**Principal’s Message**

It is with great pleasure that I write the Principal’s message for 2014. Throughout 2014 Teachers and support staff worked together to ensure students received quality learning experiences, and the individual social, academic, cultural and spiritual needs of the students were met. Our efforts have enabled the staff and students to feel valued, respected and most importantly strongly connected to our small school.

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 would like to take this opportunity to thank staff, parents and community members of Belltrees Public School for their invaluable help and assistance throughout 2014.

Mrs Johanna Teague
Relieving Principal

**School context statement**

Belltrees Public School is a small rural school with a deep historical value within the community. It is now considered a modern learning hub with a current enrolment of 12 students.

The P6 school is located in Belltrees, 25 minutes from Scone. We have student enrolments from the surrounding townships of Moonan Brook, Moonan Flat, Stewarts Brook, Belltrees and Gundy.

Belltrees is a community school with a committed staff that is focused on providing students with an engaging and interactive curriculum focusing on academic growth and development.

Belltrees is part of the Wollemi network and plays a key role in the Invermein Small Schools group. We are also part of the Scone local management group, and work closely with surrounding P5 and P6 schools for sporting carnivals, workshops and social experiences.

Our school has a sports court with markings for tennis, basketball and netball, as well as covered fixed play equipment, a covered sandpit and new weather shed. Our chook house, cattle yards and vegetable garden, give students the opportunity for leadership and environmental education activities.

**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**

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
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<td>97.2</td>
<td>93.9</td>
<td>95.6</td>
<td>92.7</td>
<td>95.3</td>
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**Student Attendance Profile**

<table>
<thead>
<tr>
<th>Year</th>
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<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td>94.6</td>
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<tr>
<td>1</td>
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<tr>
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<tr>
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<tr>
<td>Total</td>
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<td>93.9</td>
<td>95.6</td>
<td>92.7</td>
<td>95.3</td>
</tr>
</tbody>
</table>

**Staff Establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Release from Face to Face Teacher</td>
<td>0.042</td>
</tr>
<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>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.
In the 2014 school year, there was no indigenous staff members employed at Belltrees Public School.

**Staff Retention**

All regular teaching staff continued in their established positions.

The school welcomed Mrs Jennifer Campbell as our Learning and Support Teacher.

**Teacher qualifications**

All teaching staff meets 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>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

In 2014 we had all staff participate in a number of different professional learning activities.

SAS Staff attended the SAS conference at Pokolbin, Strategic Financial Management and Core Financial Literacy.

Teaching staff participated in Strategic financial Management, Core Financial Literacy for development with budgeting and school finances. Teaching Principal and staff also developed their skills in Best Start, Kindergarten assessment, Consultative Decision making and completed the Nationally Consistent Collection of Data on Students with Disabilities course.

Teaching Principal, Mrs Johanna Teague also built her capacity with the following courses relating to the New School Plan; Principals Planning for the Future and Supporting A New Approach to School Planning.

All staff were working on the Professional Development framework and exploring their move towards accreditation at a Proficient, Highly Accomplished or Lead Level.

**Staff Development Days**

During our staff development days 100% of staff completed the following mandatory training.


Term 4: Anaphylaxis Training, Panel Selection Training, Disability Standards.

**Beginning Teachers**

There were no beginning teachers at Belltrees Public School in 2014.

**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>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>24692.11</td>
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<tr>
<td>Global funds</td>
<td>40207.55</td>
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<tr>
<td>Tied funds</td>
<td>75296.10</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>8099.83</td>
</tr>
<tr>
<td>Interest</td>
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</tr>
<tr>
<td>Trust receipts</td>
<td>1247.75</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>125822.10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
</tbody>
</table>

**Balance carried forward**

35287.09

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

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

Arts

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

Students participated in the annual Scone and Upper Hunter Arts Festival with an amazing piece of creative artwork. When judged the students received second place.

Our magnificent Australiana artwork.

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.

Belltrees sports carnival was again a highly successful event. With over 150 students participating on the day, it was a fantastic opportunity for interaction, athletics and sportsmanship.

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.

Belltrees P & C hosted Belltrees Horse Sports Day in November, with students from schools throughout the Hunter region competing. One student received 8yr champion boy, and one student received 6yr champion boy.

Some students participated in the Annual Upper Hunter Beef Bonanza, showing steers who had been kindly donated to the Belltrees School.

Term four saw our small school travel to the New South Wales capital, Sydney. We all participated in a four day excursion with numerous exciting, and educational experiences. We had studied British Colonisation and Transport in term three and we had a relative and interactive experience in the city.

