Belltrees Public School
Annual School Report

Our school at a Glance
Students

During 2011 there were twelve students enrolled at Belltrees Public School. Daily attendance for the school (93.4%) was similar to regional and state averages. The school comprises one multi-stage class catering for all students from Kindergarten to Year 6.

Staff

The school had one full time teaching principal (1.0) and one part-time release from face to face teacher (0.210). All teaching staff met the professional requirements for teaching in NSW public schools.

Teaching staff members were supported by a full time administrative manager, a full time School Learning Support Officer (SLSO), and a part-time general assistant.

Significant Programs and Initiatives

The school continually looks for ways to improve the educational, sporting and social opportunities for our students. In 2011, the children were involved in a number of initiatives, including small schools and PSSA sporting events, cattle shows and events, curriculum theme days and visits, and school excursions.

Student Achievement in 2011

In the National Assessment Program, the results across the Year 3 and Year 5 Literacy and Numeracy assessments are reported on a scale from Band 1 to Band 8. The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

In 2011, two Year 3 students and one Year 5 student sat the National Assessment Program for Literacy and Numeracy. Results will not be reported in this document, as the privacy of individual students could be affected.

Principal’s Message

Our school motto - Giving Our Best - is reflected in every aspect of our school management, planning, teaching and learning.

Belltrees Public School is a member of the Upper Hunter Learning Community. This involves seven primary schools - Aberdeen, Blandford, Ellerston, Murrurundi, Rouchel, Scone and Belltrees Public Schools and their partner high school, Scone High School. All eight schools work together to promote a comprehensive education for all students from Kindergarten to Year Twelve. As a Learning Community team, the area of Quality Teaching; student engagement, will be our focus for 2012-2014.

Our school is also an active member of the Invermein Teaching Principals’ network. The network builds our capacity as school leaders and administrators, shares resources and teacher professional learning, develops school planning skills, and practises consistent teacher judgment in student assessment and reporting.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Kate Jones

Messages

The children enjoyed learning about the Hunter River with ABC Radio.

P & C Information
The P&C Association of Belltrees Public School holds formal meetings once a term and at other times as needed. Everyone is welcome to attend.

P&C members have successfully catered for the Scone Horse Trials for a number of years. This event is held twice a year, and brings the top local, national and international event riders and judges to the local area. The group consistently receives outstanding feedback and comments on their involvement. The P&C has also catered for a number of local events, including Catchment Management Authority training days and cattle sales.

The association is actively involved in assisting the school financially and through volunteering. Parents frequently transport students to other schools for special events. They also assist with catering for interschool performances.

The P & C supports our school with resources and playground improvements, and provides financial assistance for targeted events such as school camps. Members of the P & C assist with the procurement and sale of school uniforms.

During 2011, the position of P & C President was held by firstly Mr. James Carter and subsequently Mr. David Caddies. Mrs. Paulina White held the position of Secretary, while Mrs. Aleesha Cook held the Treasurer’s position.

Student Representative’s Message

In 2011 we visited other small schools and enjoyed lots of academic and social activities.

The events that we most enjoyed were the small schools swimming and athletics carnivals at Murrurundi and Belltrees, and the Musica Viva days at Rouchel. At these events we interacted with students that we have become friends with over the years, and got to practice the skills we had been learning at school.

This year, we had a fantastic Science Discovery Day, where a science professor performed a great show, and we did lots of experiments. Our excursion to “Walking With Dinosaurs” in Newcastle was unreal!

Sebastian Weber – Senior Leader

Like all small rural schools, Belltrees Public School is the focal point for the local community. Our school community is proud of its reputation for its commitment to the education of its learners.

The relaxed and peaceful school setting is the result of many years of dedicated community planning, participation and hard work. Our well-resourced classroom, library and learning areas promote enthusiastic learners, passionate teachers and the latest technology.

As a school community we are committed to challenging each child to experience success and reach their potential.

Student information

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10</td>
<td>10</td>
<td>7</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

School context

Like all small rural schools, Belltrees Public School is the focal point for the local community. Our school community is proud of its reputation for its commitment to the education of its learners.

The relaxed and peaceful school setting is the result of many years of dedicated community planning, participation and hard work. Our well-resourced classroom, library and learning areas promote enthusiastic learners, passionate teachers and the latest technology.

