

# Bellevue Hill Public School

## Annual Report



2016



1179

## Introduction

The Annual Report for 2016 is provided to the community of **Bellevue Hill Public School** as an account of the school's operations and achievements throughout the year. It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Suzanne Bennett

Principal

### School contact details

Bellevue Hill Public School

Victoria Rd

Bellevue Hill, 2023

[www.bellevuehi-p.schools.nsw.edu.au](http://www.bellevuehi-p.schools.nsw.edu.au)

[bellevuehi-p.School@det.nsw.edu.au](mailto:bellevuehi-p.School@det.nsw.edu.au)

9389 3928

### Message from the Principal

Bellevue Hill Public School is located on the crest of a hill overlooking Rose Bay to the north and Bondi Beach to the east: hence the name *Bellevue*.

Every year, Bellevue Hill Public School aspires to continuous improvement in all policies and procedures with 2016 proving to be another of our busiest and most successful years to date.

Excellent results across all key learning areas were attained particularly in the academic, student welfare, technology, creative and practical arts and the sporting areas. There are many achievements by the whole school community to celebrate in 2016. Details of all of these achievements can be found throughout this document.

Challenging learning programs in classrooms K–6 were enhanced by visiting performers and excursions to a range of external venues. The students' academic learning was also supplemented by a whole school focus on environmental studies in Term 3 which culminated in a hugely successful Art Show based on the theme of *Water*. The aim of the unit of work and event was to provide an in-depth study of sustainability of our waterways.

Following the approval for major capital works to address the crowded accommodation needs for students and staff, the construction of a four storey building to house up to 1000 students in the future was finally commenced in June 2016 after many months of negotiation with Woollahra Council regarding increased traffic, the impact of extra parking and the removal of trees. The project will include 24 new classrooms, library, canteen and refurbished administration area.

The new classrooms are designed to cater for 21st Century learning with open plan spaces, flexible furniture and technology to cater for all students' needs. The library will become a vibrant hub filled with rich resources for contemporary learning including quality printed resources as well as an expert bar for factual learning, a film studio and maker space. These facilities will set Bellevue Hill Public School apart from others schools as a leader in future schooling.

To prepare teachers and students for this exciting facility, a third open plan space was created in 2016 and the associated teaching and learning opportunities were set up for Year 5, in addition to Year 1 and Year 3. Flexible furniture and groupings were once again researched, trialled, reviewed and redirected where necessary by the Year 5 team. The NAPLAN results in Year 3 in 2016 were outstanding, the inquiry learning exhibited in the Year 1 classrooms was excellent and the increased student engagement was the most beneficial outcome to student's learning in Year 5.

I certify that the information in this report is the result of arigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

*Sue Bennett*

*Principal*

## P&C 2016 President's Report

2016 has flown by and has been another incredibly busy and fulfilling year for the Bellevue Hill Public School P&C. We are very proud to have achieved so much this year despite the disruption of the building and particularly through our fundraising efforts taken on by various people which have enabled us to contribute to the school and our children in so many fantastic ways.

*P&C meetings:* Our monthly P&C meetings are well attended and continue to be a fantastic way for members of the P&C to get together to share ideas and information. We are very fortunate to have the support of our Principal who attends every meeting and provides us with valuable input and information on a wide range of issues including updates on the curriculum, NAPLAN results across the school and most recently update on the building project.

*P&C Executive:* A very big thank you to the P&C Executive for 2016, who have worked extremely well together as a team. Thank you for helping to make this year such a success and for supporting me through my year as President. I want to take this opportunity to personally thank everyone for their dedication and hard work to our P&C and to the school.

*Some of the donations made to the school in 2016 by the P&C:* \$10,000 Towards the cost of the Art Show; \$9,000 Towards the Glee club and \$7,000 Towards the Rep Uniforms. These donations were made possible through dedicated fundraising efforts, such as two camping trips for the BHPS community, a Comedy Night, Mother's Day and Father's Day gift stalls, and many food stalls and special lunch days. Future commitments in 2017, \$23,000 for 32 iPads and docking station.

*Committees:* The P&C has active and productive committees including: Environment and Gardens, Uniform Shop, Fundraising, Grants, Traffic, Class Parents and the P&C Camp.

*Shelley Borer*

*P&C President*

## School background

### School vision statement

The Bellevue Hill Public School community is committed to the development of academic excellence, social responsibility and student wellbeing within a caring and culturally enriched environment.

A Vision for the Future where teachers will act as facilitators in collaborative student-centred learning environments which promote critical thinking and the creative application of knowledge.

### School context

Bellevue Hill Public School is a high achieving school in the eastern suburbs of Sydney. The students are highly literate and verbal and achieve excellent academic results. The staff members at BHPS are enthusiastic, conscientious and dedicated. They provide safe and secure learning environments which are conducive to positive learning. Excellence in learning is promoted through a stimulating curriculum which challenges the critical thinking and creative skills of the students. The school community is active and informed and support strong and positive relationships with the school, especially through the Parents and Citizens' (P&C) Association.

In 2015, approximately 50% of the 625 students at Bellevue Hill PS were housed in a two storey brick building built in 1925. The remainder are housed in demountable buildings which cater for the increased enrolment that has occurred over the last decade. Although the permanent classrooms have been modernised with interactive whiteboards and digital technology, options for collaborative teaching and learning are limited. Some classrooms have flexible walls between two rooms which allow two teachers to team teach.

Other areas have been opened to enable collaborative teaching. Two areas in particular, Year 1 and Year 3 are being used creatively with flexible furniture and student groupings.

In 2016, a third area was opened to enable another team to collaborate and trial a flexible learning space and co-operative learning in Year 5.

In 2017, staff and students will occupy a new building designed for 21st Century learning with 24 new open planned classrooms. The new building will also house an open planned library with a central hub as well decentralised resourcing throughout the classrooms.

*The challenge for 2015–2017 is to build the capacity of all teachers and students to be able to work within open, flexible and contemporary spaces with flexible furniture and the appropriate pedagogy catering for 21st Century student-centred learning.*

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Student wellbeing is promoted as well as well-developed programs and processes to further identify, address and monitor student learning needs. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them. Parents and community members are positive about learning provision and have the opportunity to engage in a wide range of school-related activities.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

To develop a community of learners who are highly motivated, creative and collaborative problem solvers who value life-long learning.

### Purpose

To develop the capabilities of 21st century student learners at Bellevue Hill Public School who:

- engage in authentic learning experiences and tasks which allow them to think critically and creatively, solve problems and communicate their learning with others;
- take responsibility for their learning and act as partners in the assessment of their progress, reflecting on their learning and engaging in self/peer assessment; and
- understand the attributes of wellbeing which promote successful learning such as resilience, confidence, persistence, organisation and getting along with others.

### Overall summary of progress

Students learning the basic principles of participation within student centred, open learning environment. Teachers facilitating inquiry learning and staff and students implementing You Can Do It.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
% students work collaboratively and independently in a range of learning activities and structures	Students have been working consistently in a range of collaborative and independent situations in Year 1, 3 and 5. Other grades have been trialling groups work across the grade, even though they are not in an open plan setting.	\$2000
% students participating in inquiry learning projects	Teachers have undertaken professional learning in the Inquiry Learning approach and have trialled strategies. Grades 1, 3 and 5 have used conceptual units and based their activities on inquiry. Other grades are beginning to trial conceptual and inquiry based learning.	\$7400
% students and teachers who are implementing the You Can Do It strategy	All grades and students have been implementing You Can Do It. Teachers are rostered to lead an item in assemble and write an article for the newsletter about what their grade are doing for YCDI.	\$2000 for resources

### Next Steps

Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.



## Strategic Direction 2

To develop a commitment to identifying, understanding and implementing effective teaching methods with a focus on 21st century learners using evidence-based teaching strategies.

### Purpose

To develop the capacity of teachers who:

- are committed to identifying, understanding and implementing effective teaching methods with a focus on 21st century learners;
- give high priority to evidence-based teaching strategies;
- utilise explicit systems for collaborative planning, teaching and assessing student learning;
- have high levels of current content knowledge and teaching practices and share their expertise;
- act as facilitators in student-centred learning environments which promote critical thinking, the creative application of knowledge, collaboration and communication; and
- are committed to and actively engage in planning their own professional learning to improve teaching practices.

### Overall summary of progress

Teachers complete action research projects, grade meetings provided opportunities for professional dialogue about self assessment and an increased number of teachers attended professional learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
% increase in staff and students engaging in regular collaborative planning, teaching and assessing.	Student surveys used to evaluate learning in the open spaces while formal and informal reviews by teaching staff were used to inform practice. Classroom observations and a visit to another school were undertaken to support teachers in their professional learning.	Funds to provide release of teachers. • Quality Teaching, Successful Students (QTSS) (\$5000.00)
% increase in staff and students engaging in regular self-assessment and self-reflection practices.	An increase in staff and student self-assessment was documented in evaluations.	Funds for planning days and evaluations. Professional learning on inquiry strategies and reflective practices. • Teacher Professional Learning (\$14000.00)
% increase in staff members engaging in regular teacher professional learning.	98% teachers attended five extended professional learning sessions out-of-hours on Developing Creative Writing K-6. In between session activities showed a marked improvement in creativity from students.	University of Sydney Lecturers  Teachers Professional Learning \$12,000

### Next Steps

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

Teachers provide explicit, specific and timely formative feedback to students on how to improve.

There is a particular focus on improved teaching methods in literacy, particularly in writing and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.

### Strategic Direction 3

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, and empowered leadership

### Purpose

To develop the capacity of leaders in the school community and across the Community of Schools in the Eastern Suburbs (COSIES) who:

- understand that leadership development is central to building school capacity;
- are committed to improving student outcomes and engagement;
- are drivers ineffectively implementing change processes which result in teachers being skilled to deliver high quality teaching and learning programs;
- actively promote increased community involvement;
- work with the community as partners in student learning; and
- understand that curriculum provision is enhanced by learning alliances with other schools and organisations and actively participate in these.

### Overall summary of progress

Teacher leaders using action research and/or academic mentors for action research, observations in and across schools and networks to promote professional learning in and across COSIES schools.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
% increase of teachers engaging in professional learning in school and across school networks.	The Communities of Schools in the Eastern Suburbs (CoSiES) provided professional learning opportunities for 300 teachers at an annual CoSiES conference.	\$8250
% increase of teachers leading projects and engaging in action research.	An additional team of Year 5 teachers researched and implemented future focussed learning for senior students.  A teaching environment that was open and flexible was created to trial this project.	\$50,000

### Next Steps

Implementation of open plan, future focused learning in new classrooms specifically designed for innovative, student centred learning.

Succession planning, leadership development and workforce planning are designed to drive whole-school improvement.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>		
<b>English language proficiency</b>	<p>The diversity of backgrounds at Bellevue Hill Public School is highly valued by the school and is used as a cultural resource. Teachers engage the students in discussions to develop tolerance (open-mindedness) about different religious beliefs, linguistic similarities and differences and cultural celebrations.</p> <p>Funds were used to broaden the groups for ESL by providing support staff with small groups or in class during literacy and mathematics sessions.</p>	\$12,693
<b>Low level adjustment for disability</b>	<p>Funding for low adjustment disability was used for School Learning Support Officers to assist with students who have not attracted funding but have medium to high learning and behaviour needs. Other funds were expended to support students with high medical needs eg: diabetes.</p>	\$22,580
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Funds were used to provide a teacher as extra support in the open plan trial project.</p>	FTE 0.4
<b>Socio-economic background</b>	<p>Funds were used to support students with extra learning needs associated with their socio-economic background, through the use of extra support teacher time and School Learning Support Officer (SLSO) time in the areas of reading, writing and spelling assistance.</p>	\$6,013
<b>Support for beginning teachers</b>	<p>Support for two beginning teachers was provided with extra release time negotiated by the teacher to provide longer sessions than one or two hours RFF per week. Funds were also spent to release beginning teachers and a mentor.</p> <p>Beginning teachers worked collaboratively with their mentor for programming, classroom management and inquiry learning strategies.</p>	\$26,756



## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	234	267	286	297
Girls	305	300	319	314

Student enrolments have been kept at a consistent level because of restrictions placed on out-of-area enrolment and the lack of available accommodation.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.8	96.8	94.7	94.8
1	95.3	97.3	94.8	95.3
2	96.5	96.1	96.3	96.5
3	94.9	97.5	95.9	95.2
4	95.2	96	95.9	93.7
5	94.6	96.8	94.4	94.8
6	93	95.4	95.7	94.5
All Years	95.6	96.7	95.4	95
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Class sizes

Class	Total
KK	20
KG	22
KA	21
KTM	22
1M	28
1WT	28
1P	27
1O	29
2C	23
2WB	23
2K	21
2F	23
3M	32
3K	32
3S	32
4V	28
4S	28
4B	28
5M	25
5G	24
5F	25
6G	23
6A	22
6H	23

### Structure of classes

During 2015 and 2016, there were no composite classes because of the open plan structures.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.29
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher of ESL	1.4
School Administration & Support Staff	4.06
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce. In 2016, one teacher with an Aboriginal background was employed at Bellevue Hill Public School.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

### Professional learning and teacher accreditation

Bellevue Hill Public School teachers are committed to furthering their own professional practice. This has been supported by the provision of a broad range of professional learning opportunities for all staff throughout the year to address individual, team and whole school priorities. Teachers have worked with mentor teachers throughout the year to either complete or maintain accreditation at the proficient level.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>358 031.00</b>
Global funds	242 811.00
Tied funds	120 337.00
School & community sources	312 478.00
Interest	4 683.00
Trust receipts	2 744.00
Canteen	0.00
Total income	1 041 084.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	94 490.00
Excursions	41 851.00
Extracurricular dissections	134 425.00
Library	3 869.00
Training & development	20 886.00
Tied funds	120 084.00
Short term relief	64 885.00
Administration & office	161 157.00
School-operated canteen	0.00
Utilities	28 131.00
Maintenance	26 859.00
Trust accounts	909.00
Capital programs	0.00
Total expenditure	697 546.00
<b>Balance carried forward</b>	<b>343 538.00</b>

The information provided in the financial summary includes reporting from 1 Dec 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	526 421.59
(2a) Appropriation	419 295.31
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	106 817.56
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	308.72
<b>Expenses</b>	-309 117.04
Recurrent Expenses	-309 117.04
(3a) Employee Related	-148 877.60
(3b) Operating Expenses	-160 239.44
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	217 304.55
<b>Balance Carried Forward</b>	217 304.55

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The school's finances are managed by a finance committee comprising of the Principal, the school executive and the School Administration Manager.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	3 843 223.79
Base Per Capita	32 923.16
Base Location	0.00
Other Base	3 810 300.64
<b>Equity Total</b>	246 795.74
Equity Aboriginal	1 026.65
Equity Socio economic	6 013.70
Equity Language	165 408.95
Equity Disability	74 346.44
<b>Targeted Total</b>	42 059.99
<b>Other Total</b>	225 802.94
<b>Grand Total</b>	4 357 882.46

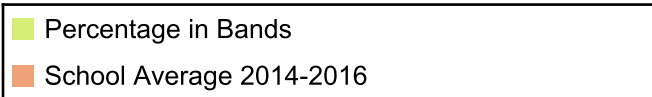
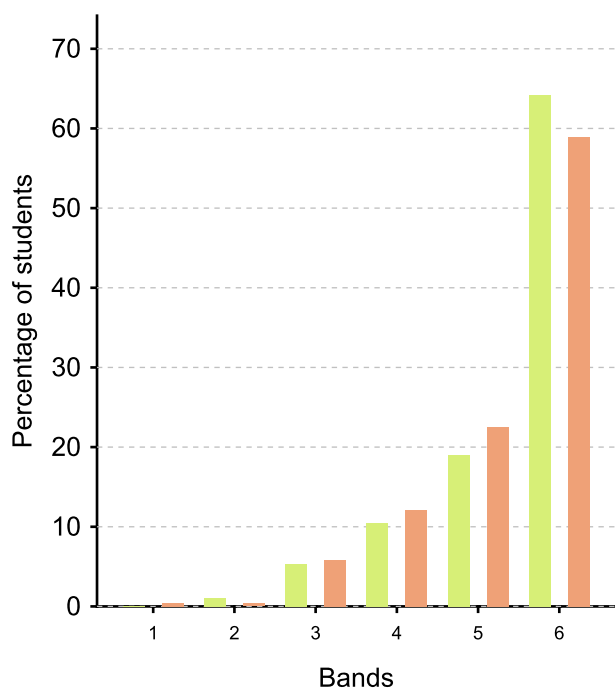
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

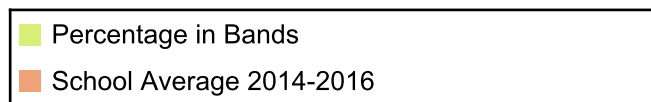
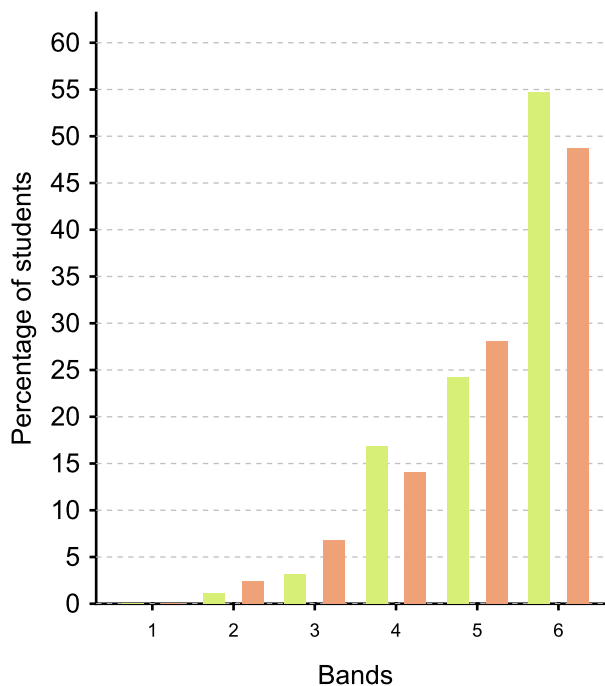
### NAPLAN

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. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

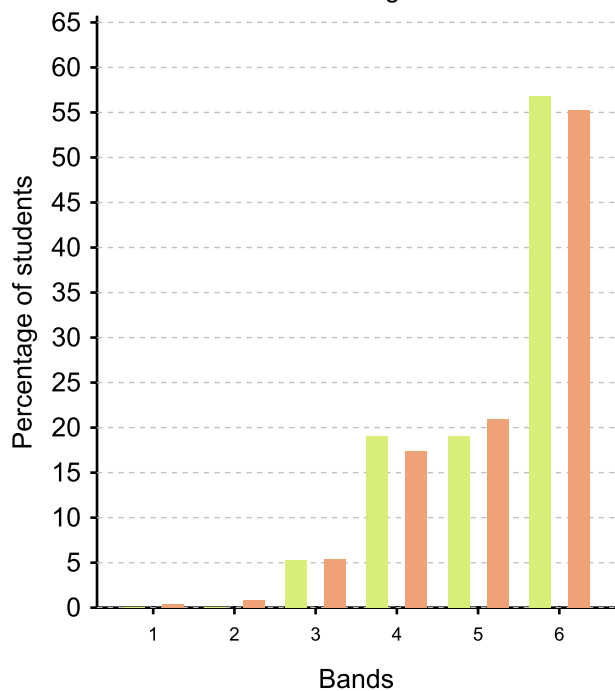
**Percentage in bands:**  
Year 3 Grammar & Punctuation



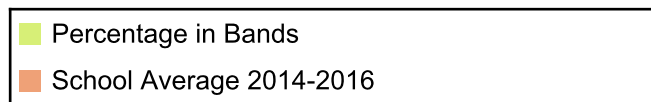
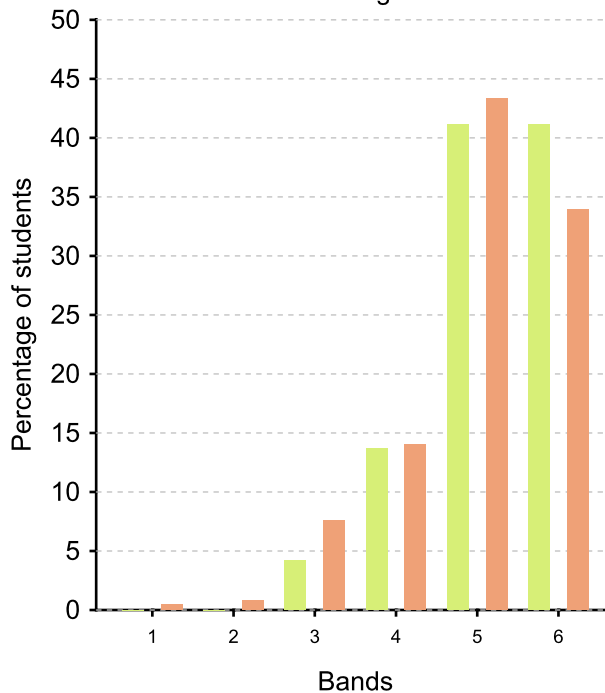
**Percentage in bands:**  
Year 3 Spelling



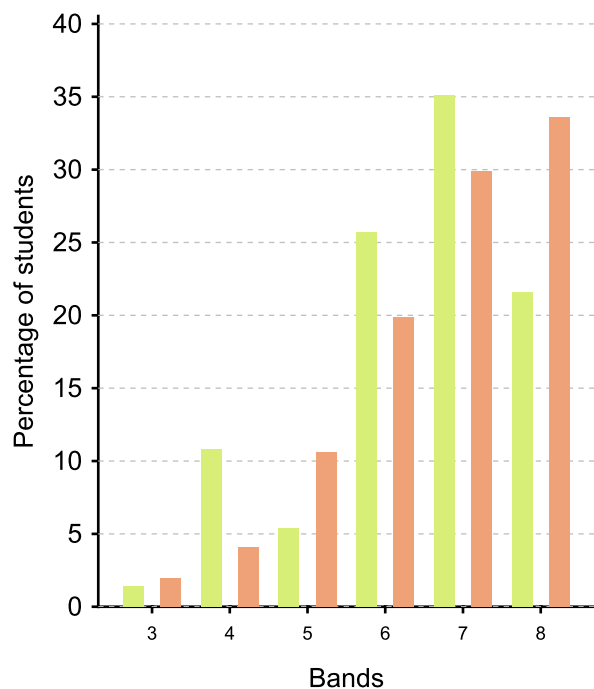
**Percentage in bands:**  
Year 3 Reading



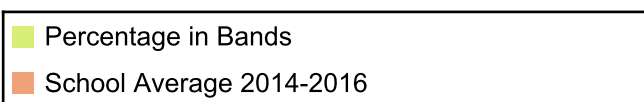
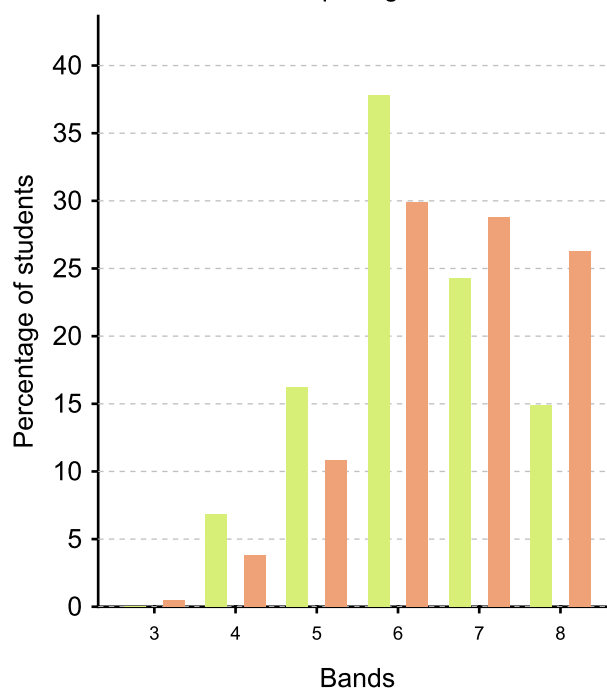
**Percentage in bands:**  
Year 3 Writing



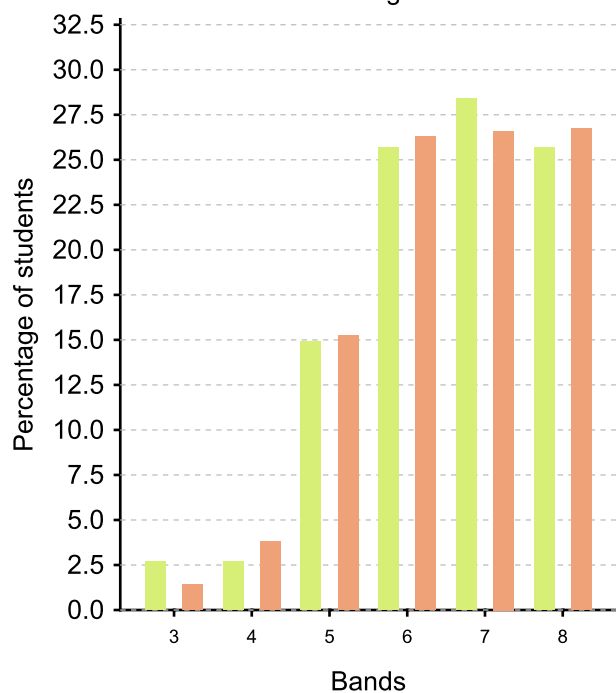
**Percentage in bands:**  
Year 5 Grammar & Punctuation



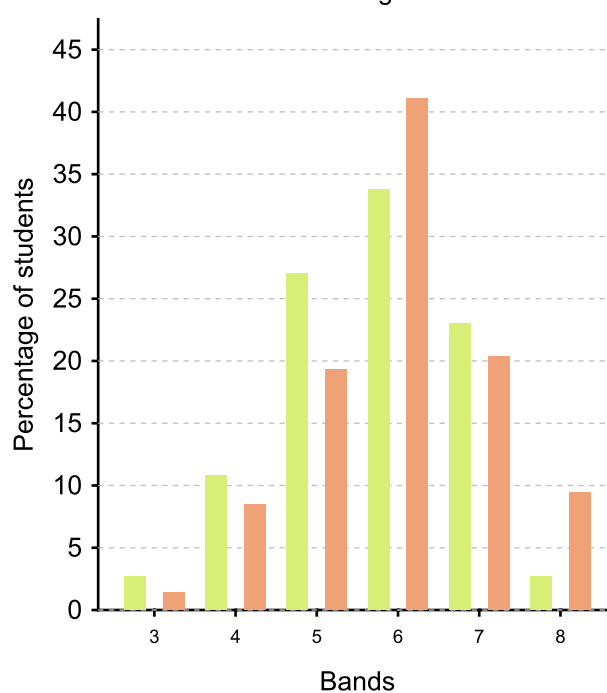
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



## Parent/caregiver, student, teacher satisfaction

Bellevue Hill Public School continues to enjoy a positive relationship with parents and the broader community. Ongoing feedback from parents, community members, staff and students through both informal and formal means highlights that there are high levels of satisfaction within our school.

In 2016, students, staff and parents completed the Department of Education's Tell Them From Me online surveys.

Notable results from the student surveys are as follows:

- The percentage of students at BHPS who participated in sports and clubs at the school was above the NSW government norms for the year levels assessed. This social engagement can provide a sense of belonging at school and increase academic motivation.
- The percentage of BHPS students who indicated positive behaviour at school and high levels of effort towards their learning were both above the NSW government norms.
- The percentage of students at BHPS who displayed early signs of disengagement were considerably lower than the NSW government norms.

The parent survey data highlighted that parents feel welcome at the school and that they can easily speak with their child's teachers. Other areas of strength as identified by the parents included that the school supports positive behaviour and that student safety at school is a priority.

Results from the teacher survey celebrated the collaborative nature of our staff and their passion for utilising a team approach to planning and programming, supporting student wellbeing, and sharing resources and strategies. The staff also identified the positive learning culture, the range of teaching strategies and the inclusive nature of the school as its strengths.

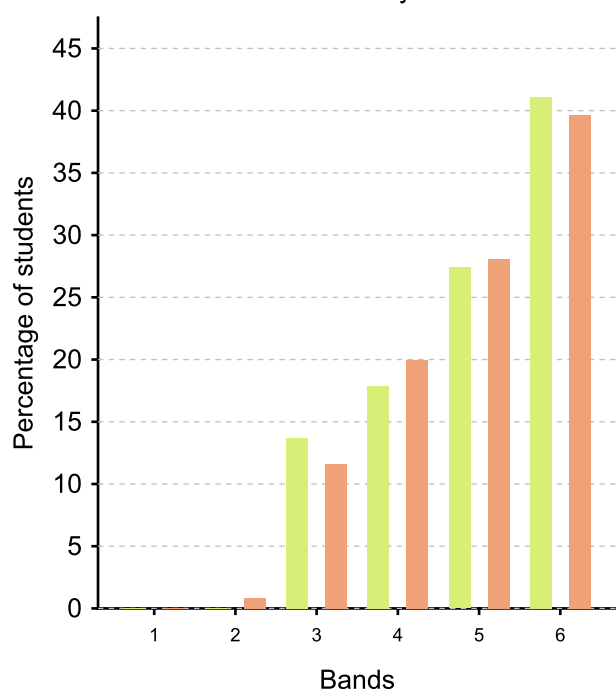
## Policy requirements

### Aboriginal education

The staff at Bellevue Hill Public School has worked collaboratively to ensure that all children in our school develop their knowledge around the First Peoples of Australia and their history as well as providing students with access to Aboriginal culture.

