Bellbrook Public School
Annual School Report 2013
School context

Bellbrook Public School is located 56 kilometres west of Kempsey and is a small rural, isolated school. The school takes pride in being a community resource that is dedicated to educating children in partnership with the community. It works to provide an excellent education for students in a caring, safe, tolerant and stimulating environment. This year we have seen an increase in enrolment to 46 students. Over half of the student population identify as Aboriginal students. We have innovative and highly trained staff that use the latest in technology in their classrooms. Students are catered for on an individual level and engagement in learning is high. The school’s motto friendship, responsibility and lifelong learning is evidenced in all aspects of school life.

Principal’s message

Another action packed year at Bellbrook Public School. The students, parents and staff had the opportunity to take part in many different school activities. We had a very active SRC and P&C this year. They raised lots of money for different charities and reduced the costs of our excursions. This year was the year of our major excursion. We took Years 3-6 to Canberra and the Snowy Mountains, while K-2 went to the Billabong Koala and Wildlife Park. It was a pleasure to take the students to experience first-hand what they had been learning about.

Staff have shown their commitment to providing quality and innovative teaching practices this year by developing balanced numeracy lessons. Through mentoring, sharing of ideas and professional learning we are providing numeracy lessons that are engaging and improve student outcomes. We are now ready and looking forward to reviewing and implementing the NSW Syllabus next year.

Our future directions are to maintain the focus on continuous improvement in literacy and numeracy, communicating the importance of strong partnerships and technology to all members of the school community.

I would like to thank the students and staff for their dedication and love of learning. Also I would like to thank the parents and community members who helped out at the school during 2013. Without your help the students would not have been able to engage in so many wonderful learning experiences.

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.

Allison Mitchell, Principal

P&C message

In 2013 the P&C accomplished a great deal. We worked very hard to continue our programs such as the Year 6 Farewell / Disco, as well as the various stalls, raffles and the school’s athletics carnival.

The Slim Dusty luncheon still remains our biggest money raising activity for the year. Thank you to everyone who helped on the day at the hall and at the Slim Dusty house. This day is a lot of work and could not go ahead without the support of the school and the wider community.

This year we put our money towards sending the students on excursions. We also continued the tradition of the Year 6 shirts, which also looked fantastic.

I would like to thank all of the people who volunteered their time to help with P&C projects. We were able to raise lots of money to put towards the Canberra excursion this year.

Dean Mitchell, P&C President
**Student representative message**

We are committed to taking action to improve the quality of school life for all students and 2013 was an exciting year with many valuable ideas and moments shared by the SRC members.

Our philosophy is ‘every little bit counts.’ We believe that we can make a difference to the world around us. Raising funds to support others was something which we focused on throughout the school year. Such events included; pyjama day (asthma awareness), clown day (SIDS for KIDS), fluorescent day (anti-bullying), cupcake day (RSPCA) just to name a few. Did you know the students even bought a goat for a small village at Christmas time?

Several items were purchased by the SRC throughout the school year with a focus on improving student experiences. These items include; totem tennis poles, table tennis and a very special guest Troppo Bob the clown was paid for on clown day by the SRC. These items were purchased using funds from our hot chocolate and slushy days.

The SRC would like to thank the P&C for their support this year. It is also important to mention the many hours the SRC students have spent supporting peers, parents and teaching staff.

To be a leader in our school is a privilege and we would love to see more students consider becoming SRC members in the future.

A huge thank you goes out to all the members of the student representative council from 2013 for you have done your school proud and we have valued all of your contributions.

**Mrs Walder and the SRC 2013**

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**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**

![Student enrolment profile chart](chart.png)

**Student attendance profile**

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<thead>
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<th>Year</th>
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<td><strong>88.5</strong></td>
<td><strong>92.0</strong></td>
<td><strong>91.7</strong></td>
<td><strong>87.8</strong></td>
<td><strong>89.9</strong></td>
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**Management of non-attendance**

Attendance rates for our core group of students seem to be increasing due to the positive strategies in place at the school. We plan to keep working with parents to ensure every child comes to school every day.

School and community recognition is working well. Students receive certificates for 100% attendance and have their name published in our school newsletter.

Teachers are being pro-active in seeking notification of absence and following up individual cases with the Home School Liaison Officer (HLSO).
Workforce information

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

The students at our school are supported by highly qualified and dedicated staff who undertake quality training and development opportunities to ensure there is a caring, supportive and innovative learning environment for all students.

Workforce composition

<table>
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<th>Position</th>
<th>Number</th>
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<tr>
<td>Principal</td>
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<td>Part Time Teacher</td>
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<table>
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<td>General Assistant</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

We employ two Aboriginal Student Learning Support Officers or SLSO’s. Aunty Annette works with students in the classroom as a Wambinya Tutor. Aunty Linda also works in student support as well as running the local Homework Centre. Their role is to support student learning and liaise with the community.

Teacher qualifications

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

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<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<table>
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<tr>
<td>Balance carried forward</td>
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A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

Bonny placed second in shot put.
School performance 2013

Our school prides itself on participating in a wide range of artistic and creative activities. The school has participated in the following:

**Academic achievements**

Students and Staff at Bellbrook Public School have high expectations and are encouraged to reach for and achieve goals on all different levels.

We have various reward systems in place to support students and encourage them to do their best. Star of the Week is just one way we congratulate our students.

**Science and Engineering Challenge**

This year we competed in the University of Newcastle’s Science and Engineering Challenge held at the Kempsey Showground. We joined forces with students from Willawarrin to form a small schools team. Students had to complete a variety of activities and earn points for their teams. Everyone enjoyed themselves very much. Activities included hover craft making, designing and building an environmentally friendly house, catapult making and electro-city.

**NAPLAN**

**Reading and Numeracy NAPLAN Years 3 and 5**

The reporting of information must be consistent with privacy and personal information policies therefore the school is unable to supply specific information in this section. Individual results have been discussed with the students and their parents/carers.

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** to access the school data.

**Other achievements**

**Sporting**

**John O’Neill sports day**

The John O’Neill Sports Day consisted of races, novelty events, war cries and marching. The friendly competition encourages students to interact and establish friendships with students from other schools. It was a fun day for all involved.

Nathan and Ne...
We won the ball games trophy this year, and war cry trophy.

We also won the Field Whittaker Trophy.

Bellbrook School Sports carnival

Bellbrook Public School's athletics carnival was well supported this year. Students competed in all track and field events with trophies and ribbons on offer. The level of parent and community support was fantastic. The P&C catered on the day and the parent races proved again to be a winner. Congratulations to all the age champions on the day.

The winners of this year’s house points trophy was the mighty Macleay.

Here are our school age champions and the winner of the sportsmanship award, Chrystal.
Gymnastics program
A gymnastics program successfully ran in the school this year. An accredited gymnastics coach with Gymnastics Australia worked with students to develop a variety of strength, flexibility, balance and rotation skills over a five week period. We have purchased new equipment and are planning to run the program again next year using our own teachers.

Fishing Program - Get hooked, its fun to fish
The Department of Primary Industries fishing program was fantastic. It allowed students to investigate marine and fresh water fish, their habitat and the importance of responsible recreational fishing in different environments. We also had a program to complete back at school which was around the fishing codes. Each week we learnt a new code ready to go fishing with the whole school next year.

Sustainable fishing relies on knowledge of what to keep, what to throw back and the legal size of different fish species.

Red nose day
We raised money for Red Nose Day to help promote awareness of SIDS, Sudden Infant Death Syndrome. The SRC organised the day. They also paid for a guest performance by Troppo Bob the Clown.
Book week
Students and staff celebrated Children’s Book Week with a very colourful parade. We all participated in activities based on some of the short-listed books for the Australian Children’s Book of the Year.

Jump rope for heart
The winners of this year’s Jump Rope for Heart skipping routine were the senior boys. They performed to Eye of the Tiger and incorporated martial arts into their skipping.

In a close second were the girls with their hip hop skipping routine. Jump off day supported our healthy kids focus.

Bike safety program
As a part of our Personal Development, Health and Physical Education (PDHPE) lessons this year we ran a bike safety day every Friday afternoon for five weeks. We completed the unit with a fun ride with members of the community.

Bikes received a safety check at school before the students were taught different skills.

Road rules, traffic signs and bike safety were high on the agenda.

Finally we got to go on our ride.
Billabong Park

K-2 travelled by bus to Port Macquarie to visit Billabong Wildlife and Koala Park. We had been studying Australia’s wildlife in class and this provided us with the opportunity to see these animals close up. We were able to touch and have our photos taken with a koala. The cassowaries were exciting and we all enjoyed seeing and petting the dingo.

Towards the end of the day we had our own personal reptile presentation. All the children got to touch lizards, snakes and other creepy crawlies, but the mums stood well in the background not quite as brave as the children who laughed and had a photo taken with Miss Syd as a snake was wrapped around her shoulders.

Billabong was a fantastic excursion and all the kids got to see close up and personal some of Australia’s most unique wildlife.

Significant programs and initiatives

Aboriginal education

Strong home school partnerships are promoted through regular meetings to review the progress of all students. A Personal Learning Plan (PLP) is developed for each student and closely monitored to ensure that goals are achieved and evaluated. The PLP’s are developed for each student in consultation with parents/caregivers, the student and their teacher. All students worked collaboratively to set and review their personal and academic goals for 2013.

Opportunities are provided to integrate Aboriginal perspectives across all stages of the KLA’s of the curriculum. School programs promote understanding and appreciation of Aboriginal Australia. Resources with an Aboriginal perspective have been included in our curriculum and have been implemented throughout the year to continue the focus on students’ self-esteem and to create a fun, happy and safe learning environment for all students.

NAIDOC day

This year we joined other schools from the Macleay Valley in celebrating NAIDOC week at Green Hill Public School. The students were placed into groups and spent the day rotating around various activities prepared by the staff and other agencies. It was a fantastic day.

Some of the activities included traditional Indigenous games, Aboriginal arts and crafts; Dreamtime storytelling and role play as well as bush tucker.
Students made masks to help in their role play of dreamtime stories.

**Dhalayi Doctors**

The Young Doctor project, or the Dhungutti name for it being “Dhalayi Doctors”, was delivered at school in Term 3, 2013. This project was a pilot project for all students in years 3 & 4 and ran over a ten week period.

Five key themes were the focus for the sessions—leadership, health literacy, environmental health, nutrition and hygiene.

This program engages with all members of the community to inspire healthy habits in all areas of life among the children of the community.

Children learnt through a series of games, activities and challenges to empower and enthuse them towards better knowledge and confidence in health related outcomes.

The Malpa Project feel very proud of the achievements of the first graduating group of Dhalayi Doctors and the skills they have learnt to apply in their own community.

**Multicultural education**

**Harmony day**

Cultural diversity was celebrated this year with Harmony Day. In March representatives from Bellbrook, Willawarrin, and Green Hill Public Schools travelled to Millbank to join in a day of cultural celebration.

**German language**

The students have had the pleasure of learning another language this year. Mr Fleissgarten has been teaching the students German and they have enjoyed the challenge. Students know German greetings, numbers and many basic words. We look forward to continuing and improving the program in 2014.

**Anti-bulling day**

The SRC anti-bulling day was a huge success this year. The day raised awareness of anti-bullying and acceptance of others. Students wore bright colours to represent brightening up someone’s day. Lessons in class supported multiculturalism and the importance of valuing others.

**Equity funding**

Equity funding was used to help finance the following programs and initiatives in the school this year.

**Canberra and the Snowy Mountains excursion**

This year was our major excursion and we travelled down to Canberra and to the snow. Students in years 3-6 studied Government and Federation as part of the Human Society and its Environment (HSIE) curriculum.
While in Canberra we visited the Canberra Exhibition Centre, Old and New Parliament House, Election Centre, Questacon, National Art Gallery, Telstra Towers, Australian War Memorial and the Australian Institute of Sport just to name a few.

In Canberra students were given the opportunity to participate in many hands on activities including role plays, voting, 3D hologram displays, experiments and we even got to experience an earthquake simulation. It was an experience that the children will never forget.

Bonny and Darby enjoying the interactive activities at Questacon Science.

On our way to the snow we stopped at the Kosciusko National Park and Snowy Mountain Hydro Scheme. The whole trip was very exciting and was a great way to complete their unit of learning.

We would like to thank the P&C, parents, Bellbrook Social Fishing Club and the Dhungutti Lands Council for all their fundraising support. Without you we would not have been be able to go on this excursion.
Drum beats
After the success of the program last year we decided to increase our drumbeats program to include K-2 this year. Drumbeats is designed to build resilience through rhythm. The program consists of five elements; core rhythms, rhythm games, discussion, improvisation and performance. Each group had one hour of drumming over ten weeks focusing on a different social skill. Some of the topics covered included; rhythm of life, relationships, harmony, identity, emotions, feelings and teamwork. We also performed to a large audience at the Slim Dusty lunch.

Transition to school program
We had four new students in the transition to school program this year. They came to school every Friday for five weeks and had sport with the K-2 class, fun in the transition classroom with Miss Syd until lunch, then joined in the K-2 classroom for the afternoon.

The program was very successful in helping teachers to identify needs of students attending the school in 2013.

Our equity funds were also used to implement a Triple P, Positive Parenting Program which we ran at school to support parents. We also purchased some new interactive software to help us achieve our school targets in literacy and numeracy.

National partnerships
This year with our funding from National Partnerships we have been able to employ extra teachers and support staff to improve student learning. We have been able to maintain our small group learning hubs for literacy and numeracy, maintain our garden project and strengthen ties with the community through our Student Learning Support Officers (SLSO).

Juju writing project
As the school was focusing on writing this year, we developed and implemented a unique program called Juju. This involved having a school mascot that visited other schools and encouraged students to write. At the end of the term the Juju was sent back to the school along with a folder of writing work samples. It was a great way for our students to assess their writing against that of their peers.

K-2 wrote information reports about Australian animals.
Grow it, cook it, eat it program

We have had outstanding success with our “Grow it, Cook it, Eat it” gardening project. We were able to share our school grown vegetables with our community and in return the community shared theirs back.

Everyone enjoys cooking with Mr Fleissgarten.

Homework centre

In partnership with the local Burrel Bullai Indigenous Women’s Group we started a homework centre at the Bellbrook Aboriginal Village. The school provided some resources and the women’s group provided the staff.

School planning and evaluation

2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. This year we addressed the area of teaching. Parents and students were asked to complete a survey and the results were collected and analysed. Here is a summary of the results.

Parent survey graph above shows that most parents are supportive of the teaching practices in the school. One area that needs to be addressed was raised in question 3. Parents perceived that their child did not talk to their teacher about what they are learning. In 2014 this will be communicated back to the parents via our newsletter. This will enable parents to engage in conversations with their children about the topics being covered in class.

It is interesting to note that the students did not respond the same way as the parents in question 3. They were all satisfied with what they were learning and why. This is due to the use of WILF or What I’m Looking For in the classroom. In question 7 students did not make the link between assessment and WILF. This will also be addressed in 2014.
School planning 2012—2014: progress in 2013

School priority 1
Increase the percentage of students achieving grade expectations in writing, measured by the literacy continuum, from 14 (37%) of all students to 26 (70%) by Term 4 2013.

Evidence of progress towards outcomes in 2013:
- After close monitoring and analysing data our results for writing in 2013 showed that 30 (66%) students have achieved grade expectations in writing. This is an increase of 16 students, which exceeds our expected target by 4 students.
- Our NAPLAN data also reflects high results in persuasive writing this year.
- Teachers regularly collected and analysed data to assess the effectiveness of, and to inform teaching and learning programs. Also collegial networking across the small schools supported consistency of teacher judgement.
- All teachers participate in training to increase understanding of the writing aspect of the K-6 literacy continuum.

![Priscilla and Nikia enjoying writing with BB Bear.](image)

Strategies to achieve these outcomes in 2014
- Implement a writing resource folder across K-6 to support students learning.
- Improve publishing of student work samples and multi-modal texts.
- Professional learning in Planning Literacy and Numeracy (PLAN) software.
- Allocate resources to establish a five week assessment cycle to evaluate and reflect on the effectiveness of teaching strategies.
- Professional development in using the interactive continuum to develop explicit teaching strategies.
- Use innovative staffing organisation to have focused smaller groups in literacy.

School priority 2
Increase the percentage of students achieving grade expectations in multiplication and division, measured by the numeracy continuum, from 9 (24%) of all students to 24 (64%) by Term 4 2013.

Evidence of progress towards outcomes in 2013:
- Our results for mathematics indicated that 27 students (60%) have achieved grade expectations in multiplication and division (M&D).
- This is an increase of 18 students, which exceeded our expected target by 6 students.
- All teachers participated in training to increase understanding of the M&D aspect of the K-10 numeracy continuum.
- Assessment tools were developed and data regularly analysed to accurately place all students on the continuum.
- Work samples were analysed with partner schools to support the consistency of teacher judgment.

Strategies to achieve these outcomes in 2014:
- Professional learning for staff to explore the new Mathematics K-10 Syllabus.
- Investigate the links between the new syllabus and the continuum.
- Develop explicit quality criteria for the place value aspect of the numeracy continuum.
- Explore best practice and lesson observations in schools across the Macleay area.
- Implement small group learning hubs in numeracy, based on collected data from PLAN.
- Increase parent/carer knowledge and understanding of place value.
School priority 3
To increase the number of Aboriginal SLSO’s working in the school from 1 in 2012 to 2 in 2013.

Evidence of progress towards outcomes in 2013:
- We now have 2 Aboriginal SLSO’s working in the school.
- Employment of an SLSO in a community engagement role to promote the achievements of students, liaise with parents and make attendance data more accessible.
- Homework centre is now available to aboriginal students and has been attended on a regular basis.
- Increase in the number of students handing in and completing homework.

Strategies to achieve these outcomes in 2014:
- Maintain the target of Aboriginal SLSO’s working in the school.
- Continue the homework centre at the Bellbrook Aboriginal Village.

School priority 4
To increase the percentage of students who participate in Crunch and Sip from 86% in 2012 to 92% in 2013.

Evidence of progress towards outcomes in 2013:
- 95% of students are participating in Crunch and Sip. The remaining 5% are provided with fruit or vegetables from our garden.
- The vegetable garden has encouraged healthy eating habits and supported school based programs such as Crunch and Sip.
- The healthy eating program “Grow it, cook it, eat it” is engaging all students and involving the community. It is a fun way of creating great partnerships with local agencies wanting to become involved.

Home grown beetroot was cooked and bottled this year from our garden. We also grew some great cabbages.

Strategies to achieve these outcomes in 2014:
- Establish a new kitchen work space in the old transition classroom. Purchase new equipment to create a harvest table, teacher demonstration area and small group kitchen spaces.
- Employ SLSO to support cooking program one day a week.
- Engage the community in cooking classes as a way to strengthen partnerships and encourage attendance.
Professional learning

Teacher Professional Learning (TPL) is seen as an integral part of the school plan. Professional learning funds provided opportunities for teachers to enhance their knowledge by attending various courses such as; Live Life Well at School, Netball Coaching Be Fair, Be Safe, Dealing with Difficult Behaviours, Dyslexia, and iPad training.

Syllabus implementation was also high on the agenda this year. The new english and mathematics syllabus training for teachers was delivered over the staff development days this year. We were also joined by Millbank and Willawarrin Public Schools. These days were very practical and informative.

Leadership was another focus area this year. The Principal attended Teaching Principal Network days and the Primary Principal Association Annual Conference.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. This year we surveyed our parents to address the area of school satisfaction.

All stake holders including students, parents and staff reported that they were satisfied with the school. Everyone was happy with the amount of extra-curricular activities offered by the school now that the Country Areas Program or CAP is no longer operating. Staff were still able to offer engaging and innovative programs.

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.

Allison Mitchel, Principal
Melissa Mitchell, Teacher
Sally Hill, School Administrative Manager
Annette Dunn, Student Learning Support Officer
Student Representative Council (SRC)

School contact information

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Web: www.bellbrook-p.schools.nsw.edu.au
School Code: 1178

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:


Elijah enjoying the new Reading Eggs program.

Thanks to our supportive parents.