

Beacon Hill Public School

Annual Report



2017



3971

Introduction

The Annual Report for **2017** 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

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Message from the Principal

I am incredibly privileged and humbled once again to have led such a strong, vibrant school community through a year of great achievements, both individual and collective, of our students, staff and the school as a whole. 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.

Academically, our learning and teaching programs have ensured consistently strong academic results in school based and standardised tests. 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 continues to go from strength to strength. Highlights of the year have included the annual band workshops, the combined bands workshops with Forest HS and Cromer HS 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. This year we have been treated to a permanent reminder of these outstanding performances as our concert band became recording artists with the creation of their very own spectacular CD. 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 year 5/6 choir performed at the Opera House as part of a mass choir for the Festival of Choral Music. Our 3/4 choir performed as part of the Primary Proms at Town Hall. Two 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 NIDA which was another fantastic opportunity for our students. Our Year 5s performed in spectacular fashion as part of the inaugural Macquarie Park DanceSport Confidence Gala Event. Along with 15 schools from within our region we descended upon the State Sport Centre at Homebush, certainly dressed to impress. Our team was absolutely outstanding in all aspects of this event and achieved incredible results including placing 2nd overall in the point score and achieving the award for the "Best Performing School" encompassing aspects from the whole evening.

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 and steely determination. The Summer competitions saw BHPS successfully finish Manly Zone champions in the Junior Girls' Eagle Tag and Senior Girls' Softball. In the Winter competitions our Junior Rugby League, Senior A Netball and Junior A Boys Soccer were crowned champions. We also had Senior Rugby League and Senior A Boys' Soccer finish as runners-up. This great success was due to the commitment and dedication of our players and coaches over the entire year. Beacon Hill has had state representation

this year in athletics, swimming, rugby league, rugby union, touch football, and softball and national representation in snowsports which is just an amazing achievement.

I would like to acknowledge the incredible work of the Beacon Hill staff this year. Our staff are deeply invested in nurturing the immense potential inside all students so that they can be their own way finders– equipped with the skills to enable them to navigate the boundless possibilities that lie ahead of them. To do this takes determination, hard work and a commitment to the pursuit of excellence. I thank all of our teaching and support staff who have invested so much of themselves and their tremendous expertise in the pursuit of this vision for the benefit of our students and our school. I count myself extremely privileged to work with such a dedicated team.

Sadly, at the end of this year we farewell some members of our special team. We farewell our wonderful Mrs Robertson at the end of the year. Mrs Robertson has been one of our amazing school administrative officers since 1992! A beautiful friendly face in the office, I cannot imagine how many families she has warmly welcomed to our school over the years! Mrs Robertson will be taking some well–deserved leave at the beginning of 2018 before she retires. We also farewell our lovely Mrs Kitchener who has been our wonderful school administrative manager since 2007. Mrs Kitchener leaves us at the end of the year for a highly anticipated, well deserved sea change. We also farewell two exceptional educators– Mrs Naomi Ah Chong and Mr Mathew Duff– who leave us to embrace new career challenges. We are going to miss all of these valued staff members terribly and think of them often but know that they will keep in touch and hold their time at Beacon Hill dear to their hearts.

As you will see, our students, staff and parents have been actively engaged in all areas of school life throughout 2017. There is so much to celebrate at Beacon Hill and we look forward to what 2018 has in store for us all!

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 year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of learning, the school was validated as sustaining and growing with a validation of excelling in the elements of wellbeing and curriculum and learning. Our learning culture is focused on ongoing improvement, as evidenced in our commitment to using formative assessment techniques to make learning visible. This has resulted in students increasingly building capacity as assessment capable, life-long learners, being able to articulate what they are learning, how they are going with their learning and what the next steps in their learning will be. Quality teaching is being achieved through exploring the use of formative assessment and visible learning techniques at a whole school, stage based and individual level. *Language, Learning and Literacy* was introduced into Stage 1 and *Targeting Early Numeracy/ Mathematics Building Blocks For Numeracy* to support differentiation and explicit needs based instruction. 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 whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. A 2016 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. This year, we have strengthened our implementation of PBL by engaging in the next level of classroom level training. A growth mindset culture is also increasingly becoming a feature of our classrooms and school. There are consistent school wide guidelines including report writing guidelines and stage planning structures which support the collection, analysis and reporting of student progress and achievement. These can be further strengthened with formalised assessment procedures and an extension of student self-assessment opportunities. 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. 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. We encourage regular and ongoing communication and feedback with our parents including PLP review meetings which are held on a termly basis, reviewing individual learning goals and determining future directions for student learning. 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.

The results of this process indicated that in the School Excellence Framework domain of teaching, the school was validated as sustaining and growing with validation of excelling in the elements of collaborative practice and learning and development. Teachers regularly use student performance data to evaluate the effectiveness of their own teaching practice and inform future directions for teaching and learning. Regular collegial meetings and the implementation of programs such as L3, TEN, MBBFN and our inquiry based, 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. An evidence-based and collaboratively developed strategic plan is at the heart of improvement efforts, with school directions driving the schools' main activity. Purposeful and strategic partnerships within and beyond the school community have been extended, to support school directions, enhance educational opportunities for students and teachers, and to engage parents and the wider community. Our school will continue to seek and address feedback proactively and responsively from stakeholders on an ongoing basis through meaningful and varied mediums. Resources are used strategically to improve student outcomes with resourcing being allocated towards further building teacher and leadership capacity. Longer term financial planning incorporates an ongoing focus on allocating resources to effective professional learning strategies. The evidence collected and analysed indicates the school is delivering within the area of Professional Standards. 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 school based collegial network has been established to support early career teachers with mentoring support. Stage based action learning projects 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.

The results of this process indicated that in the School Excellence Framework domain of leading, the school was validated as **sustaining and growing** with validation of excelling in the elements of school planning, implementation and reporting and management practices and processes. Beacon Hill Public School community is very positive about educational provision. Our School Leadership Team communicates clearly about school priorities and practices as part of stage and team meetings. 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 multi-purpose 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' engagement continues to be strengthened through P&C, School Council representation, parent forums and digital feedback models including Edmodo and Twitter as well as 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.

Our self-assessment and the external validation process will assist the school to inform directions for our 2018–2020 school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

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 2017, 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, early intervention, tracking and monitoring procedures.** Beacon Hill Public School's Learning and Support procedures continued to be strengthened in 2017 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 with student adjustments and personalised learning plans regularly reviewed and updated on the Sentral system. 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.

***Transforming our learning culture through embedding contemporary pedagogies.** In 2017, our staff was, once again, actively involved in authentic professional learning opportunities with a team of global educators where they were engaged in a series of activities assisting them to embed the digital technologies continuum across the curriculum. We strengthened our participation in Instructional Rounds and Classroom Walkthroughs. Our IR team again 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? 19 classroom teachers opened their doors to share the wonderful work they have been doing. Results of our instructional rounds process included:

- * WALTs and WILFS were evident and visible in some classrooms
- * Success criteria was visible and referred to by the students
- * Bump it Up strategies were visible and used in some classrooms
- * Growth mindset principles displayed in classrooms
- * Feedback was directly linked to learning intentions/ success criteria in a number of classrooms

***Personalising learning through strengthening effective differentiation of numeracy teaching using the Action Learning model.** All stages were involved in Action Learning projects in 2017 supported by team leaders. The focus for AL in 2017 was exploring ways we could more effectively differentiate numeracy teaching and learning to enhance our student learning outcomes. Early Stage 1 and Stage 1 teachers were involved in the implementation of the Targeted