As a school community we are committed to challenging each child to experience success and reach their potential.
The school’s attendance rates continue to be satisfactory, and are on par with regional and state averages. The attendance rate for Belltrees Public School in 2011 was 93.4%.

Management of Non-Attendance

While parents are legally responsible for the regular attendance of their children, school staff monitor part and whole day absences. Parents are required to explain the absences of their children from school promptly and within seven days to the school. The school keeps accurate records of non-attendance and takes measures to resolve attendance issues, including working with the Home School Liaison Officer and keeping the School Education Director informed of continued unsatisfactory attendance.

Class Sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>11</td>
</tr>
</tbody>
</table>

Staff information

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

Belltrees Public School has an experienced staff, who are committed to ensuring that our school environment is safe and supportive at all times, while encouraging excellence in learning and respect for each other. All teaching staff hold appropriate degrees or diplomas. Teaching and administrative staff continually update their skills and knowledge through professional learning opportunities.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher Relief / Library</td>
<td>0.210</td>
</tr>
<tr>
<td>School Administration Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>1</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.410</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2011, there were no staff members of recognised indigenous background employed at our school.

Staff and students marching proudly at the 2011 Belltrees Sports Day.
Financial Summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>18603.89</td>
</tr>
<tr>
<td>Global funds</td>
<td>40971.72</td>
</tr>
<tr>
<td>Tied funds</td>
<td>44158.24</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>12300.69</td>
</tr>
<tr>
<td>Interest</td>
<td>957.40</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2084.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>119076.14</td>
</tr>
</tbody>
</table>

**Expenditure**
- Teaching & learning
  - Key learning areas 7819.50
  - Excursions 3008.79
  - Extracurricular dissections 3124.68
- Library 1961.49
- Training & development 3948.92
- Tied funds 47230.52
- Casual relief teachers 5353.42
- Administration & office 12096.05
- School-operated canteen 0.00
- Utilities 4684.50
- Maintenance 1006.44
- Trust accounts 2074.70
- Capital programs 0.00
- Total expenditure 92309.01
- Balance carried forward 26767.13

A full copy of the school’s 2011 financial statement was made available for public viewing at the beginning of the 2012 school year. Further details concerning the statement can be obtained by contacting the school.

School Performance 2011
Achievements
Arts
The staff appreciates the role of the arts in the curriculum and has continued to offer excellent opportunities in 2011.

- Students participated in two Musica Viva concerts. The Song Company, an a cappella vocal ensemble entertained us in Term 2. Teranga sang, danced and used traditional percussion instruments.
- Our students entered the Scone Arts and Crafts Banner Competition. Three students attended the weekend workshop and exhibition. Our banner was titled "What Happened to the Dinosaurs of Australia?"

The children worked incredibly hard on their banner entry.

- As we were unable to participate in the local drama festival for schools, the staff and students prepared and performed a dramatic performance at our annual presentation night. The students adapted “Where the Wild Things Are”, designed their own costumes and stage props, and selected accompanying music.
- Each student prepared and presented a speech as part of a unit on Public Speaking. The students also visited a nearby large school to view their public speaking competition, and to gain ideas for future competitions at our school.
- The students actively participated in weekly singing and music appreciation lessons, as well as enjoying a visit from the James Ruse Agricultural High School Performance Band.

Mrs Teague and the children met famous author Mr John Heffernan during Book Week, 2011.
Sport

The Physical Education program and weekly sports activities have assisted students to improve fitness and skills.

- All students participated in swimming lessons. This usually occurs in Terms 1 and 4 however in 2011, we were unable to complete the Term 4 program due to structural issues with the local pool.
- All students turning 8 years and older participated in the annual small schools swimming carnival at Murrurundi. Every student completed at least 2 events, with Oliver White winning his freestyle events and qualifying to compete at the zone championships.
- All students successfully competed in the 2011 Belltrees Sports carnival, winning many ribbons and cheering on their team mates. Everyone was excited to be awarded the trophy for the champion school in the marchpast.
- The Premiers Sporting Challenge donated funds to our school, which enabled us to have game and sports markings painted onto one of the cement areas.
- Every student participated in a structured and enjoyable daily fitness program. This program assisted in the age appropriate development of fundamental movement skills.
- Our school continued to be involved in the Australian Sports Commission’s After Schools program. Funding was provided for the students to be given access to fun physical activity programs out of school hours.
- We were thrilled to be awarded a grant from the Australian Institute of Sport, to assist in transporting the students to a gymnastics program in Scone. Unfortunately, the gymnastics coach left the area just prior to us commencing, but we are hoping to use the grant in 2012.

