Belltrees Public School
Annual School Report

2012
Our School at a Glance

Students

In 2012, there have been 14 fulltime students enrolled at Belltrees Public School. Anticipated enrolments indicate that our school will continue to sustain similar enrolments over the next three years.

Our school population is drawn from nearby rural properties, and from the neighbouring village communities of Gundy, 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.

![Students performing and having fun](image)

Staff

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

As a result of the Every Student, Every School (ESES) initiative, our school employed an additional teacher one day per fortnight in second semester. This allowed the principal to support intensive literacy and numeracy skills instruction and assessment for all students.

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

![Students learn to care for our environment](image)

Significant Programs and Initiatives

In 2012 we assisted our students to develop to their full potential educationally, emotionally, socially and physically.

Significant areas of focus in 2012 included -

**Kindy Kids** – transition to school program;

**Performing Arts** - Musica Viva and Kia Ora Music Camp, “Treasure Island” theatre performance;

**In-Class Technology** - Connected Classroom and Interactive Whiteboards integrated;

**Crafty Critters** – creative arts workshops, run by parents and staff;

**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 2012

Our students have continued to demonstrate substantial progress along the literacy and numeracy continuum. An analysis of 2012 Best Start data for our K-2 students has revealed that each student has progressed by two or more skill clusters.

One student sat for the National Assessment Program (NAPLAN). Due to the small size of the cohort, privacy protocols prevent the reporting of details of the results.
Messages

Principal’s Message

“We Give Our Best” is Belltrees Public School’s motto and I am very proud of all students and staff, who kept this at the forefront of their minds in setting and achieving their personal and educational goals in a safe, caring and yet challenging environment.

Teachers and support staff collaborated to ensure that students received quality learning experiences that were customised to meet the individual needs of every student. Learning opportunities in literacy and numeracy were also strongly supported by the use of smart board technology.

Students participated in a number of extra-curricular activities throughout the year. Health education, the arts, cultural and sporting programs were integrated with the Key Learning Areas to enhance classroom experiences.

I take this opportunity to thank staff, parents and community members who have helped make Belltrees Public School a fantastic educational facility.

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

P&C Message

The Belltrees P&C Association continued to support the school during 2012. Members participated in a number of fundraising opportunities, including the Scone Horse Trials, Elite Poll Herefords Bull Sale and a small number of private catering requests.

The P&C also assisted with a number of school events, including catering for the Life Education Activity Day, assisting with the Belltrees Horse Sports Day, and organising and maintaining the clothing pool and uniform ordering programs.

The P&C are looking forward to 2013 where they will continue their fundraising efforts and giving their time to support the students of the school, and the learning programs that take place there.

Student Representatives’ Message

We can both say that we have had loads of fun at Belltrees Public School. We have enjoyed the many activities that we have been able to participate in, and have had the opportunity to attend some awesome school excursions. The opportunities at our small school are amazing.

Our role as Year 6 leaders have been varied, we have enjoyed the interaction with our classmates and staff as well as greeting the many guests who have visited our school. The pride we have felt when standing up in front of many people while representing our school, parading the steers, or marching with our school flag, has given us fantastic memories, even if we have been quite nervous and scared at times.

To the staff, and in particular Mrs Jones, thank you very much for everything you have all done for us, especially teaching us about respect and kindness. You have all given us some fantastic advice that we will take with us forever.

Whilst we are very excited about starting our new journey in High School, we both believe Belltrees Public School has got to be the best school around, we will NEVER forget the fun times we have had and the friends we have made.

Thank you everyone.

Sage Vargas and Sebastian Weber

Year 6 Leaders

Sage and Sebastian leading the marchpast team
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.

**Staff Information**

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

**Student Enrolment Profile**

*Graph showing enrolments for students*

**Student Attendance Profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.7</td>
<td>97.0</td>
<td>94.6</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.0</td>
<td>97.3</td>
<td>94.6</td>
<td>95.0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>85.3</td>
<td>100.0</td>
<td>90.2</td>
<td>94.8</td>
<td></td>
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<tr>
<td>4</td>
<td>90.5</td>
<td>98.9</td>
<td>na</td>
<td>99.5</td>
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<tr>
<td>5</td>
<td>96.8</td>
<td>97.8</td>
<td>98.9</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>98.4</td>
<td>93.5</td>
<td>na</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92.4</td>
<td>93.1</td>
<td>97.2</td>
<td>93.9</td>
<td>95.6</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 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>0.210</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative Staff</td>
<td>1.2</td>
</tr>
<tr>
<td>Total</td>
<td>3.510</td>
</tr>
</tbody>
</table>

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

In the 2012 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 Mr John Henley as our new general assistant.