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in percentage of students achieving expected growth in Literacy and Numeracy areas of NAPLAN. (3 year aim is 85%)	\$10 000 to support authentic professional learning opportunities at school \$16 183 L3 professional learning OPL and NEW for Year 1 and 2 teachers \$5 000 to support continued implementation of	In 2017, 98% of Year 3 students and 99% of Year 5 students achieved at or above the National Minimum Standard in NAPLAN reading and 100% of Year 3 students and 100% of Year 5 students achieved at or above the National Minimum Standards in numeracy. In terms of expected growth from Year 3 to Year 5, there was above average expected student growth above state level and in comparison to similar school groups in reading, spelling and numeracy. In

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in percentage of students achieving expected growth in Literacy and Numeracy areas of NAPLAN. (3 year aim is 85%)	Instructional Rounds PL	<p>reading 71.4% of students achieved greater than or equal to their expected growth, in spelling 67.3% of students achieved greater than or equal to their expected growth and in Numeracy 89.8% of students achieved greater than or equal to their expected growth which was significantly higher than state and similar school groups. In grammar and punctuation, expected growth was average and on par with state with 62.2% of students achieved greater than or equal to their expected growth. However, in writing the average growth was significantly lower than the state average with 43.9% of students achieving greater than or equal to their expected growth.</p> <p>Our school is performing well against the Premier's Priority with an average of 57.22% of our students achieving in the top 2 bands of Literacy and Numeracy combined displaying further growth of 4.76% from 2016 when our school improved by 7.96%. Our 66.7% of Year 3 students achieved in the top two bands of numeracy which is 17% above state level. 63.4% of Year 3 students achieved in the top 2 bands in reading which is 12.2% above state level and 50.5% of Year 5 students achieved in the top two bands in reading which is 10.4% above state level.</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>\$25 000 to support Action Learning projects</p> <p>\$42 169 RAM funding to employ SLSOs to support effective differentiation for students across classes K–6.</p>	<p>In 2017, Early Stage 1 and Stage 1 teachers actively plotted students on PLAN using their knowledge of the Literacy continuum document.</p> <p>By the end of 2017, 89% of Year 1 students achieved at or above school determined benchmarks in reading.</p> <p>By the end of 2017, 95% of Year 2 students achieved at or above school determined benchmarks in reading.</p>

Next Steps

Future directions for our 2018–2020 school plan:

- * Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.
- * Implement effective assessment practice and strengthen tracking strategies using the learning progressions/ PLAN 2 and common assessment tasks to inform teaching and learning programs K–6, drive differentiation and quality teaching and develop assessment-capable learners.
- * Through mentoring and professional learning around evidence-based practice, strengthen the implementation of differentiated learning to meet the needs of all students including learning and support and gifted and talented students in literacy and numeracy.
- * Targeted professional learning and instructional leadership supports planning and delivery of engaging, future focused, inquiry based pedagogy fostering innovation and the development of an entrepreneurial mindset for all students K–6.



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 2017, three key project areas supported the implementation of Strategic Direction 2: Purposeful collaboration of teams.

***Purposeful collaboration of teams through professional Action Learning plans that incorporate lesson observation and reflective practice:** 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 numeracy. 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 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 2017 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)	Funds Expended (Resources)	Progress achieved this year
100% attendance and participation in scheduled professional learning.	<p>\$41 405 Professional Learning funds including \$5 000 to support the continued implementation of Instructional Rounds.</p> <p>\$42 169 RAM funding to employ SLSOs to support effective differentiation for students across classes K-6.</p>	<p>Staff members were again 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>Increased 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 continued to be 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 particular staff to support individual student needs and school programs.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% attendance and participation in scheduled professional learning.		Support for staff attaining and maintaining AITSL accreditation provided by executive team.
100% of teachers committed to attaining and maintaining AITSL certification.	<p>\$41 405 Professional Learning funds including \$5 000 to support the continued implementation of Instructional Rounds.</p> <p>\$42 169 RAM funding to employ SLSOs to support effective differentiation for students across classes K–6</p>	<p>Staff participated in professional learning to support the writing of PDP goals in a SMART format in line with the GROWTH coaching model.</p> <p>The School Leadership Team reviewed PDPs to facilitate formal and informal opportunities for observation and Professional Learning within and beyond our school setting.</p> <p>In 2017, 90% of teachers aligned their individual PDP goals with the Australian Professional Standards for Teachers.</p> <p>Stage Action learning projects linked closely to individual PDP goals.</p>

Next Steps

Future directions for our 2018–2020 plan include:

*Implementing effective Performance and Development processes to support the development of a high performing teaching staff as measured against the Australian Professional Standards.

*Strengthening collaborative, reflective and evaluative processes to ensure learning and assessment programs are dynamic and of the highest quality promoting learning excellence and responsiveness in meeting the needs of all students.

*Engaging all staff in an inquiry–based approach to professional learning around the most effective evidence–based teaching methods with explicit systems in place for collaboration and reflective practices to improve student outcomes and sustain quality teaching.



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

Parents, students, staff and community members are highly committed to improving student engagement and learning outcomes through 21st century innovations. BHPS strengthened inter-school relationships when we asked ICT mentors from another school to conduct professional learning sessions in green screening to support ongoing development of all staff. This highlights the involvement of our school community to set up a more collaborative, flexible approach to learning which meets BHPS strategic direction "Excellence through Community Engagement". The establishment and improvements to the students' 21st century flexible learning space supports a culture of engagement and fosters collaborative learning processes. Parents and community members are invested in the school and contribute financially so that the school's facilities can be optimised with this purpose in mind. Our school remains committed to supporting community organisations. Students at BHPS actively build positive relationships in our community and society (such as White Ribbon, Bushlink and Project Penguin). BHPS members are committed to working in partnership with local communities and business organisations and utilising effective engagement with these agencies. BHPS uses collaborative feedback and reflection from staff, students, parents and communities to promote wellbeing and ways to actively care for others. The SRC and school community provide feedback as to which community services BHPS will participate in that year. BHPS is committed to a sense of community and identity for our students to become well-rounded citizens. Our continued promotion of positive parent partnerships recognises the role of the family and endeavours to strengthen the home/school relationship. Respectful relationships are formed across the school community and underpin a productive learning environment. Parents are encouraged to be involved in school life on a variety of levels (from watching an assembly as a proud parent to attending a parent social night). Parents are engaged in their children's successes and will frequent BHPS to support their child and their academic and social growth. BHPS has appointed a parent member as the school contact person to assist and support parents in their interactions with the school. Our parents' involvement in supporting students and families of BHPS. Parents and community members are highly engaged at BHPS to enrich students' lives – from helping at the canteen or volunteering to help students in a 1:1 reading program through to actively helping families who may need extra support. Having parent assistance at BHPS provides specific students some extra academic support. BHPS enlists specialist teachers to train parent volunteers, who run programs to best meet the needs of students. Staff collect data from parent-led programs to inform strategic school improvement efforts. Staff and parents work collaboratively to monitor parent-led programs and evaluate its effectiveness.

At BHPS, there is a collective responsibility between parents and staff for student success through ongoing consultation and feedback. Parents are encouraged to be involved in student learning and are supported by BHPS staff in ways to support their children to learn. Staff act on valuable data and feedback from parents in order to best meet student/family needs regarding homework. The school community becomes involved in surveys so that they can directly impact the school's strategic directions and student outcomes. All of BHPS' practices and processes are responsive to feedback from the school community. Our commitment to parent education results in stronger outcomes for students. BHPS embraces positive and respectful relationships with the school community and students and all teachers and parent bodies support ongoing parent and student learning. BHPS establishes active partnerships with the community and we work collaboratively to ensure a continuity of learning for both parents and students. BHPS and the school community acknowledge and celebrate parent and community members' learning and achievements. BHPS staff and P&C members actively source professional community members to lead learning sessions for staff and the parent community. Our work in partnership with inter-agencies supports individual student needs. These strong partnerships with interagencies ensure good conditions for student learning, supporting an inclusive framework in place to support the cognitive, emotional and social wellbeing of all students, which improves individual and collective wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased participation in a variety of feedback mediums and consultation, with over 60% community involvement.	School interviews subscription \$295 Release of teachers for	Through our SRC initiatives, Project Penguin and involvement in the 'Tell Them From Me' surveys, students demonstrate the ability to care for themselves and willingness to contribute to the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased participation in a variety of feedback mediums and consultation, with over 60% community involvement.	<p>PLP devt. \$ 2 180 (TPLfunds)</p> <p>Sentral annual subscription \$7150</p> <p>Website \$810</p> <p>Community consultation funds to support parent forums: \$35 000</p>	<p>wellbeing of others within our school and wider communities. The involvement of BHPS in Project Penguin, Techsperts and our commitment to providing senior students with an inclusive and meaningful leadership program demonstrates our commitment to quality teaching and professional practice in a variety of learning environments. Students are provided with opportunities to connect, succeed and thrive in activities relevant to their stage and cognitive development.</p> <p>A wide range of engaging and challenging opportunities, extra-curricular activities and programs; including Maths Olympiad, Tournament of the Minds, ICAS competitions and participating in community network extension programs as part of the NBLA at Balgowlah Boys High and with a neighbouring high school, Forest High. These Maths Olympiad results demonstrate our school's high performance in comparison to other schools with 32 students achieving in the top 50%, 11 students in the top 10% and half the group achieving a patch for excellence in problem solving.</p> <p>Parent engagement further strengthened through regular forums for parents as partners in learning including presentations by school leaders on curriculum (Literacy and Numeracy) and by community experts including Kristy Goodwin on "Raising Digital Citizens". Digital feedback models including Edmodo, See Saw and Twitter are enhancing positive partnerships and engaging parents and wider community.</p> <p>Connections with Bushlink established supporting school sustainability programs.</p>
Increased participation with 85% of parent involvement at P & C, school programs and voluntary support in classrooms.	<p>Skoolbag app subscription \$640</p> <p>Survey Monkey subscription \$228</p> <p>See Saw app subscription \$0</p> <p>Tell them from me surveys DOE \$0</p>	<p>BHPS achieved 90.2% consistency in implementing PBL strategies in our school community with 100% consistency in defining expectations, explicitly teaching those expectations and implementing the ongoing reward system. During 2017, we continued to develop and further strengthen our PBL systems through engagement in the next level of PBL training. We are currently implementing Tier 1-Classroom Systems across the school and using PBL research to drive quality teaching and improve professional practice. Opportunities for all students to connect, succeed and thrive at BHPS are provided through our wellbeing programs that are embedded into each stage of learning and development; as evidenced by PBL lessons, Bounce Back sessions, Interest Clubs, Wellbeing Procedures, involvement in the DanceSport challenge, Transition programs and Tell them from Me Student Survey data.</p> <p>Our 2017 Year 5 students couldn't wait to be involved in the DanceSport program and many of our 2016 Year 5 students enjoyed the program so much they have continued to dance in an</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased participation with 85% of parent involvement at P & C, school programs and voluntary support in classrooms.		<p>after-school extra-curricular program.</p> <p>Learning Adjustment Plan for individual students with additional learning needs are tracked, monitored and evaluated on a regular basis, at least once a term using the Sentral software system. This plan is included as part of teacher's programs and outlines classroom adjustments, content and delivery adjustments as well as modifications to assessing, testing and reporting. Parent consultation and additional information is included as part of this plan and feedback is sought in consultation with the parents and students to evaluate the success of the adjustments and strategies in place. This Learning Adjustment plan complements a detailed Personalised Learning Plan with individual learning goals and demonstrates the school's commitment to deliver on school learning priorities by consistently recording adjustments aligned with NCCD criteria with 14% of BHPS students having learning adjustments consistently implemented, monitored and evaluated.</p> <p>We worked in partnership with the parents and Lifesart interagency to successfully support the transition of students with disability. This highlights BHPS strategic and planned approach to support the cognitive, social and physical wellbeing of all students. This demonstrates our commitment to building positive partnerships with parents as part of an integrated approach with support from interagencies and through the effective use of school resources and timetabling of SLSO support to meet the physical and learning needs of the student.</p> <p>Staff members are working beyond their classrooms and actively contribute to extra curricular school programs, including dance, choir, sport and community activities.</p>

Next Steps

- * Strengthening the implementation of visible learning principles with teachers providing more explicit, specific and timely feedback to students on how to improve, linked to the learning intentions and success criteria.
- * Ensuring the SENTRAL system is used effectively to complete PLPs and tracking of adjustments to strengthen and streamline our tracking and handover processes.
- * Expand the use of digital platforms (See-saw and Twitter) to share learning progress and gain feedback on student learning.
- * Development of some more or different Interest Clubs (social/ wellbeing groups) during lunchtime to provide further opportunities for student learning and engagement, and to foster strong positive relationships.
- * Providing more opportunities for student feedback and driving individual learning goals through 3-way interview processes.
- * A continued commitment to NBLA initiatives and collaborative programs to provide our students with engaging learning opportunities.

- * Gain feedback and assess the extra-curricular opportunities at BHPS to ensure we are providing opportunities for all students to engage in meaningful and interest-based activities.
- * Develop and improve the staff use of learning intentions and student reflections (eg: learning journals) to provide teachers with timely feedback on student progress.
- * Strengthening our reporting processes to parents, to include regular information sessions (written or informal) to make parents aware of student learning goals and how parents can support their child's progression to the next level. Continue to strengthen and enhance environments where ALL teachers create environments which authentically engage parents as partners in learning.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1267	During 2017, Aboriginal background funding was utilised for the development and/or review 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 staff to be mentored by our Aboriginal Education Consultant around best practice to support our students of Aboriginal background.
English language proficiency	0.4 EAL/D teacher 0.2 NAP funding \$15892 flexible funding	During 2017, 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. 2017 NAPLAN (student growth) results are pleasing with 100% of our current and monitored EAL/D students achieving expected growth in reading and 77% achieving expected growth in numeracy.
Low level adjustment for disability	Learning and Support Teacher (0.7 staffing allocation) \$42 169 (flexible funding)	During 2017, 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).
Socio-economic background	\$15 135	During 2017, socio-economic funding strengthened partnerships between our 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. Use of this funding enhanced

Socio-economic background	\$15 135	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.
Support for beginning teachers	\$71 313	Strong support systems and processes are in place for early career and beginning teachers at Beacon Hill Public School. Early career teachers are invited (and encouraged) to attend induction sessions throughout the year facilitated by the Deputy Principal or Principal as well as attend external professional learning opportunities throughout the year. 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 2017, 2 teachers completed the accreditation process at proficient and 1 teacher completed a maintenance report. Mentoring and coaching is embedded into daily practice at Beacon Hill Public School. In 2017, temporary teachers within their first five years of teaching were able to access this funding as well.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	343	326	315	296
Girls	306	306	318	294

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.4	96.7	96.1	97
1	95.7	95.1	96.1	96.6
2	95.9	95.4	96.2	95.9
3	96	95.7	95	95.2
4	96.7	95.1	95.6	93.7
5	95.5	95.2	95.3	94.5
6	96.1	94	95.9	95
All Years	96.1	95.4	95.7	95.3
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	21.53
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce. In 2017, there were no indigenous staff members at Beacon Hill Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

In 2017, BHPS' Professional Learning Model continued to enhance our collaborative culture and focus on continuous improvement in teaching and learning. Throughout the year, all staff participated in an Action Learning project centred around effective differentiation in numeracy teaching with a particular focus on embedding the principles of visible learning and formative assessment into our practice. K–2 teachers were actively involved in embedding the pedagogy of Targeting Early Numeracy (TEN) into their practice and teachers in years 3–6 implemented Building Blocks for Numeracy. These projects were 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, online modules 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:

- * Using the learning continuum K–6; differentiation in literacy and numeracy;

- * L3– Language, Learning and Literacy Training OPL for Year 1 teachers, NEW for Year 2

- * 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

- * Computational Thinking and embedding the Digital Technologies continuum

- * Student engagement and 21st century learning

- * Combined NBLA School Development Day with Anne McIntyre and Dan Haesler

- * Positive Behaviour for Learning (PBL)– classroom level training

The model for professional development is continually reviewed and adjusted to meet the needs of staff to ensure improved outcomes for students. In 2018, staff will refine their implementation, monitoring and evaluation of the K–6 English syllabus with particular focus on the effective teaching of writing.

The total expenditure for professional learning was \$41,405 which included \$31,405 from Professional Learning and an additional \$10,000 from school budget. An additional \$16,183 literacy and numeracy funding was utilised to support year 1 and 2 teachers to access L3 training.

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	392,467
Revenue	4,790,337
Appropriation	4,323,072
Sale of Goods and Services	4,969
Grants and Contributions	455,174
Gain and Loss	0
Other Revenue	0
Investment Income	7,122
Expenses	-4,675,031
Recurrent Expenses	-4,675,031
Employee Related	-3,999,114
Operating Expenses	-675,917
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	115,306
Balance Carried Forward	507,774

The financial management processes and governance structures meet financial policy requirements. Some funds carried over from 2017 end of year expenses have been targeted for expenditure on playground upgrades, sound systems and to replace interactive projectors and upgrade ICT infrastructure throughout 2018.

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	3,795,765
Base Per Capita	96,739
Base Location	0
Other Base	3,699,026
Equity Total	186,194
Equity Aboriginal	1,267
Equity Socio economic	15,135
Equity Language	56,522
Equity Disability	113,270
Targeted Total	76,732
Other Total	95,150
Grand Total	4,153,841

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.

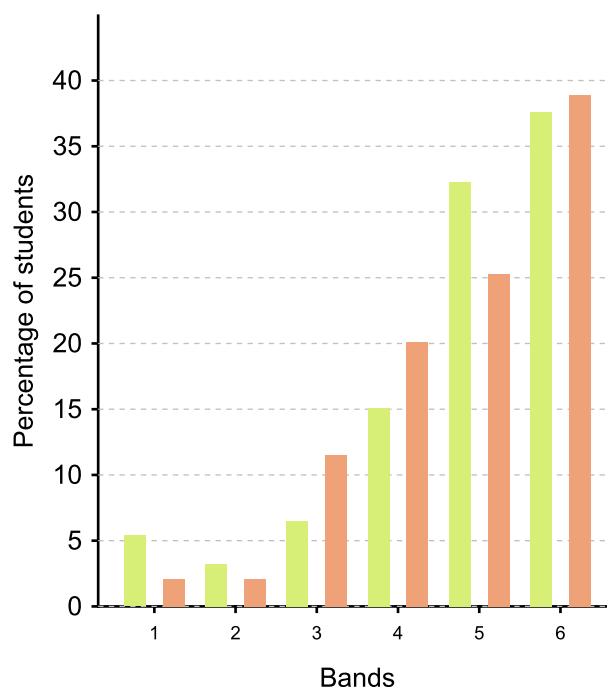
School performance

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.

Year 3 performed well in the 2017 NAPLAN achieving above state level in the top two bands of all areas of literacy. 63.4% of students achieving in the top two bands in reading which is 12.2% above state level, 60.2% of students achieving in the top two bands of writing which is 7.1% above state level. 55.9% of students achieving in the top two bands of spelling which is 3.5% above state level, 69.9% in the top two bands of grammar and punctuation which is 7.7% above state level. Year 5 performed well in the 2017 NAPLAN achieving above state level in the top two bands of all areas of literacy except for writing which was on par with state level. 50.5% of students achieving in the top two bands in reading which is 10.4% above state level, 17.8% of students achieving in the top two bands of writing which is on par with state level, 52.5% achieving in the top two bands of spelling which is 14.6% above state level and 47.5% achieving in the top two bands of grammar and punctuation which is 11.3% below state level.

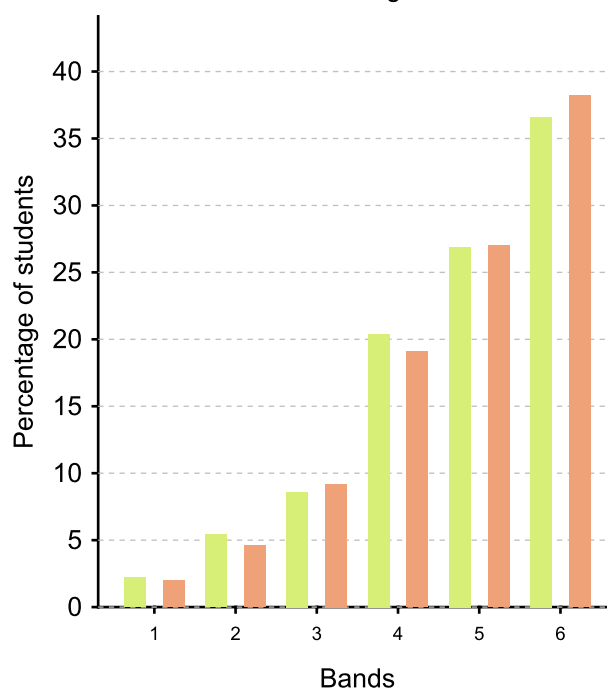
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	5.4	3.2	6.5	15.1	32.3	37.6
School avg 2015-2017	2.1	2.1	11.5	20.1	25.3	38.9

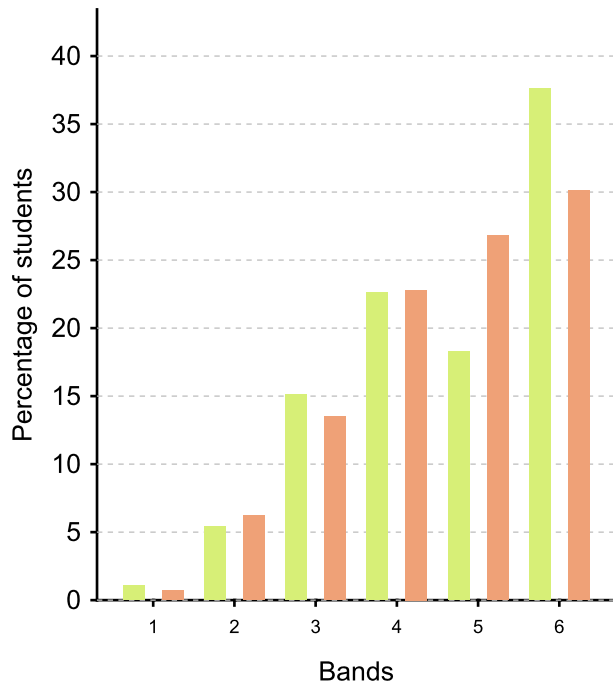
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	2.2	5.4	8.6	20.4	26.9	36.6
School avg 2015-2017	2.0	4.6	9.2	19.1	27.0	38.2

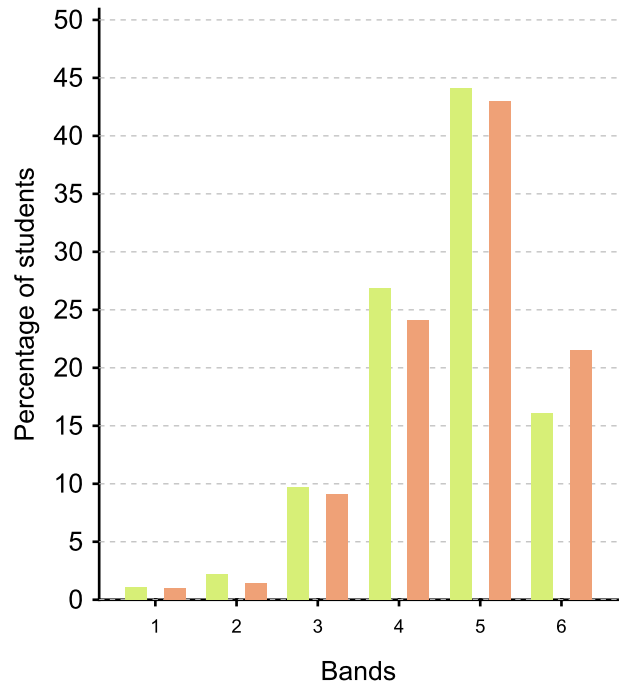
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	1.1	5.4	15.1	22.6	18.3	37.6
School avg 2015-2017	0.7	6.2	13.5	22.8	26.8	30.1

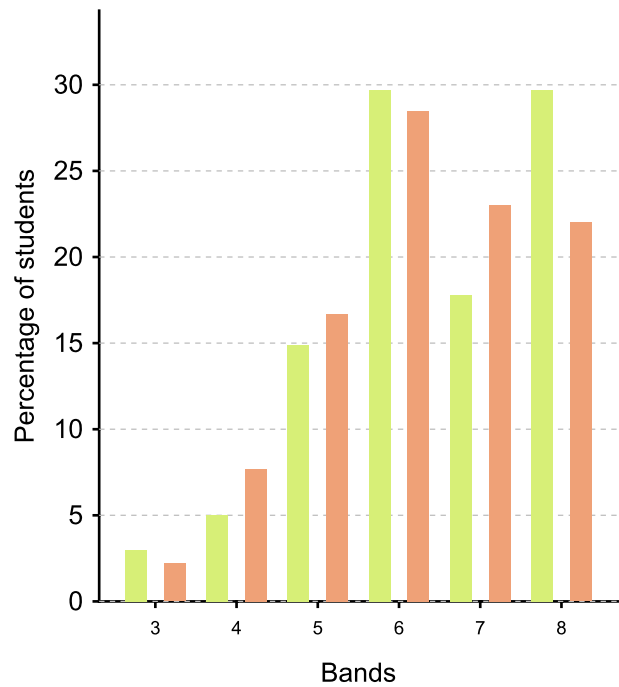
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	1.1	2.2	9.7	26.9	44.1	16.1
School avg 2015-2017	1.0	1.4	9.1	24.1	43.0	21.5

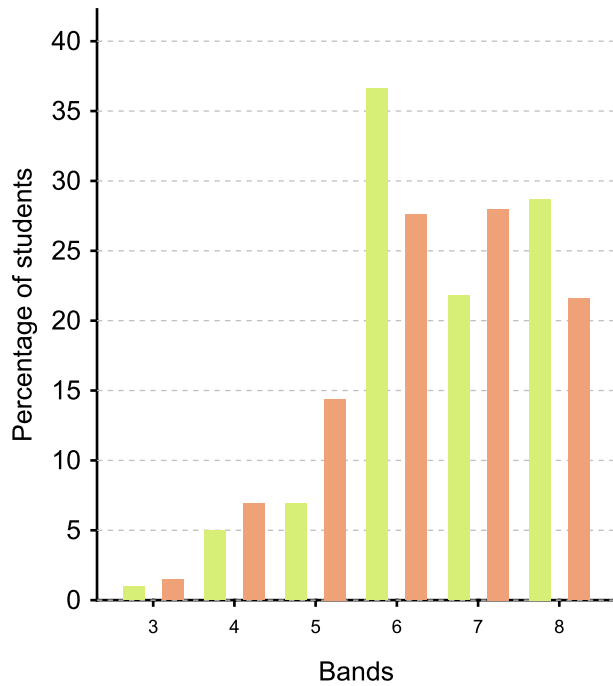
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	3.0	5.0	14.9	29.7	17.8	29.7
School avg 2015-2017	2.2	7.7	16.7	28.5	23.0	22.0

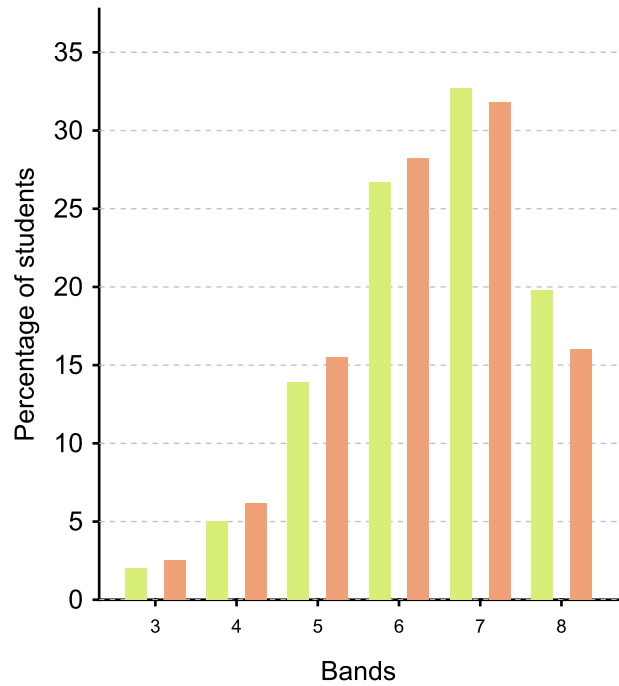
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	1.0	5.0	6.9	36.6	21.8	28.7
School avg 2015-2017	1.5	6.9	14.4	27.6	28.0	21.6

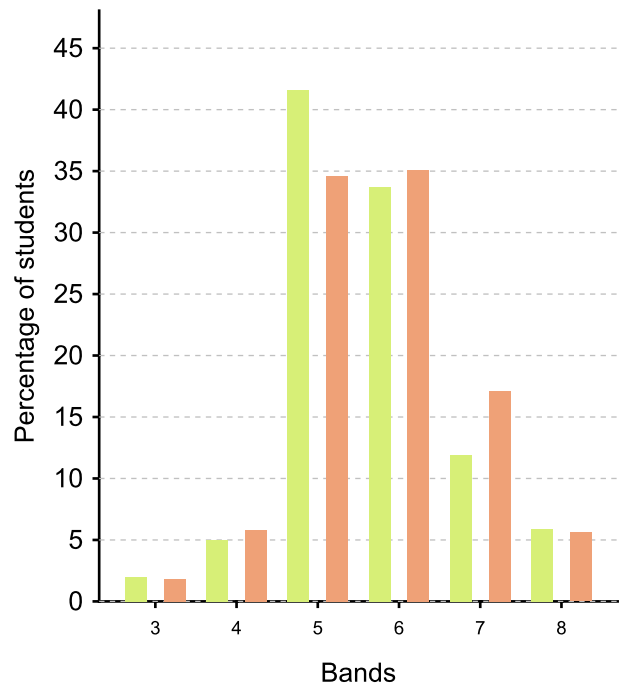
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	2.0	5.0	13.9	26.7	32.7	19.8
School avg 2015-2017	2.5	6.2	15.5	28.2	31.8	16.0

Percentage in bands:
Year 5 Writing

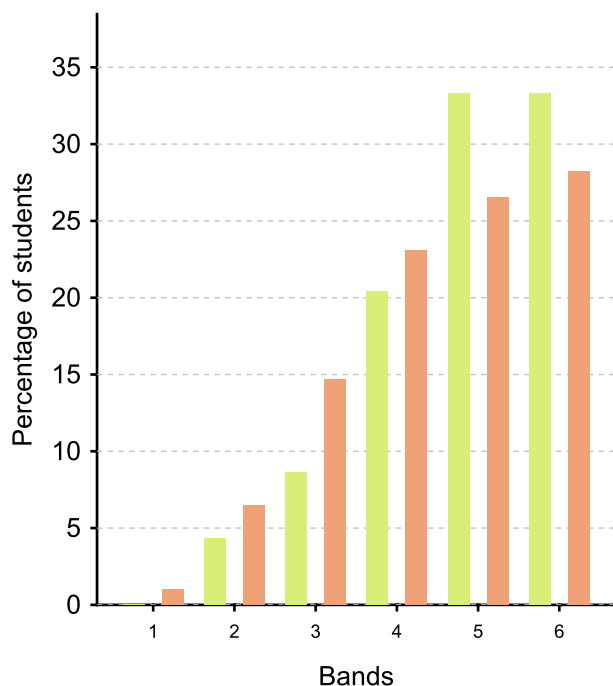


Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	2.0	5.0	41.6	33.7	11.9	5.9
School avg 2015-2017	1.8	5.8	34.6	35.1	17.1	5.6

Year 3 performed well in NAPLAN with 66.7% of our students achieving in the top two bands of numeracy which is 23.2% above state level. Year 5 students performed well also with 49.5% in the top two bands of numeracy which is 17% above state level.

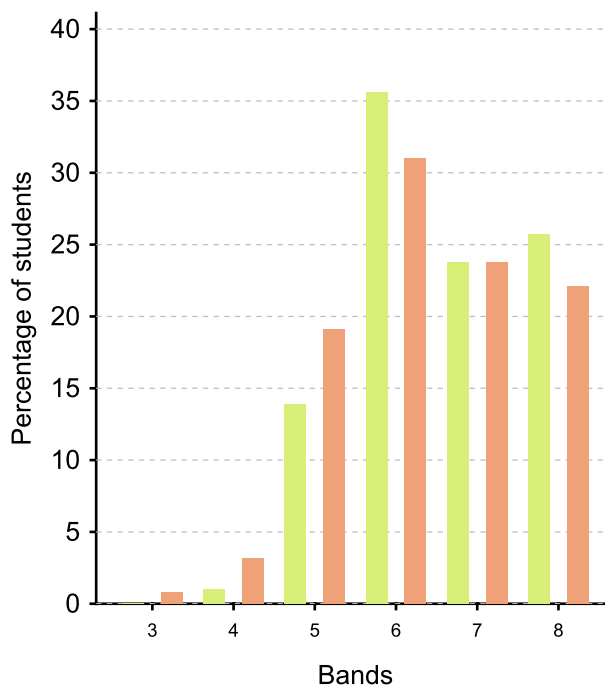
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	4.3	8.6	20.4	33.3	33.3
School avg 2015-2017	1.0	6.5	14.7	23.1	26.5	28.2

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	1.0	13.9	35.6	23.8	25.7
School avg 2015-2017	0.8	3.2	19.1	31.0	23.8	22.1

In summary, the school trend data for 2016–2017 shows the school performed well, achieving above state level in all areas, except Year 5 writing. Particular areas where the school performed well and showed a significant upward trend were identified in Year 3 Numeracy and Year 5 Numeracy and Spelling.

However, the school trend data for 2016–2017 shows the school performances in comparison to similar school groups for Year 3 was significantly above in numeracy and above in reading and slightly below average in writing and spelling and significantly lower than average results compared to similar school groups in grammar and punctuation. Year 5 performed significantly higher than similar school groups in reading and grammar and punctuation with a slightly higher upward trend than similar school groups in Numeracy. Performance in all other areas for Year 5 was on par with similar school groups.

In terms of expected growth from Year 3 to Year 5, there was above average expected student growth above state level and in comparison to similar school groups in reading, spelling and numeracy. In reading 71.4% of students achieved greater than or equal to their expected growth, in spelling 67.3% of students achieved greater than or equal to their expected growth and in Numeracy 89.8% of students achieved greater than or equal to their expected growth which was significantly higher than state and similar school groups. In grammar and punctuation, expected growth

was average and on par with state with 62.2% of students achieved greater than or equal to their expected growth. However, in writing the average growth was significantly lower than the state average with 43.9% of students achieving greater than or equal to their expected growth.

Therefore, the trend data and 2017 NAPLAN data are consistent and confirm our focus areas for 2018 in writing and grammar and punctuation.

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

Our school is performing well against the Premiers Priority with an average of 57.22% of our students achieving in the top 2 bands of Literacy and Numeracy combined displaying further growth of 4.76% from 2016 when our school improved by 7.96%. Our 66.7% of Year 3 students achieved in the top two bands of numeracy which is 23.2% above state level and 49.5% of Year 5 students achieved in the top two bands of numeracy which is 17% above state level. 63.4% of Year 3 students achieved in the top two bands in reading which is 12.2% above state level and 50.5% of Year 5 students achieved in the top two bands in reading which is 10.4% above state level.

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 2017, 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, 90% of BHPS students acknowledged that they tried hard to succeed. The NSW Govt norm for these years is 88%. 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 85%. 91% 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 strengthened implementation of PBL throughout 2017.

*Students also felt strongly that classroom instruction is well organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn (8.1) and that students feel teachers are responsive to their needs and encourage independence with a democratic approach (8.3).

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 (7.2).

*Staff strongly valued the opportunity to talk with other teachers about strategies that increase student engagement (8.0) and assisting students to overcome learning obstacles (8.3).

*Staff felt they set high expectations for student learning (8.2) and that they carefully monitor the progress of individual students (8.4).

*Staff felt they are regularly available to help students with special learning needs (8.0), they establish clear expectations for classroom behaviour (9.1) and they create opportunities for success for students who are learning at a slower pace (8.3).

Parent Perspectives:

55 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 (7.5), they were well informed about school activities (8.5) and they could easily speak with the school principal (8.1).

*Beacon Hill Public School supports learning (7.4), positive behaviour (8.2) and provides a safe environment for their children (8.0).

Future Directions:

*We would like to continue to offer Parent forums in 2018 with a focus on mental health and supporting social/ emotional learning

*Strengthening our capacity to assist our families to support learning at home

*Supporting staff with instructional support to embed technology into their practice



Policy requirements

Aboriginal education

This year has seen a continuation of the implementation of our Aboriginal Education Policy. Aboriginal perspectives continue to be integrated across a wide range of topics studied in class. Students have learnt the importance Aboriginal people place in caring for the environment. The students also start important assemblies with personalised acknowledgements 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 2017 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 2017 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

CHES

Students from years 2–6 met at lunchtime on Thursday to play a friendly game of chess. Learners used an instructional computer program or viewed an interactive whiteboard for instruction. A mini tournament was held each Semester with up to 12 students regularly participating.

DANCE

In Term 1, 2017, auditions were held for students interested in participating in elite dance groups or social dance groups. 92 girls showed an interest in auditioning for senior groups and 60 girls showed an interest in auditioning for junior groups. 40 boys showed an interest in auditioning for senior groups and 35 boys showed an interest in auditioning for junior groups. Two elite, senior dance teams were run in 2017. One elite dance team comprised 24 girls from Years 5–6 and the second elite team comprised 24 boys from Years 3–6. 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 "Survival" and the boys learnt a performance piece called "Thriller". Both groups were successful and performed four times each on the Glen Street Theatre stage to wonderful reviews. Again in 2017, three social dance groups were run to give other students the chance to learn a dance and perform for an audience. The first social group comprised 24 girls from Year 4–6. They learnt a bush dance/jazz fusion to "Hello". The second social group team comprised 24 girls from Years 2 and 3. They learnt a jazz dance to "Let's Get Loud". The third social dance group comprised 24 boys from Years 2 and 3. They learnt a hip hop dance to "Chameleon". All five groups performed in the MPC for the rest of the school during a whole school assembly. They also performed for the 2018 Kindergarten children for an orientation morning. All of the dance groups enjoy performing and are

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

DANCESPORT

This program has been a revelation at Beacon Hill PS. In what is essentially a modern ballroom dance program that has been introduced as part of our PDHPE curriculum, it is astounding at how much of an impact this program has had in the past two years. The main aims of the program is breaking down the gender barriers and stereotypes in primary school and teach students respect, resilience and self-worth. The Year 5 cohort in 2017 was superb in engaging wholeheartedly in this program and achieving outstanding results.

The 15 week program is delivered to all Year 5 students and through this journey you see a major transformation in our students' ability to interact with each other that also translates into the classroom with other collaborative tasks. It enables a wide variety of students the opportunity to shine and succeed as well as provide students an opportunity to get outside their comfort zone and learn something new. The program culminates with a team of 40 being selected to perform at the State Sports Centre in Homebush. The students selected are a mixture of talented students (our finalists) and students who have shown the greatest amount of growth or commitment to the program (exhibition team). In what was the inaugural Macquarie Park DanceSport Confidence Gala Event, 15 schools from within our region descended upon the State Sport Centre at Homebush, dressed to impress. With between 500–600 students in attendance, the atmosphere was electric and certainly gave the students a massive adrenaline rush. Beacon Hill PS stood out from the crowd with our fabulous costumes, thanks to Mrs Tsen Williams. Our team was absolutely outstanding in all aspects of this event and achieved the following results:

- A Wildcard entry for Lara Sabiel and Seb Lahm in the Cha Cha
- Outstanding Student Award to Estelle Toro
- All 8 finalist couples reaching the semi-finals
- 2nd in the Cha Cha to Mia Graham and Ryan Osbourne
- 2nd (Brooke Bosland and Lachlan Ludbrook) and 5th (Estelle Toro and Mikey Molina) in the Tango
- 3rd in the Jive to Tess Whitehead and Noah de Groot
- 1st in the Salsa to Claudia Giannitto and Harry Korff
- The team placed 2nd overall in the point score
- BHPS announced the inaugural "Best Performing School" which encompasses aspects from the whole evening.

DEBATING

Debating forms an integral part of our speaking and listening program in Year 5 and 6 and inspires a dedicated group of Year 5 and Year 6 students to compete as teams in the Premier's Debating Competition, a state-wide competition for primary aged students. Our teams compete with other nearby public

schools, with opportunity to progress to a state final. Each week the two teams strengthened their debating skills during lunchtime meetings. Participation in the Premier's Debating Competition provided students with the opportunity to demonstrate their skills in front of variously sized audiences and in a variety of new environments.

EARLY LITERACY INTERVENTION

Efficacy of small group Literacy Intervention for early readers with reading delays after their first year or two of schooling is evident from current research. There are benefits after 10 weeks of sharp, crisp lessons in small group literacy lessons to shift a student's learning or mindset to empower them to catch up with their peers.

In 2017, our school targeted students from Years 1 and 2 who required a differentiated learning program in a withdrawn setting and plotted against a timetable x3/week for 10 weeks to work towards personalised goals. The small learning support room created a 'working engine' where positive teacher expectations and explicit teaching intentions with success criteria for specific, timely and targeted feedback resulted in improvement for each student's value added growth.

This year, 24 students entered the program.

EXTENSION STUDIES PROGRAMS

In 2017 we continued our involvement in the Extension Studies program at Northern Beaches Secondary College – Balgowlah Boys' Campus. This year we had 14 Year 6 students attend the program which focuses on enrichment opportunities rather than extension. The aim of the program is to introduce these students to content they may not normally experience within their normal primary school settings, thereby broadening the learning experience for these students. The program provides a range of challenging learning tasks which encourage students to think creatively, collaborate and evaluate to form solutions to solve these tasks.

Students attend the program for one day a week over a whole semester, studying topics such as Medieval History, Archaeology and a wide range of science-based activities. Students involved in this program are exposed to a high school setting, providing them with skills that assist in their transition from Year 6 to 7 at the end of the year. Other major benefits of this program for students are; academic gains in skills and knowledge, a greater motivation to learn in a collaborative environment, exposure to a diverse range of interesting topics and an increased sense of confidence. Students are also mixed with a large number of other schools in the area and this program has many social benefits for students by providing them with the opportunity to work with like-minded peers and develop new friendships.

In 2017 we also saw the addition of a Year 5 Enrichment program being held at The Forest High in Term 2 and Term 3. This program is similar to the Year 6 Extension Studies program, where it provides our Year 5 students with opportunity to work in a

collaborative environment focusing on STEM activities. Students worked with other local primary schools in a high school setting to develop skills in Robotics, Mathematics, Literacy and Science. In the inaugural year, this program has been well received by parents, students and teachers as it provides our selected students with a really rich and engaging learning environment..

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 2017, 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 2017, RAM funding was utilised to employ SLSO (Student Learning Support Officers) for the provision of additional learning support in the classroom for identified students with all grades were allocated SLSO support sessions weekly based on need. Funds also supported the purchase of sensory supports and professional learning for SLSO staff. 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) with individual learning goals identified, monitored and progress tracked and shared on a regular basis. 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 MultilitProgram, 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. A focus for 2017 was the introduction of an Early Intervention Literacy K–2 program and the implementation of the Targeting Early Numeracy program for all classes K–2 aimed at closing the gap in Literacy and Numeracy and ensuring our students meet milestones.

MATHS OLYMPIAD

In 2017 we registered our greatest performance in the Australasian Problem Solving Mathematical Olympiad (APSMO). This program extends our talented mathematicians and problem solvers by providing them with the opportunity to develop their skills using a range of strategies in a collaborative team environment prior to the 5 individual Olympiads. This year saw 35 students participate in the weekly problem solving sessions that enabled students to build their skills in a collaborative workshop session before sitting the 5 assessments throughout term 2 & 3. This approach has continued to foster individual student improvement and has exposed students to the types of challenging problems they receive in the APSMO papers.

Our results in 2017 were absolutely fantastic, continuing the rapid growth in team and individual scores over the past 3 to 4 years. As a team we scored 229 out of a possible 250, ranking us in the top 10% of participating schools in the competition and placing in the top 100 schools. Our individual results greatly exceeded our expectations with 14 students ranking in the top 10% of participants. These students were; *De Xuan Lin, Daniel Osbourne, George Alexandratos, Hailey Cerneaz, Helena Chen, Tamas Herczeg, Jeremy Hines, Aiden Armitage, Alrik Helm, Bella Thompson, Hannah Bosland, Luca Leplastrier, Flynn Simpson and Jamie Wall*. On top of this remarkable achievement, we had a further 8 students receive patches for finishing in the top 25% and a further 8 students finishing in the top 50% of participants. It is an unbelievable result to have more than 85% (30 from 35) of our team achieving such high results in a very difficult program. This is a result of the hard work and determination our students demonstrate to achieve their best in a challenging mathematical environment.

MATHS WORKS

Once again our Stage 3 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 Stage 3 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 mathematics problem solving workshop for Year 5 run by the Year 8 students in the MPC. The primary 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.

MUSIC

This year students in K–6 have participated in specialised music lessons as part of the RFF Teaching program.

In term 2, we were entertained by Opera Australia's performance of *El Kid*, arranged with the music from *Carmen*. Each performance was adapted to the individual stages at BHPS and provided a fantastic learning opportunity about the musical elements of the operatic music style.

Music lessons at BHPS have a student centred, interactive approach and provide many opportunities to experience variety of music styles. Students are encouraged to construct their own learning through improvisation and composition using a variety of tuned and untuned percussion instruments as well as singing, drama and dance.

In 2017, new instruments were introduced to the program such as "Boom whackers", colour coded, tuned percussion tubes, suitable for all grades, students enjoyed playing music in groups using online interactive videos and applying their knowledge of the musical elements of beat, tempo, rhythm and harmony to compose their own musical arrangements.