Other

During 2011, the students had many opportunities to participate in extra curricular activities.

- The school community assisted with fundraising efforts for the Juvenile Diabetes Research Foundation, raising approximately $1500.00 through the sale of merchandise.
- The students enjoyed welcoming the Rural Fire Service and RSPCA Pet Visiting Program. Everyone learned a great deal from these visits.
- We hosted a small schools Science Discovery Day which included a show presented by a nationally renowned Science professor, team sports, dance and experiment sessions, led by enthusiastic parents.
- Students had regular duties to promote leadership and responsibility with the school that changed each term.

Dr Peter Eastwell entertained and educated students, staff and parents at the Science Discovery Day in Term 1.

- The Crunch and Sip program was implemented fully. By the end of the school year, 100% of students were bringing a healthy snack to school every day.
- Our school was selected to participate in the ABC River Stories program. We enjoyed a wide range of visual art, Science and environmental education sessions, and were fortunate to be interviewed for both radio and television episodes about the Hunter River.
Academic
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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3
In 2011, 2 students completed the Year 3 NAPLAN assessment program in Literacy.
NAPLAN results cannot be reported in a manner which enables the results of individual students to be identified. Accordingly, percentage in band, three-year school average, and average growth information should not be reported if results are available for less than 10 students.

Numeracy – NAPLAN Year 3
In 2011, 2 students completed the Year 3 NAPLAN assessment program in Numeracy.
NAPLAN results cannot be reported in a manner which enables the results of individual students to be identified. Accordingly, percentage in band, three-year school average, and average growth information should not be reported if results are available for less than 10 students.

Literacy – NAPLAN Year 5
In 2011, 1 student completed the Year 5 NAPLAN assessment in Literacy.
NAPLAN results cannot be reported in a manner which enables the results of individual students to be identified. Accordingly, percentage in band, three-year school average, and average growth information should not be reported if results are available for less than 10 students.

Numeracy – NAPLAN Year 5
In 2011, 1 student completed the Year 5 NAPLAN assessment in Numeracy.
NAPLAN results cannot be reported in a manner which enables the results of individual students to be identified. Accordingly, percentage in band, three-year school average, and average growth information should not be reported if results are available for less than 10 students.

Progress in Literacy and Numeracy
It is not possible to comment on progress in NAPLAN Literacy and Numeracy assessments, as student numbers are too small.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.
The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students at Belltrees Public School achieving at or above minimum standard in Literacy and Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: 100.0</td>
</tr>
<tr>
<td>Writing: 100.0</td>
</tr>
<tr>
<td>Spelling: 100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation: 100.0</td>
</tr>
<tr>
<td>Numeracy: 100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students at Belltrees Public School achieving at or above minimum standard in Literacy and Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: 100.0</td>
</tr>
<tr>
<td>Writing: 100.0</td>
</tr>
<tr>
<td>Spelling: 100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation: 100.0</td>
</tr>
<tr>
<td>Numeracy: 100.0</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal Education

In 2011, Belltrees Public School continued to provide programs with embedded Aboriginal perspectives. In 2012, our school will be studying a unit on Aboriginal culture and heritage.

Multicultural Education

Our school aimed to develop an appreciation, acceptance and understanding of the multicultural nature of contemporary Australian society and an awareness of the contribution that people of different cultural backgrounds have made and continue to make in our society.

Staff and community members shared their French, Dutch and Japanese heritage at various events throughout the year, including during Book Week, when International Day festivities were held.

Students also studied the celebrations of Halloween and Easter, with classroom activities and costume parades.

A group of Korean students and their principal visited our school in Term 1, and shared their culture with us. The Belltrees students were able to share a game of cricket, which none of our visitors had ever played!

Our new Korean friends helped us with our Maths learning!

Other programs

Respect and Responsibility

Belltrees Public School participated in a number of activities which promoted our core values, including respect and responsibility.

Our programs included:

- visits to the Life Education Van for health, values and lifestyle lessons;
- student participation in anti-bullying activities; and
- Value of the Week and Student of the Week initiatives.

Healthy Lifestyles

In 2011, an emphasis was placed on the students understanding the importance of being healthy, and of making good health choices.

The students had numerous opportunities to engage in healthy lifestyle choices, including crunch and sip, afternoon teas for AASC, healthy tuckshop menus, no hat no play policies, pride in school uniforms, etc.

Parents and community members were encouraged to support these initiatives through articles in our school newsletter, the purchase of books for the parent library and items on our school website.

Art Therapy

The students were fortunate to have continued access to our program of excellence in Art Therapy. Mrs Aurelie Chambers, internationally qualified art therapist, worked with all students in small groups to create many exciting art works, including a colourful and inspiring wall mural, which was subsequently entered in an international competition for schools.

Cattle Club

In 2011, two students and their families actively participated in the school’s cattle club. We continued to receive excellent support from Belltrees Pastoral and Elite Poll Herefords, who donated four steers to our program.

The cattle team competed at the Upper Hunter Show, Wingham Beef Week and the Upper Hunter Beef Bonanza, and learned many new skills.
Progress on 2011 Targets

Our school has had a three-year strategic plan, and a yearly management plan, which assist us to determine how to do our best for every child.

After consultation amongst staff, improvement targets were set, which we worked together to achieve. New targets will be set for next year as part of our 2012-2014 strategic plan.

This section of the report describes the progress made towards achieving the targets for 2011, which were mentioned in the school’s 2010 Annual School Report. The targets addressed planned improvements in literacy, numeracy and the provision of efficient connected learning opportunities.

Target 1

50% of students will achieve outcomes above stage expectations in spelling and comprehension.

Our achievements include:

• observable progress on school-based tracking assessments, which included South Australian Spelling Test, Watts Diagnostic Spelling Assessment, Sutherland Phonological Awareness Test and components of Clay’s Observation Survey as required;
• sourcing and implementation of up to date and enjoyable Spelling activities and lessons, and
• NAPLAN results show that 60% of students achieved results above regional and state averages.

Target 2

50% of students will achieve outcomes that are above stage expectations in the “working mathematically” strand of mathematics.

Our achievements include:

• 100% of 2011 NAPLAN participants achieved results that were well above regional and state average in all areas of numeracy, including working mathematically;
• staff participation in a number of online professional learning opportunities and workshops, to gain cutting edge teaching skills for K-6 numeracy, and
• monitoring and adjustment of teaching and learning programs, and the trial and subsequent introduction of a new maths K-6 program, which has been fully embedded in our Maths learning.

Target 3

Technology is used efficiently in at least one curriculum area every day.

Our achievements have included:

• every student K-6 is able to log on to their own home page and email address;
• 100% of teaching staff are using IWB technology in the classroom on a daily basis;
• targeted support from regional support staff, which has enabled enhanced reliability of our technology systems, and
• the school website being updated every week, with the trend data showing that in one week, the site was viewed 292 times.
Key Evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Student Welfare and Discipline, and Gymnastics.

Educational and management practice

Student Welfare and Discipline

Background

Using the “Four Seasons” survey tool, the staff and parents were invited to comment on the effectiveness of the way the school implements student welfare and discipline programs. The survey focussed on fairness, time taken to investigate and the consistency of the consequences.

70% of surveys sent home were returned.

Findings and Conclusions

80% of those who returned surveys believe that staff members investigate student behavior issues in a timely manner;
- 72% of parents believe that the teaching staff take the time to investigate the reasons for behaviour problems;
- 90% of parents believe that the staff are fair with their discipline procedures;
- 100% of students believe they try their best at school, and do not think there is any bullying, and
- 50% of students say that the school rules are not consistent between teachers, as they tend to have different rules.

Future Directions

In 2011, the school adapted the behavior policy by introducing a simplified rewards and consequences initiative. This will be continued into the future to ensure that the students are recognised in a timely and simple manner, to reinforce positive, on task student learning behaviours;

Staff will work together at weekly staff meetings to develop a set of shared rules, rewards and consequences, that will be consistent regardless of who is teaching the students.

Curriculum

Grammar

Background

During 2011, the level of accurate grammar use from all students K-6 was much lower than expected. The 2011 NAPLAN results also indicated that this was an obvious area required for improvement.

Findings and conclusions

It is evident from school assessment tasks and previous NAPLAN data that grammar should have a strong teaching and learning focus in 2012. All areas of grammar across both spoken and written genres need to be developed.

Future directions

A K-6 whole school approach will be implemented in 2012, to ensure all students are given the best opportunities for high quality and explicit lessons in the written and spoken use of grammar.

An innovative weekly “Grammar Minute” session will be timetabled, to enable a K-6 focus on individual grammar skills. These skills will then be revised and consolidated in writing and speaking programs, in both formal and incidental situations.

Professional learning

Throughout the 2011 school year staff participated in professional development activities. The school received a total of $1847 (tied funds) for Teacher Professional Learning, this funding being used for training in Literacy and Numeracy, Syllabus Implementation, Leadership development and Austswim training.

On School Development (pupil free) days, staff undertook training in Child Protection and Code of Conduct procedures, investigated, prepared and organised both Literacy and Numeracy centres across K-6 to allow for more independent student learning, and updated and developed school policy documents.
Parent, Student, and Teacher Satisfaction

In 2011 the school sought the opinions of parents, staff and community members about the school, using the “Four Seasons” parent and community survey.

Responses to the most common issues are presented below:

- 100% of those who returned the survey believed that the school cared about the students, and that the students were in a safe environment;
- 50% of returned surveys indicated a belief that there was too much daily fitness and sport activity;
- 75% were generally happy with the school’s literacy programs, however believed that these programs needed to be updated and modernised;
- 25% of surveys returned indicated dissatisfaction with the principal’s response to concerns raised, and
- 100% of surveys believed that the school encouraged students to attend school daily, and to love learning new things.

School Planning 2012 - 2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School Priority 1

Outcome for 2012–2014

Improved student achievement in reading and writing, including evidence of Quality Teaching: Student Engagement in reading and writing in the classroom.

2012 target to achieve this outcome:

All students will achieve at least 80% of learning goals set against stage appropriate outcomes within the set timeframes for reading and writing.

Strategies to achieve this target include:

- staff aligning current programs of excellence, to form one whole class reading and writing program that offers explicit learning opportunities;
- implementation of the Writing Rescue and Grammar Minutes initiatives;
- every student working on an individual reading and writing program, in the context of whole class learning;
- Year 3-6 students working online with ABC Reading Eggs press Comprehension lessons;
- All students in Years K-2 access Sunshine Online reading and spelling program at relevant Reading Recovery levels daily;
- teachers participate in Best Start program;
- introduction of a modified Multilit program to targeted students;
- consistent review and modification of Spelling K-6 program, and
- begin to develop a focus for Quality Teaching: Student Engagement by working collaboratively with Invermein network.

Parents and community members give their best to help our students.
School Priority 2

Outcome for 2012–2014
Improve student achievement in numeracy and Mathematics. Evidence Quality Teaching: Student Engagement in numeracy in the classroom

2012 Target to achieve this outcome:
All students will achieve at least 80% of learning goals set against stage appropriate outcomes within the set timeframes for Mathematics K-6.

Strategies to achieve these targets include:
• continued development of the Yerong Creek K-6 Mathematics and Numeracy program;
• purchase of up to date interactive whiteboard learning programs;
• using Best Start assessment and planning tools to assist programming in K-2;
• initiate development of Mathematics learning centres, and
• continued focus on confident development of basic numeracy skills, through daily practice.

School priority 3

Outcome for 2012–2014
Engagement of students through a common shared vision, which underpins the operation of the school.

2012 Targets to achieve this outcome include:
• All stakeholders will have participated in developing a focus for Quality Teaching: Student Engagement.

Strategies to achieve these targets include:
• using technology to compile and send information to build school and community capacity in understanding Quality Teaching: Student Engagement, and
• development of Quality Teaching: Student Engagement understanding and practices with Upper Hunter Learning Community.

About This Report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mrs Kate Jones – Principal
Mrs Johanna Teague – Relieving Principal
Mrs Doreen Roots - SLSO
Mr Edward White - parent
Mrs Yoki Blank - community

School Contact Information
Belltrees Public School
Belltrees Road
Belltrees via Scone NSW 2337
Phone: 0265 461148
Fax: 0265 461110
Email: belltrees-p.school@det.nsw.edu.au
Web: www.belltrees-p.schoools.nsw.edu.au
School Code: 1182

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: