2023 Annual Report

Bella Vista Public School

Bella Vista
PUBLIC SCHOOL

4663

Introduction

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

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

School contact details

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Kindergarten students exploring our Dinosaur garden.

School vision

At Bella Vista Public School, our aim is to create an environment where staff and students collaborate in their learning enabling everyone to reach their potential through an innovative and negotiated curriculum that challenges and supports all members of the school community.

We recognise that we need to create learning and teaching environments where the curriculum and pedagogy reflect today's world. At Bella Vista we are committed to providing learning spaces that are designed to be configured in different ways to suit the learning needs of students. Flexible learning spaces enable us to place student learning at the core of our decision making.

The school's goals are to:

1. Ensure every student is known, valued and cared for.

2. Ensure every student, every teacher and every leader improve every year.

3. Develop a strong foundation in literacy and numeracy and deep content knowledge for every student.

4. Foster individual interests, talents, creative thinking, problem solving, initiative and leadership.

5. Nurture responsible, compassionate citizens who are resilient, life-long learners.

School context

Bella Vista Public School is located in the Northwest Sydney region and has 1076 students. The school includes five multi-categorical (MC) support classes for students with a disability.

Bella Vista Public School incorporates an innovative educational model, including modern specialist teaching and learning spaces that are organised into distinct home bases. The school uses Microsoft tools as a platform for teaching and learning. The school has an active P and C Association.

The school has completed a situational analysis that has identified three areas of focus for the school's Strategic Improvement Plan. It is important to note that due to the school being newly built and the COVID-19 pandemic, the external data available is minimal. The school's next plan will build upon the work undertaken in the previous school planning cycle around quality instruction in reading, inquiry-based learning and school culture.

Student Growth and Attainment

When analysis was conducted against the student outcome measures and school baseline data it was evident that our students are meeting expectations but expected growth in both reading and numeracy in the years of 3-6 is an area for explicit focus in the new school plan. Internal data reveals the focus to be;

Reading - comprehension, feedback and assessment.

Numeracy - quantifying numbers, multiplicative strategies and additive thinking.

Our whole school focus to improve student growth and maintain student achievement in reading and numeracy will be underpinned by the evidence base provided in *What Works Best: 2020 update*.

Lead

When conducting the analysis of innovative thinking and learning it was evident that students needed to have further opportunity to be involved in leading and directing their own learning. The literature / research embedded in *Education For A Changing World* supports this view. As a result, a whole school focus on the initiatives of 'Leaders of Learning' and 'Inquiry based Learning' will be completed in the new school plan.

Connect

Bella Vista Public School is a growing school. The analysis of school wellbeing found that students, parents and the wider community were satisfied with the school in terms of academics, culture and achievement. In this planning phase we will focus on continuing to connect with our students, their parents and the community through two initiatives; *Healthy Minds, Connected and Engaged Learners* and *Restorative Practice.*

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework 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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Students should be reflective, self-directed learners who are challenged. Evidence-informed practices will be embedded to ensure students achieve and exceed expected growth, resulting in maximised student literacy and numeracy outcomes.

Initiatives

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

- Reading
- Numeracy

Resources allocated to this strategic direction

Professional learning
Integration funding support
English language proficiency
Low level adjustment for disability
QTSS release
Refugee Student Support
New Arrivals Program

Summary of progress

In 2023, progress was made towards the implementation of strategic direction one, Grow. Our focus has been to improve student outcomes in reading and numeracy, implementation of the K-2 English and mathematics syllabus and to continue engaging staff in curriculum reform for implementation of the new syllabus across 3-6 in 2024.

What we did do...

In Term 1, the APCI led professional learning focusing on version 3 of the Literacy and Numeracy Learning Progressions and PLAN2. Internal and external data collection and analysis was reviewed and updated to reflect the teaching and learning cycle. The APCI and SD1 team engaged in professional learning focusing on reading comprehension and decodable texts.

In Term 2, the DP and APCI led stage based differentiated professional learning across K-2 with a focus on guided reading using decodable texts. Teachers participated in half-day professional learning sessions on the new Stage 2 and Stage 3 English syllabus and commenced the 'Curriculum planning for every student in every classroom' modules.

In Term 3, the DP and APCI continued stage based differentiated professional learning with 3-6 focusing on comprehension and vocabulary. Teachers continued to participate in half-day professional learning sessions to complete the 'Curriculum planning for every student in every classroom' modules.

