

Bellevue Hill Public School

Annual Report



2017



1179

Introduction

The Annual Report for **2017** is provided to the community of Bellevue Hill Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Suzanne Bennett

Principal

School contact details

Bellevue Hill Public School

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Bellevue Hill, 2023

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Message from the Principal

Every year, Bellevue Hill Public School aspires to continuous improvement in all policies and procedures. 2017 proved to be one of our most challenging but successful years to date with the completion of Phase 1 of major capital works in July, providing the community with a new four storey building housing 24 new classrooms and a new library.

In July 2017, all teachers moved from the old building and demountables into new classrooms. Teachers and students adjusted quickly following two years preparation using different pedagogy and willingly accepted a huge number of visitors into their classrooms every week. These visitors included Principals, personnel and parents from other schools as well as project managers and architects involved in other new buildings being designed around the State. The Department of Education recognised our efforts in building the capacity of the teachers and a Secretary's Award for an **Outstanding School Initiative** was received. Later in the year, I was awarded a Director's award for **School Leadership** for developing the leadership capabilities of my staff.

Phase 2 of the construction included the removal of thirteen demountables, refurbishment of the administration area, an extension of the Covered Outdoor Learning Area and landscaping of the site. This was very intrusive with workers, vehicles and major equipment being onsite daily.

Students' academic learning was not disrupted but supplemented by a whole school focus on the historical studies of different decades by different grades. This culminated in a hugely successful K-6 musical **Rock Through the Ages**.

Outstanding NAPLAN results in 2017 has resulted in a commendation from the Department of Education and an invitation to nominate for a further award.

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

Suzanne Bennett

Principal

Message from the school community

2017 has been extremely successful with demountable buildings removed, the building completed and our wonderful playground restored.

P&C meetings are well attended and provide a forum to share ideas and information. Our Principal attends every meeting and provides valuable input and information on a wide range of issues.

The P&C Executive have worked extremely well together as a team, helping to make this year such a success. The P&C contributed \$10,000 towards the musical *Rock through the Ages* and \$30,000 towards air-conditioning in the hall.

Various people organised fundraising in 2017 which helped to make a valuable contribution to the school to benefit all students. The Uniform Shop donated \$10,000 to the P&C.

Special thanks to the *Go with the Flow* committee which provides families with a safe way to pick up their children from school. Also, thanks to the bus committee who were successful in organising two STA school bus routes which have helped improve our *GreenTravel Plan* as well as providing an invaluable service to some of our families.

I am so very proud to be a part of such an active and involved school community. We have successfully made changes to improve the environment where our children learn and play as well as providing them with extra resources to enhance their learning experience.

Shelley Borer

P&C President

School background

School vision statement

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

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

School context

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

In 2015, approximately 50% of the 625 students at Bellevue Hill PS were housed in a two storey brick building built in 1925 and the remainder in thirteen demountable buildings.

Specific areas in the old building were opened to enable collaborative teaching to take place. Two areas in particular, Year 1 and Year 3 were used creatively with flexible furniture and student groupings.

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

*The school uses explicit systems to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. The school's value-add is extremely positive in 2017 showing **excellent growth in NAPLAN in all subjects by both Year 3 and Year 5 students**. A school-wide approach to effective and positive classroom management is evident and successfully monitors student wellbeing.*

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students, specifically: *Teachers using a range of formative assessment strategies to inform their teaching, adapt their practice and meet the learning needs of students.*

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

Strategic Direction 1

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

Purpose

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

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

Overall summary of progress

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

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| % students work collaboratively and independently in a range of learning activities and structures | iPads/Caddy \$21,856 Laptops \$30,615 Commbox's \$23,315 Installation of Commbox's etc \$6,000 Furniture \$26,717 | Students have been working consistently in a range of collaborative and independent situations in Year 1, 3 and 5 in open plan trials in the old building, while other grades had been trialling groups work across the grade, even though they were in demountable accommodation. However, once all classes moved into the new building with the open plan learning environment, all grades were able to use the spaces effectively for collaborative group work. Students demonstrated high levels of engagement in a variety of group situations and positive interaction with the new learning environment. |
| % students participating in inquiry learning projects | | The majority of grades used conceptual units of work and an inquiry approach to learning. 70% of grades successfully and easily facilitated this approach while 30% grades were beginning to trial this using conceptual units and inquiry. |
| % students and teachers who are implementing the You Can Do It strategy | \$895 | All grades and students have been implementing <i>You Can Do It</i> . Teachers are rostered to lead an item in assembly and write an article for the newsletter about what their grade are doing for <i>You Can Do It</i> showing dedication to this program. |

Next Steps

The school has achieved outstanding results in NAPLAN in both Year 3 and Year 5 with increased levels of engagement and proficiency while students have been learning in an open plan setting. Further co-operative learning strategies needs to be employed and evaluated.

While students are active partners in the learning process with setting and adjusting goals, they need to be more involved in the assessment of their progress and achievements. This involves students taking responsibility for their learning and being given opportunities to act as partners in the assessment of their progress, reflecting on their learning and engaging in self/peer assessment.

The school will continue to implement a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. In addition, the school needs to collect, analyse and use data from valid and reliable student, parent and staff surveys/feedback to monitor and refine this program and improve learning and engagement. Greater focus needs to be applied to the Habits of the Mind.

We will know we are successful when:

- Students across all grades demonstrate high levels of engagement in a variety of group situations and positive interaction with the new learning environment;
- Students take responsibility for their own learning by setting and adjusting personal learning goals, using peer assessment and self assessment strategies.

Strategic Direction 2

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

Purpose

To develop the capacity of teachers who:

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

Overall summary of progress

Teachers attended professional learning, completed action research projects and evaluations and regularly engaged in professional dialogue about planning and assessment to facilitate inquiry learning.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| % increase in staff and students engaging in regular collaborative planning, teaching and assessing. | \$11,200 | All staff members reported they were able to collaborate more easily after moving into the new building. Student surveys used to evaluate learning in the open spaces while formal and informal reviews by teaching staff were used to inform practice. Classroom observations and visits to other schools were undertaken to support teachers in their knowledge of innovative learning spaces. |
| % increase in staff and students engaging in regular self-assessment and self-reflection practices. | | All grade teams collaboratively completed a survey in November 2017, recording their preparation and planning for the new learning spaces as well as the challenges they faced and advantages they found and directions for the future. All staff reported that they collaboratively assessed for reports and used self-assessment amongst students at varying levels in each grade. |
| % increase in staff members engaging in regular teacher professional learning. | Professional Learning \$36,046 Kath Murdoch \$9,016 Literacy/Numeracy \$14,201 | Team leaders, experienced in open plan learning in the old building shared their teaching methods, ideas for consistency and their successes and challenges in open classrooms settings. 92% teachers attended professional learning on the inquiry method with Kath Murdoch. Team leaders and teachers visited a variety other schools using open plan learning. |

Next Steps

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

Teachers undertaking professional learning about formative assessment strategies including:

- clarifying and understanding learning intentions and criteria for success for every lesson;
- engineering effective classroom discussions that elicit evidence of learning;
- providing explicit, specific and timely formative feedback to students on how to improve;
- activating students as instructional resources for each other (peer assessment);
- Activating students as owners of their own learning (self-assessment).

There is also a particular focus on improved teaching methods in writing and numeracy, utilising professional learning and trialling formative assessment practices as action research projects across teams.

We will know we are successful when:

- Formative assessment strategies are evident in classrooms;
- Teams evaluate and report on their formative assessment projects; and
- Results reflect further improvement in mathematics and writing.

Strategic Direction 3

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

Purpose

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

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

Overall summary of progress

The school is recognised as a leader for its impact on learning progress within innovative learning settings, its effective practices and continuous improvement, and its active support of other schools.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|--|
| % increase of teachers engaging in professional learning in school and across school networks. | SASS Professional Learning \$2,500 CoSiES Conference \$7,062 SteamPunks \$1,800 | Professional learning in the school emphasises the development of effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement by improving the capacity of teachers and teacher leaders. Some leadership teams have successfully developed a professional learning community which is focussed on continual improvement of teaching and learning. The school supports collaborative performance development and efforts to continuously monitor improvement. Teaching and non-teaching staff proactively seek to improve their performance. The Community of Schools of Schools in the Eastern Suburbs (CoSiES) provided professional learning opportunities for: <ul style="list-style-type: none">• 300 teachers at an annual conference on Science and Technology, Engineering, Art and Mathematics STEAM entitled <i>Full Steam Ahead</i>; and• 40 teachers at a conference entitled <i>SteamPunks</i> also on Science and Technology, Engineering, Art and Mathematics STEAM. |
| % increase of teachers leading projects and engaging in action research. | | Grades 1, 3 and 5 continued to trial open plan learning in the old building during terms 1 & 2. Numerous people including VIP's, school based staff of other schools – Principals, executive and teachers as well as architects, project managers, and Department of Education personnel visited |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| % increase of teachers leading projects and engaging in action research. | | <p>Bellevue Hill Public School. Teachers were able to demonstrate and discuss how they changed their pedagogy in open plan settings.</p> <p>The Principal was invited to speak about developing teacher capacity for open plan learning at numerous schools, conferences and Principal network meetings.</p> |

Next Steps

Principals, executive, teacher leaders and teachers combining to focus on improving students outcomes using formative assessment criteria by participating in:

- professional learning across the Community of Schools in the Eastern Suburbs CoSiES which involves a conference for 300 teachers and pre and post conference workshops;
- action research to trial formative assessment criteria in school teams;
- networks which facilitate observations in and across schools;
- sharing of successes and challenges about the joint projects; and
- assessing and evaluating the joint enterprises; and
- celebrating achievement.

We will know we are successful when:

- Teachers across the Community of Schools in the Eastern Suburbs CoSiES form Teacher Learning Communities and share teacher and student learning outcomes across schools;
- Teams participate in and evaluate their CoSiES Professional Learning Community action research projects; and
- The school regularly solicits and addresses feedback on school performance from students, staff and the broader school community.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--------------------|--|
| Aboriginal background loading | \$1,451 | Funds were used to support students through the use of extra teacher time and School Learning Support Officer (SLSO) time in the areas of reading, writing and spelling assistance. |
| English language proficiency | \$181,000 | <p>The diversity of backgrounds at Bellevue Hill Public School is highly valued by the school and is used as a cultural resource. Teachers engage the students in discussions to develop tolerance (open-mindedness) about different religious beliefs, linguistic similarities and differences and cultural celebrations.</p> <p>Funds were used to provide support teachers to create additional small groups in classes during literacy and mathematics sessions.</p> |
| Low level adjustment for disability | \$80,973 | Funding for low adjustment disability was used for School Learning Support Officers to assist with students who have not attracted funding but have medium to high learning and behaviour needs. Other funds were expended to support students with high medical needs e.g. diabetes. |
| Quality Teaching, Successful Students (QTSS) | \$54,469 | Funds were used to provide extra teaching staff to support in the open plan trial project. |
| Socio-economic background | \$7,068 | Funds were used to support students with extra learning needs associated with their socio-economic background e.g. camp and through the use of extra support teacher time and School Learning Support Officer (SLSO) time in the areas of reading, writing and spelling assistance. |
| Support for beginning teachers | \$49,121 | <p>Support for beginning teachers was provided with extra release time negotiated by the teacher to provide longer sessions than one or two hours RFF per week. Funds were also spent to release beginning teachers and a mentor.</p> <p>Beginning teachers worked collaboratively with their mentor for programming, classroom management and inquiry learning strategies.</p> |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2014 | 2015 | 2016 | 2017 |
| Boys | 267 | 286 | 297 | 308 |
| Girls | 300 | 319 | 314 | 311 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 96.8 | 94.7 | 94.8 | 95.2 |
| 1 | 97.3 | 94.8 | 95.3 | 94.5 |
| 2 | 96.1 | 96.3 | 96.5 | 96.5 |
| 3 | 97.5 | 95.9 | 95.2 | 94.9 |
| 4 | 96 | 95.9 | 93.7 | 96.3 |
| 5 | 96.8 | 94.4 | 94.8 | 96.4 |
| 6 | 95.4 | 95.7 | 94.5 | 95.5 |
| All Years | 96.7 | 95.4 | 95 | 95.6 |
| State DoE | | | | |
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 95.2 | 94.4 | 94.4 | 94.4 |
| 1 | 94.7 | 93.8 | 93.9 | 93.8 |
| 2 | 94.9 | 94 | 94.1 | 94 |
| 3 | 95 | 94.1 | 94.2 | 94.1 |
| 4 | 94.9 | 94 | 93.9 | 93.9 |
| 5 | 94.8 | 94 | 93.9 | 93.8 |
| 6 | 94.2 | 93.5 | 93.4 | 93.3 |
| All Years | 94.8 | 94 | 94 | 93.9 |

Management of non-attendance

Accurate records of attendance are kept and rolls monitored regularly;

Clear information is provided to parents regarding attendance and consequences of unsatisfactory attendance;

Students with attendance patterns of concern are supported at the school in consultation with parents;

Contact is made with parents regarding student absences.

Class sizes

| Class | Total |
|-------|-------|
| KS | 23 |
| KK | 24 |
| KA | 24 |
| KTM | 24 |
| 1D | 21 |
| 1P | 21 |
| 1O | 21 |
| 1K | 21 |
| 2C | 24 |
| 2WP | 25 |
| 2R | 25 |
| 2K | 25 |
| 3M | 31 |
| 3H | 30 |
| 3S | 30 |
| 4V | 32 |
| 4S | 32 |
| 4B | 32 |
| 5WR | 24 |
| 5G | 22 |
| 5C | 24 |
| 6G | 24 |
| 6A | 24 |
| 6H | 26 |

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 22.55 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 0.5 |
| Teacher Librarian | 1.2 |
| Teacher of ESL | 2.2 |
| School Counsellor | 0 |
| School Administration & Support Staff | 4.06 |
| Other Positions | 2.2 |

*Full Time Equivalent

The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce:

In 2017, one teacher with an Aboriginal background was employed at Bellevue Hill Public School. However, this teacher is currently on full time leave.

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 | 80 |

Professional learning and teacher accreditation

Professional learning is aligned to teacher personal development goals, school targets and system priorities. Teachers are supported in achieving their accreditation through extra release, guidance from a supervisor, guidance from a mentor, grade teams and the provision of extra release. Professional learning in 2017 was based around developing skills for 21st century learners and inquiry learning in open plan learning environments.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 217,305 |
| Revenue | 5,247,800 |
| Appropriation | 4,688,072 |
| Sale of Goods and Services | 38,572 |
| Grants and Contributions | 519,134 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 2,022 |
| Expenses | -5,411,734 |
| Recurrent Expenses | -5,411,734 |
| Employee Related | -4,663,494 |
| Operating Expenses | -748,241 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | -163,934 |
| Balance Carried Forward | 53,370 |

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

In 2017, an extraordinary amount was spent on furniture and technology required for classrooms in the new building.

Financial summary equity funding

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

| | 2017 Actual (\$) |
|-----------------------|------------------|
| Base Total | 3,946,232 |
| Base Per Capita | 93,377 |
| Base Location | 0 |
| Other Base | 3,852,855 |
| Equity Total | 326,774 |
| Equity Aboriginal | 2,577 |
| Equity Socio economic | 7,068 |
| Equity Language | 236,156 |
| Equity Disability | 80,973 |
| Targeted Total | 72,645 |
| Other Total | 270,818 |
| Grand Total | 4,616,469 |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

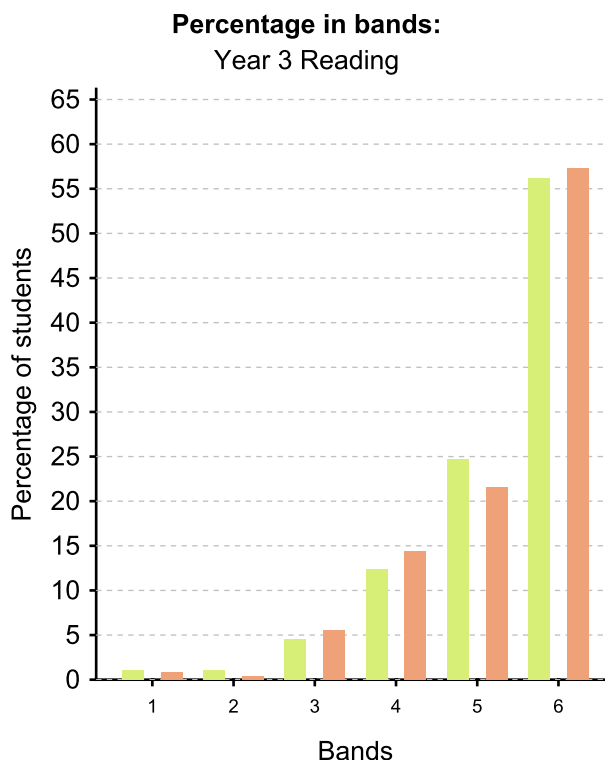
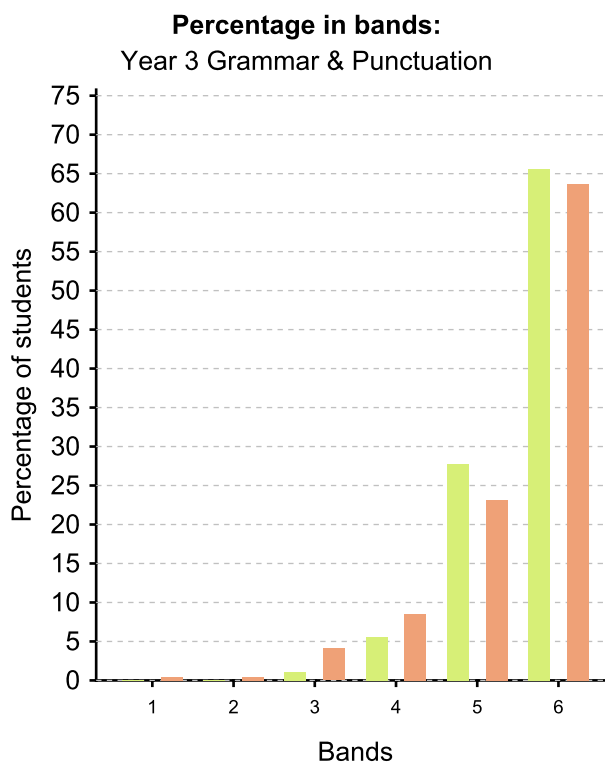
NAPLAN

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.

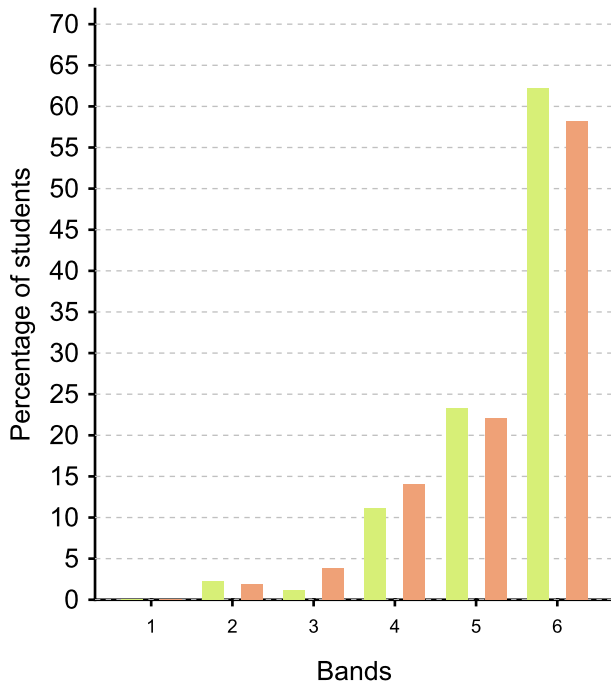
Outstanding results in Year 3 and Year 5 Literacy included the following % of students achieving in the top two bands:

Year 3 Reading 81%, Writing 91%, Spelling 86% and Grammar and punctuation 93%;

Year 5 Reading 70%, Spelling 68% and grammar and punctuation 69%.

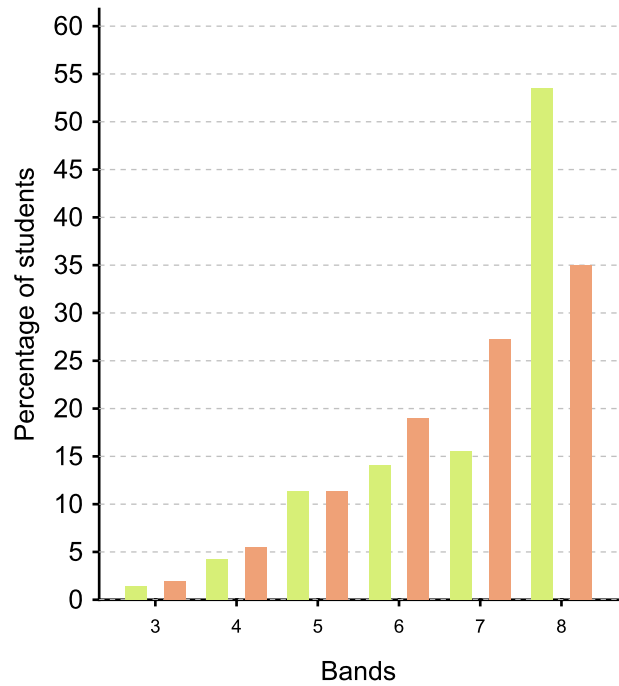


Percentage in bands:
Year 3 Spelling



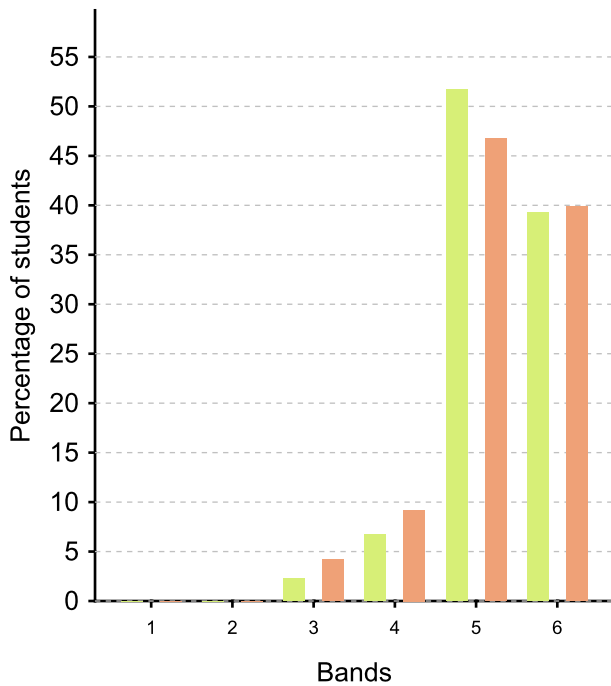
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Grammar & Punctuation



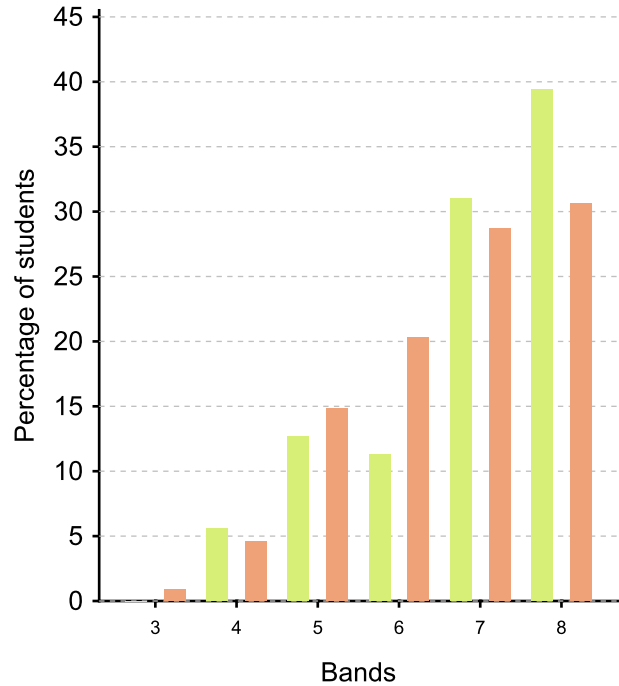
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



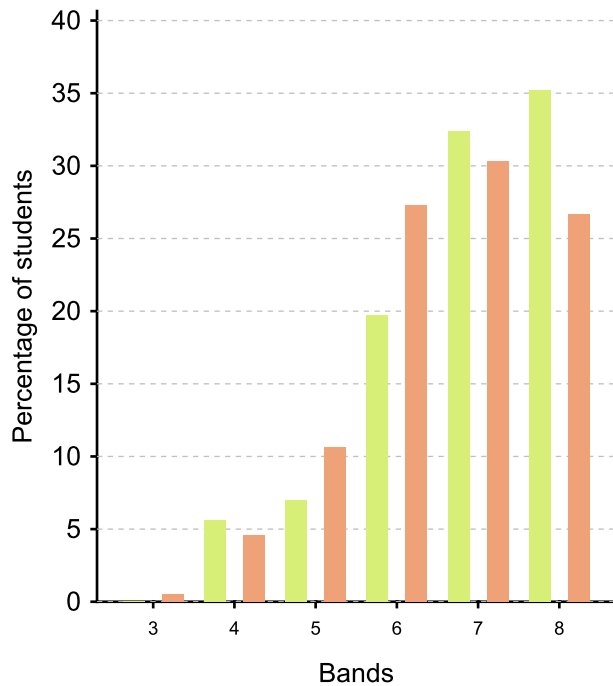
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Reading



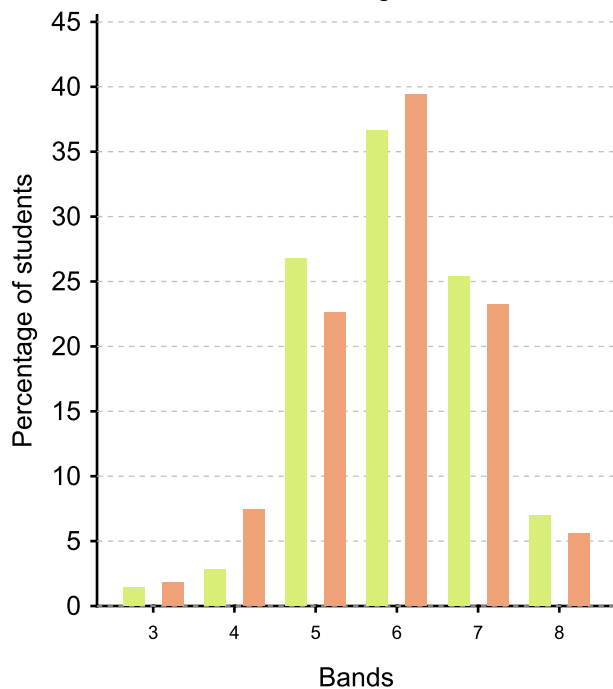
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing

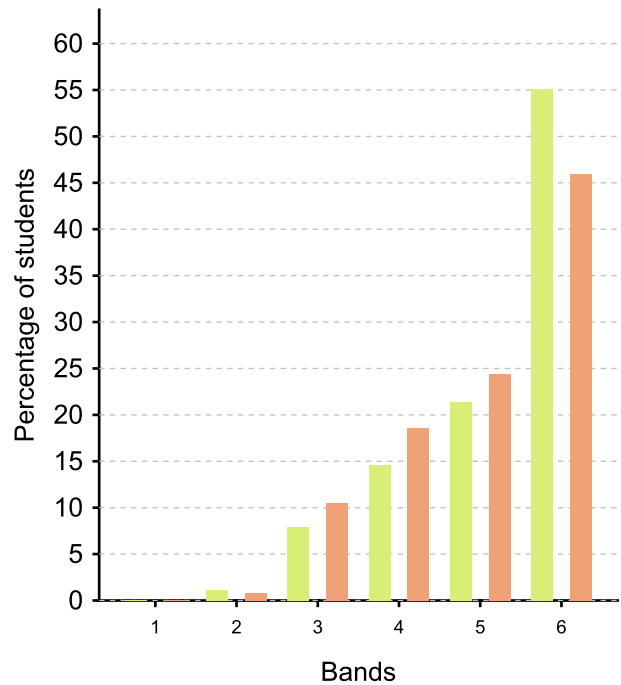


Percentage in Bands
School Average 2015-2017

Outstanding results in Year 3 and Year 5 Literacy included the following % of students achieving in the top two bands:

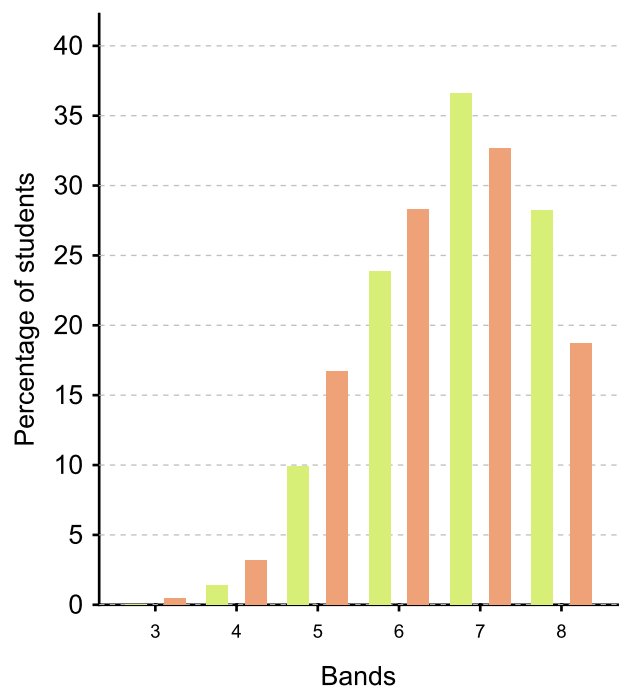
Year 3 Numeracy 76% and Year 5 numeracy 65%.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

My School website

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The NAPLAN results in 2017 were outstanding supporting the Premier's Priority with increased students achieving in the top two bands across all subjects in both Y3 and Y5.

In Year 3, the following increases were achieved in reading +5%, writing +9%, spelling +7%, grammar & punctuation +10% and numeracy +8%.

In Year 5, the increases recorded were in reading +16%, writing +6%, spelling +29%, grammar & punctuation 12% and numeracy +29%.

Parent/caregiver, student, teacher satisfaction

Parents overwhelmingly listed the dedicated and passionate staff, a strong sense of community and the cohesiveness of school community as the biggest strengths of Bellevue Hill Public School.

51% respondents cited academic results as a strength of the school and a significant number of parents appreciated the wonderful array of extra-curricular opportunities provided at the school in music, sport, art, dance and debating.

22% parents listed communication as one of the biggest concerns, requesting more advance notice for events; more feedback about children's progress; a more interactive website and transparent communication about open classrooms.

46% parents appreciated the new state of the art facilities at Bellevue Hill PS, the innovative and progressive education opportunities offered as well as the outdoor learning environment and location of the school. 28% parents had concerns about the open plan classrooms, some teachers and children's individual needs not being met.

100% teacher respondents appreciate the new facilities with open plan classrooms, more space, flexible furniture, a teacher's office and storage. They particularly enjoyed the collaboration amongst the staff that the new learning environments provided.

Students love the new building and modern classrooms with flexible furniture.

Policy requirements

Aboriginal education

The teachers have worked collaboratively to ensure that all children in our school have access to and build knowledge around the First Peoples of Australia and their culture and history.

In 2017, all grades had Aboriginal and Torres Strait Islander perspectives embedded into their teaching and learning programs, as part of the cross-curricular priorities in the NSW Syllabi. Grade groups have done this in different ways, including through the use of quality literature and critical thinking, creative arts and Science and Technology.

Koori Art Expressions was open to a small group of students, including our population of Aboriginal and Torres Strait Islander students and their friends. As part of this, students were immersed in a cultural study regarding the NAIDOC Week theme of 'Our Languages Matter'. Students integrated mapping and language in a four canvas artwork that was displayed at TAFE NSW Eora College.

The NAIDOC Week theme was integrated into all grades, through the use of a detailed and interactive SMART Notebook file. As part of this, students created posters to celebrate the week. Kindergarten to Year 3 students attended a performance by the musician Marcus Corowa, who shared his unique personal history and talents with them in an interesting and engaging manner.

One year 6 student was given the opportunity to take part in the Yarn Up program. This is a public speaking program open for Stage 3 students who identify as Aboriginal or Torres Strait Islander. This program was held over three sessions, two at the NSW Parliament and one at the National Maritime Museum, where Tily was a wonderful representative of our school.

The school has created an environment of deep connection and understanding of the resilience of Australia's First Peoples and their long history and connection to land waterways and seas. Teachers had the opportunity to attend a variety of professional learning experiences run by the Aboriginal Education and Wellbeing Team, including the 2017 Aboriginal Education Conference. Aboriginal and Torres Strait Islander Education has assisted all students to build knowledge and understanding and to be more empathetic to some of the situations that Aboriginal people in Australia have had to endure. This learning has dared many to change or modify their attitudes and bring the school community together to show solidarity and be committed to 'Closing the Gap' of educational disadvantage for Aboriginal people in Australia simply by being more informed.

Multicultural and anti-racism education

Bellevue Hill Public School has a culturally diverse community, with 60% of students having a Language Background Other Than English (LBOTE). The school's English as an Additional Language or Dialect (EAL/D) program aims to improve the English language competence of students with Language Backgrounds Other Than English. Other programs which support the heritage of the students include:

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

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

To foster harmony and tolerance, multicultural education is embedded in all curriculum areas and school activities e.g. the Multicultural Public Speaking Competition.

An Anti Racism Officer is elected and trained each year to consult if there are any incidents of racism amongst students or staff.

Other school programs

K–6 School Musical 2017

With the 2017 opening of our new Bellevue Hill Public School building, we needed a production that would mirror our excitement and take the students on a journey from culture, heritage and tradition to change, identity and transformation.

All grades, K–6 developed a unit of work based on concepts from the History syllabus and explored their chosen decade, relating big picture questions about music and using creative avenues of inquiry. The students used technology to journey through the process gaining insight into the huge impact that music had on culture, change and continuity. The students were able to chose personal or small group inquiry projects on such events as the LIVE AID Superconcert of 1985 or the fashion choices of the 50s rock 'n roll dancers.

Performing on three consecutive days, three casts included every child in the school in an exciting dance routine. The students performed simple and some complex dance sequences, incorporating movement skills in a variety of dance styles, to a medley of songs chosen from their decade. The students wore vibrant costumes, make up and styled hair to culminate their learning and showcase their talents in creative arts. The end results were spectacular with the whole community celebrating ***Rock through the Ages***.