Students travelled on train, bus, ferry and light rail. We visited the Australian Museum and went on an archeological dig. We experienced Old Sydney with a historical walk through the rocks. Students were treated to Taronga Zoo and some down time ten pin bowling. It was a marvelous experience and one that each student fully appreciated. A special thanks must be extended to the Belltrees P & C Association who covered the complete costs of the excursion.

Belltrees students at the Australian Museum and Taronga Zoo.
Academic achievements

NAPLAN - Year 3, Year 5.

In 2014, no students completed the 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.

Significant programs and initiatives – Policy and equity funding

Aboriginal Education

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

Indigenous history was thoroughly covered in our term three topic of Colonisation – An Indigenous Perspective. We also participated in NAIDOC celebrations with traditional dream time stories and artworks.

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.

In 2014 all students wore orange and participated in the annual Harmony Day. Students completed a unit study on East Timor and we also had a focus on celebrations around the world. Students are also regularly taught French and learnt Finnish for the visit from Mr Perti Terho, Finnish Director of Public schools.

Low Level adjustment for disability

Adjustments have been made in 2014 for students with low level disability. Program and lesson delivery is strongly differentiated as are the expectations.
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.

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).
School planning and evaluation 2012—2014

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.

2014 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

2014 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.

2014 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 area.
School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

Parent teacher interviews, student, parent and staff surveys and P & C meetings. Regular student and program evaluation includes assessments, unit evaluations, regular staff/student discussions and observations.

In 2014, the school sought the opinions of students and teachers about the school.

Their responses are presented below.

Staff: What are our strengths at Belltrees?

- “Students are progressing well in all key learning areas.”
- “We are engaging well with other small schools and the Belltrees and surrounding communities.”
- “Our student attendance is very high.”
- “Our culture is developing well, with parents and community members involved in school activities and experiences.”
- School is harmonious and a happy place to be.”

What are our weaknesses/areas we can improve on?

- “Involvement in competitions/academic and creative.”
- “Involvement in more sporting pursuits.”
- “Steer Program needs to be revisited/reviewed.”

Students: How do you feel about Belltrees School?

- “I love school, it makes me happy and I like to play with my friends.”
- “Belltrees is a great place because I can learn lots and everyone is nice.”
- “I like to learn my maths and reading at school.”
- “The teachers are nice and friendly. They help me with my school work.”

Parents: Any suggestions/comments about Belltrees School?

- “Communication is excellent.”
- “Staff are approachable and listen.”
- “Parent teacher interviews are thorough and well planned.”
- “Children are happy and content.”
- “Uniform is great.”
- “My children are very happy.”

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The writing of the school plan started in 2014. Many discussions took place between the Relieving Principal, Mrs Johanna Teague, Senior Administration Officer, Mrs Elizabeth Batterham, classroom teacher, Mrs Lucinda Scott and Student Learning Support Officer, Mrs Doreen Roots.

The staff met with P & C executive and parents for an in-depth consultation.

During this consultation the process began and three strategic directions were formulated.

The school has three Strategic Directions in which it wants to follow. We will be looking at Student Learning, Building Teacher/Staff Capacity and Community Involvement and Engagement.

The purpose of these directions are as follows.

Student Learning: Our school is strongly committed to providing a 21st century learning place, where engaged students will develop their capacity to learn, to think deeply and logically, to be creative, innovative and resourceful and can solve problems within the new framework of a relevant and modern curriculum.

Building Teacher/Staff Capacity: Our school is dedicated to improving and building on the skills and knowledge of our staff through professional development opportunities in academic, social, financial and personal workshops. These enable us to identify the needs of all learners and
demonstrate professional practice to build student, teacher and staff capacity in Literacy, Numeracy and Leadership.

Community Involvement and Engagement: Our school supports and leads an engaging, strong and meaningful partnership between students, parents, carers and the school with a focus on inclusivity and connectedness, and being seen as a teaching and learning place of excellence.

The three year plan will consist of measureable targets for each strategic direction which will be milestoned over the life of the plan.

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.

Johanna Teague – Relieving Principal

Elizabeth Batterham – SAM

Doreen Roots-SLSO

School contact information

Belltrees Public
School 62 Belltrees
Road
Belltrees via Scone NSW
2337 Ph: 0265 461148
Fax: 0265 461110
Email: belltrees-p.school@det.nsw.edu.au

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

2014, Belltrees Community Christmas Carol evening.