The school’s senior administrative manager, Mrs Elizabeth Batterham, accepted a relieving position at another school. Her position was temporarily filled by Mrs Susan Ryan, Mrs Sally Mitchell and Mrs Michelle Singleton at various times during the year.

**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>
</tr>
</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>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>26767.13</td>
</tr>
<tr>
<td>Global funds</td>
<td>38636.65</td>
</tr>
<tr>
<td>Tied funds</td>
<td>31946.56</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>17854.64</td>
</tr>
<tr>
<td>Interest</td>
<td>1083.61</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>951.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>117240.09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<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>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement will be tabled at the Annual General Meeting of the P&C Association in 2013. Further details concerning the statement can be obtained by contacting the school.

School Performance 2012

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

Arts

Abeygale, Isabelle and Jessica Cook participated in the prestigious Kia Ora Music and Performing Arts Camp. Isabelle was awarded a choir merit award at the conclusion of the camp.

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 Sebastian Weber being awarded senior boys’ champion.

Sebastian was also selected to represent our school at zone level in senior boys’ high jump.

The students competed in the Prime Ministers Olympic Challenge, which involved participating in a range of daily activities at school and at home. All participants received recognition certificates.

The children participate in PE lessons four times a week, with the emphasis on developing individual skills using minor games and individual skill development activities.

A number of students successfully represented the school at Inter School Horse Sports days during the year. Jessica Singleton was awarded champion led rider at the Merriwa Horse Sports, with William Cripps winning the sportsmanship award.

Our school held the inaugural Belltrees Horse Sports Day in November, with students from schools throughout the Hunter region competing. William Cripps was presented with the Junior Encouragement trophy.

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.

Students are encouraged to work together
**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 2012, 1 student 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 2012, no 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.

**Crafty Critters**

Parent volunteers and staff led an exciting program of creative arts and technology “mini-clubs” during terms 2 and 3. Students rotated between a range of activities, including scrapbooking, needlework, cooking, photography and computer skills. Students were grouped based on age, which enabled senior students to work on more advanced skills and learning.

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**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 2012, 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).
School Evaluations

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out evaluations of school communication and mathematics.

School Communication and Community Engagement

Background

Belltrees Public School is a small school that values open communication channels. Despite our school being small in numbers, all stakeholders believe that there needs to be efficient and open communication paths.

Findings and Conclusions

Informal observations and a formal review undertaken by senior DEC staff found that:

- information about the school’s programs and activities are regularly communicated;
- adequate notice is usually provided with regards to upcoming school events and excursions;
- the school website is becoming a useful tool in passing information to the wider school community;
- the school newsletter, the “Belltrees Bulletin” is an important tool for sharing information with the school and wider community, and
- the school newsletter is usually sent home once a week, on Mondays.

Future Directions

To ensure that communication remains open and positive, the school will work on:

- ensuring that the school website is maintained with up to date calendar information and recent newsletters;
- setting up processes that will enable a weekly newsletter to be published, even if the principal is absent on school business, and
- encouraging the wider community to submit newsletter items on a regular basis.

Mathematics

Background

This year, staff reviewed and evaluated the implementation of mathematics learning across the school. As part of the review, the school took into consideration the resources, programs and structures that are currently in place.

Findings and Conclusions

Mathematics learning is an integral part of the daily classroom routine at Belltrees Public School. Observations and reflections by staff have found that:

- teachers use a wide variety of resources to support the teaching of mathematics;
- individual learning programs are implemented on a daily basis;
- daily mathematics session are well ordered, and cover all aspects of the mathematics curriculum, and
- 100% of students have indicated that they look forward to daily maths lessons.

Future Directions

To ensure that mathematics learning continues to be such a positive part of our daily learning programs, the school will:

- actively participate in the 2013 Small Schools mathematics quality teaching project, and implement new learning and strategies into class programs;
- trial the scaling out of text book use in mathematics lessons, to allow a broader learning experience in all grade and stage levels, and
- investigate the introduction of an intensive daily basic skills numeracy program for struggling students.
Professional Learning

During 2012, both corporate and individual 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 Kate Jones - Principal
Mrs Doreen Roots – School Learning Support Officer
Mrs Serena White – Community Member

School Contact Information

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Fax: 0265 461110
Email: belltrees-p.school@det.nsw.edu.au
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: