83.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

### Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.87
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 <b>Actual</b> (\$)
<b>Opening Balance</b>	117,101.23
<b>Revenue</b>	770,464.49
Appropriation	765,549.39
Sale of Goods and Services	-3,020.00
Grants and contributions	5,785.00
Investment income	2,150.10
<b>Expenses</b>	-715,055.10
Employee related	-581,920.17
Operating expenses	-133,134.93
<b>Surplus / deficit for the year</b>	55,409.39
<b>Closing Balance</b>	172,510.62

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



## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	44,736
<b>Equity Total</b>	52,399
Equity - Aboriginal	13,085
Equity - Socio-economic	5,968
Equity - Language	2,400
Equity - Disability	30,946
<b>Base Total</b>	590,153
Base - Per Capita	3,904
Base - Location	9,623
Base - Other	576,626
<b>Other Total</b>	61,451
<b>Grand Total</b>	748,738

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

## Parent/caregiver, student, teacher satisfaction

Parents engaged with the school regularly through planned celebrations such as Cross Country, Easter Hat Parade and Presentation Day. Parents/caregivers, students and teachers joined together throughout the year to complete Personalised Learning Pathways (PLP's). In 2023 the Relieving Principal undertook informal surveys as an opportunity to engage community effectively. Results from these surveys are;

Parents and Community want to see Bellata Public School continue in a positive manner with a range of student opportunities to include public speaking. Parents also want to continue working with the community for the benefit of the students. This includes genuine input and in being partners in the education of their children.

Staff want to deliver a diverse range of learning opportunities for all students and ensure collaboration remains as embedded practice.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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