2010 Annual School Report
Belltrees Public School

Giving Our Best.....Always
Our school at a glance

At the conclusion of the 2010 school year, there were thirteen students enrolled at Belltrees Public School.

Daily attendance for the school (97.2%) was significantly higher than region (93.9%) and state (94.4%) levels. The school’s attendance rates were the highest in the Upper Hunter.

Students

The thirteen students enrolled at our school are drawn from an area encompassing the neighbouring villages of Gundy and Moonan Flat, and from the rural areas of Woolooma and “Belltrees”.

Both teaching and non-teaching staff have a deeply embedded desire to help every student to be the very best they can be. All teaching staff meet the professional requirements for teaching in NSW public schools.

Belltrees Public School had five regular members of staff in 2010 - one teaching principal, one part-time classroom teacher, one School Learning Support Officer (SLSO), one school administration manager (SAM) and one part-time general assistant.

Student achievement in 2010

In 2010, one student sat the National Assessment program for Numeracy and Literacy (NAPLAN). Results will not be reported in this document, as they would identify individual students.

Principal’s message

Belltrees Public School has continued to achieve excellence in all areas of our students’ development, throughout the 2010 school year.

Our school is a source of great pride in the local and wider community. Expectations are very high, as they have been throughout the school’s history. This expectation helps empower the staff to be outstanding role models for the students.

Once again, the students’ parents provide strength and support in numerous ways – building sheds, helping with weekly canteen, providing transport and grooming cattle to name but a few – and in a small school, this is an immeasurable asset.

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

Mrs Kate Jones

P & C and/or School Council message

After a massive amount of fundraising in 2009, the parents were able to construct the sports/storage shed during 2010. This has provided a fantastic space for the kids, and for storage of expensive equipment and machinery.

The P&C assisted in funding the Canberra excursion, by providing all food for the participants, and catering during the excursion.

Parent numbers will be quite small in 2011, but the P&C will continue to do their best to support the education of every child at the school. Thanks to everyone for the efforts you have made.

Mr James Carter – P&C President

Cattle showing is a great experience
School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>8</td>
<td>10</td>
<td>10</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td>6</td>
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</tr>
</tbody>
</table>

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALLKIDS</td>
<td>K</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>ALLKIDS</td>
<td>1</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>ALLKIDS</td>
<td>2</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>ALLKIDS</td>
<td>5</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>ALLKIDS</td>
<td>6</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>ALLKIDS</td>
<td>4</td>
<td>1</td>
<td>13</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance encompasses the average daily attendance rate for this school.

Our school attendance continues to be extremely pleasing with a 97.2% attendance rate for 2009, which is above the state and regional average.

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. The school keeps accurate records of non-attendance and takes measures to resolve attendance issues. This may include working with the Home School Liaison Officer and keeping the School Education Director informed of continued unsatisfactory attendance.

Structure of classes

The students ate our school learn in a multi-stage classroom, with all grades and learning stages catered for.

Archery is a favourite sport for the students
Staff Information

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

At Belltrees Public School, student learning is optimised by a teaching principal, Kate Jones, a part-time teacher, Denis Turnbull, a school learning support officer, Doreen Roots, a school administration manager, Elizabeth Batterham, a part-time school administration officer, Michelle Singleton, and a general assistant, Edward White.

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

There are no Indigenous teachers included on the Belltrees Public School staff.

Teacher qualifications

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

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<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
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</table>

Swimming is a favourite summer sport at school.

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>30/11/10</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>8992.84</td>
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<tr>
<td>Global funds</td>
<td>43273.33</td>
</tr>
<tr>
<td>Tied funds</td>
<td>55060.70</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>31803.30</td>
</tr>
<tr>
<td>Interest</td>
<td>872.39</td>
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<tr>
<td>Trust receipts</td>
<td>3899.43</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>143901.99</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>12659.70</td>
</tr>
<tr>
<td>Excursions</td>
<td>11315.80</td>
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<tr>
<td>Extracurricular dissections</td>
<td>7995.37</td>
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<tr>
<td>Library</td>
<td>2943.73</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>214.23</td>
</tr>
<tr>
<td>Tied funds</td>
<td>37470.81</td>
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<tr>
<td>Casual relief teachers</td>
<td>496.48</td>
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<tr>
<td>Administration &amp; office</td>
<td>18716.42</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>3786.65</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3987.73</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3840.38</td>
</tr>
<tr>
<td>Capital programs</td>
<td>21870.80</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>125298.80</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>18603.89</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is made available to the public from the beginning of the 2011 school year. Further details concerning the statement can be obtained by contacting the school.