In Term 4, the APCI led half-day professional learning sessions, giving teachers the opportunity to engage collaboratively. Teachers applied this new learning to begin planning for 2024.

Upon reflection we...

- Refined our data collection and analysis process to reflect the teaching and learning cycle.
- Enhanced teacher knowledge, understanding and skills in effectively identifying and catering for the diversity of learners when planning, programming, teaching and assessing.
- Strengthened teaching practices to improve student outcomes in reading and comprehension.
- Supported teachers to engage in the new English and mathematics syllabus, identifying and planning for the changes required to implement the curriculum across 3-6 in 2024.

In 2024, we will deepen teaching practice in reading and numeracy through differentiated professional learning to ensure ongoing growth in student outcomes. We will teach, assess and report using the new syllabus across 3-6 and ensure all new practices in reading and numeracy are embedded across all teaching and learning.

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
Minimum of 93% of K-2 students achieving at or above expected level of the Understanding Texts sub-element of the Literacy Progressions.	Data indicates 86% of K-2 students are achieving at or above the expected level of the Understanding Texts sub-element of the Literacy Progressions, indicating progress toward the annual progress measure.
Minimum of 90% of Year 3-6 students achieving at or above expected level of the Understanding Texts sub-element of the Literacy Progressions.	Data indicates 88.5% of 3-6 students are achieving at or above the expected level of the Understanding Texts sub-element of the Literacy Progressions, indicating progress toward the annual progress measure.
Minimum of 90% of K-2 students achieving at or above expected level of the quantifying numbers and additive strategies sub-element of the Numeracy Progressions.	Data indicates 90% of K-2 students are achieving at or above the expected level of quantifying numbers and additive strategies sub-element of the Numeracy Progressions, indicating an achievement of the annual progress measure.
Minimum of 90% of Year 3-6 students achieving at or above expected level of the quantifying numbers and multiplicative strategies sub-element of the numeracy progressions.	Data indicates 81.5% of 3-6 students are achieving at or above the expected level of quantifying numbers and multiplicative strategies sub-element of the Numeracy Progressions, indicating progress toward the annual progress measure.
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students in Years 3 and 5 achieving growth in reading has increased by 5.19%.
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students in Years 3 and 5 achieving growth in numeracy has increased by 5.17%.

Students engaged in reading quality literature.

Strategic Direction 2: Lead

Purpose

The world is changing at a rapid pace. Providing children with challenging, innovative and student-centred learning experiences will foster deep engagement and inspire curiosity. Students will become lifelong learners.

Initiatives

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

- Leaders of Learning
- Inquiry Based Learning

Resources allocated to this strategic direction

Professional learning

Summary of progress

In 2023, progress was made towards the implementation of strategic direction two, Lead. Our focus has been to refine and develop teaching practice on the inquiry-based learning framework to embed student voice.

What we did do...

In Term 1, Assistant Principals led grade teams to implement the inquiry based learning framework into a Key Learning Area (history) program.

In Terms 2 and 3, the Strategic Direction two team (SD2) led 3-6 staff through differentiated professional learning to revise and unpack each element in the framework. The targeted professional learning developed staff knowledge, understanding and skills to plan a robust and sustained inquiry through eliciting student voice and utilised students' responses for explicit learning experiences. The previous 2022 framework was also condensed into six elements.

In Term 4, the Strategic Direction two team led K-6 staff to reflect on their journey of teaching inquiry-based learning. Staff reflections were collected and analysed by the SD2 team to conduct a spiral of inquiry to plan future steps for 2024. Staff engaged in reflection to revise, communicate and celebrate their journey in 2023. Furthermore, Assistant Principals led grade teams in the designing of an inquiry unit, using the refined inquiry framework.

Upon reflection we...

- Revised and refined our inquiry based learning framework to ensure staff could implement the framework in their teaching and learning programs.
- Developed teacher knowledge and ability to create an open-ended essential question to drive inquiry.
- Enhanced collaborative practice to design and implement authentic and robust explicit learning experiences, that embeds student voice and honours student choice.

In 2024, we will conduct a spiral of inquiry to further embed peer and self-assessment into teaching and learning programs. There will be a focus on students identifying their own learning goals to reflect the Learning Intention and Success Criteria of specified learning activities.

