Belltrees Public School
Annual School Report

2013
Our School at a Glance

**Students**

In 2013, there have been 11 fulltime students enrolled at Belltrees Public School. Anticipated enrolments indicate that our school will have a slight decline in enrolments over the next three years.

Our school population is drawn from nearby rural properties, and from the neighbouring village communities of Moonan Flat and Woolooma. We are grateful for the support of the communities around us, which assists us to offer a warm, family environment, whilst at the same time encouraging each child to be the best they can be.

**Staff**

Belltrees Public School was staffed by a fulltime teaching principal, and a release teacher one day per week. A Learning and Support Teacher was employed one day per week. A School Learning Support Officer was employed five days a week to enable the successful integration of a number of students.

Our school was also able to employ a general assistant one day per week, and a fulltime equivalent administration manager.

**Significant Programs and Initiatives**

In 2013 we assisted our students to develop to their full potential educationally, emotionally, socially and physically.

Significant areas of focus in 2013 included -

- **Kindy Kids** – transition to school program;
- **Performing Arts** - Musica Viva and Kia Ora Music Camp,
- **In-Class Technology** - Connected Classroom and Interactive Whiteboards integrated;
- **Literacy Focus for K-2** – including use of Reading Eggs and Sunshine Online intensive teacher guided programs;
- **Environmental Programs** – Waterwatch training, tree planting, recycling, vegetable gardening, designing our chook house, and
- **Active After Schools Program** – including golf, bowls, touch football, athletics.

**Student Achievement in 2013**

*Our students have continued to demonstrate substantial progress along the literacy and numeracy continuum.*

In the National assessment Program, the results across the Year 3 and Year 5 Literacy and Numeracy assessments are reported on a scale of Band 1- Band 8. In 2013, two year 5 students and 2 year three students sat the NAPLAN assessments.
Messages

Principal’s Message

Teachers and support staff worked together to ensure students received quality learning experiences, and the individual needs of the students were met.

Belltrees Public School is a member of the Invermein Network. Invermein is a collection of small schools in and around our area, who work in a collaborative and co-operative way to promote and enhance a comprehensive education for all students in Kindergarten to Year 6.

The group shares resources and teacher professional learning, develops school planning skills, and practices consistent teacher judgement in student assessing and reporting.

I take this opportunity to thank staff, parents and community members of Belltrees Public School for their invaluable help and assistance throughout 2013.

Mrs Johanna Teague
Relieving Principal

P&C Message

2013 was an eventful year for the P&C. During March we took on the enormous task of running the public canteen as well as the VIP tent at the Horse Trials. This was so successful that we did it all again in October. We also organised and ran the canteen at the annual Belltrees Sports Day and guess the jelly beans competition. Our Secretary Bek Taylor, organized and ran two successful pie drives as well as our very first inter school disco at Moonan Hall, where both Ellerston and Rouchel schools were invited to join the children of Belltrees, along with the many under school age children in the area. A great time was had by both parents and children and it was decided to run a disco at least once a year! The “Eulalia” Bull Sale in September was another catering success thanks to Kay Payne for inviting us to cater this event annually. We were also asked to cater an afternoon tea at the “Belltrees” Homestead for the Rural Women’s gathering in October.

Thank you to everyone who assisted the P&C during 2013. All funds raised go towards purchases for the students or P&C. This year we purchased catering equipment including two large marquees, BBQ’s and new trestle tables. We also purchased six lockable storage cupboards to store P&C equipment. We provided new soft fall for the play equipment as it had been out of action for a few months. The P&C covered the cost of the disco and provided funds for an end of year trip to the movies. A shade structure over the play equipment is in the process of being manufactured and erected. Other long-term goals include the replacement of the soft fall. Mr Chris Cook, President P & C, 2013

Student Representatives' Message

"Belltrees Public School is a fantastic school. We learn lots of interesting things and have fun everyday" Emily Taylor - Yr 1

In 2013 we visited other small schools such as Rouchel and Ellerston. We participated in a Mini Olympics and the Belltrees Sports Carnival, as well as our own school Intensive Swimming for sport.

We also had Musica Viva at Rouchel P.S. It was great to see all the interesting instruments and hear the new music. At the different schools we get to talk to the other kids and become friends with them.

We had a school excursion to Nundle in term one and we were able to see what the gold mines used to look like in the olden days. We also had a trip to Newcastle and a day by the water when we went to see Emily Eyefinger. It was great fun!

Skye and Jessica Singleton - School Leaders

Excursion to Newcastle to see Emily Eyefinger.
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

Kindergarten - 3
Year 1 - 2
Year 2 - 0
Year 3 - 2
Year 4 - 2
Year 5 - 2
Year 6 - 0

Student Attendance Profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.7</td>
<td>97.0</td>
<td>94.6</td>
<td>93.5</td>
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<td>1</td>
<td>94.0</td>
<td>97.3</td>
<td>94.6</td>
<td>95.0</td>
<td>95.8</td>
</tr>
<tr>
<td>2</td>
<td>85.3</td>
<td>100.0</td>
<td>90.2</td>
<td>94.8</td>
<td>na</td>
</tr>
<tr>
<td>3</td>
<td>88.4</td>
<td>100.0</td>
<td>95.1</td>
<td>98.9</td>
<td>94.3</td>
</tr>
<tr>
<td>4</td>
<td>90.5</td>
<td>98.9</td>
<td>na</td>
<td>99.5</td>
<td>84.3</td>
</tr>
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<td>5</td>
<td>96.8</td>
<td>97.8</td>
<td>98.9</td>
<td>na</td>
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<tr>
<td>6</td>
<td>98.4</td>
<td>93.5</td>
<td>na</td>
<td>93.5</td>
<td>na</td>
</tr>
<tr>
<td>Total</td>
<td>93.1</td>
<td>97.2</td>
<td>93.9</td>
<td>95.6</td>
<td>92.7</td>
</tr>
</tbody>
</table>

Management of Non-Attendance
In NSW, it is a legal requirement that children attend school every day unless sick. This means all children between the ages of six and fifteen are legally required to attend school.

All partial and full day absences are closely monitored by the school, following the school and DEC attendance policy. The school refers all unexplained to the Department of Education Home School Liaison Team for further follow up and development of an individual attendance plan.

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

Staff Establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1.0</td>
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<tr>
<td>Release from Face to Face Teacher</td>
<td>0.042</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.168</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative Staff</td>
<td>1.19</td>
</tr>
<tr>
<td>Total</td>
<td>3.40</td>
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</table>

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

In the 2013 school year, there were no indigenous staff members employed at Belltrees Public School.

Staff Retention
All regular teaching staff continued in their established positions.

The school welcomed Mrs Chris Capararo as our new Learning and Support Teacher

The Senior Administration Manager is Mrs Elizabeth Batterham. Mrs Susan Ryan and Mrs Michelle Singleton worked in a Relieving role in Semester one.

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

<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>
<td>0%</td>
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</tbody>
</table>
**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>11/12/2013</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>24,692.11</td>
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<tr>
<td>Global funds</td>
<td>40,771.88</td>
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<tr>
<td>Tied funds</td>
<td>64,120.68</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>14,999.33</td>
</tr>
<tr>
<td>Interest</td>
<td>1,056.98</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2,134.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>123,082.87</strong></td>
</tr>
</tbody>
</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>9,451.91</td>
</tr>
<tr>
<td>Excursions</td>
<td>3,157.04</td>
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<tr>
<td>Extracurricular dissections</td>
<td>1,409.36</td>
</tr>
<tr>
<td>Library</td>
<td>9,168.50</td>
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<tr>
<td>Training &amp; development</td>
<td>885.75</td>
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<tr>
<td>Tied funds</td>
<td>58,900.39</td>
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<tr>
<td>Casual relief teachers</td>
<td>1472.84</td>
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<tr>
<td>Administration &amp; office</td>
<td>19,321.82</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>6,305.74</td>
</tr>
<tr>
<td>Maintenance</td>
<td>8,250.13</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2,067.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>120,391.48</strong></td>
</tr>
</tbody>
</table>