Year 6 students love to cook healthy meals.
School performance 2010

Achievements

Arts
Belltrees Public School has ensured that every student has equal access to great arts programs. In 2010, we:

- participated in the Scone Drama Festival for Schools, winning equal first place for our performance of “Peter Pan”, along with best actor, runner up best actress, and three Highly Commended medals;
- welcomed a large marching band and choir group from a school in Tonga for a day of music, new friendships and cultural awareness;
- enjoyed Musica Viva concerts at Rouchel Public School with performances from “World According to James” and “Jacana”.

Sport
In 2010, there has been an emphasis on the playing of sport for enjoyment and good health, rather than to win at all costs. The students have:

- participated in a varied and energetic fitness program for 30 minutes at the commencement of each school day;
- completed an intensive learn to swim and water safety program with qualified Austswim instructors;
- enjoyed learning the basic skills of archery with an accredited coach, and
- hosted a Try Sports day.

Excursions
Camps and excursions are an important component of our teaching and learning programs. We aim to expose our students to experiences outside their immediate environment to increase knowledge and understanding of the broader community.

In 2010 our school travelled to Canberra to participate in a wide-ranging experience that included a sports experience at the Australian Institute of Sport, a tour of Parliament House and the Australian War Memorial, a fun Science opportunity at Questacon, and an unforgettable snow day at Friday Flat.

The wide variety of experiences and activities provided students, staff and accompanying parents with opportunities to learn great things about the world we live in, and even more about themselves and how to cope and make informed decisions and choices in a variety of circumstances.

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)
Literacy – NAPLAN Year 3
There were no Year 3 students at our school in 2010, so there are no results available for publishing.

Numeracy – NAPLAN Year 3
There were no Year 3 students at our school in 2010, so there are no results available for publishing.

Literacy – NAPLAN Year 5
In 2010, one Year 5 student completed the NAPLAN assessment program in Literacy. For personal and privacy reasons, it is not appropriate to publish these results.

Numeracy – NAPLAN Year 5
In 2010, one Year 5 student completed the NAPLAN assessment program in Literacy. For personal and privacy reasons, it is not appropriate to publish these results.

Progress in Literacy
Student progress is consistently monitored in all areas of literacy, and programs and goals are adjusted accordingly. All students are performing at their appropriate stage or moving towards their appropriate stage of development in literacy. Four students are performing at levels well above their expected stage of development.

During the year, there has been a specific focus on the teaching of spelling, using enjoyable and effective resources and programs. Results across all grades demonstrate that this approach has been successful in encouraging a deep understanding of spelling skills, rather than learning to spell individual words.

However, due to the small class size, it is not appropriate to comment on individual scores or assessment results, as students’ privacy could be affected.

Progress in Numeracy
Overall student progress in numeracy has been very pleasing, with nearly all students achieving stage appropriate results.

Daily counting and number fact recall games and drills have made an obvious difference in the Year 3 – 6 students’ ability to work quickly to solve problems.

The full implementation of a teaching and learning program developed specifically for a K-6 classroom has allowed the students to develop well rounded routines and to take responsibility for their own learning.

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.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

| Percentage of Year 3 students achieving at or above minimum standard |
|--------------------------|--------------------------|
| Reading                  | #N/A                     |
| Writing                  | #N/A                     |
| Spelling                 | #N/A                     |
| Punctuation and grammar  | #N/A                     |
| Numeracy                 | #N/A                     |

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

| Percentage of Year 5 students achieving at or above minimum standard |
|--------------------------|--------------------------|
| Reading                  | #N/A                     |
| Writing                  | #N/A                     |
| Spelling                 | #N/A                     |
| Punctuation and grammar  | #N/A                     |
| Numeracy                 | #N/A                     |

Participating in unique learning experiences is a feature of our school
Significant programs and initiatives

Aboriginal Education

During 2010, school programs continued to show an Aboriginal perspective, especially in our HSIE and COGS units.

As our community has no indigenous members it is necessary for the school to provide avenues for our students to be introduced to programs that developing a sound knowledge and understanding of Aboriginal culture, history and ancestry.

Multicultural Education

The philosophy of multiculturalism is embedded into our key learning areas. Students are encouraged to embrace the differences between cultures in an endeavor to enrich the lives of all.

Our school was very excited to host a visit from a school marching band from Tonga in Term 4. The high school students, many of whom were unable to speak English, sang, danced and marched for a large audience, then shared lunch and a game of soccer with the students.

The Tongan visit was an outstanding example of the deep bonds that can be built between cultures, and the respect and friendships that can change lives.

Our Tongan visitors used music to break through the language barriers

“Student of the Week” assembly

Respect and Responsibility

In 2010, our students have worked hard to learn to value each other, and to respect differences. We have done this by:

- introducing a “Value of the Week”, which allows the students to develop an age appropriate awareness of the importance of strength of character;
- supporting a number of charities, including the Juvenile Diabetes Research Foundation, MS Society and the National Breast Cancer Foundation;
- remembering the men and women who fought and died for our country, through marching in the Gundy Anzac Day service, and holding a small Remembrance Day ceremony at school;
- awarding a weekly “Student of the Week” certificate, to a student who has demonstrated excellence in respect and responsibility, and
- enabling the Year 6 students to raise funds during the year, ultimately using the funds to present a farewell gift. Two of these students had completed their entire primary education at our school, and the gift was their thanks for seven years of learning.
Connected Learning
Our Connected Classroom was installed in Term 4. The installation and initial staff training package was fully funded by the Department of Education and Training.

Staff participated in additional training during the end of year School Development Day, and began to use the interactive whiteboard effectively and confidently.

Environmental Education
Students and staff continue to work together to ensure that our school has a minimal negative effect on the environment around us.

The students have helped to mulch all garden beds regularly, to minimise water use. We have been working to ensure that our drinking and irrigation water systems are operating at the most economical levels possible.

One of our goals in 2010 has been to reduce our use of electricity. The class has appointed an “energy” officer, and this student is responsible for ensuring that all unnecessary lights and electrical equipment are switched off. There has been a 20% decrease in our electricity cost, as a direct result.

Cattle Care
The school’s steer preparation and show program continued to develop strongly throughout the year. All students aged 8 years and older were keen participants in the many opportunities that were provided.

The school team competed in four major competitions during the year - the Upper Hunter Show, the Sydney Royal Easter Show, the Singleton Beef Spectacular and the Upper Hunter Beef Bonanza.

The students achieved a number of championship ribbons and other awards, thanks to outstanding sponsors and helpers to help achieve these results - James and Karen Carter, Kay Payne, of Elite Poll Herefords, Belltrees Pastoral, Mrs Margaret Carter, the Australian Hereford Society and the many community volunteers who supervised lunch time sessions.

Progress on 2010 targets

Target 1

100% of students will achieve stage based outcomes in writing

Our achievements include:

- the development of a scope and sequence policy that will ensure all text types are taught over a cycle of stage levels;
- the implementation of revised teaching methods when introducing and working with students on text types, and
- every student is able to achieve writing outcomes within their expected stage level.

Target 2

100% of students will achieve stage based outcomes in the maths strands of operations (+, -, x, %) and fractions and decimals.

Our achievements include:

- the full implementation of a mathematics scope and sequence that has been developed for a K-6 classroom;
- every student achieving stage outcomes in the above-mentioned strands, and
- every student using technology on a regular basis to enhance achievement of stage outcomes in the above strands.

Target 3

100% of students will communicate regularly with students from buddy school, as part of an ongoing study into life in other communities.

Our achievements include:

- primary students participating in the Hunter Central Coast Drug Education “moodle” for small schools, once a week;
- preliminary communication with three schools (one local, one Sydney and one overseas school) in an effort to set up “buddy” arrangements, and
- regular use of primary students’ emails to communicate with peers at other small schools.
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 2010 our school carried out evaluations of Enter text here

Educational and Management Practice

Teaching

Background

Each year we choose an aspect of Educational and Management Practice to evaluate. This is to ensure we are meeting the needs of our students, to guide policy, allocate funds and select effective teaching and learning strategies.