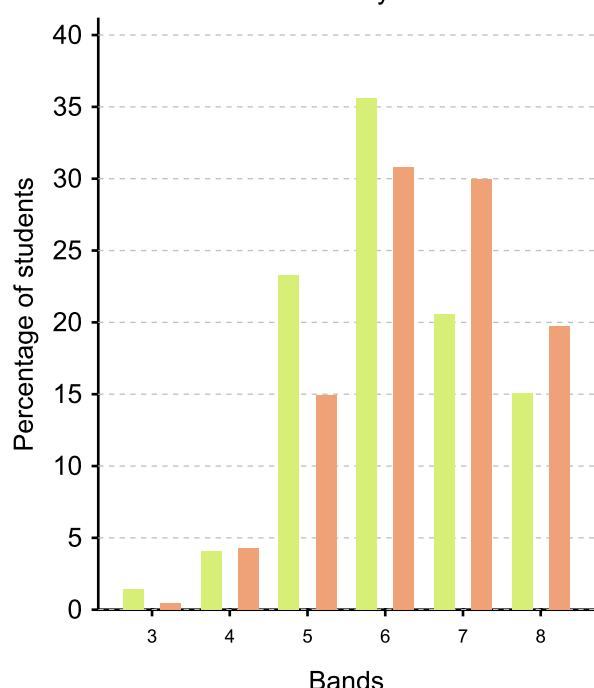
In 2016, all grades embedded Aboriginal and Torres Strait Islander perspectives into their teaching and learning programs. In Year 1, Aboriginal and Torres Strait Islander connections to land and environment were explored throughout Conceptual Units using quality children's literature. Year 4 students explored the impact of European colonisation on Aboriginal and Torres Strait Islander life using a variety of primary and secondary sources in their unit 'First Contacts'. Stage 3

Percentage in bands:  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

Percentage in bands:  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



students explored a variety of events that are important to Aboriginal and Torres Strait Islander people, including the Myall Creek Massacre, the Mabo Decision and Australia Day/Invasion Day.

Two classes, from Kindergarten and Year 2, were immersed in a cultural study regarding the NAIDOC Week theme of 'Songlines: The Living Narrative of Our Nation' for the Koori Art Expressions program and eventual exhibition. The final product of this cultural study was the creation of a child-sized sculpture with oil pastel on paper collage that was entered into the Koori Art Expressions Exhibition at the National Maritime Museum.

During NAIDOC Week all students were able to explore the 'Songlines' theme on a deeper level. With a focus on using different mediums to share stories, the students were introduced to animal cloaks and in particular, possum skin cloaks and their importance to Aboriginal and Torres Strait Islander culture. Our special guest at our annual NAIDOC Week assembly was Brooke Joy, an Aboriginal scholar who was the first woman to graduate from Sydney University wearing a traditional, handmade possum skin cloak. For this special occasion, Year 5 jointly constructed a poem as a result of a process drama activity called 'Stolen' based around the book 'The Burnt Stick' by Anthony Hill.

One student from BHPS was given the opportunity to take part in the 'Yarn Up' program. This is a Public Speaking program open for Stage 3 students who identify as Aboriginal or Torres Strait Islander. This program was held over three sessions where students were involved in workshops at both the National Maritime Museum and NSW Parliament House. These workshops assisted students to build their presentation skills and culminated in a full day showcase at NSW Parliament House in The Legislative Assembly Chamber.

The school has created an environment of deep connection and understanding of the resilience of Australia's First Peoples and their long history and connection to land, waterways and seas. Teachers had the opportunity to attend a variety of Professional Learning experiences run by the Department of Education's Aboriginal Education and Wellbeing Team.

Aboriginal and Torres Strait Islander Education has assisted all students to build knowledge and understanding and to be more empathetic to some of the situations that Aboriginal people in Australia have endured. This learning has dared many to change or modify their attitudes and bring the school community together to show solidarity and be committed to 'Closing the Gap' of educational disadvantage for Aboriginal people in Australia simply by being more informed.

### Multicultural and anti-racism education

Bellevue Hill Public School has a culturally diverse community, with 60% of students having a Language

Background Other Than English (LBOTE). The school's English as an Additional Language or Dialect (EAL/D) program aims to improve the English language competence of students with Language Backgrounds Other Than English. Programs which support the heritage of the students include:

- A Community Language program to maintain the language of students whose first language is Russian; and
- A Community Language program to maintain the language of students whose first language is Hebrew.
- A LOTE program in Italian to provide students with an awareness of a European language and culture.

Students participate in approximately one and a half to two hours of language study in one of the above languages each week.

To foster harmony and tolerance, multicultural education is embedded in all curriculum areas and school activities.

### Other school programs

#### Open Learning Environments – Years 1, 3 and 5

In 2016, Bellevue Hill Public School continued its exploration of open and collaborative classrooms with a focus on 21st Century learning. Students in Years 1, 3 and 5 worked in open environments, which promoted flexibility, collaboration, innovation and creativity. The structure of the environment ensured flexibility in groupings to cater to student learning in terms of differentiation, social support and student interest. The classrooms were designed in a way which involved grade groups working together in shared learning spaces or zones. These spaces were accompanied by flexible and movable furniture, writable surfaces, modular tables, lap cushions, soft cushioning and ICT facilities to ensure the environment served as a 'third teacher'. Students worked flexibly in different spaces within the environment.

Conceptual Inquiry pedagogy underpinned the teaching and learning within the open classrooms. Students were engaged in quality learning experiences that were based around key concepts and central ideas rather than the more traditional method of focusing on learning topics. It provided a holistic and conceptual framework for designing integrated units of work, connecting learning with syllabus content and embedding concepts deeply into all Key Learning Areas. This was supplemented with a conscious focus on the skills required to be a learner; allowing students to identify blockers and drivers in their own learning. Students explored the roles of collaboration, self-management, thinking skills, communication and research skills in assisting them to become better learners and consciously focused on ways to further develop their 'learning assets'.

Review of the open learning environments across the grades has determined that students overwhelmingly

enjoy learning in the flexible environment compared with a traditional space. The range of factors for students preferring the open space included students enjoying having access to different teachers, opportunities to work collaboratively with students across the entire grade, utilising flexible furniture and access to technology.

The teachers reported increased collegiality and support, enabled through the implementation of a collaborative approach to planning, teaching, assessing, reporting and evaluating. Being able to learn from colleagues and continuously engage in professional dialogue also promoted teachers' own professional development and capacity. This, in turn, resulted in students being provided with exciting, innovative and engaging learning opportunities that developed their own capacities in collaboration, communication, critical thinking, creativity and problem solving.

## **You Can Do It – Student Wellbeing Program**

### *Background*

In 2016, Bellevue Hill Public School overhauled its student wellbeing programs and commenced the implementation of the You Can Do It program. This change occurred following a review of our Positive Behaviour for Learning (PBL) program which determined that the program had lost momentum and drive, that multiple programs were trying to be taught simultaneously, and staff members were not clear about which teaching and learning programs they should be using.