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 staff participate in professional learning that will develop their pedagogy in Innovative Learning Environments to improve teaching practice and student outcomes.	Co-teaching agreements underpin teaching practice within all home bases and teachers ensure that the co-teaching cycle is adhered to. Staff who are unfamiliar with Bella Vista's Innovative Learning Environments engage in an induction program and are assigned a mentor teacher to support them with the implementation of collaborative teaching practices. Our leadership team focus on the continuous improvement of all students and staff to ensure that

All staff participate in professional learning that will develop their pedagogy in Innovative Learning Environments to improve teaching practice and student outcomes.	students are at the centre of all learning. Staff differentiate their teaching practice to improve learning outcomes.
A minimum of 75% of staff have developed the capacity to implement effective feedback practices to ensure student feedback is elicited by teachers and peers and themselves to inform teaching priorities.	Staff have continued to refine and provide feedback using the TAG protocol. Students are able to critique and provide feedback, and use the feedback to improve the quality of their work.
All K-6 Science & Technology programs have implemented the design thinking process and all students are engaged in the design thinking process.	All K-6 science and technology programs are working towards implementing the design thinking process. Staff have a developed knowledge and understanding to embed inquiry based learning, with students engaged in the inquiry elements that align with the phases from the design thinking process.
IBL process is implemented in K-6 teaching and learning programs.	The Bella Vista Inquiry Based Framework is used as part of planning teaching and learning programs, and implemented among different Key Learning Areas.

Student collaboration and responding to feedback to
improve their house design.

Strategic Direction 3: Connect

Purpose

The school environment and the world in which our students grow, continues to change. In a climate of care, we will nurture students, parents and teachers to connect, succeed and thrive. Students will be actively engaged, empowered and motivated global citizens.

Initiatives

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

- Healthy Minds, Connected and Engaged Learners
- Restorative Practice Framework

Resources allocated to this strategic direction

Refugee Student Support
Aboriginal background
Socio-economic background
Low level adjustment for disability

Summary of progress

In 2023, further progress was made in strategic direction three, Connect. Our focus has been to reflect on our whole school processes through a situational analysis.

What we did do...

In Term 1, Assistant Principals provided induction for new teachers regarding the wellbeing processes at Bella Vista Public School and to introduce the Restorative Practice Framework.

In Term 3, Assistant Principals worked with Restorative Practice trainers to provide professional learning for new teachers who were not initially trained in Restorative Practice. APs surveyed teachers and students on school culture and on the impact of the implementation of Restorative Practice. Staff consultation occurred.

In Term 4, Assistant Principals modified play hubs in response to student surveys. Sport clinics, facilitated by SLSOs, were introduced at lunch times. Peer Support professional learning was attended by school executive in preparation for 2024.

Upon reflection we...

- Used student voice to analyse relationships amongst students.
- Reflected on the situational analysis with Restorative Practice trainers to develop future directions.
- Promoted respectful behaviour.

In 2024, we will introduce a Peer Support program across K-6 to support student wellbeing and develop our Stage 3 students as Peer Leaders.

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
An increase in students and parents reporting a 'Sense of Belonging' and 'Positive Relationships' in the school community.	Data from the Tell Them from Me survey conducted in November 2023 shows that: 74% of students have reported a sense of belonging. 86% of students have stated that they feel like they have 'positive relationships'. 96% of teachers believe that students have a strong sense of belonging.

An increase in students and parents reporting a 'Sense of Belonging' and 'Positive Relationships' in the school community.	93% of parents feel that the school is a culturally safe place for all students. This indicates that our school community has an inclusive culture and a strong sense of belonging.
Students resolve conflict using restorative practice.	Teachers continue to lead restorative circles to promote and restore relationships when conflict arises.
80% of students attend school more than 95% of the time.	Of the 996 students enrolled, our attendance rate was 93.1%. The number of students attending greater than 90% of the time has increased from 60% in 2022 to 78.5% in 2023.

Our students are known, valued and cared for.

