## School background 2018–2020

### School vision statement
Belltrees Public School is committed to providing quality education in a warm, caring and inclusive environment with a strong emphasis on community engagement.

Belltrees Public School students will be active, confident and resilient participants in an ever–changing and challenging world.

Our staff is innovative and dynamic and provides leadership that inspires learning.

We work together as a whole school community with high expectations to inspire students to be their best. Belltrees Public School will focus on giving all students voice, being active learners and develop strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

"We Give Our Best".

### School context
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 16 students.

The school is located in Belltrees, 33 km from Scone. We have student enrolments from the surrounding townships of Moonan Brook, Moonan Flat, Stewarts Brook, Belltrees and Gunduy.

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

Belltrees Public School is part of the Upper Hunter network of schools and plays a key role in the Invermein Small School's Cluster. We are also part of the Upper Hunter Community of School (UHCoS) and work closely with Scone High School and its feeder primary schools.

Belltrees Public School also works closely with surrounding small schools for sporting carnivals, educational workshops and social experiences.

Belltrees Public School is very well resourced and has a sports court with markings for tennis, basketball and netball, as well as covered fixed outdoor play equipment, a covered sandpit and an Covered Outdoor Learning Area (COLA). The cattle yards, poultry house and vegetable garden provide students the opportunity for leadership and environmental education activities. The school participates in the annual Beef Bonanza at Scone.

### School planning process
The writing of the 2018 – 2020 school plan started in August 2017.

Discussions took place between the Relieving Principal, Director PSNSW, School Administration Manager, classroom teachers and Student Liaison Officer.

Consultation with parents and community members occurred through presentations and discussions at P and C meetings, formal and informal discussions with parents and community members. Opportunities were given for them to indicate what the school is doing well, areas they value and what the school could do better.

During this consultation, two strategic directions for the School Plan, 2018 – 2020 were formulated.

Discussions and planning sessions were conducted between the principals of Ellerston Public School, Blandford Public School and Scone High School to develop plans for working collaboratively on welfare and Quality Teaching projects.

The draft School Plan was presented to the P and C for discussion and further revision.
**School strategic directions 2018–2020**

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**STRATEGIC DIRECTION 1**
Confident, creative and active citizens.

**Purpose:**
Belltrees Public School will have a comprehensive strategy in place to ensure that there is a student-centred learning environment which enhances the wellbeing and resilience of students so that they can meet life's challenges with confidence.

We will:
- Provide meaningful learning experiences for all students that will promote curiosity, resilience, ethical behaviour and leadership.
- Focus on active learning where students develop voice and strong character that will enable them to succeed, thrive and be confident throughout life.

Students will:
- Be respected, valued, encouraged, supported and empowered to succeed.
- Actively participate in their learning and have respectful relationships towards others.
- Have a sense of belonging with the school and community.
- Engage with the 'Bounce Back' and 'Visible Wellbeing' frameworks to enhance positive mental health, wellbeing and resilience for improved social/emotional wellbeing and learning capabilities.

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**STRATEGIC DIRECTION 2**
Engaged learners and high expectations.

**Purpose:**
Belltrees Public School will ensure there is a stimulating and engaging learning environment with high expectations and excellent teaching practices which will be reflective, flexible, relevant and dynamic to meet the needs of our students, staff and community.

We will:
- Focus on learning and maintain clear and high expectations for all students.
- Identify, understand and implement effective and explicit teaching methods.
- Actively enhance and value-add to student achievement in writing and numeracy.

Students will:
- Strengthen their ability as independent and engaging writers through a strong focus on authorial writing.
- Build their capacity to become confident, numerate mathematicians, with a focus on 'Working Mathematically'.
- Embrace project-based learning, with a focus on STEM/STEAM.
## Strategic Direction 1: Confident, creative and active citizens.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
</tr>
</thead>
</table>
| Belltrees Public School will have a comprehensive strategy in place to ensure that there is a student centred learning environment which enhances the wellbeing and resilience of students so that they can meet life’s challenges with confidence. | People

**Students**

Students will:

- Actively connect with their learning, have positive and respectful relationships and experience a sense of belonging with our school and community.
- Be respected, valued, encouraged, supported and empowered to succeed.
- Engage with the 'Bounce Back' and 'Visible Wellbeing' framework.

**Staff**

All staff will:

- Strive to provide learning experiences and opportunities that develop and shape the character and wellbeing of our students, as well as promote mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership.
- All staff will strengthen their understanding of the 'Bounce Back' and 'Visible Wellbeing' frameworks to enhance the quality implementation of positive social/emotional wellbeing for students.
- All staff will endeavour to unlock and nurture children's learning potential through the establishment of engaging and challenging thinking classrooms where all students are engaged through multiple learning pathways, while being reflective of their own practice as a learning practitioner.
- All staff will develop a strong understanding of 21st century learning.

**Wellbeing**

### 2018 (Sustaining and Growing)

- Implement 'Bounce Back' and 'Visible Wellbeing' frameworks.
- Establish clearly defined behavioural expectations that are measured by EBS system wellbeing incident tracker.
- Develop Personalised Learning Plans (PLPs) for all students which will have clear social and academic goals for each student.
- Begin organisation and management of inter–school activities days to assist social development and transition to high school.
- Negotiate systems and procedures for inter–school visits between Ellerston Public School, Blandford Public School, Murrurundi Public School and Scone High School.
- Encourage senior students to participate in area and regional leadership activities.
- Evaluate High School Transition programs.
- Expand activity days with participating schools.

### 2019 (towards Excelling)

- Implementation of wellbeing meetings with all students at least once a term.
- PLPs monitored each term.
- Bounce Back program expanded.
- Evaluate High School Transition programs.

### 2020 (Excelling)

- Demonstration of wellbeing meeting with all students at least once a term.
- PLPs monitored each term.
- Bounce Back program expanded.
- Evaluate High School Transition programs.
- Expand activity days with participating schools.

<table>
<thead>
<tr>
<th>Improvement Measures</th>
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</thead>
<tbody>
<tr>
<td>Students follow clearly defined behavioural expectations, as measured by the wellbeing incident tracker in EBS4.</td>
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<tr>
<td>Demonstrated evidence of movement from</td>
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</tbody>
</table>

### Practises

- To develop social skills and transition to high school, Years 4, 5 and 6 students join with Ellerston, Murrurundi and Blandford students each term for various social, academic and sporting events. Scone High School students to lead discovery/wellbeing activities twice per year.
- Teachers and support staff work closely with individual students to ensure that their personal goals are achieved. Staff will be familiar with all students’ PLPs.
- Positive, respectful relationships are evident among students and staff, evident through advisory meetings with a mentor which will promote social, emotional and academic achievement.
- Senior students participate in local and regional leadership conferences and activity days.
- Collaborative partnerships are built between students, staff, families and other organisations to support and develop students as indicated in 'Tell Them From Me' survey results.
- Year 4, 5, 6 students join with Ellerston and Blandford students each term for various social, academic and sporting events to enhance socialisation and transition to high school.
- Scone High School students to lead discovery/wellbeing activities twice each year.

### Products

- Positive, respectful relationships are
## Strategic Direction 1: Confident, creative and active citizens.

### Improvement Measures

**Delivering to Excelling in the element of Wellbeing in SEF2.0.**

### People

- People that will support the implementation of a learning environment that embraces student-centred learning.

### Leaders

- Leaders will maintain and consistently update our wellbeing database with valuable information on student behaviour.

### Parents/Carers

- Parents and Carers will:
  - Support the school in maintaining and model a supportive and respectful environment.
  - Assist in enhancing the social/emotional wellbeing of students, in collaboration with the school and in alignment with the 'Bounce Back' and 'Visible Wellbeing' frameworks, by supporting the school in its endeavours in promoting confident, creative and active citizens.
  - Actively participate in workshops and information sessions about 21st century learning and student-centred learning.

### Community Partners

- Our community partners will include our students in meaningful projects, where appropriate. Specifically students from neighbouring schools such as Ellerston, Blandford, Murrurundi PS and Scone High School.

### Processes

- Students have regular opportunities to meet with an identified staff member and be provided with advice, support and assistance to help them fulfil their potential.
- Positive, respectful relationships are evident and widespread among students and staff.

### Evaluation Plan

- Progress toward annual goals will be reviewed each term, using the Milestone School Improvement Process.

### Practices and Products

- Students follow clearly defined behavioural expectations that are measured in EBS system wellbeing incident tracker.
- Student survey data (Tell Them From Me) indicates a growth in the number of students with a positive sense of belonging from 2018 to 2020.
Strategic Direction 2: Engaged learners and high expectations.

Purpose
Belltrees Public School will ensure there is a stimulating and engaging learning environment with high expectations and excellent teaching practices which will be reflective, flexible, relevant and dynamic to meet the needs of our students, staff and community.

We will:
• Focus on learning and maintain clear and high expectations for all students.
• Identify, understand and implement effective and explicit teaching methods.
• Actively enhance and value—add to student achievement in writing and numeracy.

Students will:
• Strengthen their ability as independent and engaging writers through a strong focus on authorial writing.
• Build their capacity to become confident, numerate mathematicians, with a focus on ‘Working Mathematically’.
• Embrace project—based learning, with a focus on STEM/STEAM.

Processes

Writing and Numeracy

2018 (Sustaining and Growing – Effective Classroom Practice, SEF 2.0)
• Review and revise school's writing scope and sequence.
• Develop a deep understanding of the English Syllabus and the Literacy Progressions in writing.
• Identify and implement an effective writing framework which addresses the needs of each student.
• Professional learning provided in Mathematics Syllabus with a focus on ‘Working Mathematically’.
• Training provided for staff in project learning with a focus on STEM/STEAM.

Quality Teaching
• The school's practices and procedures support professional development in Quality Teaching Rounds (QTR) collaboratively with Ellerston and Blandford schools.

2019 (Working towards Excelling – Data Skills and Use, SEF2.0)
• Professional learning to support the use of Learning Progressions data to inform programming, teaching and differentiation in writing.
• Work collaboratively with community of small schools to develop writing scope and sequence.
• Work collaboratively with community of small schools to develop assessment schedule for writing.

People

Students

Students will:
• Develop and practice having a growth mindset towards learning.
• Use reflection as effective feedback from staff.
• Strengthen their ability as independent and engaging writers through a strong focus on authorial writing. They will effectively author persuasive, imaginative and informative texts.
• Build their capacity to become a confident, numerate mathematician, with a strong focus on ‘Working Mathematically’.
• Embrace project—based learning, with a focus on STEM/STEAM.

Staff

Staff will:
• Continue to develop their growth mindset, and model this way of thinking with staff, students and community.
• Willingly participate in peer observations and discussions with colleagues from Ellerston and Blandford schools around the Quality Teaching Framework each term.
• Develop a strong understanding of the Mathematics Syllabus and value the importance of the central ‘Working Mathematically’ focus and construct learning sequences to reflect this practice.
• Identify and implement an effective

Practices and Products

Improvement Measures
All students will grow one year in their learning for one year's teaching as measured by the National Literacy and Numeracy Learning Progressions.
**Strategic Direction 2: Engaged learners and high expectations.**

<table>
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| • writing framework which is both engaging and addresses the learning requirement of each student.  
  • Encourage project–based learning, including multi–outcome integrated learning – “Big Ideas” through the effective implementation of STEM/STEAM activities.  
| • Work collaboratively with community of small schools to develop systems to maximise consistency and accuracy of assessment data in writing.  
**2020 (Excelling – Classroom Practice, Professional Standards SEF 2.0)**  
• QTR with Blandford Public School and Ellerston Public School.  
• Professional learning to support the understanding of; the Quality Teaching Framework, use of the National Literacy and Numeracy Learning Progressions and the ‘Working Mathematically’ strand in the Mathematics Syllabus.  
• STEM/STEAM days held each term in collaboration with Scone High School, Ellerston Public School.  
• Work collaboratively with community of small schools in assessment of writing.  
| parents to ensure student aspirations and goals are shared. Students set goals individually, with peers and with their teachers and parents that relate to the emotional, ethical, social, cognitive and strategic aspects of learning, and reflect these attributes in their schooling.  
| Parents/Carers | Parents/ Carers will:  
  • Be supported in understanding how to support their child in their learning.  
  • Be supportive of the school culture in developing children to reach their full potential.  
  • Work in partnership with the school to develop and improve student learning opportunities.  
| Community Partners | Community partners will:  
  • Be developed through an inter–school alliance with Ellerston Public School, Blandford Public School, Murrurundi Public School and Scone High School.  
  • Provide opportunities to collegially develop consistent practice in assessment, data collection and Quality Teaching.  
| Evaluation Plan | Progress toward annual goals will be reviewed each term, using the Milestone School Improvement Process.  
| Products | Growth in student writing to match internal and external reading and comprehension data as per PLAN and NAPLAN.  
|  | Growth in student numeracy as measured in PLAN and NAPLAN  
|  | Growth and extension of student engagement/ time–on–task/ learning focus during literacy and numeracy sessions.  
|  | All students demonstrate that they identify and verbalise dispositions and habits that affect their learning in all learning areas.  