| Balance carried forward   | 27,383.50  |

A full copy of the school’s 2013 financial statement will be tabled at the Annual General Meeting of the P&C Association in 2014. Further details concerning the statement can be obtained by contacting the school.

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**School Performance 2013**

Students from our school had numerous opportunities to perform and represent our school during the year.

**Arts**

We had four students participating in the prestigious Kia Ora Music and Performing Arts Camp. The same children participated in the Arts & Crafts weekend held at Scone.

All students participated in the Musica Viva concert series, hosted by Rouchel Public School.

**Sport**

Our school competed at the Upper Hunter Small Schools Swimming Carnival, with all students swimming in a race and students receiving 1st, 2nd and 3rd places on the day.

The students competed in the Ellerston Mini Olympics, a day where they played a variety of olympic sporting activities and participated in medal ceremonies.

A number of students successfully represented the school at Inter School Horse Sports days during the year. Students received many ribbons and loved the interaction with other local children during the day.

Our school held the inaugural Belltrees Horse Sports Day in November, with students from schools throughout the Hunter region competing. One student received 7yr champion boy, and one student received the horsemanship award for 9yr old girls.

Some students participated in the Annual Upper Hunter Beef Bonanza, showing steers who had been kindly donated to the Belltrees school. The students came away with Best Presented School and a few awards on the day.

**Other**

Year 6 students from our school participated in the University of Newcastle Science Discovery Challenge. Upper Hunter small schools formed a combined team of senior primary students to interpret and find solutions to very challenging scientific problems. The small schools team came away as Champion team on the day.
**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.

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 and Numeracy – NAPLAN Year 3**

In 2013, 2 students completed the Year 3 NAPLAN assessment programs in Literacy and Numeracy. NAPLAN results cannot be reported in a manner which enables the results of individual students to be identified.

Accordingly, percentages in bands, three-year school average, and average growth information are not able to be reported if results are available for less than 10 students.

**Literacy and Numeracy – NAPLAN Year 5**

In 2013, two students completed the Year 5 NAPLAN assessment programs in Literacy and Numeracy.

**Progress in Reading and Numeracy**

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

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**Significant Programs and Initiatives**

**Aboriginal Education**

Our school provides programs to educate all students about the significance of Australia’s Aboriginal history and culture.

Indigenous culture and art was a valuable component of our Term 1 class program. Students discussed and read a variety of Dreamtime stories and explored the importance and features of Aboriginal art as both a tool for communication and as an aesthetic piece of art.

**Multicultural Education**

Understanding other cultures and customs was embedded in all teaching and learning programs during the year. Teaching tolerance and harmony is part of our school’s culture.

Our school continues to promote the contribution that multiculturalism has made to our Australian way of life.

**Dance**

Belltrees students were given the fantastic opportunity to learn modern dance with a local dance teacher. They trained every Tuesday and performed a routine at the end of year Presentation Evening. This program incorporates many aspects of both Physical Education and the Creative and Practical Arts strands of the curriculum.

![Students tending to the vegetable garden.](image)

**School Values**

The values of respect and integrity have been a long term focus for Belltrees Public School. The approach taken by all staff has placed an explicit focus on these two values in 2013, not only within our school but in the wider community.

Students discussed new values each week during the school year, with particular emphasis consistently given to respect and integrity.
Progress on 2012 Targets

The three targets for 2012 – 2014, published in the 2011 Annual School Report, are long term priorities for our school.

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.

Our achievements include:

- 100% of students are accessing a thoroughly planned and sequential literacy session every morning;
- full implementation of the weekly Grammar Minutes initiative;
- every student is successfully engaged in an individual reading and writing program, in the context of whole class learning;
- 100% of students have achieved learning goals for spelling and reading while 75% have achieved individual writing goals;
- 100% of students are completing online reading tasks at least 3 mornings per week;
- all students in Years K-2 have accessed Sunshine Online reading and spelling program at relevant Reading Recovery levels daily;
- all K-2 students assessed and placed on literacy and numeracy Best Start continuums, and
- staff have worked closely with other staff in our Invermein small schools network to improve the quality of literacy programs and the quality of teaching these programs.

School Priority 2

Outcome for 2012–2014

Improve student achievement in numeracy and Mathematics, including evidence of 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.

Our achievements include:

- full implementation of the Yerong Creek Small Schools mathematics scope and sequence;
- weekly use of interactive whiteboard numeracy skills programs;
- all students in K-2 assessed and placed on Best Start numeracy continuum, and
- all students in Years 2-6 demonstrating improvements in basic numeracy skills, reflecting benefits from daily counting drills and speed maths sessions.

School Priority 3

Outcome for 2012–2014

Engagement of students through a common shared vision, which underpins the operation of the school.

2012 Target to Achieve This Outcome

All stakeholders will have participated in developing a focus for Quality Teaching: Student Engagement.

Our achievements include:

- staff participation in Local Management Group and Small Schools network professional learning, and
- shared submission of a funding application to support ongoing research and development of agreed projects in our Local Management Group (LMG).
Professional Learning

During 2013 many professional learning (PL) activities were undertaken by all staff. Teaching and non-teaching staff members continue to develop skills and knowledge in their roles. Professional learning activities this year have included school leadership, assessment and reporting, quality teaching strategies, staff welfare, health and safety training, finance and library management, and curriculum development.

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.

2013 Target to Achieve This Outcome

All students will achieve at least 85% of learning goals set against stage appropriate outcomes within the set timeframe for reading writing.

Strategies to achieve these targets include:

• continued development and implementation of whole class literacy session, including rotation of ability groups amongst guided and independent activities;

• support staff to be trained in Multilit intensive literacy program;

• further professional learning to build teacher capacity for implementation of national curriculum in 2014, and

• continued assessment and plotting of all students K-6 on the literacy continuum.

School Priority 2

Outcome for 2012–2014

Improve student achievement in numeracy and Mathematics, including evidence of Quality Teaching: Student Engagement in numeracy in the classroom

2013 Target to Achieve This Outcome

• All students will achieve at least 85% of learning goals in numeracy, set against stage appropriate outcomes, within the set timeframes.

Strategies to achieve these targets include:

• teaching staff actively participating in Invermein Small Schools numeracy and quality teaching project;

• the implementation of specific individual learning plans for students with learning difficulties;

• trialling the implementation of a daily mathematics session, similar to literacy sessions introduced in 2012;

• sharing high expectations and positive attitudes for all students, and encouraging parents to do the same, through parent workshops and skills sessions, and

• continued monitoring of student progress and adjustment of learning programs to cater for individual needs.

School Priority 3

Outcome for 2012–2014

Engagement of students through a common shared vision, which underpins the operation of the school.

2013 Target to Achieve This Outcome

There will be high engagement in learning and increased attendance and participation rates for all students.

Strategies to achieve these targets include:

• continued participation of teaching staff in high quality Local Management Group and Small Schools network professional learning and leadership opportunities, and

• implementation of high quality and best practice teaching skills in all curriculum areas.
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 Johanna Teague - Relieving Principal
Mrs Doreen Roots – School Learning Support Officer
Mr Lachlan Maxwell - P & C President

School Contact Information

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Web: http://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:


Belltrees children with students from other small schools.

Our bush to beach day held at Belltrees P.S.

Intensive Swimming, 2013