Towards the end of 2015, four members of the executive attended a two-day introductory course about You Can Do It (YCDI), hosted by the program's founder, Professor Michael Bernard. The idea of sending multiple school leaders was so that the implementation of the program would be the responsibility of more than one person.

The focus of the YCDI program is to develop resilient, confident, persistent, organised people who get along with others. In implementing YCDI, staff members explicitly teach positive habits of the mind, replacing the negative thinking of students. The theory is that thinking, both positive and negative, powers the way we feel and consequently the way we behave – towards others and towards our own learning and engagement. As a staff, our aim is to foster the power of positive thinking. In bringing YCDI to our school, we are focusing on developing balanced, independent learners with the social and emotional strength to be successful in an increasingly busy, demanding and changing world.

### *Initial Implementation*

During Term 1, the program was communicated with the other members of the school executive and a plan was devised with regards to how YCDI would be implemented. It was important for the executive team to be supportive of the program and to actively commit to

meeting the milestones of the implementation process.

Towards the end of Term 1 (Week 8), the teaching staff engaged in professional learning which provided an overview of the YCDI program and the implementation stages. At the conclusion of the professional learning, a committee was formed. Overwhelmingly, twenty-two teachers, including all members of the executive, volunteered to be on the YCDI committee, representing classes from K–6 as well as the support programs.

Team leaders worked with their teams to identify a regular time in their class timetables for YCDI lessons to be taught from Term 2. The aim was that the YCDI language would also be used throughout the day by classroom teachers and supported as well by support/specialist staff. A review of the program highlighted that 52.38% of staff taught the YCDI lessons separately and also integrated the keys across all KLAs. 28.57% of teachers stated that they integrated YCDI in all KLAs and 19.05% of staff reported that they taught YCDI in isolation. No staff members reported that they hadn't taught YCDI.

A second professional learning session was held in Week 1 of Term 2 and teachers commenced teaching the introductory Ready, Set, You Can Do It program in Week 4. This unit of work provided an overview of the entire program and puts into context the keys and the habits of the mind. Teachers taught these lessons until the end of the term, which provided additional time as the teachers familiarised themselves with the layout of the lessons and the associated language.

A draft scope and sequence was created and it was planned that the key of Resilience would be taught for Weeks 1–5 of Term 3, Organisation for Weeks 6–10, Persistence for Weeks 1–5 of Term 4 and Getting Along for Weeks 6–10. Confidence would not be taught in 2016. Through communication with the staff and the YCDI committee, it was determined that additional time was required to teach each of the keys.

The revised scope and sequence determined that Resilience would be taught for Weeks 1–6 of Term 3 and Organisation was taught for Weeks 7–10 and then Weeks 1–2 of Term 4. Persistence was taught in Weeks 3–8 of Term 4, with the final weeks of the term to be used to revise the concepts or catch up on missed lessons. This meant that Getting Along will be taught at the beginning of the following year which will coincide with the usual 'getting to know you' activities that take place in Term 1. Confidence will be taught from Week 8.

### *Imbedding YCDI Across the School*

Term 3 saw the YCDI have more of a visible presence in the school. One merit award per class per week was awarded to a student who had demonstrated the key that was being focussed on, YCDI reports were included in the weekly school newsletters, YCDI updates were communicated with staff regularly via the Weekly Outline, and committee members led YCDI discussions at the Kindergarten, Stage 1 and 3–6 assemblies.

These initiatives continued into Term 4. All grades from K–6 included YCDI in their Semester 2 reports, either in the PDHPE section or in the general comment.

### *Moving Forward*

A review of the program and the implementation process was undertaken at the end of 2016 and the feedback was particularly positive.

- 29% of teachers believed their students benefitted significantly from engagement in the YCDI program.
- 33% said there was quite a lot of benefit and 33.33% reported an average benefit.
- 76% of staff members felt that the YCDI merit awards were either very useful/successful or useful/successful.
- 100% of staff had reported that the stickers were useful/successful (from somewhat to very), with 38.1% stating they were very useful/successful.
- 95% of the staff members reported that communication with staff about the program had been either very useful/successful or useful/successful.
- 76% of the staff felt the communication with the parents about the program was either very useful/successful or useful/successful.
- 71% of staff reported that the articles in the weekly newsletter were either very successful/useful or successful/useful, with 100% of staff reporting that they were useful/successful to some extent.

It is important to continue the practices that were deemed successful and to address issues that were highlighted. Many staff members felt that the program would benefit from practical activities which would encourage students to practise the different keys. 67% of staff reported that they would use practical resources (eg: team building games, puzzles and activities) regularly. 19% would use them occasionally. Based on this information, practical resources will be purchased for the school to utilise in 2017. It was also reported that the Program Achieve manuals, which are designed for students 6–12 years of age, required adaptations to be made and were not suitable for Kindergarten students. In light of this, the early childhood program will be purchased for use in 2017.

### **Music Education**

Bellevue Hill Public School provides students with extensive opportunities to participate in extra-curricular music education programs.

In 2016, the Music Committee worked collaboratively to facilitate the following extra-curricular opportunities in music.

Students were invited to learn a broad range of musical instruments, taught by classroom teachers and external music tutors, and were also provided with the opportunities to participate in the Bellevue Hill Public School wind ensemble, string ensemble, recorder group, junior choir and senior choir, with performances

at school assemblies, Presentation Day assemblies and at local retirement villages. The string ensemble and the recorder group were also selected to perform in the Festival of Instrumental Music at the Sydney Opera House. The senior choir was also selected to perform at the Sydney Opera House in a massed choir at the Cantabile Choral Festival.

A Musical Soiree was coordinated to showcase the musical talents of students at BHPs. The audience enjoyed performances by the the school's ensembles as well as individual items.

All K–6 students were exposed to a range of musical experiences through class music programs as well as Musica Viva and Oz Opera performances and programs.

### **Dance Education**

The extra-curricular dance program at BHPs continued to be strongly supported by students. The junior and senior dance groups performed at Showcase at the Juniors and the senior ensemble performed at the Ultimo Dance Festival. The senior dance group also successfully auditioned to participate in the Schools Spectacular. The 2016 Schools Spectacular broke box office records, with more people than ever attending over the four big shows. The broadcast of Schools Spectacular also blitzed the ratings with our new media partner Channel 7, and in another first, 5,322 NSW public school students took part in a historic moment when they achieved a Guinness World Record title for the Largest Amateur Variety Act!