As part of our cyclic evaluation, we reviewed the effectiveness of teaching within our school.

Staff, parents and students were surveyed informally during second semester, to seek feedback on the current standard of, and expectations for, teaching at Belltrees Public School.

Findings and conclusions

• 100% of parents and community members felt that the standard of teaching at the school was of an appropriate standard;

• All students felt that they enjoyed learning and were comfortable with the teachers who worked with them;

• Teaching staff felt confident in their teaching skills, but 100% of teachers indicated an ongoing awareness of the challenges of providing excellent educational opportunities for every student in a multi stage classroom, and

• 50% of parents felt that they did not know enough about their child’s learning at school.

Future directions

• Teaching staff need to ensure that teaching skills and understandings are at optimum levels, through accessing professional learning opportunities and collegial meetings;

• Samples of student work, and classroom news will be included as a regular feature in the school newsletter to encourage parents’ awareness of learning programs, and

• Students will be made aware of learning expectations and will be encouraged to understand why they are learning.
Curriculum

Human Society and Environment

Background

Each year we evaluate at least one Key Learning Area, to ensure our teaching methods are meeting the needs of our students. In 2010, Human Society and Environment (HSIE) is the focus of our evaluation.

Findings and conclusions

- HSIE is an integral part of the learning program at Belltrees Public School. The expected outcomes for HSIE are usually embedded in integrated units that are designed specifically for multi stage classes (COGS units), and
- 100% of students indicated they “love” HSIE lessons, because they “learn about things that happen in the world”.

Future directions

- A four year cyclic scope and sequence document will be prepared following the new National Curriculum guidelines, to ensure that every student has access to stage appropriate HSIE teaching and learning experiences, and
- Classroom teaching and learning programs will incorporate “Connected Classroom” technology, to provide added inspiration and activities in HSIE units of work.

Professional learning

All teaching and non-teaching staff participated in a number of professional learning opportunities during 2010. Areas of learning covered technology, assessment for learning, literacy and numeracy, first aid training and leadership.

SASS staff participated in specific training for their needs, as opportunities became available during the year.

School development 2009 – 2011

Targets for 2011

Target 1

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

Strategies to achieve this target include:

- focus areas for extension identified through specific assessments conducted by class teachers, as well as specific item analysis of NAPLAN results;
- explicit teaching of spelling and comprehension rules and strategies through the introduction of “fun” and unique learning opportunities, and
- access provided to extension and gifted and talented programs for identified students.

Our success will be measured by:

- NAPLAN results indicate high level responses in spelling and comprehension;
- teachers researching and implementing “cutting edge” teaching and learning strategies in spelling and comprehension, and
- students’s participation in extension programs, both locally and on a regional basis, where appropriate.
Target 2

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

Strategies to achieve this target include:

- identification of staff professional learning levels, and subsequent participation in professional learning opportunities that become available;
- explicit classroom teaching of stage appropriate “working mathematically” outcomes, and extension where required for individual students, and
- consistent monitoring and adjustment of teaching and learning programs to cater for individual student progress.

Our success will be measured by:

- staff completing appropriate professional learning opportunities, and transferring new knowledge to individual student’s programs;
- term by term assessments indicating achievement of outcomes above stage expectations, and
- the implementation of class programs that are closely aligned to each student’s needs and level of achievement.

Target 3

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

Strategies to achieve this target include:

- development of a clearly defined policy for student use of available technology;
- continued professional learning for all staff, to ensure our students have access to excellence in technology education, and
- staff research into programs of excellence for technology in a K-6 classroom.

Our success will be measured by:

- implementation of school policy in daily learning;
- staff empowerment in technology education, and
- adaptation of best practice examples into a technology program that meets the needs of our students.

About this report

In preparing this report, the principal has gathered information from evaluations conducted during the year, and has analysed other information about the school’s practices and student learning outcomes. Targets for the school’s future development have been drawn from the gathered information and data..

School contact information

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Belltrees via Scone NSW 2337
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Fax: 0265 461110
Email: belltrees-p.school@det.nsw.edu.au
Web: www.belltrees-p.schools.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: http://www.schools.nsw.edu.au/asr

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