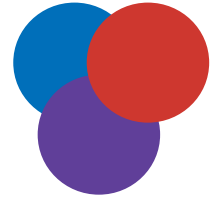


Bellata Public School Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Bellata Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school 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.

Vivianne Fouracre
Principal

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Message from the Principal

Bellata Public School is a great place for children to develop the foundations to a future of responsible global citizens. The staff encourages the children to be true to themselves and question the world around them. Student well-being is at the heart of all that we do.

The school is well-supported by a small but active community. It has a focused P & C Association that runs the canteen, raises funds for school resources and comes together to support the students in any way it can.

Bellata Public School has a reputation of being progressive and dynamic whilst still retaining important values and traditions. It provides opportunities for children to excel in all aspects of their lives; sporting, artistic and social.

The school is strongly committed to providing students with as many relevant and meaningful opportunities as possible both in and out of the immediate school environment. Quality teaching and learning across all Key Learning Areas (KLAs) is a priority.

The school's mission statement, *Proud to be aiming for excellence in education, using the many strengths of the small school situation*, is reflected in the comprehensive education which is offered and outcomes achieved in a safe and happy learning environment.

School background

School vision statement

Our school is a place where everyone, regardless of background or ability, can be a successful learner and be equipped with the skills to succeed as confident, creative and resilient global citizens.

Our Vision is consistent with the **Melbourne Declaration**:

It is about **equity**: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.

It is about **excellence**: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team

It is about **success as a learner**: knowing you, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

In this way our students will grow into **active and informed citizens** locally, nationally and worldwide.

School vision statement

Our Vision requires teachers and leaders who:

- Know the students and how they learn
- Know syllabus content and how to teach it
- Create and maintain supportive and safe learning environments
- Are accountable for student learning through authentic assessment, individual student feedback and in accurately reporting to parents
- Engage professionally with colleagues, parents and carers and the wider community including government and non-government agencies.

School context

Bellata Public School is nestled in leafy grounds of both native and exotic trees which provide safe habitats for a variety of birds and animals. A caring environment is at the heart of the school community which extends beyond the classroom windows.

Students are well catered for in a wide range of curriculum areas which are relevant to their stages of learning. The curriculum is comprehensive and innovative with a strong emphasis on literacy, numeracy, technology and the arts.

Our school has a warm, caring, family environment where all children are valued. Through commitment and professionalism the staff aims to create a stimulating learning environment which is safe and gives students confidence and the experiences necessary to adapt to new situations.

As a school, the teaching and learning programs are physically and financially supported through the commitment of an active Parents and Citizens Association.



Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Overall we felt that the body of evidence we have indicated we are delivering in Learning Culture, Wellbeing, Curriculum and Learning, Effective Classroom Practice, Collaborative Practice, Learning and Development, Professional Standards, Leadership, and School Resources. Evidence indicates we are working towards delivering in Assessment and Reporting, Student Performance Measures, Data Skills and Use, School Planning, Implementation and Reporting and Management Practices and Processes.

In the domain of Learning, we have focused on wellbeing, and curriculum understanding and implementation. Our attendance rates are generally well above the state average and we have had zero suspensions. Diary data indicates fewer behavioural problems with children choosing to make better choices. We have transitions programs in place for new Kindergarten, Year 2 to Year 3 and Year 6 to High School. We have Individual Learning plans in place for students with higher needs and employ staff to allow for extra support.

The curriculum and learning focus in 2015 has been on understanding the new Science Syllabus and initial implementation throughout the whole school. It has included developing a Scope and Sequence using the Primary Connections Science Units as a basis for teaching.

In the domain of Teaching, the 2015 focus was on effective classroom practice. Bellata Public School moved from a full-time two teacher school to a Teaching Principal. Teaching programs had to be readjusted to cater for the wider variety of student abilities. Students were mapped on the Numeracy and Literacy continuums to ensure a focused direction was present for all students, units of work were collaboratively written to cater for the changes in personnel and staff attended professional development activities to ensure all students' needs were being catered for. Staff also developed and implemented their first Personal Development Plan to keep themselves, as professionals, focused on their learning needs.

In the domain of Leading, the focus has been on building community to be comfortable to have their voices heard and help in the decision-making of their school. Staff has lead community meetings, communicated and sought advice through newsletters, surveys and personal phone calls, and celebrated successes.

School resources have been well-managed and all financial records are in line with Departmental Policy. School budgets are consistently monitored and all staff attends mandatory training. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.



Strategic Direction 1

Building Teacher and Leader Capacity

Purpose

Our teaching staff needs to be assured that they are world class educators. They will need to understand and support the new teacher performance and development cycle as part of their day to day learning.

Our teachers need to identify both their strengths and their areas for development and so they will have to become increasingly interdependent. In this way they will be better positioned to deliver student learning that is relevant, challenging and engaging for *each* child that they *teach* and *every* child that they *influence*.

Our office staff needs to remain current in all aspects of the new finance system and build a network of understanding.

Overall summary of progress

During 2015, Bellata Public School focused on the development of teacher professional development plans to help determine strengths and areas for improvements. Staff attended to professional learning both at school, online and at days within the region. A heavier focus was placed on developing learning networks to ensure staff accessed up to date thinking and mentoring. On a student level, school leaders were encouraged to further their leadership skills by attending conferences such as GRIP Leadership and by playing a more active role in school-based decision making.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$
All staff teaching will have a current Professional Learning Plan in line with the Australian Teaching Standards	Professional Learning Plans we developed collaboratively and evidence indicates that they are a very successful way to improve teaching practice.	\$745
Students will be informed of leadership development opportunities as they arise	All Year 6 students attended the GRIP Leadership conference in Moree	\$140

Next steps

In 2016, staff will continue to develop their personal networks focusing on building staff capacity. There will be a close focus on understanding the School Excellence Framework for all staff and on evidence gathering. Staff will also revisit the Australian Teaching standards working towards achieving at their next levels. This will ensure the 3-year plan remains on track to build teacher and leader capacity and provide high quality educational outcomes.

Strategic Direction 2

Strong Foundations for Learning

Purpose

Literacy and Numeracy are the foundations for learning in all of the key learning areas and the core of our work as a school. They are the building blocks for future learning and for life.

At Bellata Public School, each and every student, regardless of background and ability, must be provided with the conditions to learn so that they can be the best that they can be.

To be successful learners, our students need to be literate, numerate, confident, creative and cooperative. They need to be provided with a nurturing environment that builds on their strengths and is in partnership with their community.

These are the Strong Foundations supporting learning at Bellata Public School.

Overall summary of progress

During 2015, Staff at Bellata Public School has focused on whole-school improvement in Literacy and Numeracy. Individual learning plans were developed for students with higher support needs in collaboration with their parents. Scope and Sequences were developed on a cyclical basis for Science, History and Geography to ensure the new curriculums were covered equally.

School-based assessments indicate all children are making positive growth, however NAPLAN results show areas that need further attention.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$
The Principal will lead training in the NSW Syllabi documents in order for their effective implementation	Syllabus implementation is on-time with developed scope and sequences.	
Development of Individual Education Plans to cater for the learning needs of all students, setting realistic and time-framed learning goals.	Finances were expended to employ additional aiding in the classroom to assist students with higher needs. The results often take time to show in schools testing.	\$6450

Next steps

In 2016, we will continue to develop a school assessment calendar to consistently track student progress on a formal level. Informally we will introduce rubrics to assist in providing timely feedback to students and introduce a learning and reflection journal. Staff will build their capacity in consistent teacher judgement in collaboration with their network colleagues.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>Bellata Public School receives a small amount of funding to support students with Aboriginal or Torres Strait Islander heritage.</p>	<p>In 2015, all students travelled to the Moree Art Gallery to view local Aboriginal artefacts and art works. Students then were involved in an art workshop run by Indigenous personnel at the Gallery.</p> <p>Works of art produced by the students were then displayed in the Gallery.</p>	\$840
<p>Socio-economic funding</p> <p>Bellata Public School receives funding to address the educational disadvantage associated with low socio-economic status. It includes improving student attendance, engagement, educational outcomes and wellbeing.</p>	<p>Socio-economic funding was used to employ a School Learning and Support Officer in the infants classroom for two part days per week to assist students with high learning needs. Early data indicates some growth in students' Literacy and numeracy performance.</p>	\$6568
<p>Low level adjustment for disability funding</p> <p>Bellata Public School receives this funding based on the number of students who are performing in the lowest 10% on NAPLAN over the last three years and is consistent with the Every Student, Every School initiative.</p>	<p>Low level adjustment for disability was used to employ a School Learning and Support Officer for an additional two hours per week to work with the mild intellectual disabilities in the Primary classroom.</p>	\$2349



Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile



Student attendance profile

		Year	2010	2011	2012	2013	2014	2015
School	K		94.7	94.7	95.8	92.7	95.4	96.5
	1		98.0	94.0	97.1	96.4	91.6	94.4
	2		97.2	98.3	96.7	91.4	96.6	96.1
	3		89.5	99.4	98.6	95.7	95.5	92.2
	4		97.3	91.5	98.0	97.2	96.6	92.6
	5		97.0	96.1	93.1	94.8	98.5	92.8
	6		89.5	96.7	96.7	96.7	96.6	98.1
	Total		95.0	95.7	96.6	95.0	95.9	94.6
State DoE	K		94.7	94.7	94.3	95.0	95.2	94.4
	1		94.2	94.2	93.9	94.5	94.7	93.8
	2		94.4	94.2	94.2	94.7	94.9	94.0
	3		94.5	94.4	94.4	94.8	95.0	94.1
	4		94.5	94.3	94.3	94.7	94.9	94.0
	5		94.4	94.2	94.2	94.5	94.8	94.0
	6		94	93.8	93.8	94.1	94.2	93.5
	Total		94.4	94.3	94.2	94.7	94.8	94.0

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Teacher Librarian	1
School Administrative & Support Staff	2
Other positions	1
Total	5

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At present Bellata Public School have no staff members that identify as being of Aboriginal or Torres Strait Islander descent.

Teacher qualifications (mandatory)

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

Professional learning and teacher accreditation

Bellata Public School ensures that all staff has access to professional learning and the pathways to teacher accreditation. Teaching staff have developed Personal Learning Plans to enhance their teaching craft and reflect on their learning.

All staff is encouraged to actively seek professional development opportunities in various forms including video conferences, peer observations, network meetings and online learning.

All beginning teachers are currently accredited as proficient under the Board of Studies Teaching and Education Standards.

In 2015, staff participated in:

- Apply First Aid
- Anaphylaxis Training
- Emergency Care
- Child Protection Awareness
- Asthma Management
- Cardio Pulmonary Resuscitation
- Network Meetings
- Principal Learning Days
- Community of Schools Meetings
- PLAN data awareness; and
- Introduction to the Science and History Syllabus



Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	16862.37
Global funds	54239.06
Tied funds	20922.39
School & community sources	8424.12
Interest	692.55
Trust receipts	1150.40
Canteen	0.00
Total income	102290.89
Expenditure	
Teaching & learning	
Key learning areas	8798.78
Excursions	4620.00
Extracurricular dissections	4991.87
Library	0.00
Training & development	779.84
Tied funds	20500.35
Casual relief teachers	4634.65
Administration & office	22177.97
School-operated canteen	0.00
Utilities	9713.25
Maintenance	3995.43
Trust accounts	1150.40
Capital programs	279.20
Total expenditure	81641.74
Balance carried forward	20649.15

Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

During the school year, students at Bellata Public School complete school-based testing in Literacy and Numeracy. Data is analyzed to establish the learning needs of each student. This allows flexible grouping in the classrooms based on needs and assists in identifying children with specific short-term difficulties.

We use the Mathletics Diagnostic test, the Australian Standard Spelling Test, Reading Box tests for

comprehension, and collect writing samples to study the growth and application of grammar and spelling rules.

Overall students are making consistent growth. Students on support programs are making limited growth in line with the learning goals negotiated in their Individual Learning Plans.

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

1. Are you happy with the school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
Students		10%	30%	70%
Staff			100%	
Community			45%	55%

2. Do you think you/your child/children are getting a good rounded education?

	Strongly Disagree	Disagree	Agree	Strongly Agree
Students			60%	40%
Staff			100%	
Community			60%	40%

3. Are there enough opportunities to meet regularly to discuss issues or problems?

	Strongly Disagree	Disagree	Agree	Strongly Agree
Students			50%	50%
Staff			50%	50%
Community			30%	70%

4. Is Bellata Public School a place where parents are encouraged to be involved in their children's education?

	Strongly Disagree	Disagree	Agree	Strongly Agree
Students			60%	40%
Staff			50%	50%
Community			30%	70%

Parents indicated that they would like more advanced notice on some events and are happy to help write a suitable consequences for inappropriate

behavior at Bellata Public School. They also enjoy the opportunity to attend scheduled events and drop-ins to see what their children/child is learning.

Policy requirements

Aboriginal education

Bellata Public School acknowledges the traditional custodians of the land the school is located on- the Kamilaroi people.

Bellata Public School promotes the teaching of Aboriginal perspectives across all Key Learning Areas that includes Aboriginal culture, the arts, and history.

In 2015, all students visited the Moree Plains Art Gallery to study Aboriginal artifacts and works of art. They undertook instruction in making works of art under an Aboriginal artist.

As part of their daily instruction, all students are taught to respect the culture of Indigenous Australians.

Multicultural Education and Anti-racism

Bellata Public School focuses on multicultural education by providing programs which develop the knowledge, skills and attitudes to live harmoniously in a diverse society.

This year our country of study was Italy. Students enjoyed learning about the country's terrain, foods and culture. We held a sharing session with the Country Women's Association- Bellata Branch and their International Officer quizzed the students on all things "Italian."

Bellata has a zero tolerance for racism. Students are encouraged to work together and are taught aspects of relationship building in Personal Development. We have an anti-racism officer.

Other school programs

Sport

2015 was an excellent year of sport for the students at Bellata Public School. To start the year we held our annual swimming carnival. Allira Stolzenberg took out the Minor Championship and Lachlan Miller received the Encouragement Award. Junior Boy went to Charlie Kirkby and Junior Girl Champion went to Ruby Stewart. The Runner Up was Thomas Roach with the Encouragement Award going to

Angus McPherson. In the Senior Division, Jack Johnston received Senior Boy whilst Sophie Hann was the Senior Girl Champion. Max Christie and Teri Kirkby were the Runners Up and Mia Stewart received the Encouragement award.

Students then represented Bellata at the Zone Swimming Carnival in Narrabri. All students swam well with Sophie Hann, Mia Stewart and Jack Johnston swimming particularly well to take out the P5 Relay. They then went on to Armidale, came first there and finally went on to the State Carnival in Sydney and came second. It was an amazing effort by the students and a lot of dedication by their parents running them in and out of town for training sessions.



Sport continued through the year with students competing in the Zone Cross Country at Bellata and then further representation at the Regional Cross Country in Coolah.

We also had outstanding successes at the zone and regional Athletics carnivals with our Relay team winning again and competing at State level. Sophie Hann, Jack Johnston and Teri Kirkby formed the base of the team with Mia Stewart as the fourth member. They competed in the Small Schools Relay and took out the gold medal. Sophie Hann and Mia Stewart competed individually in running and high jump as well.