Funding sources	Impact achieved this year
Refugee Student Support $666.74	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Healthy Minds, Connected and Engaged Learners **Overview of activities partially or fully funded with this targeted funding include:** • Additional staffing for targeted interventions to support student learning. **The allocation of this funding has resulted in the following impact:** 100% of students received individual targeted support in their learning of English. **After evaluation, the next steps to support our students will be:** To employ a bilingual school learning support officer (SLSO) to support students to clarify learning in their home language.
New Arrivals Program $66,545.00	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 Bella Vista Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading **Overview of activities partially or fully funded with this targeted funding include:** • Employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. **The allocation of this funding has resulted in the following impact:** 87% of students progressing to the next phase of English learning proficiency. **After evaluation, the next steps to support our students will be:** Professional learning for classroom teachers to enhance teaching and learning programs to ensure access by all students.
Integration funding support $75,176.00	Integration funding support (IFS) allocations support eligible students at Bella Vista Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading **Overview of activities partially or fully funded with this targeted funding include:** • Additional staffing to assist students with additional learning needs. **The allocation of this funding has resulted in the following impact:** All eligible students in mainstream classes received personalised learning and support within their own homebase and have met grade / curriculum expectations; and supported, as needed, socially in the playground. **After evaluation, the next steps to support our students will be:**

Integration funding support $75,176.00	To formally incorporate integration funding decision making into the learning and support team meeting agenda ensuring funding used is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews ensuring funding is used to specifically address each student's support needs.
Socio-economic background $14,663.11	Socio-economic background equity loading is used to meet the additional learning needs of students at Bella Vista Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Healthy Minds, Connected and Engaged Learners **Overview of activities partially or fully funded with this equity loading include:** • Providing students with economic support for educational materials, uniform and equipment. • Resourcing to increase equitability of resources and services. **The allocation of this funding has resulted in the following impact:** 100% of students and families supported when requesting financial aid. **After evaluation, the next steps to support our students will be:** To continue economic support for families in 2024.
Aboriginal background $4,495.06	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bella Vista Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Healthy Minds, Connected and Engaged Learners **Overview of activities partially or fully funded with this equity loading include:** • Purchase of school literacy resources embedding Aboriginal culture. **The allocation of this funding has resulted in the following impact:** All teaching and learning programs embed Aboriginal culture. **After evaluation, the next steps to support our students will be:** To ensure that the school continues to have current resources to increase the knowledge and understanding of Aboriginal culture in teaching and learning programs.
English language proficiency $581,112.89	English language proficiency equity loading provides support for students at all four phases of English language learning at Bella Vista Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Numeracy **Overview of activities partially or fully funded with this equity loading include:** • Employment of additional staff to support delivery of targeted initiatives. • Additional staffing intensive support for students identified in beginning and emerging phases. • Additional teacher time to provide targeted support for EAL/D students and for development of programs.

English language proficiency $581,112.89	**The allocation of this funding has resulted in the following impact:** Increased teacher capacity to identify the learning needs of EALD students. EALD students showing improved outcomes. **After evaluation, the next steps to support our students will be:** To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, and transfer this practice across all key learning areas (KLAs). To track students who received speech assistance in 2023 and continue support if required. Engage a Speech Pathologist in 2024 to assist with language and speech across the school as needed (repeat model).
Low level adjustment for disability $157,476.63	Low level adjustment for disability equity loading provides support for students at Bella Vista Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Numeracy • Restorative Practice Framework **Overview of activities partially or fully funded with this equity loading include:** • Engaging a learning and support teacher to work with individual students and in a case management role within the home base/whole school setting. • Providing support for targeted students within the home base through the employment of School Learning and Support Officers. • Engage a Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students. **The allocation of this funding has resulted in the following impact:** An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. **After evaluation, the next steps to support our students will be:** To further expand the impact of the learning support team, the school will continue to provide additional support for identified students.
Professional learning $69,618.41	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bella Vista Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Numeracy • Inquiry Based Learning **Overview of activities partially or fully funded with this initiative funding include:** • Provision of half day release for teachers to unpack evidence-based approaches to teaching literacy, numeracy, restorative practice, inquiry-based-learning and curriculum reform K-2. **The allocation of this funding has resulted in the following impact:** All staff use the most effective evidence-based approaches to teach reading, writing and numeracy. All staff tracking students on PLAN2 and the National Literacy Learning Progressions.

Professional learning $69,618.41	**After evaluation, the next steps to support our students will be:** Targeted professional learning focused on the school's three strategic directions led by the executive team. This will ensure that professional learning is aligned with the school's 2024-2027 Strategic Improvement Plan.
QTSS release $206,670.53	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bella Vista Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Numeracy **Overview of activities partially or fully funded with this initiative funding include:** • APs provided with additional release time to support homebase programs. **The allocation of this funding has resulted in the following impact:** 100% of teachers reported lessons differentiated according to students' needs. Improved pedagogy in literacy and numeracy. **After evaluation, the next steps to support our students will be:** To continue to use QTSS time to release staff to work alongside colleagues to improve and reflect on practices and to assist in the achievement of professional development plans.
COVID ILSP $18,566.58	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Employment of an SLSO to facilitate the program. **The allocation of this funding has resulted in the following impact:** Majority of the students in the program achieving significant progress towards their personal learning goals. 88% of students achieving their literacy learning progression goals in understanding texts. 75% of students achieving their numeracy learning progression goals in quantifying numbers and number patterns in algebraic thinking. 86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2. 82% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment. **After evaluation, the next steps to support our students will be:** To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Provide additional in-class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning and Support Team, with suitable adjustments made ensuring student success and growth in the homebase.

Student information

Student enrolment profile

	Enrolments			
Students	**2020**	**2021**	**2022**	**2023**
Boys	223	332	438	522
Girls	180	307	394	469

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	95.5	94.4	90.2	93.1
1	92.6	95.7	89.3	93.0
2	93.5	94.8	90.3	92.5
3	93.5	95.0	89.2	94.1
4	95.0	96.0	91.0	92.3
5	93.5	93.1	88.2	92.2
6	93.6	93.8	88.7	92.1
All Years	94.0	94.9	89.7	92.9
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

* Families evacuating and relocating due to NSW floods

* Sick students staying at home until a negative COVID-19 test was returned

* Household members testing positive to COVID-19

* The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	42.49
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.6
Teacher EAL/D	3.2
School Counsellor	1
School Administration and Support Staff	11.02

*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	599,199.86
Revenue	10,805,945.19
Appropriation	10,058,116.01
Sale of Goods and Services	12,411.01
Grants and contributions	713,946.70
Investment income	16,446.47
Other revenue	5,025.00
Expenses	-10,462,822.22
Employee related	-9,186,945.87
Operating expenses	-1,275,876.35
Surplus / deficit for the year	343,122.97
Closing Balance	942,322.83

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.

Bella Vista has a state-of-the-art FIFA accredited soccer pitch that our students love.

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	62,428
Equity Total	757,748
Equity - Aboriginal	4,495
Equity - Socio-economic	14,663
Equity - Language	581,113
Equity - Disability	157,477
Base Total	7,868,773
Base - Per Capita	263,149
Base - Location	0
Base - Other	7,605,624
Other Total	635,414
Grand Total	9,324,362

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

Students participating in Aboriginal cultural activities.

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.

Explicit teaching at Bella Vista Public School.

Parent/caregiver, student, teacher satisfaction

In 2023, Bella Vista Public School sought the opinion of students in years 4 - 6, teachers and parents via the Tell Them From Me Survey. The survey captures student, teacher and parent voices, providing evidence for schools to use in identifying strengths and areas for improvement.

Key findings included:

- 95% of students persevere with challenging tasks.
- 96% of students indicated that they are interested and motivated to learn.
- Almost all teachers have indicated that the school is a culturally safe place for all.
- 100% of teachers reported that the school is a welcoming place for all students.
- Teachers reported that the school has a focus on leading improvement and change.
- The majority of parents believe Bella Vista Public School staff have high expectations for their children.
- Parents value the communication about their child that the school provides.

Students: What do you like about Bella Vista Public School?

'I like maths, playtime, my teacher and the equipment'.

'Everything is new... I like that I can walk to school now'.

'People respecting me and my friends and having nice teachers'.

'The home bases are huge and I like that we don't have to sit and listen to the teacher all day and can work in different zones'.

Teachers:

'Students are happy, engaged and supported every day in a great school'.

'I love the flexible design of our learning spaces... how I can match my teaching to the learning zones for children'.

'The wide variety of experience and skills of my colleagues and the supportive parent community; and of course the fantastic students'.

Parents:

'My child comes home happy. She loves her teacher, she loves her friends and she loves that she sees the principal everyday.'

'The parent workshops were excellent. Looking forward to more.'

A welcoming and inclusive 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.