

2023 Annual Report

Bellingen Public School



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Introduction

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

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

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School vision

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

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

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

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

School context

Bellingen Public School is located in the Mid North Coast and has a student enrolment of 277 in 2023. Students come from a wide range of socio-economic backgrounds with 11% of students identifying as Aboriginal. There is one Multi-categorical Class. Bellingen Public School has 23 teaching staff and 5 Administration staff. We also employ a large number of School Learning Support Officer's (SLSO) who support our students across the school. Our school has a Family Occupation and Employment Index (FOEI) of 77 which categorises the school as 'slightly advantaged'. The school has a strong relationship with the Parent & Citizen (P&C). Extra-curricular opportunities in Sport and Creative and Performing Arts enable our students to excel through a range of different experiences. We have a long history of providing opportunities in the performing arts and we are widely recognised for excellence in this area.

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

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

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

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

2. Wellbeing and Attendance - Our analysis of 'Tell Them From Me' data and internal school data measures indicated that students' sense of belonging and social and emotional wellbeing are areas for continued focus. We will be looking at practical strategies for teaching and learning as well as whole school practices as outlined in *What Works best: 2020 update* and the *Student Wellbeing Framework*. We undertook a review of our Welfare Policy and ensure current Department policies and research based practices are included on a school level. We introduced Positive Behaviours for Learning (PBL) across the school in 2023.

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

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 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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data Driven Practices
- Elevating the Teaching and Learning Cycle

Resources allocated to this strategic direction

AP Curriculum & Instruction

QTSS release

Per capita

Professional learning

Socio-economic background

Low level adjustment for disability

Location

Integration funding support

Summary of progress

In 2023 Bellingne Public School (BPS) introduced dedicated Curriculum Reform Professional Learning (PL) days for staff. Each grade worked with the Assistant Principal Curriculum & Instruction (APC&I) and Stage Assistant Principal (AP) 1 day per week. This was followed up with a 2 hour dedicated input and analysis session the following week which includes collaboration around Teaching Sprints. The development of a new Assessment Schedule with relevant up-to-date stage based assessments which includes monitoring by Executive staff. This dedicated time for PL allowed for a narrow focus and was evidenced by the uplift in data on students especially in PLAN2, teacher sprint analysis and programming shifts.

In 2024, Staff will be provided with 2 days a term for PL time working with the APC&I and Stage Leaders around new curriculum and whole school programming and assessment.

Digital officer supported all staff in the use of digital platforms as part of teaching and everyday use for School Administration Support Staff (SASS) staff. This support has allowed teachers to introduce more complex Information Technology (IT) programs and platforms for both student and their own use. A school website has been developed which includes internal links to programs, policies, assessments, scopes and sequences and other school related information. Unfortunately, this position is no longer supported by the Department of Education (DoE), but we will support the position for 2 hours a week, through financial planning and staff entitlement positions to continue the support for staff and students.

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
Reading <ul style="list-style-type: none">• The proportion of Year 4 and 6 students demonstrating growth in reading, by correctly answering questions in the Check-in Assessment will increase from the average of Year 3 and 5, 2022 data.	Year 5 (2022) to Year 6 (2023) demonstrating growth in reading, by correctly answering questions in the Check-in-Assessment has increased by +4.5% . Year 3 (2022) to Year 4 (2023) demonstrating growth in reading, by correctly answering questions in the Check-in-Assessment has increased by +11.2% .

<p>Reading</p> <ul style="list-style-type: none"> • The proportion of Year 4 and 6 students demonstrating growth in reading, by correctly answering questions in the Check-in Assessment will increase from the average of Year 3 and 5, 2022 data. 	<p>This data demonstrates that we have exceeded our progress measure.</p>
<p>Numeracy</p> <p>*The proportion of Year 4 and 6 students demonstrating growth in numeracy, by correctly answering questions in the Check-in Assessment will increase from the average of Year 3 and 5, 2022 data.</p>	<p>Year 5 (2022) to Year 6 (2023) demonstrating growth in numeracy, by correctly answering questions in the Check-in-Assessment has increased by +7.9%.</p> <p>Year 3 (2022) to Year 4 (2023) demonstrating growth in numeracy, by correctly answering questions in the Check-in-Assessment has increased by +7.8%.</p> <p>This data demonstrates that we have exceeded our progress measure.</p>

Strategic Direction 2: Wellbeing and Attendance

Purpose

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

Initiatives

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

- Attendance
- A planned approach to Wellbeing

Resources allocated to this strategic direction

Socio-economic background
AP Curriculum & Instruction
Professional learning
Aboriginal background
English language proficiency

Summary of progress

In 2023, BPS continued our strong focus on attendance. This included consistent attendance meetings with the Attendance team, analysing school and student data, regular information in weekly newsletter for parents and community and celebrating whole school attendance with students at Monday assemblies. Students have also received term consistent attendance awards and an end of year 100% attendance award. These initiatives have supported growth in our overall attendance across the school. In 2024 with continued recognition of great attendance, the school will need to focus on partial attendance as this is an area of continued struggle for families.

Positive Behaviours for Learning (PBL) has been further embedded into the culture of BPS. In 2023, we have introduced 'Gotcha' awards for students being Safe, Responsible and Respectful across all areas of the school. Weekly focus areas have been introduced and announced at Monday assembly by our Student Leaders, snippets and pictures of students embracing the rule have been placed in the newsletter, awards recognised and placed in newsletter and added to SENTRAL wellbeing. The team has put focus area information onto our PBL Teams page for teachers for in-class lessons around our values. Students have drawn and chosen a school mascot (Kookie Kookaburra) and its design has been sent to a graphic designer for use on future signage. Weekly class draws, termly grade draws and yearly school draws have been introduced to acknowledge and reward students positive behaviour. In 2024, we would like to introduce a student PBL leadership team and implement signage across the school. We will also have a focus on school values with lesson plans for teachers to use in Personal Development & Health (PDH) lessons reinforcing these values. At each meeting the PBL team will analyse data more closely to ensure we are targetting appropriate strategies and lessons across the 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
Wellbeing <ul style="list-style-type: none">• The number of students who report positive wellbeing increases from the baseline by 6%.• Tell Them From Me baseline wellbeing data improves in all 3 aspects from 2020 data. (Advocacy 82%, Expectations for Success 89% and Sense of Belonging 62%)• That 100% of students requiring an ILP or PLP have their plan reviewed and updated on a regular basis.	<p>The comparison data between 2020 and 2023 does not show improvement in all aspects of Wellbeing. Advocacy improved by 1% but Expectations for Success and Sense of Belonging were reduced.</p> <ul style="list-style-type: none">• Tell Them From Me baseline wellbeing data results: 2020 data - (Advocacy 82%, Expectations for Success 89% and Sense of Belonging 62%) 2023 data - (Advocacy 83%, Expectations for Success 85% and Sense of Belonging 59%)

<p>Wellbeing</p> <ul style="list-style-type: none"> • The number of students who report positive wellbeing increases from the baseline by 6%. • Tell Them From Me baseline wellbeing data improves in all 3 aspects from 2020 data. (Advocacy 82%, Expectations for Success 89% and Sense of Belonging 62%) • That 100% of students requiring an ILP or PLP have their plan reviewed and updated on a regular basis. 	<p>100% of students requiring an Individual Learning Plans (IEP) or Person Learning Pathway (PLP) had their plans reviewed and updated on a regular basis. School has set up a timetable and time for teachers to write and prepare students plans. Parents were invited in for review meetings as required.</p>
<p>Attendance</p> <p>Increase baseline student attendance over 90% of the time by 10%.</p>	<p>Students attending >=90% results: 2023 - 38.3%, 2022 - 19.6%, 2021 - 50.7% (COVID), 2020 -47.8%. This data shows that we have met our target but that Attendance needs to be an ongoing focus area for BPS moving forward.</p>

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

- AP Curriculum & Instruction**
- QTSS release**
- Professional learning**
- Low level adjustment for disability**
- Aboriginal background**
- Socio-economic background**

Summary of progress

BPS Executives undertook professional learning in 'Agile School Leadership' with Simon Breakspear. 2023 new Executives undertook the beginning introductory course and others continued Collective Momentum. These courses upskilled executive staff to confidently lead their stage teams in the development of school based systems and processes.

Executive staff used models from the PL as scaffolding tools for planning and development of stage programs and whole school initiatives. Forward planning of events and programs in Executive meetings to ensure a consistent approach to leadership, will be planned for and continue in 2024. Planned meeting times with the Principal will continue for all Executive members on a twice termly schedule.

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

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

A timetabled and explicit PL schedule based on SIP goals and teacher requirements will continue in 2024. PDP's will have a whole school and grade goal that aligns with the schools Strategic Improvement Plan.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>2023 Progress measures</p> <ul style="list-style-type: none"> • All executive and aspiring leaders are able to further demonstrate improvement in instructional leadership using Highly Accomplished and Lead standards and descriptors. 	<p>All executive are demonstrating improvement in their Instructional Leadership using Highly Accomplished and Lead standards as part of their PDP and are exhibiting these elements when supporting staff.</p>
<ul style="list-style-type: none"> • TTFM parent survey data that parents are informed increases 1.6 points and 	<p>TTFM Parent Survey data has increased for 'parents are informed' since 4.6 in 2020 to 5.3 in 2023. This is an increase of 0.7. As a school we continue</p>

<p>that school supports learning by 2 points.</p> <ul style="list-style-type: none"> • TTFM staff data learning culture increases by 1.5 points and challenging and visible goals increase by 1.5 points. • TTFM staff planned learning opportunities increases by 2.3 points.. 	<p>to show improvement and will continue to be a focus for 2024</p> <p>'School Supports Learning' has increased from 5.8 in 2020 to 7.0 in 2023. This is an increase of 1.2. As a school we have almost met our target. These will continue to be areas of focus for 2024 by recognising and advertising high expectations through school social platforms and parent sessions.</p> <p>TTFM Staff data for 'Learning Culture' in 2020 was 8.0. 2023 data shows that we have decreased by 0.1 to 7.9. Over the past 3 years this area has only made slight shifts. Learning Culture continues as focus in 2024 while addressing new curriculum and professional learning opportunities.</p> <p>TTFM 'Planned Learning Opportunities' staff data has seen a decrease by 0.3. 2020 result was 7.8 to 2023 at 7.5. A timetabled and explicit PL schedule based on SIP goals and teacher requirements will be planned and followed in 2024.</p>
<ul style="list-style-type: none"> • Staff responses on the CESE LEED survey for, 'Collaboratively planning' improve by 2.4 points by the end of 2024. • Staff responses on the CESE LEED survey for, 'Regularly observe lessons' improve by 2.00 points by the end of 2024. 	<p>Staff did not undertake CESE LEED survey in 2023 as it was unavailable.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$194,801.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bellinghen 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"> • Elevating the Teaching and Learning Cycle • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Extra staffing support allocated across the school. * All students who require an ILP or PLP have them completed and staff are given time to handover information from previous years and to review and complete new ones. <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to employ support staff to support students and teachers in the classroom and playground. They will be provided with explicit programs or groups within classrooms and activities for playground plans. IEP and PLP review meetings will be timetabled 2 times per year.</p>
<p>Professional learning</p> <p>\$34,776.41</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 Bellinghen Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Elevating the Teaching and Learning Cycle • Attendance • Instructional Leadership and Community Partnerships. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in PL • course costs for staff undertaking recognised courses • presentations by Digital Classroom Officer around Digital Curriculum and accessing digital platforms in the classroom. • APC&I to unpack evidence-based approaches to teaching, programming and assessing the new curriculum's with all staff. • Executive staff enrolled in Simon Breakspear - Agile School Leadership, Middle Leadership School Leadership Institute (SLI), and Art of Leadership professional learning. • Professional Learning for all staff around Attendance expectations of staff. • All staff undertake professional learning around Positive Behaviors for Learning (PBL) for consistent practice across the school. PBL staff team developed to meet regularly. <p>The allocation of this funding has resulted in the following impact:</p> <p>Professional learning opportunities on our curriculum reform days have supported teachers learning around the new curriculum. The learning was differentiated depending on which stage the teachers were at in their understanding - Engage or Enact.</p>

<p>Professional learning</p> <p>\$34,776.41</p>	<p>Executive staff engaged in explicit PL to support their role in the school. All staff understand the process for attendance and their legal obligations. All staff involved in PBL online Professional learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to identify needs based PL based on school plan in 2024 for all Strategic Directions.</p>
<p>New Arrivals Program</p> <p>\$15,903.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Bellinghen Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling • purchasing resources to support students <p>The allocation of this funding has resulted in the following impact: Supported students to improve understanding and targeted support in English and mathematics lessons. Students have made progress in this small group setting.</p> <p>After evaluation, the next steps to support our students will be: Unfortunately, the NAP program will be finished in 2023 with no funding for 2024. Identified students will still receive small group support using New Arrivals Funding equity funds and the Learning Support Teacher (LST) budget caseload. Resources will continue to be purchased as required.</p>
<p>Socio-economic background</p> <p>\$55,375.99</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bellinghen 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"> • Elevating the Teaching and Learning Cycle • Attendance • A planned approach to Wellbeing • Instructional Leadership and Community Partnerships. • High Expectations Culture and Performance Management • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • Employing staff to support school programs as outlined in the School Plan. • Employing a Speech Therapist to assess and plan speech lessons for identified students. <p>The allocation of this funding has resulted in the following impact: Extra resources and staffing, classroom teachers and SLSO's for support in classes. K-2 had 3 teachers across 2 classes and 3-6 had extra SLSO support. The smaller groups and high impact point of need teaching for literacy and numeracy, has shown growth in student data. Students have been supported with uniforms, excursion subsidies, lunches</p>

<p>Socio-economic background</p> <p>\$55,375.99</p>	<p>and other needs as required for student well being and feeling supported. Staff have been provided with professional learning at a classroom and executive level which resulted in more confidence in data analysis, programming and planning and confidence in delivering the new curriculum's.</p> <p>Students requiring speech intervention were provided with a 10 week program with a qualified Speech Therapist and follow ups with SLSO's in the classroom.</p> <p>After evaluation, the next steps to support our students will be: Subsidise uniforms, excursions and other requirements for students wellbeing and leadership opportunities. Provide extra PL time for class teachers to work alongside APC&I and Stage AP's 2 times per term. Continue Positive Media and expand into individual classes for 2024. Employ extra SLSO's to support students across the school as required. Employ Speech Therapist to provide speech programs for identified students.</p>
<p>Aboriginal background</p> <p>\$28,039.33</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bellingen Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A planned approach to Wellbeing • Instructional Leadership and Community Partnerships. • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff (SLSO) to support Aboriginal students in the classroom and playground as required. • purchasing resources to support cultural activities and special celebrations including NAIDOC • Yarn Ups to support families in the development of PLP's in consultation with students. <p>The allocation of this funding has resulted in the following impact: Extra support for Aboriginal students in literacy and numeracy sessions as part of their Personalised Learning Pathways. Resources purchased for NAIDOC celebrations which ensured inclusivity and encouraged community involvement</p> <p>After evaluation, the next steps to support our students will be:</p> <p>After evaluation, the next steps to support our students will be: Employment of extra SLSO to support students in 2024. Purchase resources to support Aboriginal culture within school programs. Implementation of the Aboriginal Advisory Committee and students group.</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 Bellingen Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A planned approach to Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds.

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>The allocation of this funding has resulted in the following impact: Supported students to improve understanding and targetted support in English and mathematics lessons. Students have made progress in this small group setting. Extra funding has been combined with NAP funding</p> <p>After evaluation, the next steps to support our students will be: SLSO support of small groups of identified students in literacy and numeracy. No funding will be provided for support in 2024 as no students are eligible.</p>
<p>Low level adjustment for disability</p> <p>\$181,250.19</p>	<p>Low level adjustment for disability equity loading provides support for students at Bellinghen 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"> • Elevating the Teaching and Learning Cycle • Instructional Leadership and Community Partnerships. • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of SLSO's. <p>The allocation of this funding has resulted in the following impact: Students supported in class and playground as required.</p> <p>After evaluation, the next steps to support our students will be: Employ SLSO staff for 2024 to support students in the classrooms and playground.</p>
<p>Location</p> <p>\$57,520.82</p>	<p>The location funding allocation is provided to Bellinghen Public School to address school needs associated with remoteness and/or isolation.</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"> • Elevating the Teaching and Learning Cycle • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for 3 teachers in each grade K-2 • subsidising student excursions to enable all students to participate • purchase extra technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Students and families were able to access excursions and resources which they would not be able to without subsidisation. All students having opportunities to be involved in extra curricular activities such as visiting performers, sporting and musical opportunities paid for by the school. Smaller classes has allowed for more individual support where needed.</p> <p>After evaluation, the next steps to support our students will be: Continue to offer subsidies for excursions in 2024. Allocate funding for Student Support Employ extra SLSO's for student support in the classroom and playground.</p>
<p>QTSS release</p> <p>\$64,510.56</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bellinghen Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>QTSS release</p> <p>\$64,510.56</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Elevating the Teaching and Learning Cycle • Instructional Leadership and Community Partnerships. • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • AP's provided with additional release time to support classroom programs, programming, assessment and mentoring. • Professional Learning collaboration in the implementation of high-quality curriculum implementation and knowledge building of new curriculums. • AP's timetabled to support APC&I at stage meetings around curriculum reform. <p>The allocation of this funding has resulted in the following impact: All staff provided with 1 day per term working with APC&I and Stage Leaders on the implementation of the new curriculum's. This has led to knowledge building, program development, analysis of data and the development of a new whole school assessment schedule. Teachers have felt supported by stage leaders as they work side by side in professional learning</p> <p>After evaluation, the next steps to support our students will be: Assistant Principal's provided with 0.4 Release from Face to Face (RFF) to work with APC&I and stage teams around curriculum reform and unit development.</p>
<p>COVID ILSP</p> <p>\$67,532.80</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>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"> • Speech Therapy lessons guided by Leigh-Erin Clowes Speech Pathologist, Mid North Coast (MNC)Health for identified students. Train SLSO's to continue speech program for identified students between sessions. • Employment of teachers/educators to deliver and monitor small group tuition • Employing/releasing staff to coordinate the program and complete data analysis. • Small group tuition for identified students in Year 3 and 4 classes have been provided with a daily phonics and phonemic awareness program. <p>The allocation of this funding has resulted in the following impact: Small group tuition for identified students in Year 3 and 4 classes have been provided a daily phonics and phonemic awareness program. All students have made improvement in their learning as identified in the COVID ILSP 2023 SIP data.</p> <p>After evaluation, the next steps to support our students will be: 2024 COVID ILSP funding has been reduced significantly and only allows for 7 hours per week SLSO time which will be used for small group tuition in Years 3 and 4.</p>
<p>Per capita</p> <p>\$83,324.84</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Bellingen Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Per capita \$83,324.84</p>	<p>including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Elevating the Teaching and Learning Cycle • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Small class sizes across the school • Employment of extra SLSO staff to support students K-6 in classroom and playground. • Employ casual teachers for relief to attend PL. • Employment of extra teachers in K-2 for 3 days a week to fund the 3 Teacher model. <p>The allocation of this funding has resulted in the following impact: NAPLAN. Check in Assessment and Essential Assessment data continues to show growth in Reading and Numeracy results. The Three (3) Teacher model continued in 2023 but only in K-2. Extra funding went towards SLSO's in all grades to support students 3-6. 5 classes across Year 5-6 to ensure small groupings Speech Therapy continued in 2023 due to the high number of students requiring speech intervention</p> <p>After evaluation, the next steps to support our students will be: 5 classes across Year 5-6 to ensure small groupings. Years 3 and 4 will all be composite classes for 2024. This will ensure a mix of abilities, behaviours and supports required are in place. Speech Therapy will continue in 2024 due to the high number of students requiring speech intervention. Extra SLSO's will be employed to support students in classroom, special programs and playground.</p>
<p>AP Curriculum & Instruction \$124,070.40</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Elevating the Teaching and Learning Cycle • Attendance • Instructional Leadership and Community Partnerships. • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact:</p>

AP Curriculum & Instruction

\$124,070.40

By providing high impact professional learning on curriculum reform through enacting the K-2 English and Mathematics Syllabii and engaging with English and Mathematics Syllabii 3-6, all teachers have been provided with the skills and knowledge to be informed regarding the need for curriculum change, the essential features of the new digital syllabus and the evidence that underpins, the supports made available via the DoE and APC&I.

Teachers in K-2 can successfully teach, assess and report using the new curriculum and 3-6 teachers can identify and plan for changes needed to implement the new curriculum in 2024.

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

Provide teachers with 2 days per term working with APC&I and Stage Leaders to continue the journey of implementing and embedding knowledge around the new curriculums.

Mentoring sessions by APC&I will be timetabled across the school for each class.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	163	148	138	116
Girls	215	202	177	157

Student attendance profile

School				
Year	2020	2021	2022	2023
K	87.7	83.5	82.5	86.1
1	86.3	82.5	82.0	89.3
2	87.8	83.9	82.8	90.0
3	90.3	86.9	81.5	85.2
4	88.6	89.2	81.8	85.9
5	89.2	85.8	82.6	87.0
6	89.0	85.7	82.3	86.6
All Years	88.5	85.5	82.2	87.0
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

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.8
Classroom Teacher(s)	16.4
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.22

*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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	246,916.95
Revenue	4,589,764.75
Appropriation	4,433,202.43
Sale of Goods and Services	39,918.71
Grants and contributions	107,396.06
Investment income	9,247.55
Expenses	-4,494,955.13
Employee related	-4,059,412.44
Operating expenses	-435,542.69
Surplus / deficit for the year	94,809.62
Closing Balance	341,726.57

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.

	2023 SBAR Adjustments (\$)
Targeted Total	217,204
Equity Total	267,066
Equity - Aboriginal	28,039
Equity - Socio-economic	55,376
Equity - Language	2,400
Equity - Disability	181,250
Base Total	3,234,737
Base - Per Capita	83,325
Base - Location	57,521
Base - Other	3,093,892
Other Total	483,567
Grand Total	4,202,574

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me data was used to survey students, teachers and parents. Bellinghen Public School continue to show an upward trend in overall parent satisfaction for school and systems that are in place.

Student survey data shows varied results across the social-emotional outcomes and downward trend for Drivers of Student Outcomes between June and November but all areas have increased since 2022 showing an increase in satisfaction.

Teacher survey also showed varied results between 2022 and 2023 but movements are between 0 and 0.4. Varied results do not allow the school to make a determined decision on overall satisfaction.

Parents: Parents Feel Welcome 6.5, Parents are Informed 5.3, School Supports Learning 7.0.

School Supports Positive Behaviour 7.5 (increase by 0.4 2022), Safety at School 6.5 (increase by 0.6 2022), Inclusive School 6.5 (increase by 0.9 2022)

Students: Sense of Belonging 65% (increase by 3%) Positive Behaviours at School 77% (decrease by 6%), Interest and Motivation 50% (decrease by 3% but increase by 1% in 2022), Positive Learning Climate 6.0 (down by 0.2 but increased from 2022 at 5.7) Expectations for Success 7.5 (an increase from 7.2 in 2022)

Teachers: Inclusive School 8.3 (down 0.3), Leadership 7.7 (increase 0.2) Collaboration 8.1 (remains same), Learning Culture 7.9 (decrease 0.1), Data informs practice 7.8 (increase 0.2), Teaching Strategies 7.9 (remains same), Challenging and Visible Goals 7.4 (remains the same), Planned Learning Opportunities 7.5 (decrease 0.3), Quality Feedback 6.8 (decrease 0.4)

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.