

2023 Annual Report

Belltrees Public School



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Introduction

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

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

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School vision

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

School context

Belltrees Public School (BPS) is a small rural school with deep historical value within the school community. Our school has been delivering high quality education for more than 140 years. The school is located on the Belltrees property, 33km east of Scone. We have a current student enrolment of 6 students, with families from the surrounding townships of Moonan Brook, Moonan Flat, Stewarts Brook, Belltrees and Gundy attending. The school is well equipped, with the latest technology and resources that allows teachers to provide engaging, hands-on learning opportunities focusing on academic growth and development. Students have the opportunity to enjoy flexible learning spaces within the classroom that allow them options for maximising their engagement with each other and the curriculum. The cattle yards, poultry house and vegetable gardens also provide students the opportunity for leadership and environmental education activities. BPS is a collaborative school which interacts with other schools in the Upper Hunter region and beyond. Through our collaborative efforts, students enjoy academic workshops, sporting events and social experiences which lead to lasting friendships and strong bonds, especially as students move into high school. The parents and carers of BPS have positive partnerships with staff to improve the learning and wellbeing experiences for their children and are valuable contributors to our school community.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

This direction aims to foster a holistic commitment to aspirational expectations towards excellence for all students, through embedding explicit instruction to enhance the teaching and learning experience. A collective school focus on embedding high-quality, evidence-based teaching methods will ensure continuous improvement for all students and cater for the full range of abilities.

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

English language proficiency

Low level adjustment for disability

QTSS release

AP Curriculum & Instruction

Summary of progress

The focus for 2023 was responding to feedback and data that had been identified in previous evaluation processes and establishing systems to address these areas for development. For reporting, feedback from the school's families and community indicated the need for improved holistic reporting through informal strategies, keeping families informed of day-to-day activities in the classroom. Our second initiative was orientated towards identifying students' areas for improvement that previous intervention programs had not addressed and tailoring a program to support student growth and attainment in these areas.

For improving our school's holistic reporting, we reviewed our current practices and identified strategies that could improve how we communicate learning with our families and community. Using strategies from the Family-School Partnership Framework, investigating best practice in other schools and reviewing feedback, the school established an action plan to improve this method of communication. Feedback to the changes have been positive but many of the strategies will take more time to embed in our school's culture or further implementation efforts are required. In 2024 the focus will be on continuing to embed these informal communication and reporting practices into our school's culture to better inform families and the communities about the day-to-day learning of students at Belltrees Public School.

In the school's efforts to provide teaching and learning programs that demonstrate high-levels of individualised pathways for each student, catering for their identified learning needs, the school's implementation of the Jocelyn Seamer's Reading Success in Action program had many positive impacts. With a focus on spelling and morphology, students demonstrated good growth based on summative assessment and highly positive feedback regarding their individual confidence in the concepts learnt. Due to a range of staffing changes due to leave, the program's implementation phase was reduced, but the results achieved by students clearly outline the importance of continuing the program. In 2024 the focus will be revising and extending this learning program to support student growth and attainment in reading and ensure an effective, individualised approach to learning is a core component of the school's process.

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 students can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.	PAT testing indicates the percentage of students achieving growth in reading has decreased. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

<p>All students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.</p>	<p>PAT testing indicates the percentage of students achieving growth in numeracy has increased. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>
<p>75% of students attending >90% of the time, increasing the school's system-based target beyond the lower-bound.</p>	<p>The number of students attending school 90% of the time or more has increased.</p>
<p>There is an upward trend in data relating to 'communicating' and 'connecting learning at home and at school', as aligned with the 'Community Reflection Matrix'.</p>	<p>Due to the small cohort size, the community reflection matrix was demonstrated to not be an appropriate measurement tool. Through a range of formal and informal meetings, surveys and feedback, our students, parents/carers and wider community demonstrate satisfaction towards the school's efforts to enhance communication and connecting learning at home and at school.</p>

Strategic Direction 2: Connect, succeed and thrive

Purpose

This direction focuses on the school being recognised within the community for its culture of high expectations and commitment to nurturing, guiding, inspiring and challenging students. The school community prioritises student wellbeing and learning engagement. The school is responsive to the range of learning needs of all students and provides rich learning experiences that are significant to the student's family and community. The school takes a creative approach to school resourcing, ensuring the availability of a wide range of elements to optimise learning, including the physical environment.

Initiatives

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

- Community engagement
- STEM in the environment

Resources allocated to this strategic direction

Summary of progress

The focus for 2023 was on enhancing our students' learning opportunities through a strong sense of connection with our students' families and the wider community. Engaging with our families, local schools, community groups and organisations allowed us to enrich our students' sense of belonging and build significance in their learning. Additionally, the school developed further opportunities to create additional learning pathways for our school and community through early childhood education.

These initiatives involved a range of efforts that implemented or refined practices that had been identified through feedback suggesting improved measures for supporting our students and community.

In creating effective learning pathways for students in our community, the school implemented Bright Beginning @ Belltrees hybrid preschool program in 2023. After consultations with our families and wider community, accessing early education opportunities and school readiness was highlighted as a priority in our setting. The school successfully applied through the Community Safety Net framework to operate this program at Belltrees Public School. This process enabled two days of preschool education to be offered to families in our rural/remote community that did not have access to other early education placements in our region. Feedback from parents/carers about this program has been highly positive, recognising the academic and social/emotional benefits being attained through this opportunity. The success of this program has meant that Bright Beginnings @ Belltrees will extend to four days in 2024, however, the school was also informed that we would no longer be eligible to participate in this program beyond 2024. In 2024 the focus will be collaborating with relevant stakeholders to explore alternative and sustainable early childhood education and care options that best meets the needs of our community. The Bright Beginnings funding of \$69,886 was secured through the Community Safety Net framework to host the hybrid preschool model. These funds supported the school in staffing and resourcing the early childhood program.

In strengthening collaboration beyond the school and enhancing participation, the school focused on developing a community learning hub philosophy throughout 2023 through the theme 'STEM in the Environment'. The school strategically developed ongoing relationships with government and non-government agencies, community groups, businesses and other educational providers, which enhanced learning opportunities and outcomes for students and families. Furthermore, families and community members contributed to the life of the school in ways that reflected their interests, skills, experience and capacity. A range of activities and events occurred during 2023 to foster this philosophy. Some highlights included the Hunter River Health Check, developed by the students of Belltrees Public School with support from Hunter Local Land Services, as well as the field day - 'A Journey to Regeneration' that brought together experts from the field that led this community learning event. Belltrees Public School was able to foster strong partnerships with a range of stakeholders that led to improved outcomes and experiences for our students. Significant outcomes that were attained during 2023 which recognised the success of this initiative, included:

- Group and Individual honours at the Australian Sustainable Communities (Tidy Town) National Awards.
- Winners of the Minister's Young Climate Champions Awards at the Banksia's NSW Sustainability Awards.
- Runners up at the Hunter Young Business Mind Awards.

In 2024 the focus will be continuing to enhance partnerships that create positive learning outcomes and experiences for students of Belltrees Public School, as well as collaborating schools. Additionally, the school will further build its capacity to lead in this field through the support of our collaborators that have supported our journey so far, this will include

refining our wellbeing approach to further enhance students' engagement and overall wellbeing.

These endeavours in 2024 will further support improvements towards strengthening learning alliances with other schools, community groups and organisations, as well as building effective partnerships with parents and the wider community to provide significance to students' learning, engagement and sense of belonging.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
There is an upward trend in data relating to 'participating' and 'collaborating beyond the school', as aligned with the 'Community Reflection Matrix'.	Due to the small cohort size, the community reflection matrix was demonstrated to not be an appropriate measurement tool. Through a range of formal and informal meetings, surveys and feedback, our students, parents/carers and wider community demonstrate growing satisfaction towards the school's efforts to enhance collaboration beyond the school and wider participation with the community.
Upward trend in academic and social/emotional outcomes. There is an upward trend in post-event feedback regarding the building of knowledge and engagement in the environment from visiting students, teachers and community members.	Student surveys and testing indicates the percentage of students demonstrating an upward trend in their overall academic and social/emotional outcomes has decreased. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year. Post-event feedback from participants (students, teachers and community members) indicates an upward trend in increasing knowledge and engagement in the environmental activities.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$11,836.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Belltrees Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</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"> • An integrated approach to quality teaching, curriculum planning and delivery <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employed a learning and support teacher to develop and undertake differentiated instruction programs for students requiring additional support. <p>The allocation of this funding has resulted in the following impact: Supported the implementation and delivery of an explicit teaching and learning program for Literacy. The additional staffing supported students through their individualised learning programs, targeting identified point-of-need learning. This intervention demonstrated positive growth in targeted components of Literacy.</p> <p>After evaluation, the next steps to support our students will be: Ongoing targeted intervention through identified explicit teaching and learning programs for Literacy will continue, including the additional staffing allocated to support point-of-need learning.</p>
<p>Aboriginal background</p> <p>\$1,635.63</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Belltrees Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</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"> • An integrated approach to quality teaching, curriculum planning and delivery <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff - Student Learning Support Officer (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Enabled targeted intervention and support for Aboriginal students in their teaching and learning programs. The additional staffing supported students through their individualised learning programs, providing one-on-one support and developing resources to further cater for identified learning requirements. This intervention demonstrated positive growth in targeted students academic and social/emotional outcomes.</p> <p>After evaluation, the next steps to support our students will be: Ensure additional learning supports and frameworks are available to assist Aboriginal students attain positive academic and social/emotional outcomes.</p>
<p>Low level adjustment for disability</p> <p>\$17,785.87</p>	<p>Low level adjustment for disability equity loading provides support for students at Belltrees Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Low level adjustment for disability</p> <p>\$17,785.87</p>	<p>including:</p> <ul style="list-style-type: none"> • An integrated approach to quality teaching, curriculum planning and delivery <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employed a learning and support teacher to develop and undertake differentiated instruction programs for students requiring additional support. • providing support for targeted students within the classroom through the employment of SLSO. <p>The allocation of this funding has resulted in the following impact: Supported the implementation and delivery of an explicit teaching and learning program for Literacy. The additional staffing supported students through their individualised learning programs, targeting identified point-of-need learning. This intervention demonstrated positive growth in targeted components of Literacy.</p> <p>After evaluation, the next steps to support our students will be: Ongoing targeted intervention through identified explicit teaching and learning programs for Literacy will continue, including the additional staffing allocated to support point-of-need learning.</p>
<p>Location</p> <p>\$6,044.70</p>	<p>The location funding allocation is provided to Belltrees 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses. • student assistance to support excursions. <p>The allocation of this funding has resulted in the following impact: Provided increased opportunities for students to connect and collaborate in a range of activities and experiences that supported their academic, social or emotional development, as well as overcoming the challenges of isolation.</p> <p>After evaluation, the next steps to support our students will be: Continue to investigate opportunities for students to collaborate with their peers from other schools and access opportunities to connect with events and organisation that will enhance their schooling life.</p>
<p>Professional learning</p> <p>\$4,920.50</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 Belltrees 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 initiative funding include:</p> <ul style="list-style-type: none"> • course costs for staff undertaking recognised courses. • teacher relief for staff engaging in professional learning. <p>The allocation of this funding has resulted in the following impact: Built the capacity of staff to support the implementation of the school's strategic plan. Additionally, it ensured all staff met mandatory requirements as part of their role.</p> <p>After evaluation, the next steps to support our students will be:</p>

Professional learning \$4,920.50	Enhance teacher's capacity to deliver explicit instruction in Literacy and Numeracy to support student attainment and growth. Additionally, support staff met their mandatory requirements as part of their role.
QTSS release \$828.58	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Belltrees 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"> • An integrated approach to quality teaching, curriculum planning and delivery <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Supported collaboration between staff to identify, analyse and plan interventions and targeted programs for student learning. Additionally, it enabled staff to research effective explicit instruction program to enhance teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: Provide collaboration time for staff to analyse and refine teaching and learning programs and practices to build capacity in attaining positive Literacy and Numeracy outcomes.</p>
COVID ILSP \$11,927.82	<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"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy - phonics and spelling <p>The allocation of this funding has resulted in the following impact: Enabled targeted intervention for identified students, requiring additional support, in their teaching and learning programs. The additional staffing supported students through their individualised learning programs, providing one-on-one support and developing resources to further cater for identified learning requirements. This intervention demonstrated positive growth in targeted students academic outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continued small group intervention addressing identified learning needs through targeted, explicit programs.</p>
English language proficiency \$2,400.00	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Belltrees 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"> • An integrated approach to quality teaching, curriculum planning and delivery <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: Enabled targeted intervention and support for EAL/D students in their teaching and learning programs. The additional staffing supported students through their individualised learning programs, providing one-on-one support and developing resources to further cater for identified learning requirements. This intervention demonstrated positive growth in targeted students academic and social/emotional outcomes.</p> <p>After evaluation, the next steps to support our students will be: Ensure additional learning supports and frameworks are available to assist EAL/D students attain positive academic and social/emotional outcomes.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	6	3	2	1
Girls	5	4	2	2

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.8	79.3		
1	97.1	79.9		
2	100.0	94.6	93.5	
3	95.7	90.3	93.5	92.6
4	97.0		91.9	93.7
5	97.2	95.7		93.7
6	93.9		93.5	
All Years	96.3	89.8	93.1	93.3
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8		
1	91.7	92.7		
2	92.0	92.6	87.8	
3	92.1	92.7	87.6	90.9
4	92.0		87.4	90.6
5	92.0	92.1		90.3
6	91.8		86.3	
All Years	92.0	92.6	87.3	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)	0.2
Classroom Teacher(s)	0.23
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.2

*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	51,957.40
Revenue	560,349.13
Appropriation	542,280.59
Sale of Goods and Services	384.54
Grants and contributions	15,085.00
Investment income	1,164.73
Other revenue	1,434.27
Expenses	-506,243.79
Employee related	-420,787.42
Operating expenses	-85,456.37
Surplus / deficit for the year	54,105.34
Closing Balance	106,062.74

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	0
Equity Total	33,658
Equity - Aboriginal	1,636
Equity - Socio-economic	11,837
Equity - Language	2,400
Equity - Disability	17,786
Base Total	324,100
Base - Per Capita	1,041
Base - Location	6,045
Base - Other	317,014
Other Total	83,268
Grand Total	441,026

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

Every year, Belltrees Public School actively seeks feedback from our parents and carers, staff and students about our school. We highly value this feedback as it enables us to adapt and improve the educational opportunities we offer, cultivate positive relationships and enhance our community connections. We communicate through conversations, informal and formal meetings, surveys, school newsletters, Facebook, Instagram and the school website.

Parent/Career: Parents report:

'Belltrees preschool is an absolute game changer and is a great addition to the community. All aspects are fantastic.'

'This small rural preschool & school is so unique and beneficial to our children's development and sense of place.'

Students: Students report:

'I like the school because of the fun learning, the kind teachers and the friends I have made at this school.'

'I like school because of the one-on-one education.'

'I love coming to school to play with my friends and learn about time.'

Teacher: Teachers report:

'It is unique to be teaching in an environment that is so supportive and respectful - by students, staff and the parent body.'

'A place where everyone is cared for and expected to always do their best. Individual needs are always catered for and families supported.'

From feedback, moving forward, Belltrees Public School plans to evaluate and enhance our efforts to develop a holistic approach for creating a stronger sense of wellbeing across the school to support students and staff to thrive. BPS will continue its efforts to embed informal reporting strategies to strengthen the relationship between school and home, providing families regular and ongoing insight into their children's learning and experiences at our school.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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