### **Art Show**

In Term 4, Bellevue Hill Public School's hall was transformed into an underwater world, with the Covered Outdoor Learning Area (COLA) celebrating our country's beautiful beaches. An individual artwork was displayed for every student from Kindergarten to Year 6, as well as a major artwork for each class. With the theme of 'Water', each class embarked on a unit of work that focussed on sustainability and the importance of caring for our waterways. A broad variety of artistic styles and techniques were explored and the creativity and talent that was demonstrated was noteworthy.

### **Public Speaking**

The Multicultural Public Speaking Competition is open to students in Stages 2 & 3. In 2016, students prepared a speech about a multicultural issue and presented it to their class. Representatives were chosen to repeat their speech and deliver an impromptu speech in front of their whole Stage. One student from each Stage represented Bellevue Hill Public School at the District Multicultural Public Speaking Competition where they were highly commended on their performance.

In Term 3, all classes developed skills in public speaking. This culminated in a showcase where students presented a prepared speech on a topic of their own choosing as well as an impromptu speech, with only five minutes preparation time. These two

speeches were given equal weight in the judging. An independent adjudicator selected a winning speaker from each stage level to represent our school at the Bondi District Public Speaking competition. Three students were selected to continue on to the Grand Final of the Bondi District Public Speaking, representing the best speakers out of the twenty-two schools in our district who had entered the competition.

A focus on public speaking at Bellevue Hill Public School over a number of years has seen the school develop many articulate and interesting speakers, who are confident to express their ideas in front of audiences.

### **Personal Development, Health and Physical Education**

Students were motivated to participate in a broad range of activities within the specialised K–6 Personal Development / Health / Physical Education (PD/H/PE) program. These activities were designed to promote students' self-esteem and develop good sportsmanship. They were also designed to improve fitness levels and promote the development of both fine motor and gross motor skills.

#### *K–2 Sport*

Kindergarten to Year 2 (K–2) students participated in a 45 minute Physical Education lesson every week from an external provider called Got Game. The K–2 program aims to develop a wide range of skills in familiar sports. Students participated in Athletics, Basketball, Gymnastics and Soccer skills lessons. Students in K–2 also participated in Physical Education lessons with the school's specialist sports teacher. Year 2 students also participated in the School Swimming Scheme and in Term 3 all K–2 students participated in the Infants Athletics Carnival at Trumper Park.

#### *3–6 Sport*

Years 3–6 students participate in a sports lesson from a specialist sports teacher for one hour per week. They also receive health lessons on topics such as Nutrition, Surf Safety, Sun Safety, First Aid and Road Safety. Students in Years 3–6 had the opportunity to participate in three sports carnivals throughout the year. These carnivals were a great opportunity for students to compete in a variety of events. At BHPS, annual Swimming, Cross Country and Athletics (Track and Field) Carnivals take place each year. These are held at various professional venues around the Eastern Suburbs.

Years 3–6 students were invited to participate in a variety of sports on Fridays throughout the year. These sports were divided into the categories of PSSA competitive and non-competitive sports. Summer PSSA Sports were: Boys Cricket and Girls Softball/T-ball and Mixed Oz Tag and Basketball. These sports occurred in Terms 1 and 4. Winter PSSA Sports were: Girls Netball, Boys Soccer, Girls Soccer, AFL, Rugby League (Term 2) and Rugby Union (Term 3). These sports occurred in Terms 2 and 3. Summer

Competitive Sport Options for Terms 1 and 4 were Tae Kwon Do, Water Safety, Get Set Go (netball skills), Transform Us (development opportunities in mixed games and skill based activities) and School Sport. Winter Non Competitive Sport Options in Terms 2 and 3 were Gymnastics, Tennis, Cricket NSW and School Sport.

The school was represented at a District and Regional level in Swimming, Cross Country, Athletics, Soccer, Softball, Rugby Union, Rugby League and AFL. At a district level, 38 students represented the school in Swimming, 48 in Cross Country and 42 in Athletics.

#### *Community Sport*

Primary students participated in a new project initiated by the Sydney Swans that focused on improving coordination through a variety of skill based development activities. Year 2 students participated in a skill based development program with the Sydney Roosters. Both were highly beneficial and programs that the school is planning on participating in again next year. We also aim to increase our involvement with other community partners including Netball Australia and Cricket NSW.

#### *Sporting Successes*

Of particular note this year was the Junior Boys Soccer Team which made it through to the Grand Final and the Senior Girls soccer team which won the Grand Final having been undefeated throughout the year.

### **Reading in Kindergarten, 2016**

#### *Rationale*

Prior to 2009 reading group sessions were taught in individual Kindergarten classes at times determined by individual class teachers. This meant that students could not be moved between classes even if the reading groups established in their classes were not catering appropriately for them. It was difficult to use support staff to support reading groups when individual class reading group times were different. Also staff with particular expertise could not be used beyond their own class.

#### *Short Term Goals*

From Term 3 2009 onwards EAL/D support was provided during reading group sessions and all Kindergarten classes held reading groups at the same time. This enabled students to participate in reading groups at their level, even if in a different class and enabled extra support to be targeted towards students requiring support. Teachers with particular skills were also able to teach targeted students

#### *Assessment*

Running records were taken each Term and as a team the teachers discussed students' needs and adjustments that needed to be made. Each term students could be moved between classes depending

on their reading levels. The established reading targets were used as benchmarks for assessing reading. The targets are:

Below: Below Level 8

At: Levels 8 – 10

Above: Level 11 and above

There were 86 students in Kindergarten in 2016.

At the end of Term 4 (December 2016):

- 15% (13 students) were reading below level 8.
- 22% (19 students) were reading at level 8 – 10.
- 63% (54 students) were reading at level 11 or above.
- Of the 54 students reading at level 11 or above, 38 students (or 44% of Kindergarten students) were reading at level 17 or above which is the target for the end of Year 1.

*Future Directions/Implications for 2017*

- Students who have not reached Grade Target are a priority in EAL/D planning and Learning Support.
- Students who have achieved well require programs to challenge them.
- Programs devised so students use literacy skills to learn in all KLAS.