

Beacon Hill Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Beacon 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.

Peta Hanson

Principal

School contact details

Beacon Hill Public School

Tristram Rd

Beacon Hill, 2100

www.beaconhill-p.schools.nsw.edu.au

beaconhill-p.School@det.nsw.edu.au

9451 6328

Message from the Principal

It is with great pleasure that I present Beacon Hill Public School's Annual Report for 2016. I continue to be incredibly proud to be Principal of this wonderful school and so privileged to meet and work with many wonderful students, staff and community members. The commitment and dedication of the entire Beacon Hill Public School community is certainly noticed.

2016 has been another wonderful year for Beacon Hill. We have continued to strive for excellence in all aspects of school life and have achieved outstanding success in academic, cultural and sporting outcomes and a variety of extra curricular activities offered to our students, all whilst maintaining a warm, friendly school environment where the care and wellbeing of our students is of utmost priority. School achievements this year continue to be many and varied across academic, sporting and cultural fields, reflecting our commitment to fostering the development of the whole child. Students and their families can be justifiably proud of the success of all of our students throughout 2016.

Academically, our learning and teaching programs have ensured our consistently strong academic results in NAPLAN have been sustained. Our students have enjoyed participating in competitions such as the Maths Olympiad competition and UNSW competitions where they have achieved excellent results. A number of our students participated at regional level of the Premier's Spelling Bee. In public speaking, our students once again enjoyed their participation in the Multicultural Perspectives Public Speaking competition, participating with poise and confidence. Our debating teams experienced a highly successful debating season participating in the Premier's Debating Challenge.

Culturally, our Band program has gone from strength to strength this year. Highlights of the year have included the annual band workshops, the combined bands concert with Cromer Public School as well as fabulous performances at the Chatswood festival and the NSSWE Spring Festival. It is always a pleasure to hear our bands regularly perform throughout the year. Our divine strings group performed beautifully at the Festival of Instrumental Music at the Opera House. Our numerous Dance Groups performed in spectacular fashion at our school assemblies and events with our senior girls' and boys' dance groups shining brightly at the Sydney North Dance Festival again this year. Beacon Hill children love to sing and this year was no exception. Our choirs performed on a number of occasions throughout the year. In particular, our years 5 and 6 choir performed at the Opera House as part of a mass choir for the Arts Alive Festival of Music. Our years 3 and 4 choir performed as part of the Primary Proms at Town Hall. Three of our talented students represented Beacon Hill recently as members of the Arts Alive combined choir at the recent Schools Spectacular and what an incredible experience that was. This year we entered 2 drama groups in the Arts North Drama Festival at the Seymour Centre which was another fantastic opportunity for our students. Our years 3 and 4 drama group were then selected as an item for the prestigious State Drama Festival which was an incredible achievement as well as an amazing opportunity.

Our achievements on the sporting field this year have been exceptional as well. Our students love to participate in the PSSA competitions and do so with immense pride. This year, we had our junior girls' soccer and junior girls' eagle tag

teams finish their seasons as PSSA champions. Beacon Hill has had state representation this year in athletics, rugby and cross country and national representation in cross country which is just an amazing achievement.

I commend and thank the students, dedicated teaching and administrative staff, families and wider school community for their continued commitment, collaboration and care throughout 2016. The achievements outlined in this report would not be possible without their dedication and continued support.

It is important that I acknowledge the incredible work of the Beacon Hill staff this year. This wonderful group are incredibly talented, inspiring, innovative and capable and I am privileged to work alongside them, learn with them and share our professional journey and commitment to improving the educational outcomes of our students.

Sadly, at the end of this year we farewell some members of our special team. We farewell our wonderful Mrs Davison who will be retiring after a highly successful career in public education. Over an incredible 29 years, Mrs Davison has given so much to the students, staff and community of Beacon Hill and with her departure we lose an enormous part of our history. We are all going to miss Mrs Davison but wish her all the very best for her new adventures.

We also farewell our lovely Miss Sarah Kline as she moves to Dee Why Public School and our lovely Miss Nicole Troy as she takes up a well deserved permanent assistant principal position at Newport Public School. I thank each of these teachers for the incredible contributions they have made to the lives of the children at Beacon Hill. We will miss them terribly and think of them often but know that they will hold their time at Beacon Hill dear to their hearts.

We also farewell another very important member of our school community this year, our P&C President, Mr Scott Brewster. Scott's calm and considered leadership has been a valuable asset to our school. His unfailing support of our school community and determination to provide our children with the most amazing educational experience possible has been greatly appreciated and will be a legacy he will leave. We thank Scott for the incredible contribution he has made to our school as P&C President for the last 6 years. Thank you to our entire P&C for their continued commitment and support of our school. Our fabulous school fair this year truly was a representation of our strong school community in action. What an incredible highlight of 2016 it was!

As we look forward to 2017 and beyond, we will continue to work together in partnership where the focus is our students and ensuring we, as a community, equip them with the skills and capabilities to prepare them for an interconnected, ever changing world and foster a love for learning that will extend a lifetime.

Peta Hanson

Principal

School background

School vision statement

At Beacon Hill Public School we work collaboratively with staff and students in partnership with the community to provide engaging and personalised learning experiences which promote individual achievement and success.

School context

Beacon Hill Public School is a unique NSW public school that maintains high quality teaching and learning programs and high academic outcomes through utilising innovative technologies which support classroom teaching and learning and a whole school focus on literacy and numeracy.

The staff at Beacon Hill Public School are committed to creating a safe, happy and academically challenging environment for children. The school offers wide range of learning opportunities and enrichment programs to inspire each child to reach their full potential. The school has excellent traditions and aims for excellence academically, in performing arts and sport. 'Be Proud to Achieve' is the school's motto and we are known as 'the friendly school'.

Beacon Hill Public School has an active school community who value teamwork, collaboration and high expectations. The school prides itself on high levels of cooperation, support and compassion where there are positive relationships between the diverse body of students, staff, families and friends that make us this educational community. Our school is a member of the Northern Beaches Learning Alliance (NBLA) which is a community of schools committed to working together to support the needs of all members. The NBLA fosters positive school communities and consists of local primary schools and campuses of the Northern Beaches Secondary College. Shared professional learning opportunities enhance teaching and learning practices and improve student wellbeing.

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. The School Leadership Team worked closely to map and chart the progress of our milestones against the School Excellence Framework and ultimately review directions for 2017. As a staff, we used the School Excellence Framework to reflect on our progress across the domains of Learning, Teaching and Leading and inform future directions for our school.

Learning: In the domain of learning, following staff reflection, we felt overall we were working well within sustaining and growing. There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities and fostering sustainable growth, supported by positive, respectful relationships among students and staff. School priorities are strongly supported by our highly active P&C and wider community. As a school we have identified strong aspects of, and factors contributing to, wellbeing in the delivery of our teaching and learning programs to improve student outcomes. This has included embedding mindfulness into our daily programs, a strong accrual based rewards system, identified formal and informal opportunities to celebrate student success and effective leadership programs. In 2016 we shared a commitment to implementing Positive Behaviour for Learning to facilitate a wholeschool approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. A recent evaluation by an external validator who gathered evidence from interviewing staff, students and parents showed that, with an overall score of 90.2%, we are consistently implementing the PBL strategy in our school community with 100% consistency in defining expectations, explicitly teaching those expectations and implementing the ongoing reward system. In 2017 we will further our implementation of PBL by engaging in the next level of classroom level training. Regular and ongoing collegial meetings enable staff the opportunity to engineer and review curriculum, teaching and learning experiences and assessment and reporting. Our learning community, the Northern Beaches Learning Alliance (NBLA) provides enhanced collaborative opportunities for staff such as combined school development days, professional learning and collegial networks as well as camps, project based learning and networking opportunities for students with students from local primary and high schools. Analysis of internal and external student assessment and performance data enables effective identification of trends in student achievement. All staff members are involved in the analysis of data through regular informal and formal collegial meetings. This analysis drives decision making and future directions for school planning and student learning. Parents and students receive feedback on progress through semester based

reports and parent teacher interviews. Student results both internal and external are pleasing. There is good value added results and students achieve pleasing levels of performance in external performance measures. In 2016, 99% of Year 3 students and 97% of Year 5 students achieved at or above the National Minimum Standard in NAPLAN reading and 98% of Year 3 students and 99% of Year 5 students achieved at or above the National Minimum Standard in numeracy. At the same time 48.4% of tracked students were in the top two NAPLAN bands at Year 7 for Reading and 76.2% for Numeracy. In 2016, 70.1% of year 5 students achieved greater than expected growth in reading and 66.2% achieved greater than expected growth in numeracy. This is a significant increase from 2015 in reading where 66% of year 5 students achieved greater than expected growth as well as slight growth of 0.2% in numeracy.

Teaching: In the domain of teaching, following staff reflection, we felt overall we were working well within sustaining and growing. Teachers regularly use student performance data to evaluate the effectiveness of and inform their own teaching practice. Regular collegial meetings and the implementation of programs such as L3 and our action learning approach to professional learning support our teachers to be critically reflective practitioners. Collegial meetings incorporate regular and ongoing analysis of data to drive future directions for student learning. A range of formal and informal assessment measures are regularly utilised to track and monitor student progress and identify areas for development. Strong learning and support processes effectively complement classroom processes. Regular ongoing collegial meetings enable our teachers the opportunity to effectively collaborate and reflect on their practice to improve student outcomes. Instructional rounds and classroom walkthroughs were introduced to our practice in 2016 with 17 of our teachers opening their doors and sharing the wonderful work they are doing in their classrooms. Processes are in place at both a school and NBLA level to provide formal mentoring or coaching support to improve teaching and leadership practice through established collegial networks such as school and NBLA based accreditation networks, Assistant Principal, Deputy Principal and Principal networks as well as numerous curriculum networks. Professional learning is carefully aligned with the strategic directions outlined in the school plan. All staff members are actively engaged in formulating their own Performance and Development Plans to strengthen their practice and are aligned closely to the professional standards. A schoolbased collegial network has been established to support early career teachers with mentoring support. Stage based action learning projects for 2016 have focused on improving teaching methods in literacy as well as incorporating elements of visible learning and formative assessment, with stage based professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Beacon Hill Public School teachers are actively committed to their ongoing development as members of the teaching profession. As part of our school performance and development processes, staff members are supported to align the professional standards to their identified personal goals. Staff members work beyond their classrooms and actively contribute to extracurricular school programs, such as dance, drama, choir, sport and community activities.

Leading: In the domain of leading, following staff reflection, we felt overall we were working well within sustaining and growing. Beacon Hill Public School community is very positive about educational provision. The school has productive relationships with external agencies such as local businesses, industry and community organisations to improve educational opportunities for students. The school solicits and addresses feedback on school performance. A shared understanding of the school strategic directions as outlined in the school plan is evident across our school community. Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. School resources are strategically used to achieve improved student outcomes. The school has a multipurpose centre (MPC) and spacious school grounds which are optimally utilised within the local community, to best meet the needs of students and the local community. Ongoing school improvement is underpinned by regular opportunities for students and the community to provide constructive feedback on school practices and procedures. Students have regular student input through forums such as the Student Representative Council and parents through P&C, School Council representation and regular community events. Our self-assessment process will assist our 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

Personalised and transformative learning

Purpose

Meaningful learning outcomes and processes ensure every student is an engaged, confident life-long learner who successfully contributes productively to the community and society

Overall summary of progress

In 2016, three key project areas supported the implementation of Strategic Direction 1: Personalised and Transformative Learning.

***Personalising learning through understanding and application of enhanced formative assessment practices.**

Beacon Hill Public School's Learning and Support procedures continued to be strengthened in 2016 aligning with DoE reforms (Every Student, Every School, Wellbeing Framework) and Nationally Consistent Collection of Data (NCCD) processes. Guidelines established in 2015 which support NCCD processes were consistently implemented to refer and track students for Learning and Support. In consultation with parents/ carers and teachers, Personalised Learning Plans with clear links to explicit, achievable learning goals were created where appropriate for students on the LaST caseload and reviewed regularly throughout the year. Policy, procedures and processes were implemented by staff and feedback was overwhelmingly positive. Knowledge and application of the Literacy and Numeracy continuum documents continues to be varied. In 2016, Kindergarten and Stage 1 teachers utilised the Literacy continuum documents to engage in reflective practice and plotted their findings on PLAN to foster a more streamlined tracking and handover process for 2017. Stage 2 engaged more closely with the literacy continuum with a particular focus on writing and spelling.

***Transforming learning through implementation of deep, authentic and visible learning practices.** In 2016, our staff was, once again, actively involved in authentic professional learning opportunities with a team of global educators. Through team teaching and lesson observations, staff members were engaged in activities to embed computational thinking into the classroom as well as innovative teaching strategies such as green screening. All staff participated in an afternoon professional learning session on globally connecting our students and student engagement using ICT. In 2016 we also transformed an underutilised learning space for our students to support a more flexible approach to learning and embedding contemporary pedagogy. In 2016, we introduced Instructional Rounds and Classroom Walkthroughs to our school community. Our IR team worked closely with a professional, collegial mentor as we unpacked our Problem of Practice: What evidence is there that students are using feedback to drive improvement in their learning? 17 classroom teachers opened their doors to share the wonderful work they have been doing. Results of our instructional rounds process included:

- * 95% of students were clear on the task that they were engaged in.
- * About half of the students could clearly articulate their specific learning goal.
- * Positive relationships were evident between teachers and students and this clearly had an impact on student learning.
- * Positive feedback was used effectively to support and encourage students.
- * Some classrooms used learning intentions or learning goals to have a specific learning focus for students.
- * Some classrooms used success criteria to support learning intentions or learning goals.

***Utilising the Action Learning framework to support effective differentiation of literacy learning sequences to enhance students' learning outcomes.** All stages were involved in Action Learning projects in 2016 supported by team leaders. The focus for AL in 2016 was exploring ways we could more effectively differentiate literacy teaching and learning to enhance our student learning outcomes. Our Kindergarten and Year 1 focused on the effective implementation of L3; Year 2 focused on the development and application of Quality Literature; Stage 2 focused on the improvement and execution of Quality Spelling programs; and Stage 3 focused on sustaining and growing the implementation of Quality Writing. Kindergarten and Year 1 worked closely with and were supported by a Lead Trainer for L3. Stage 2 worked collaboratively with the QTA for Best Start to develop quality spelling programs that effectively catered for students' needs, reflecting the requirements of the Stage 2 English syllabus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Increase in percentage of students achieving expected growth in Literacy and Numeracy areas of NAPLAN. (3 year aim is 85%)</p>	<p>In 2016, 99% of Year 3 students and 97% of Year 5 students achieved at or above the National Minimum Standard in NAPLAN reading and 98% of Year 3 students and 99% of Year 5 students achieved at or above the National Minimum Standard in numeracy.</p> <p>Our school focus for measuring improvement is analysis of individual student growth from year 3 to 5. In 2016, 70.1% of year 5 students achieved greater than expected growth in reading and 66.2% achieved greater than expected growth in numeracy.</p> <p>This is a significant increase from 2015 in reading where 66% of year 5 students achieved greater than expected growth as well as slight growth of 0.2% in numeracy, keeping us on track towards achieving the Premier's Priority of 8% growth in the top 2 bands.</p>	<p>\$6 500 to support authentic professional learning opportunities at school.</p> <p>\$20 000 L3 Professional Learning for Year 1 teachers.</p> <p>\$5 000 to support introduction of Instructional Rounds PL.</p>
<p>Increase in percentage of students achieving at or above cluster level benchmarks in Literacy and Numeracy using literacy and numeracy continuum documents (3 year aim is 90–95%).</p>	<p>In 2016, Kindergarten and Stage 1 teachers actively plotted students on PLAN using their knowledge of the Literacy continuum document.</p> <p>By the end of 2016, 91% of kindergarten students achieved at or above school determined benchmarks in reading.</p> <p>By the end of 2016, 91% of year 1 students achieved at or above school determined benchmarks in reading.</p> <p>In Years 3–6, data comparison of student results gathered from 2016 literacy programs resulted in an average effect size of 0.7 (with 0.4 growth representing one year's growth).</p>	<p>\$25 000 to support Action Learning projects</p> <p>\$42 881 RAM funding to employ SLSOs to support literacy differentiation in all classes.</p>

Next Steps

Future directions for 2017 to ensure the 3-year plan remains on track to provide high quality educational outcomes include ensuring the SENTRAL system is used effectively to complete PLPs and ILPs and tracking of adjustments to strengthen and streamline our tracking and handover processes. All staff will engage in personalised professional learning opportunities to engage with the Literacy and Numeracy continuum documents. The Action Learning cycle will be further developed in 2017 with emphasis on embedding meaningful opportunities for classroom observation and reflection. The focus for 2017 aims to strengthen the implementation of differentiated learning in numeracy to meet the needs of all students. Principles of visible learning and formative assessment based on the research of John Hattie and Dylan Wiliam (establishing clear learning intentions and success criteria, quality feedback and effective questioning) will be further embedded into our practice through our action learning projects following whole staff professional learning in Term 1, 2017. We will further strengthen our involvement in instructional rounds and incorporate the directions identified from our involvement in 2016 into our professional learning plans in 2017. Some of these directions included investigating more flexible use of space in our classrooms, utilise a lesson study approach where teachers could work closely together with a particular focus on targeted, effective feedback and articulating clear learning intentions and success criteria to assist this process. In 2017 we will continue to work on engaging our students and fostering creativity through authentic use of ICT and STEM initiatives with a particular focus on computational thinking.



Strategic Direction 2

Purposeful collaboration of teams

Purpose

To ensure a whole school approach towards the implementation of quality teaching and learning so that there is consistency in expectation, professional dialogue, and reflective practice. Commitment to ongoing professional learning fosters positive relationships and builds the capacity of all team members.

Overall summary of progress

In 2016, three key project areas supported the implementation of Strategic Direction 2: Purposeful collaboration of teams.

***Purposeful collaboration of teams through Action Learning:** Meaningful collaborative practice was facilitated through grade/ stage based action learning projects that explored ways we (in our grades/ stages) could more effectively differentiate teaching and learning to enhance our student learning outcomes with particular emphasis on developing skills in literacy and mathematics. Data was collected at the commencement of the projects and throughout all staff members were engaged in reflective discussions to drive future project directions. Lesson observations and classroom walkthroughs were incorporated into projects supporting the Performance Development cycle and facilitated reflective practice with the ultimate aim of building teacher capacity.

***Develop and implement a meaningful professional learning plan:** A school professional learning plan was developed and implemented that clearly differentiated the professional learning opportunities on offer for staff at Beacon Hill Public School. The plan was clearly colour coded to reflect professional learning at whole school level, in stage/ grade based teams, accreditation, opportunities at NBLA network level and beyond and NESA courses. This comprehensive plan ensured that BHPS professional learning plans and processes were working towards ensuring professional learning reflected the needs of staff and was meaningful and relevant to their needs.

***Implementing the Performance Development Cycle:** All staff members developed, reviewed and evaluated their own Performance Development Plan in 2016 as part of their Performance Development Cycle. Performance Development Plans were explicitly targeted at developing teacher capacity to cater for learner diversity and improved leadership capability. An aspect of each teacher's Performance Development Plan was closely linked to their stage-based Action Learning project. The remaining professional learning goals were relevant to individual teacher's professional needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% attendance and participation in scheduled professional learning.	<p>Voluntary staff involvement in Instructional Rounds and classroom observation walk-throughs enabling staff to observe & reflect on student feedback from "Tell them from me" survey. This data was then used to direct professional learning needs to improve teaching practices.</p> <p>Staff members highly involved in school-based professional learning opportunities to strengthen knowledge of current teaching practices. These professional learning opportunities were based on student, staff and parent feedback on the needs/wants of the BHPS community.</p> <p>Staff members were effectively informed of opportunities through NBLA and wider educational community through a clear and concise professional learning plan.</p> <p>Needs based professional learning opportunities were communicated and provided as they arose for</p>	<p>\$32 000 approx. PL funds (\$5 000 to support introduction to instructional rounds).</p> <p>\$25 000 to support Action Learning projects</p> <p>\$42 881 RAM funding to employ SLSOs to support literacy differentiation in all classes</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% attendance and participation in scheduled professional learning.	particular staff to support individual student needs and school programs. Support for staff attaining and maintaining AITSL accreditation provided by executive team.	
100% of teachers committed to attaining and maintaining AITSL certification.	Staff participated in professional learning to support the writing of PDP goals in a SMART format in line with the GROWTH coaching model. The School Leadership Team reviewed PDPs to facilitate formal and informal opportunities for observation and Professional Learning within and beyond our school setting. In 2016, 40% of teachers aligned their individual PDP goals with the Australian Professional Standards for Teachers. Stage Action learning projects linked closely to individual PDP goals.	\$32 000 approx. PL funds (\$5 000 to support introduction to instructional rounds). \$25 000 to support Action Learning projects \$42 881 RAM funding to employ SLSOs to support literacy differentiation in all classes

Next Steps

Future directions for 2017 to ensure the 3–year plan remains on track to provide high quality educational outcomes include closely aligning our Performance Development Plans (PDPs) to the Australian Professional Standards for Teachers. This will allow staff to further develop their knowledge and application of the standards to support their maintenance of accreditation as well as facilitate reflective discussion of teacher capacity using the standards as a guide. In 2017, we would like to see a further increase in the understanding of the Australian Professional Standards for Teachers with 100% of PDPs reflecting these standards clearly and review of goals supported by careful mapping and charting against the standards. Our instructional rounds team will continue to drive reflective practice and purposeful collaboration and in 2017 we would like to see a significant increase in staff participation. We will continue to provide accreditation sessions to all staff members in preparation for 2018 and the compulsory AITSL requirements for Australian teachers. Personalising professional pathways will continue to be a high priority in 2017 to ensure professional learning is personalised and meaningful for all staff members and tailored to their needs.



Strategic Direction 3

Excellence through community engagement

Purpose

To establish a culture of engagement, fostering collaborative learning processes and facilitating meaningful partnerships and connections with the wider community. Striving for excellence through valuing family and community, to enhance and develop the skills, talents and interests of individual students.

Overall summary of progress

Excellent progress has been made towards achieving the milestones for 2016. Particular areas of achievement include; fostering processes to build positive partnerships with parents as part of consultation processes for parent/ teacher interviews and consultation with parents on learning adjustments and goal setting as part of the development of Personalised Learning Plans and NCCD processes. The School Fair provided a unique opportunity to further foster a connected community and meaningful partnerships through purposeful fundraising aligned to our vision for future focused learning and a 21st Century Flexible Learning Space. Extra-curricular groups were further expanded during 2016 to meet student interests and talents as well as parents with expertise assisting as coaches with PSSA training. The school participated for the first time in Dancesport with our Year 5 students excelling and achieving places in the finals. Ballroom dancing has been supported at the school as an after school activity. We also implemented PBL (Positive Behaviour Engaging Learners) to support a whole school approach to positive behaviour expectations. The school participated in White Ribbon—Breaking the Silence program again this year, further fostering positive respectful relationships within the community, improving student connectedness aligned to the student wellbeing framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased participation in a variety of feedback mediums and consultation, with over 60% community involvement.	<p>Further development of school wide processes and ongoing consultation and review of PLPs, included adjustments being uploaded onto Sentral under student profiles and reviewed in Week 5 of every term. PLPs for individual students were uploaded onto Sentral and learning goals evaluated and reviewed in consultation with parents once a semester. 97% of our parents booked online and met with teachers in Term 1, supporting targeted early intervention to support student need.</p> <p>Professional learning for staff in tracking learning adjustments on Sentral. Learning Support policy and processes implemented including the development of PLPs in consultation with parents. 5% of students have a PLP and are working towards individualised goals. 10% of students are accessing learning adjustments in the classroom through NCCD implementation, tracking and monitoring through school database system development.</p> <p>Development and consultation of PLPs (personalised learning programs) as well as adjustments as part of NCCD processes.</p> <p>Sentral system for centralising student information introduced. Staff professional learning and modules for tracking student progress, attendance and reporting utilised.</p> <p>P & C special topics scheduled throughout the year on transition to school and high school, Learning Continuums and School Planning. 80% of parents</p>	<p>School interview subscription \$295</p> <p>Release of teachers for PLP devt. \$ 2 180 (TPL funds)</p> <p>Sentral annual subscription \$7150</p> <p>Website \$810</p> <p>P and C funds to support: \$35 000</p> <p>Laptops \$12000</p> <p>Ipads \$12000</p> <p>Additional ICT equipment (e.g. trolleys) \$2000</p> <p>Robotics and 3D printers \$3000</p> <p>Green screen and maker space \$2000</p> <p>Sports equipment \$2000</p> <p>Creative Arts and Library \$2000</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Increased participation in a variety of feedback mediums and consultation, with over 60% community involvement.</p>	<p>feel welcome at school.</p> <p>School Fair contributed to fostering positive community connections and showcasing student talent. Successfully involved 220 parents volunteering with a committee of staff and parents working together. Parents with expertise engaged as assistant coaches for PSSA teams. Fundraising to support future focused learning across the school.</p> <p>Expansion of extra-curricular programs: three drama groups, one represented at State Drama Festival, 5 dance groups, 4 choir groups with 2 students representing at School Spec, 3 Bands, Japanese, Chess, Debating, Strings group.</p> <p>Establishment of PBL committee for the implementation of whole school student wellbeing initiative (PBL) with 81% of parents feeling the school supports positive behaviour. 90.2% consistency in implementing the PBL strategy in our school community with 100% consistency in defining expectations, explicitly teaching those expectations and implementing the ongoing reward system. Improved student engagement and learning outcomes with 96% of students demonstrating positive behaviours (up from 88% last year). 325 Aussie Star awards were presented at K-6 assemblies acknowledging positive behaviour expectations and school wide values of respect, responsibility and excellence.</p> <p>Crisis management plan developed and implemented across the school with staff lanyards for playground duty to support restorative conferencing on the playground.</p> <p>Participation in Dancesport for our Year 5s and the introduction of a lunch time gardening club has enhanced positive relationships across the school.</p>	
<p>Increased participation with 85% of parent involvement at P & C, school programs and voluntary support in classrooms.</p>	<p>One class trialled Twitter and other classes used Edmodo as a means of sharing learning in two way communication with parents and students.</p> <p>Use of Skoolbag app, email and newsletter reminders with updates on participation as well as encouraging participation in feedback mediums. Working parties to analyse results and share back through meetings and written communication methods.</p> <p>Facilitated regular and ongoing feedback and consultation with parents to meet student needs and establish shared goals as part of development of PLPs.</p> <p>97% of parent body attended P/T interviews in Term 1 with positive feedback received through verbal and written mediums.</p>	<p>Skoolbag app subscription \$640</p> <p>Survey Monkey subscription \$228</p> <p>School interview subscription \$ 295</p>

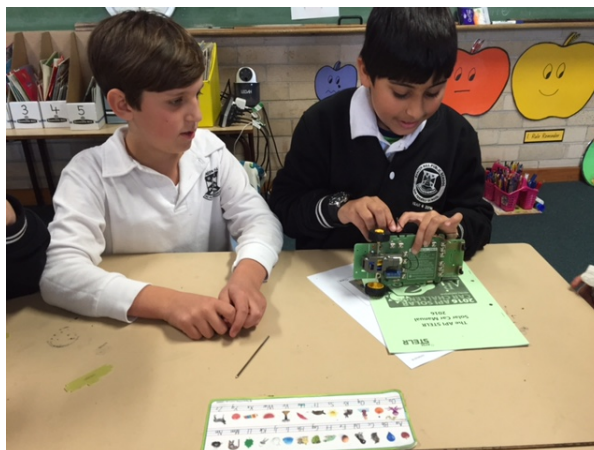
Next Steps

The future directions for 2017 will ensure the 3–year plan remains on track to provide high quality educational outcomes. The next steps will include the evaluation and follow up with focus groups. Parent workshops will be responsive to parent need and focus on Cyber Safety, supporting children’s mental health and wellbeing as well as technology as tools for learning.

Ongoing feedback processes with the community will continue to be a focus and will include the ongoing implementation and analysis of Tell Them From Me surveys for parents, students and staff. The school website will include links to any survey mediums and there will be opportunities for parents to provide feedback via short, sharp online polls using Google docs on various topics as well as focus groups. We will explore the use of digital two way communication mediums including the use of See Saw app and Facebook to further support student connectedness to school and celebrate student learning.

A continued key focus area for 2017 will be the continued implementation of PBL (Positive Behaviour Engaging Learners). Key staff members who formulate the PBL committee will undergo Tier 2 training. Ongoing monitoring and data analysis will formulate the ongoing monitoring and evaluation of this initiative. The SRC leaders will be involved in peer support training to support restorative conferencing and the implementation of PBL on the playground through the development and implementation of a student led peer support program for the playground.

Reflecting on our milestones for 2016 we will also focus on parents as volunteers in 2017, including identifying areas of skill and expertise in our parent body and how they can contribute to our extra–curricular and future focused learning projects. Opportunities for our students to participate in project based learning across our community of schools will have students participating in Project Penguin with the NBLA and Sustainability projects building a Greenhouse project by the Techsperts group with the Forest High and designing and building a sustainable vegetable garden at BHPS with the Gardening club and areas for grade involvement. The Techsperts will be further expanded to include a lunch time tech club for 3–6 fostering student talent and supporting teachers' implementation of future focused learning across the school.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	During 2016, Aboriginal background funding was utilised for the development of Personalised Learning Plans (PLPs) for students of Aboriginal background. These learning plans developed and sustained a positive and inclusive school culture as well as improved students' literacy and numeracy achievements through provision of enrichment for these students. Aboriginal background funding also supported Teacher Professional Learning participation in 8 Ways of Aboriginal pedagogy.	\$880
English language proficiency	During 2016, English language proficiency funding was used to employ specialist staff to develop individual language programs for students who needed more intense tuition, thereby meeting the English language needs of our EAL/D students. Students have progressed and gained confidence in reading and writing activities, increasing their English language proficiency and positively impacting on their participation and engagement in learning. 2016 NAPLAN (student growth) results are pleasing with 74% of our EAL/D students achieving greater than expected growth in numeracy and 79% achieved greater than expected growth in reading.	\$15 587 Flexible Funding \$56 395 (0.4 EAL/D teacher)
Low level adjustment for disability	During 2016, low level adjustment for disability funding was utilised to supplement learning and support programs and the employment of School Learning Support Officers (SLSOs) for the provision of additional learning and support in the classrooms for these students. This resulted in increased levels of student participation and engagement in learning and supported consultative and collaborative processes to personalise learning and support reflecting students' needs through engaging students and their parents/ carers in the development, implementation and evaluation of Individual Learning Plans (ILPs).	Learning and Support Teacher (0.7) \$33 881 Flexible Funding
Quality Teaching, Successful Students (QTSS)	During semester 2, 2016 QTSS funding supported the release of an experienced Assistant Principal in an Instructional Leader capacity. Reviews of school scope and sequence documents and stage based collaborative planning and assessment fostered consistent understandings of curriculum content, student progression and quality practice. Teacher choice, ownership, collaboration and flexibility are key to this process. Shoulder to shoulder in class modelling was provided to clarify, share and celebrate quality pedagogical practice. Teachers reflected on Performance Development Plans with team leaders, who provided feedback to teachers based on their goals.	0.481 allocation for semester 2, 2016
Socio-economic background	During 2016, socio-economic funding strengthened partnerships between our	\$13 605

Socio-economic background	<p>school, families and community organisations. Funds were utilised for the provision of financial assistance to enhance students' access to a wider range of curriculum learning experiences including excursions, camps and extra curricular activities. Funding was also utilised to supplement existing learning support programs and employment of SLSOs (School Learning Support Officers) for the provision of additional learning support in the classroom for these students. This resulted in increased level of students' participation and engagement in learning and supported continuous improvement in student achievement through the development, implementation and evaluation of Individual Learning Plans. Socio-economic funding also supported professional learning for staff in implementation of Positive Behaviour for Learning to support us in developing and sustaining a positive school culture as well as professional learning to enhance student engagement through ICT (e.g. computational thinking) and foster global connections through use of Mystery Skype. Use of this funding enhanced students' access to a wider range of curriculum learning experiences, specialist teachers and sources of knowledge, improved the quality of teaching and learning and increased the level of students' participation and engagement in learning.</p>	<p>\$13 605</p>
Support for beginning teachers	<p>Strong support systems and processes are in place for early career and beginning teachers at Beacon Hill Public School. Teachers are invited (and encouraged) to attend induction sessions throughout the year facilitated by the Deputy Principal or Principal. Beginning Teacher programs and plans are negotiated with the beginning teacher, reflect assistance by supervisors, mentors and induction programs and are clearly outlined and monitored as part of the PDP process with clear links to the accreditation process and the APSTs (Australian Professional Standards for Teachers). In 2016, 2 teachers completed the accreditation process at proficient and 2 teachers completed maintenance reports. Mentoring and coaching is embedded into daily practice at Beacon Hill Public School.</p>	<p>\$8 850.65</p>
Targeted student support for refugees and new arrivals	<p>Targeted funding for New Arrival students enabled us to employ our EAL/D teacher for a further day to implement explicit programs in class and in a withdrawal group environment to support the learning of our new arrival students with a particular focus on scaffolding reading and writing development. Our new arrival students demonstrated pleasing progress in their learning and further gained in confidence throughout the year with all students progressing from beginner to developing.</p>	<p>0.2 allocation</p>

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	352	343	326	315
Girls	291	306	306	318

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.8	96.4	96.7	96.1
1	95.8	95.7	95.1	96.1
2	96	95.9	95.4	96.2
3	96.1	96	95.7	95
4	95.9	96.7	95.1	95.6
5	96	95.5	95.2	95.3
6	95.6	96.1	94	95.9
All Years	96.1	96.1	95.4	95.7
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.23
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher of ESL	0.4
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.

There was one indigenous member in 2016.

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	10

Professional learning and teacher accreditation

In 2016, BHPS' Professional Learning Model continued to enhance our collaborative culture and focus on continuous improvement in teaching and learning. This year all staff engaged in an Action Learning project. Throughout the year, all staff participated in an Action Learning project centred around effective differentiation in literacy teaching with a particular focus on embedding the principles of visible learning and formative assessment into our practice. This project was designed to support the school target areas of Strategic Direction 1: Personalised and Transformative Learning. Throughout the duration of the Action Learning cycle, staff met on a weekly basis and engaged in professional learning opportunities, professional reading and in depth discussions focused on current research and innovative teaching pedagogy. Through this, staff also had opportunity to plan lessons collaboratively, share their teaching experiences, set future goals, as well as allocate time to discuss and evaluate students' work. During the year, staff also had other opportunities to engage in professional development. These included but were not limited to:

- * PLAN(Planning Literacy & Numeracy) – using the learning continuum K–6; differentiation in literacy and numeracy;
- * CPR, anaphylaxis, child protection and Disability Standards for Education training;
- * Analysing NAPLAN data;
- * Assessing, providing feedback and reporting on student learning and making consistent and comparable judgements
- * Visible learning and growth mindset
- * Instructional Rounds
- * iPad engagement for differentiation.
- * Student engagement and 21st century learning: Green Screening
- * Conceptual planning and unpacking the new Geography K–10 syllabus document
- * Combined NBLA School Development Day with Stephen Dinham and Jenny Gore.
- * Positive Behaviour for Learning (PBL) implementation
- * Design Thinking for Leading Learning (members of the exec team and Futures Learning Unit)

The model for professional development is continually reviewed and adjusted to meet the needs of staff to ensure improved outcomes for students. In 2017, staff will refine their implementation, monitoring and evaluation of the K–6 English and HSIE syllabus units of work and have the opportunity to engage in sessions where staff guide the type of PL offered, lead the learning and choose whether it is beneficial to their

learning programs at the time offered.

The action learning model will continue to be used by teams with a focus on the development of quality differentiated numeracy programs. K–2 teachers will be implementing Targeted Early Numeracy and 3–6 teachers will be implementing Building Blocks for Numeracy.

The total expenditure for professional learning was \$34,874.56. This included funds from: Teacher Professional Learning budget and School Professional Learning budget.

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	\$
Balance brought forward	285 150.36
Global funds	383 737.77
Tied funds	228 557.59
School & community sources	397 373.32
Interest	5 582.77
Trust receipts	26 631.80
Canteen	0.00
Total income	1 327 033.61
Expenditure	
Teaching & learning	
Key learning areas	76 658.35
Excursions	65 099.84
Extracurricular dissections	115 308.32
Library	13 735.03
Training & development	1 711.30
Tied funds	150 255.21
Short term relief	89 420.64
Administration & office	76 519.12
School-operated canteen	0.00
Utilities	56 965.46
Maintenance	43 318.03
Trust accounts	27 441.80
Capital programs	8 434.00
Total expenditure	724 867.10
Balance carried forward	602 166.51

	2016 Actual (\$)
Opening Balance	0.00
Revenue	739 092.13
(2a) Appropriation	631 203.32
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	106 416.89
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 471.92
Expenses	-346 624.68
Recurrent Expenses	-346 624.68
(3a) Employee Related	-163 840.71
(3b) Operating Expenses	-182 783.97
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	392 467.45
Balance Carried Forward	392 467.45

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 financial management processes and governance structures meet financial policy requirements. Some funds carried over from 2016 end of year expenses have been targeted for expenditure on playground upgrades, sound systems and to replace interactive projectors and whiteboards early in the new year.

The information provided in the financial summary includes reporting from 5 September to 31 December 2016.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	3 970 935.05
Base Per Capita	33 865.13
Base Location	0.00
Other Base	3 937 069.92
Equity Total	176 175.54
Equity Aboriginal	879.89
Equity Socio economic	13 604.76
Equity Language	56 395.27
Equity Disability	105 295.62
Targeted Total	41 260.00
Other Total	45 858.77
Grand Total	4 234 229.36

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.

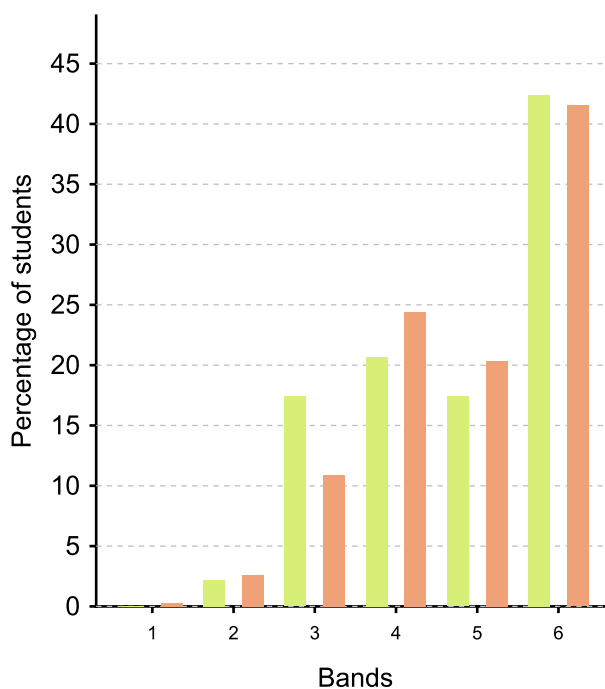
School performance

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.

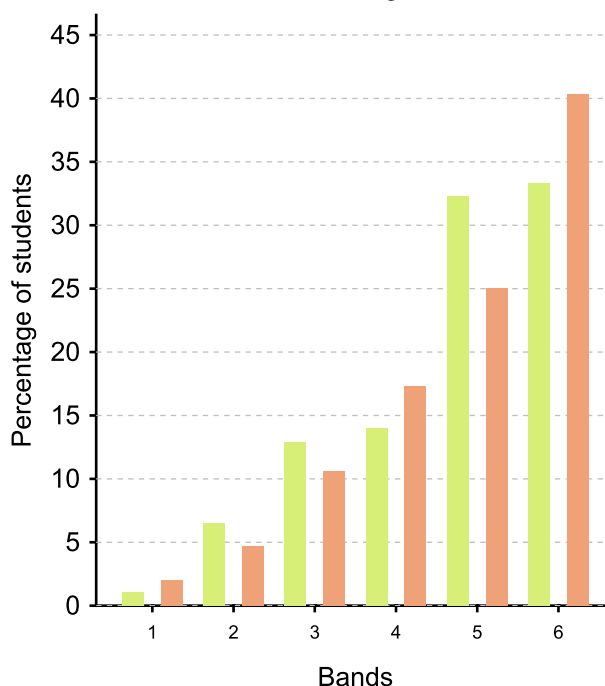
Year 3 performed well in the 2016 NAPLAN achieving above state level in the top two bands of all areas of literacy. 66% of students achieved in the top two bands in reading which is 14% above state level, 56% of students achieving in the top two bands of writing which is 2% above state level. 62% of students achieving in the top two bands of spelling which is 7% above state level and 60% in the top two bands of grammar and punctuation which is 7% above state level. In numeracy, Year 3 performed well achieving above state level in the top two bands of all areas. 46% of students achieved in the top two bands of numeracy which is 7% above state level.

Percentage in bands:
Year 3 Grammar & Punctuation



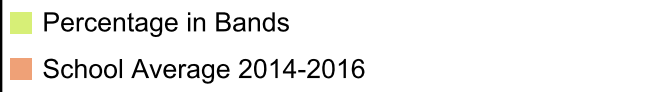
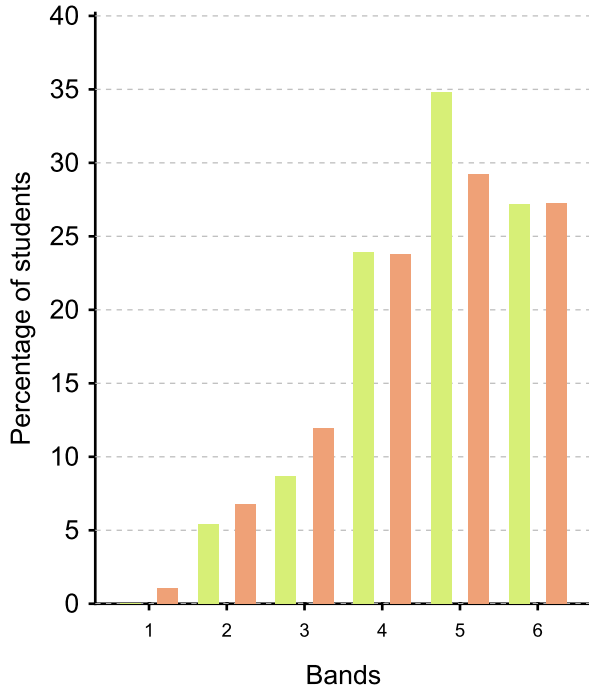
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading

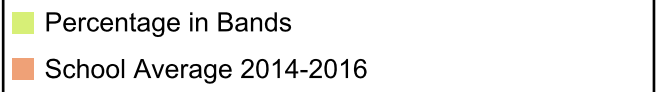
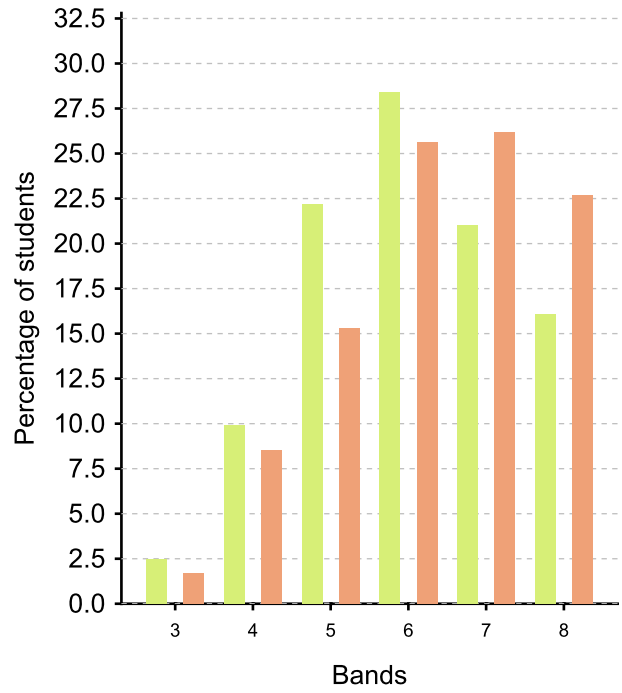


Percentage in Bands
School Average 2014-2016

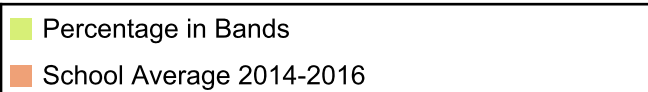
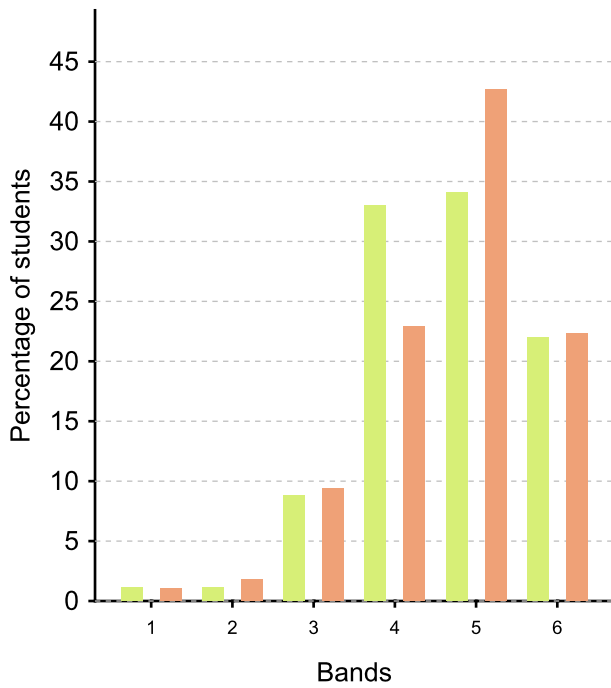
Percentage in bands:
Year 3 Spelling



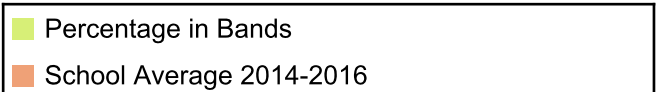
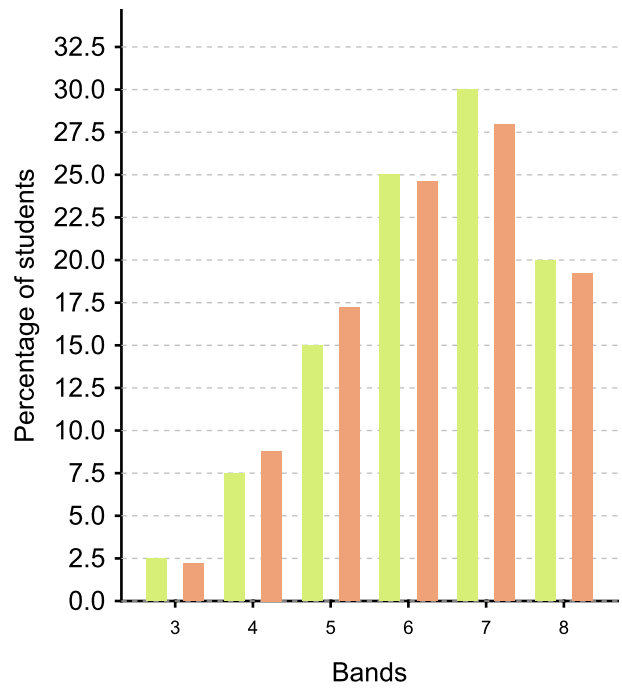
Percentage in bands:
Year 5 Grammar & Punctuation



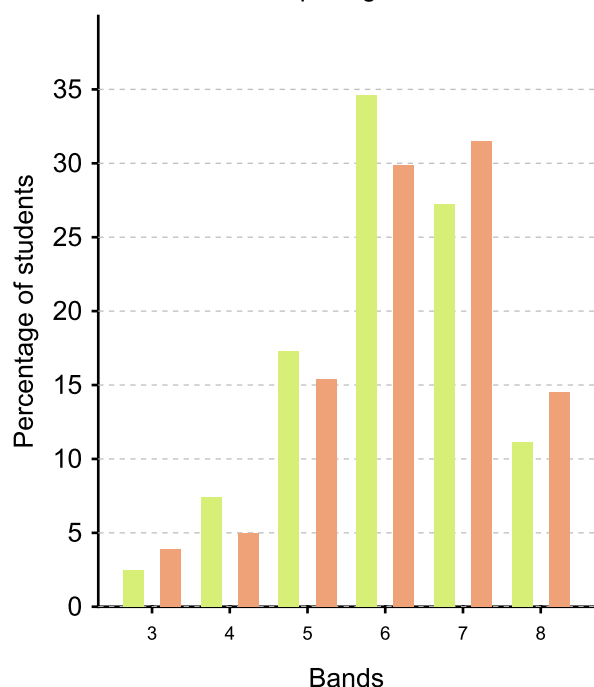
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading

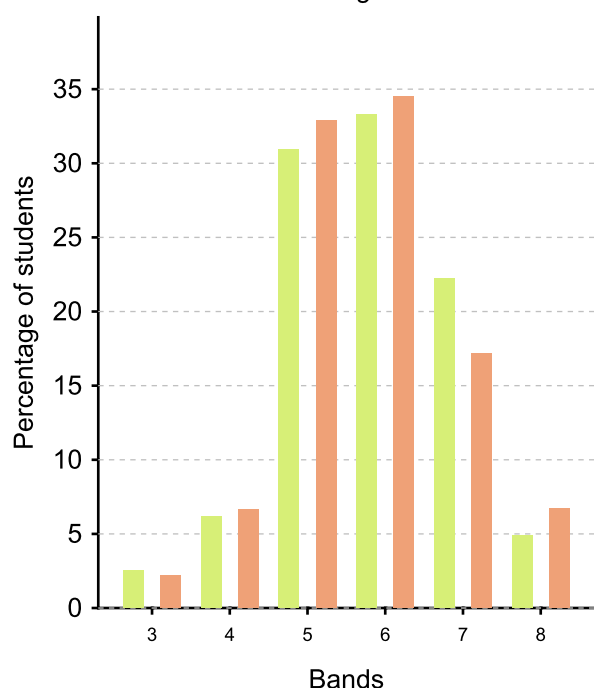


Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

achieved in the top two bands of grammar and punctuation which is 4% below state level. In numeracy, Year 5 performed well achieving above state level in the top two bands of all areas of numeracy. 31% of students achieved in the top two bands of numeracy which is 17% above state level.

In summary, the school trend data for 2015–2016 shows the school performed well, achieving above state level in all areas, except Year 5 grammar and punctuation. Particular areas where the school performed well and showed a significant upward trend were identified in Year 3 spelling and Year 5 Numeracy. Year 3 also showed a slight upward trend in grammar and punctuation. Year 5 also showed a slight upward trend in reading. Both Year 3 and Year 5 showed a slight upward trend in Data, Measurement and Geography, with Year 5 showing a significant upward trend in number, patterns and algebra.

However, the school trend data for 2015–2016 shows the school performance in comparison to similar school groups was above in Year 3 grammar and punctuation, and below average compared to similar school groups in all other areas with significantly lower than average results compared to similar school groups in Number Patterns and Algebra. Year 5 was on par with similar school groups in Reading and Numeracy with significantly lower than average in spelling and grammar and punctuation.

In terms of expected growth from Year 3 to Year 5, there was average expected student growth above state level and in comparison to similar school groups in Reading and Numeracy. In Reading 70% of students achieved greater than or equal to their expected growth and in Numeracy 66% of students achieved greater than or equal to their expected growth. In spelling, expected growth was average and on par with state with 59% of students achieved greater than or equal to their expected growth. However, in grammar and punctuation the average growth was significantly lower than the state average with 43% of students achieved greater than or equal to their expected growth.

Therefore, the trend data and 2016 NAPLAN data are consistent and confirm our focus areas for 2016–2017 in Spelling, Grammar and Punctuation and Numeracy with a particular emphasis on number, patterns and algebra.

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.

Year 5 performed well in the 2016 NAPLAN achieving above state level in the top two bands of all areas of literacy except for grammar and punctuation. 50% of students achieved in the top two bands in reading which is 11% above state level, 27% of students achieved in the top two bands of writing which is 8% above state level, 33% achieved in the top two bands of spelling which is 5% above state level and 41%

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2016, students from Years 4 to 6, staff and parents participated in the Tell Them From Me surveys. In most cases, scores were converted to a 10 point scale, then averaged and reported by question. A score of 0 indicates strong disagreement, 10 indicates strong agreement and 5 shows a neutral position.

Student Perspectives:

Overall, 91% of BHPS students acknowledged that they tried hard to succeed. The NSW Govt norm for these years is 89%. 87% of students had positive relationships at school (friends they can trust and who encourage them to make positive choices). The NSW Govt norm for these years is 83%. 95% of students felt that they demonstrated positive behaviour at school. The NSW Govt norm for these years is 83%. This may be a result of our successful implementation of PBL throughout 2016.

*Students also felt strongly that classroom instruction is well organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn (8.0) and that school staff emphasises academic skills and hold high expectations for all students to succeed (8.6).

Staff Perspectives:

*Staff acknowledged the importance of a collaborative school culture and that they valued working with other teachers in developing cross-curricular or common learning opportunities (7.4).

*Staff strongly valued the opportunity to talk with other teachers about strategies that increase student engagement (7.9) and assisting students to overcome learning obstacles (8.4).

*Staff felt they set high expectations for student learning (8.8) and that they carefully monitor the progress of individual students (8.6).

*Staff felt they are regularly available to help students with special learning needs (8.2), they establish clear expectations for classroom behaviour (8.8) and they create opportunities for success for students who are learning at a slower pace (8.4).

Parent Perspectives:

56 parents (representing 14% of families) responded to the Tell Them From Me survey in 2016.

Parents felt that:

*they were made to feel welcome at Beacon Hill Public School (8.3) and they were well informed about school

activities (8.4).

*Beacon Hill Public School supports learning (7.5), positive behaviour(8.1) and provides a safe environment for their children (7.6).

Future Directions:

Following on from some student feedback from the Tell Them From Me surveys throughout 2016 and some robust school council discussion, a survey was sent out towards the end of 2016 seeking further community feedback about the benefits of homework. I thank the 52 respondents to the survey as the feedback was very useful and has driven some great discussion and directions for homework at BHPS in 2017 and beyond. A summary of the results is below.

Question 1: *To what extent does your child's homework seem designed to deepen his or her understanding of important ideas? In your opinion, is it actually having that effect?*

Responses

Yes: 37%

No: 59%

Neutral: 4%

Question 2: *Many educators and parents believe that the most important criterion by which school practices should be judged is whether they help children to become more excited about a given topic and about learning in general. How does your child's homework measure up on that score? Is its effect on his or her desire to learn generally positive, neutral, or negative?*

Responses

Positive: 18%

Negative: 56%

Neutral: 26%

Question 3: *Do you think it makes more sense to assign homework on a regular basis or only when it's truly needed?*

Responses

Regular Basis: 65%

When Truly Needed: 31%

Other: 4%

Question 4: *Would you favour a voluntary system whereby families that want additional academic assignments after school could receive them while families that would rather allow their children to pursue other activities could opt for no homework?*

Responses

Yes: 43%

No: 53%

Neutral: 4%

Respondents were also invited to make comment where they felt it appropriate and the information provided was incredibly valuable. A summary of the comments is below.

Parents would like to see homework linked more closely to the student's level of learning and more meaningfully connected to the 'real' world. The overall aim would be to foster that love for learning. Many parents saw the value of homework in developing habits for self-directed learning which is so important in the later school years BUT quality over quantity was obviously very important! A number of parents saw the benefit of homework as an indicator of the level of understanding their children have of a particular subject, which in turn helps them to monitor their progress. Overall, Mathematics and Reading Eggs were considered very popular and the children find them engaging. Most parents felt that regular setting of homework was beneficial but were divided when it came to a more voluntary system of homework. Many felt that while homework should be set for all, it should be more personalised for the student and be structured with a range of tasks for children to choose from that contribute to their learning and family life. This is already evident in the matrix style homework and must do/ can do approach in some classes which also provides self-direction and challenge.

This parent feedback generated a lot of discussion with our school leadership team who then discussed the findings with their teams. Our staff also engaged in collaborative activities where we looked at the research on homework and then completed a "housekeeping" activity where we identified what teams might keep, throw out or change for 2017. You may see slight or significant changes to the way homework is delivered across the school in 2017. You may find changes evolve as the year progresses responsive to students' needs. Regardless, conversations about the purpose and benefits of homework are happening which can only be seen as positive as we work together to foster a love for learning in our students that extends beyond their school day!

Kindergarten— the main aim of homework in Kindergarten is to support the learning of reading via regular home reading and reading to your child. Sight words may be included as well.

Stage One— In stage one, homework will be structured with a MUST DO/ CAN DO framework and includes a series of different activities. There will be no maths mental book to complete in stage one; however, more personalised maths activities may be sent home from term 2 if/ when needed. The spelling words and activities for students to focus on are determined following a weekly pre-test, reflecting a more personalised approach to learning spelling. Additional homework activities promote the development of life skills and healthy lifestyle choices (PE activities and

healthy food focus) or are linked to the class teaching and learning program and promote parental involvement. The stage one reading log will also change in 2017 to include home readers, parents reading to children, reading websites, reading info books or free choice books.

Stage Two— In stage two, you will notice changes especially in regards to spelling homework. Students' weekly lists are more personalised and there is more variety in activities to keep students engaged. The learning of multiplication facts follows a more personal approach this year with individual students seeking to improve their own personal bests!

Stage Three— In stage three, a matrix style approach to homework has been adopted with homework tasks being tailored towards revision and differentiation to cater for a range of abilities. The activities may include mathematics tasks and reading eggs activities as well as open ended tasks that the students can share with classmates on Edmodo.



Policy requirements

Aboriginal education

This year has seen a continuation of the implementation of our Aboriginal Education Policy. An Aboriginal perspective was integrated into a wide range of topics studied in class as well as into our new English curriculum units. Some students have also learnt some local Aboriginal words. Students have learnt the importance Aboriginal people place in caring for the environment. The students also start important assemblies with an acknowledgement of country to pay respect to the Aboriginal people as being custodians of the land. We continue to provide support and encouragement for Aboriginal students in our school. We look forward to strengthening our understanding of Aboriginal culture in future years.

During 2016 RAM equity funding for Aboriginal background was utilised for the development of Individualised Learning Plans (ILP's) for students of Aboriginal background. These individual learning plans developed and sustained a positive and inclusive school culture as well as improved students' literacy and numeracy achievements through provision of enrichment and extension provisions for these students.

Multicultural and anti-racism education

Proficiency in English is an essential requirement for success at school and beyond. Our English as an Additional Language or Dialect (EAL/D) program provided explicit language support to students from language backgrounds other than English so that they are able to fully participate in schooling and achieve equitable educational outcomes.

Within the K–6 EAL/D program, all individuals have the greatest possible opportunity to learn and reinforce these educational skills, such as, brainstorming, categorising, predicting, developing a visual text outline and introducing key words. By interacting with texts, the students read for a purpose using key words and comparing visual and written texts. Many activities responding to texts include, cloze, note making, comprehension, ordering information, retelling and recognising writers' viewpoints.

In all activities the aim is to make them friendly, fun and informative whilst showing students that they can speak, read and write well if they use grammatical and punctuation skills.

The 2016 RAM equity funding for EAL/D was used to develop individual language programs for students who needed more intensive tuition. Students have progressed and gained confidence in reading and writing activities.

Our school implemented policies and practices which counter racism and intolerance. As part of our commitment to ensuring that sanctions are applied against racist and discriminatory behaviours, the

school's anti-racism contact officers are fully trained in dealing with complaints and incidents.

Other school programs

Band Program

Another great year for our Band Program with some extremely proud moments – firstly the performances at NSSWE Winter Concert Series, Junior Band's Gold Medal winning performance at the Chatswood Primary Bands Festival, a stellar Concert Band performance at the NSSWE Spring Concert Series and lastly a performance at Awards Day which brought the house down. Our Band is playing at a very high standard with consistently impressive results. During 2016 we also provided our students with two challenging weekend workshops – Junior Band in March, and all Bands in May. The students demonstrated admirable behaviour, worked very hard and took a great step forward in their musicianship as well as forming great bonds within their Bands. Thank you to our dedicated Musical Director Matthew Hurditch who conducts all three of our Bands – Junior, Intermediate and Concert Band – over 5 rehearsals per week. We finished the year with 27 students in each of Junior and Intermediate Bands and 21 students in Concert Band. Also, thanks to all the parents as Band is truly a cooperative undertaking and we rely completely on parent assistance for all aspects of our program including planning, administration and rehearsals. However, we are all rewarded for our efforts by seeing the joy and achievement in the students' faces as they create such exciting music.

Best Start

The *Best Start Kindergarten Assessment* assists teachers to identify the early literacy and numeracy knowledge and skills that each student brings to school on entry to Kindergarten. This assessment and findings inform, guide and assist in the planning and development of quality teaching and learning programs. This process takes place throughout the first few weeks of school as the students settle into class routines. Parents/ carers receive feedback at the conclusion of this process. Teachers have continued to use the online tracking tools, rubrics and assessment throughout the year to guide teaching and learning programs. The information about student growth and development is passed on to the Year 1 teachers at the end of the year.

Chess

Students met once a week to play a friendly game of chess with a partner which they enjoyed. They also had the opportunity to play chess on the interactive whiteboard which was educational and fun.

Choir and Drama

This year the students had the opportunity to be a member of one of four different school choirs. These choirs were part of some wonderful performances and opportunities during the year. Our Year 4/5/6 choir was

selected to be part of the massed choir at the prestigious Arts Alive Primary Music Festival at the Sydney Opera House. The Year 3/4 choir successfully auditioned for, and was part of the massed choir at the Primary Proms Music Festival at the Sydney Town Hall in September. This year we also had a Kindergarten Choir and a Year 1 and 2 choir. The Kindy Choir performed for our local pre-schools giving our pre-schoolers a taste of "big school". The Year 1/2 choir students performed at school assemblies and our Christmas Carols evening.

The Year 3–6 choirs have also been part of school performances including ANZAC Day service, Warringah Mall, assembly items, Kindergarten information morning and pre-school visits and the Carols evening.

This year we coordinated two drama clubs for students in Year 3/4 and Year 5/6. Students auditioned for these clubs and wrote and rehearsed plays which they successfully auditioned and performed at the Arts Alive Drama Festival. The Year 3/4 group performed their play *"The Sneetches"* and the Year 5/6 group performed their play *Come On Duncan – The Day The Crayons Came Home* at the Seymour Centre. Our years 3 and 4 drama group were then selected as an item for the prestigious State Drama Festival which was an incredible achievement as well as an amazing opportunity.

A number of our BHPS students successfully auditioned and performed as members of the Arts Alive Combined Schools Choir. The students represented our school at many different performances including the amazing Schools Spectacular. The choirs and drama groups appreciate the ongoing support of the parents and extended families who continue to support our programs.

Dance Programs

In Term 1, 2016, auditions were held for students interested in participating in elite dance groups or social dance groups. 96 girls showed an interest in auditioning and 54 boys showed an interest in auditioning for dance groups. Two elite dance teams were run in 2016. One elite dance team comprised 24 girls from Years 5–6 and the second elite team comprised 21 boys from Years 4–6. The elite dance teams auditioned to participate in the Sydney North Dance Festival held at Glen Street Theatre in Belrose. The girls learnt a contemporary dance entitled "Breakaway" and the boys learnt a rhythm/percussion dance called "Hit the Beat". Both groups were successful and performed four times each at the Glen Street Theatre stage to wonderful reviews. For the first time in Beacon Hill's dance history, three social dance groups were run in 2016. The first social group comprised 24 girls from Year 4. They learnt a jazz dance to "Twisting by the Pool". The second social group team comprised 24 girls from Years 2 and 3. They learnt a jazz dance to "It's a Girl Party". The third social dance group comprised 24 boys from Years 2 and 3. They learnt a hip hop dance to "Uptown Funk". All five groups performed in the MPC for the rest of the school during a whole school assembly. All of the dance groups enjoy performing and

are appreciative of a supportive school environment. They also welcome enthusiastic parent and community support.

Debating

Debating forms an integral part of our speaking and listening program in Year 5 to 6 and inspires a dedicated group of Years 5 and 6 students to compete as teams in a local debating competition. Each week the two teams strengthened their debating skills during weekly lunchtime meetings. Participation in the Premier's Debating Competition provided the students with the opportunity to demonstrate their skills in a variety of new environments and audiences.

Extension Studies Program

In 2016 we had 13 of our high performing students attend the Extension Studies Program at Northern Beaches Secondary College – Balgowlah Boys' Campus. The program focuses on enrichment rather than acceleration. The aim is to introduce the students to content they may not normally be exposed to within their primary school environments, thereby broadening the learning experience for these students. The program aims to provide a challenging learning environment which encourages students to think, discuss and make evaluations.

Students attend the program one day a week for a whole semester, studying topics such as Forensic Science, Archaeology, Medieval History, Genetics and the Science of Flight. The benefits of this program for our students are; gains in academic skills and knowledge, greater motivation to learn, greater interest in diverse subject areas and increased academic confidence. On a social level, students are able to make new friends and gain social confidence. The program also assists in the transition to high school for these students by exposing them to a high school setting. All students involved thoroughly enjoyed the experience and received extremely pleasing reports.

Information and Communication Technology

Technology for learning at Beacon Hill Public School continued to develop and strengthen during 2016. Throughout the school, there was a strong focus on developing 21st century learner skills that cater for the new National Curriculum, creating professional learning opportunities for staff and updating the infrastructure and resources within the school. The 21st Century learning space is well underway and will be operational in 2017. This space will enable classes to interact on a local and global level. Thanks to the money raised from the Beacon Hill Public School fair this year, we have been able to purchase 15 new iPads and 15 new laptops to fit-out the 21st Century learning space, creating an inspiring, creative and productive learning environment in our school. The Technology Committee have focused on identifying and sharing, through professional learning, how to use the devices to support the 'representing' aspect of the new curriculum for English and how to best support the embedded aspect of 'working mathematically' in the new curriculum for

mathematics. Ensuring that the school networking infrastructure can cater for the increased access to portable devices has been an important part of our portable devices roll out. This year we installed two additional wireless access points to provide Wi-Fi to the demountable classrooms. The Technology Committee is continually updating every iPad across the school to ensure they are functioning on the latest Apple operating system. Furthermore, new apps are being purchased regularly to cater for individual student learning needs and interests. Communication with our school community has been a focus for the committee this year. To facilitate communication links with our school community we have continued to use a school app through design company Skoolbag. This app enables smartphone access to calendar events, newsletters, push alerts, emergency notifications and online-forms. As part of improving communication with the wider community, the school website is continually updated with content covering many of our key learning areas and extra-curricular activities and achievements, with thanks to Mrs Connell, our website master. We would like to thank our Parents and Citizens Association for their wonderful support in funding new technology for our students' learning this year.

Language, Learning and Literacy (L3)

Over the course of 2016, Year 1 teachers attended L3 inservices to enhance their teaching and learning programs in literacy. L3 (Language, Learning and Literacy) focuses on effective research-based literacy pedagogy, which enables teachers to critically reflect on their current practice. L3 also focuses on providing rich literacy experiences to assist all students to become successful readers and writers. In literacy sessions, the students receive explicit instructions in reading. During this time the children go to the "Engine Room" in small groups. They participate in a session of reading where the teacher "guides" the students' thinking. In other literacy sessions, the students receive explicit instructions in writing. Students participate in guided writing sessions as well as independent writing activities. We are very excited that L3 will be extended to our Year 2 teachers in 2017.

Learning and Support

The Learning and Support Team (LST) meets on a fortnightly basis to review and manage the individual cases that are referred by class teachers. In 2016, BHPS continued to consolidate our Learning and Support processes in order to enhance the adjustments made for student needs. Enhanced, streamlined systems and processes are being implemented by all staff. LaST referrals are tracked and monitored so that student progress can be carefully monitored from year to year..

During 2016, RAM funding was utilised to employ SLSO (Student Learning Support Officers) for the provision of additional learning support in the classroom for identified students. All grades were allocated SLSO support sessions weekly. Standardised test results, tracking sheets, school based assessment, NAPLAN, Best Start data and teacher recommendation were

used to determine the targeted students who were to receive intervention.

Additionally, our LaST in partnership with our Deputy Principal support consultative and collaborative processes to personalise learning and support reflecting students' needs through engaging identified students and consulting with their parents/ carers in the development, implementation and ongoing evaluation of Individual Learning Plans (ILPs). Other programs to support students across the school include the Rainbow Reading program for Years 3–6. This program helps to improve the enjoyment, confidence and competence in reading. The Year 2 students have had access to the Multilit Program, which is an intensive, one-to-one program that incorporates phonics, word attack skills, sight word recognition and supported book reading. Our Learning and Support Teacher and our volunteer helpers have worked together to provide assistance and support to our students. The Learning and Support Teacher (LaST) works through the Learning Support Team to provide direct specialist assistance to students with additional learning and support needs and their teachers. Identifying specific learning needs, staff professional learning, assessment for learning, planning, implementing, monitoring and evaluating programs and support are provided by the LaST.

Maths Olympiad

In 2016 we were once again involved in the Australasian Problem Solving Mathematical Olympiad (APSMO). This program allows our talented mathematicians and problem solvers the opportunity to develop their problem solving skills using a range of strategies in a supportive team environment. This year we extended the number of students from the usual 30 to 35 due to the strength of the 2016 cohort. We again continued with the weekly problem solving sessions that enabled students to build their skills in a workshop manner before sitting the 5 assessments throughout term 2 & 3. This approach has seen a marked improvement in student results and exposes the students to the types of problems they will receive in the APSMO assessments. Our results in 2016 were outstanding with another improvement on our student average from the previous year. As a team we scored 211 out of a possible 250, ranking us in the top 10% of schools participating in the program across Australia, New Zealand & South East Asia. Our individual results were also very pleasing with 11 students ranked in the top 10% of students participating in the program. These students were; *Dale Mapstone, Ashlyn Johnson, Abbey McAllan, Josh Hemsworth, Kenny Miyamura, Stephanie Saunders, Charli Whitehead, Saskia Chin, Sophie Davis, Bradley Hoy & Evan Williams*. On top of this remarkable achievement, we had a further 7 students receive patches for finishing in the top 25%. It is an unbelievable result to have more than 50% of our students achieving such high results in a very difficult program. This is a result of the students hard work and determination to achieve their best in a challenging environment.

Maths Works

Once again our Year 5 students participated in a collaborative mathematics program with the Year 8 extension mathematics class from The Forest High. This program ran in conjunction with the Maths Olympiad program, which focused on problem solving strategies at a range of levels across Stage 3. Students were involved in weekly problem solving groups, focusing on the various strategies that can be used to solve a wide-range of mathematical problems. Each week the Year 8 team of students would post a variety of questions on Edmodo (educational blogging program) so that the Year 5 students could access them at home or in class and attempt to answer them. The Year 8 students would then respond with positive feedback on the students efforts before posting the answers the following week. The program culminated with a hands-on workshop run by the high school students in the school MPC. The Year 5 students worked in teams to complete a range of maths challenges in a set time frame, utilising the skills learned throughout the previous few months. This program has been a continued success due to the high quality of work from The Forest High students and the engagement of our Year 5's through using an online platform to communicate their knowledge as well as interact in teams in a hands-on workshop.

Multicultural Perspectives Public Speaking

As part of their curriculum work, students from Years 3 to 6 develop their public speaking skills and confidence through preparing and presenting the results of their thinking on the wide variety of topics which formed part of the state-wide Multicultural Perspectives Public Speaking competition. Students wrote their speeches and each class selected their two most motivating speakers who then presented their speeches to the Years 3 to 6 student cohort.

Two student finalists were selected from Stage 2 (Years 3 and 4) and Stage 3 (Years 5 and 6) to represent Beacon Hill Public School at the local finals. Congratulations to those students who capably presented in a very demanding context.

Music

This year students from Kindergarten to Year 6 participated in specialised music lessons as part of the RFF teaching program. We were entertained by a Musica Viva visiting performance TaikoZ, who not only taught the students about instruments and music, but also about the basics of creating their own music.

All students have participated in class singing activities, playing percussion instruments and reading music, listening to different styles of music, moving and acting to music and composing music. Stage 3 students have extended their composition and Music technology skills using the iPad app *GarageBand*.

Positive Behaviour for Learning (PBL)

The PBL initiative was fully implemented in 2016 and further supported and enhanced the explicit teaching of strategies and skills that underpin the values of respect, responsibility and excellence in a positive and supportive environment. Acknowledgement and recognition of students demonstrating these values was supported through a revised award system with recipients of the Star awards and Aussie Stars being recognised at our K-6 assemblies.

Reading Recovery

Reading Recovery (RR) is an early literacy intervention program for Year 1 students who are having temporary difficulties with literacy learning. This program allows the RR teacher to work with the student on an individual basis.

The aims of RR lessons are;

- *To start at whatever the individual student can do;
- *To design an individual series of lessons for each student;
- *To build up individual areas of strengths and competencies; and
- *To have the student reading and writing at the same level as his/her average peers at the end of 16 to 20 weeks on the program.

This year, 11 students successfully completed the program.

Sport Programs

Student participation in sport and the development of skills based P.E. programs has continued to be refined in 2016. This year has seen focused programs planned, developed and delivered to our students, as further progress from the whole school review in 2015. In planning for 2017, we have enlisted the service of an external provider to support our programs, with a focus on specialty skills such as athletics and gymnastics. In school programs have been an integral part of the improvement and development of sport this year. Students in Kindergarten to Year 2 have been involved in a specific fundamental movement skills program. This has seen a positive development in students' understanding and application of key sporting skills. Students in Years 3-6 have been exposed to the same fundamental skills but implemented in a game sense program aimed at enhancing these specific skills using modified games that involve tactics and strategy. These programs have been a great addition to the weekly timetable, with students always eager to participate. All students across the school have also participated in *Crunch n' Sip*, improving their understanding of nutrition and the importance of eating correctly to support a healthy lifestyle.

To support our in class programs, 2016 also saw the

continuation of specialist programs to ensure our students receive the best knowledge and skills available. Kindergarten to Year 6 continued in the biannual gymnastics program which covers the range of skills required in the early years of child development. Year 1 students participated in the Tennis Hot Shots program where they developed their hand-eye coordination skills, ball skills and knowledge of the game. Year 2 completed the annual Swim School Scheme at the Terrey Hills Swim Centre. This program teaches water confidence, begins to teach stroke development and for the more advanced swimmers, stroke correction. Finally, students in Year 5 were introduced to a new program called DanceSport. This program aims at breaking down the gender barriers between girls and boys through a 15 week dance program, culminating in a team selected to perform at a finals event. It was a fantastic addition to our school curriculum, with Year 5 thoroughly enjoying the challenge. All programs were received very well by the school community and students participated very enthusiastically.

Beacon Hill Public School was again actively involved in the Manly PSSA competitions on Friday afternoons. There were record numbers of students trying out for these teams in both Summer and Winter seasons. This year we offered Cricket, Tee-ball, Softball, Eagle-Tag and Volleyball/Newcombe Ball in the Summer and Rugby League, Soccer and Netball in the Winter. We had some outstanding results with numerous teams reaching the semi-finals in their respective competitions. The Summer competitions saw BHPS successfully finish Zone champions in the Junior Girls' EagleTag and runners-up in tee-ball, softball and Newcombe ball. In the Winter competitions our Junior Girls' Soccer were crowned champions with the Junior Rugby League Boys finishing runners-up. This great success was due to the commitment and dedication of our players and coaches over the entire year.

Students from Beacon Hill Public School were again heavily involved in the Swimming, Cross Country and Athletics carnivals at both a school level and at the Warringah Zone PSSA carnivals. Our school carnivals were fantastic, with a large percentage of students participating in many events and numerous school records broken. This success at a school level also carried over into the Zone carnivals. In Swimming we had over 40 students representing BHPS at the Zone carnival and nine of our students reached the Sydney North Area Carnival; *Jameson Heyman, Clara O'Reilly, Brooke Bosland, Laura Macdonald, Flynn Simpson, Joel Mcmanus, Thomas Poole, Nathan McManus and Sienna Villacorta-Bateman*. In Cross Country, approximately 50 students represented our school at the Zone carnival with another six students successfully making it to the Sydney North Carnival; *Clara O'Reilly, Sienna Villacorta-Bateman, Brooke Bosland, Hannah Bosland, Jameson Heyman and Jami Seale*. *Sienna and Brooke* went on to represent at the NSWPSA State Carnival achieving amazing results of 2nd and 11th respectively and collected a gold medal for the teams event. *Sienna* then went on to represent at the Schools Sports Australia Carnival, finishing a very impressive 10th place. Finally, in athletics we had 55

students compete at the Zone carnival with 13 students successfully qualifying for the Sydney North Area Carnival; *Ryan Hertsch, Kaitlin Ryan, Sienna Villacorta-Bateman, Brooke Bosland, Jasmyn Vera, Jemima Lane, Aiden Armitage, Jet McHardy, Alexis Chominsky, Em Callaghan, Matthew Adam, Jami Seale and Charli Whitehead*. Brooke Bosland was named age champion for the Junior Girls' division at the Sydney North Carnival. This year we had an amazing 5 students qualify for the NSW PSSA State Athletics Carnival; *JamiSeale, Sienna Villacorta-Bateman, Brooke Bosland, Jasmyn Vera and Kaitlin Ryan*. *Jami* finished 14th in the 11yrs girls high jump, Brooke qualified for the finals in the 800m and 200m events with a 6th place and 9th place her respective results. Finally, the junior girls relay team (*Sienna, Brooke, Jasmyn & Kaitlin*) achieved the ultimate prize, winning the Junior Girls 4x100m Relay! This is an outstanding result for Beacon Hill Public School to have so many students represent at Zone, Sydney North Area, State and Nationals for carnivals.

Finally, this year saw 25 students from Stage 3 participate in a range of individual PSSA trials for sports such as netball, rugby league, rugby union, touch football, soccer and cricket. These trials are held through the Warringah PSSA and are aimed at our talented athletes with a goal of representing Sydney North and eventually NSW PSSA in their specific areas of strength. Our successful students who represented at Sydney North trials this year were; *Dale Mapstone (AFL), Tahlia Bakker (Netball), Katie Holicky (Netball), Zac Wolford (Rugby Union), Matt Adam (Rugby Union), Daniel Saunders (Rugby Union), Flynn Simpson (Rugby Union & Touch Football), Mia Phelps (Softball), Sophie Dunne (Softball) Ben Gorman (Touch Football) and Brooke Bosland (Touch Football)*. Special mention must be made of *Flynn Simpson* who was successfully chosen for the Sydney North team to represent at the NSW PSSA championships in Rugby Union. We also had 4 students (*Noah Turner, Elise Turner, Ewen Pollock and Finlay Pollock*) represent BHPS at the Schools SnowSports Challenge this year with excellent results for only our second year participating in skiing and snowboarding. This is an amazing result for our school this year to see so many students recognised for their talents in a wide variety of sports.

Student Leadership

Student leadership is highly valued at Beacon Hill Public School. In 2016, Student Leadership which includes the Student Representative Council and the Student Executive, was led by Mrs Stanley. Two representatives from Year 2 to Year 6 were chosen to represent their class in the SRC meetings, which were run by the Student Executive team.

This year, the Student Executive team had the opportunity to attend the NBLA (Northern Beaches Learning Alliance) Student Leadership Development Camp in order to prepare them for the roles and responsibilities of a student leader. Through this course and further training, the Student Executive team learnt roles and skills of leading younger years during SRC meetings.

Our school leaders had roles and responsibilities throughout the course of the year that included fundraising, leading primary assemblies and speaking at Kindergarten Orientation days. Our SRC leaders were actively involved in a wide range of fundraising activities and supported the following charities:

- Stewart House
- Plan–Birtukan
- Cystic Fibrosis
- White Ribbon

In addition to promoting and running fundraising events, the SRC met to discuss relevant school issues. These opportunities allowed the students to demonstrate an interest in their school and community life, and to develop and foster leadership skills.

White Ribbon– Respect and Responsibility

Our school continued to take a positive approach to the White Ribbon “Breaking the Silence” program through focusing on RESPECT, what it means to be respectful and how we can show respect towards others. This program is complemented by our schools participation in PBL (Positive Behaviour engaging Learners) with RESPECT one of our key values and expectations that is reinforced on a daily basis. The SRC held a **White Ribbon Day of Respect** on Thursday 24th November with students wearing white or a touch of white and bringing in a gold coin donation to raise money for the White Ribbon organisation to support those impacted by domestic violence. Our students enjoyed participating in activities around the theme of RESPECT and building respectful relationships as part of class discussions and activities. Each student created a white paper ribbon with messages of respect and poetry for a whole school display as a symbol of their commitment to being respectful towards others at all times. The SRC sold white ribbons and wrist bands and demonstrated their commitment to the wider community by decorating the school fence in white balloons and large white ribbons with one large white ribbon for each class signed by all students and teachers. Our school community embraced supporting White Ribbon through holding a Father’s Day breakfast and the canteen sold white ribbon biscuits. Our participation as a White Ribbon school has further enhanced and supported the effective implementation of our *Bounce Back* social skills program. Circle time continues to be used as a successful classroom strategy to ensure a positive emphasis on building resilience and fostering, maintaining and restoring positive relationships. Our year 4 to 6 students also participated in a cyber awareness program which included a visit from our police youth liaison officers who discussed cyberbullying and safe use of the internet.