Kindergarten and stage 1 students have participated in specialised music, dance and drama lessons this year. Lessons are focused on the fundamental elements of music incorporating Orff and Kodaly teaching methods, where students learn by playing musical games involving rhythm and pitch using hand signs and movement as well as tuned and untuned percussion instruments, dance and drama.

Year 2 students at BHPS have participated in structured recorder lessons through-out the year and have performed at the school assembly in term 4 and performing arts show case in term 3.

During term 2, year 3 and 4 students learnt a variety of drama skills and techniques and prepared props and costumes for their class play performance.

During term 4, stage 2 students have applied a variety of musical elements to construct their own musical compositions using the application garage band.

Stage 3 students were enthusiastic to begin learning the ukulele in term 4 from the interactive and engaging blackbelt series. All students have participated in structured lessons based on applying their knowledge of harmony and chord patterns as well as the introduction of contemporary songs and composition.

Two students participated in weekly rehearsals with Miss Whitmill in preparation for their performance at the Festival of Instrumental Music with the arts Unit at the Opera House.

Beacon Hill offers all students to be part of a choir and

to attend the weekly rehearsals with a designated teacher. The kindergarten and year 1/2 choir performed at numerous events including orientation day, school assemblies and P & C picnics as well as the annual performing arts showcase and Christmas carols. Students in year 3/4 successfully auditioned to perform at the Sydney Town Hall in term 3 as a part of the primary PROMS festival. Year 5/6 choir performed at Mall music and at the Sydney Opera house in term 4 at the Festival of Choral Music. All students in the year 3–6 choirs also performed early in term 2 at the annual ANZAC day ceremony. It has been an exciting and successful year for the BHPS choir students with thanks to the support of teachers, parents and school executives/leaders.

BHPS have three bands and up to 60 students involved in weekly rehearsals and performances, it was a highly successful year for the Beacon Hill Bands. Our annual music camp was a great stepping stone for the Junior and Intermediate bands both receiving Gold Awards at the North Shore Band Festival, as well as concert band shining bright on the Chatswood concourse stage for the NSSWE festival. Our major project this year was the completion of our very first Concert Band CD! This comprised of three sessions throughout the year which we recorded our favourite tunes and highlighted our love of music. Other performances throughout the year also included workshops with Forest High & Cromer High Schools, Warringah Mall and the NNSWE winter concert series.

MULTICULTURAL PERSPECTIVES PUBLIC SPEAKING COMPETITION

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 the two most motivating speakers who then presented their speeches to the Year 3 to 6 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.

POSITIVE BEHAVIOUR FOR LEARNING (PBL)

Positive Behaviour for Learning is an evidence-based whole school process to improve learning outcomes for all students. PBL continues to be implemented and refined at BHPS. Our school's core values of Respect, Responsibility and Excellence underpin behaviour expectations for each area of the school. Students are explicitly taught the strategies and skills needed for appropriate behaviour. Our awards system supports PBL values through the recognition of students' positive behaviour. Lucky Stars, Star Cards and Aussie Star Awards are used to encourage and celebrate students who demonstrate respect, responsibility and excellence.

The PBL team completed Tier 1 Classroom Systems training during 2017, then provided PL sessions for all teachers in the school. PBL ensures behaviour consistency across the school, as all teachers and students use a common language in a positive and supportive environment. Behaviour data is collected and reviewed at regular intervals by the PBL team, and is used to support and strengthen student wellbeing.

Future directions for PBL include regular team meetings, student updates at assemblies, ongoing data collection and review and refinement of the program in a strategic and planned way to ensure it remains embedded in the culture of our school. In 2018, the BHPS PBL team will participate in Tier 2 Targeted Intervention Systems training. PBL promotes wellbeing and engagement for all students.

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 14 to 18 weeks on the program.

This year, 10 students successfully completed the program.

SPORT

Student participation in sport and the development of skills based P.E. programs has continued to be developed in 2017. This year has seen focused programs planned, developed and delivered to our students, as further progress from the whole school review back in 2015. In 2017, we saw the school combine in partnership with SportsPro to provide specialist support in delivering Athletics, Gymnastics, Dance and Home Sport programs. These in-school programs have been an integral part of the improvement, development and success in 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 in 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 the understanding of nutrition and the importance of eating correctly to support a healthy lifestyle.

To support our in class programs, 2017 also saw the continuation of specialist programs to ensure our students receive the best knowledge and skills available. 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. Students in Year 5 continued the DanceSport program which 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. Year 5 students are also involved in visiting the CARES program at St Ives to develop their knowledge and skills in road and bicycle safety. Finally, all grades from 3 to 6 participated in the annual Surf Safety Awareness program to ensure our students are confident and knowledgeable when visiting our local beaches. 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. There was also the introduction of Year 3 Nettas in the Winter to expose our younger students to the competitive nature of PSSA sport. We also saw the number of boys soccer teams increase from 2 teams to 4 teams, allowing more students to participate at this level of competition. We had some outstanding results with numerous teams reaching the semi-finals in their respective competitions. The Summer competitions saw BHPS successfully finish Manly Zone champions in the Junior Girls' EagleTag and Senior Girls' Softball. In the Winter competitions our Junior Rugby League, Senior A Netball and Junior A Boys' Soccer were crowned champions. We also had Senior Rugby League and Senior A Boys' Soccer finish as runners-up. This great success was due to the commitment and dedication of our players and coaches over the entire year.

We had outstanding success at both a school level and Warringah Zone PSSA across all 3 carnivals, Swimming, Cross Country and Athletics. Our school carnivals were fantastic, with a large percentage of students participating in many events and we had 14 Swimming and 13 Athletics records broken at our. This success at a school level carried over into the Zone carnivals, finishing in the top 3 schools at all carnivals. In Swimming we had over 40 students representing BHPS at the Zone carnival where we finished 3rd and eight of our students reached the Sydney North Area Carnival; *Jamie Hayman, Clara O'Reilly, Brooke*

Bosland, Hannah Bosland, Flynn Simpson, Nathan McManus, Thomas Poole and Sienna Villacorta–Bateman. Our Senior Girls' Relay team went on to participate at the NSWPSSA State Carnival, qualifying for the finals in the 4x50m Freestyle event. In Cross Country, 48 students represented our school at the Zone carnival and competing exceptionally well for us to finish in 2nd place overall with nine students successfully making it to the Sydney North Carnival; *Tyler Bedoukian, Aston Hulme, Claudia Giannitto, Brooke Bosland, Sienna Villacorta–Bateman, Jamie Heyman, Corey Cronin, Hannah Bosland and Millie Giannitto*. Finally, in athletics we had 59 students compete at the Zone carnival with 18 students successfully qualifying for the Sydney North Area Carnival; *Aiden Armitage, Xavier Bosland, Brooke Bosland, Hannah Bosland, Alexis Chominsky, Indi Clements, Ryan Hertsch, Jemima Lane, Amelia Loko, Lachlan Oake, Daniel Osbourne, Finlay Pollock, Aidan Rourke, Lara Sabiel, Bella Thompson, Jasmyn Vera, Sienna Villacorta–Bateman and Estelle Walsh*. Brooke Bosland was named age champion for the Junior Girls' division at the Sydney North Carnival. Brooke also went on to compete at the NSWPSSA Athletics Championships for the 100m, 200m & 800m events.

This year saw 26 students from Stage 3 trial 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 NSWPSSA in their specific areas of strength. We had an incredibly high number of students chosen to represent Warringah PSSA at a Sydney North trial, they were; *Corey Cronin (Boys Football), Sienna Villacorta–Bateman (Touch Football & Girls Football), Brooke Bosland (Netball, Touch Football & Water Polo), Flynn Simpson (Touch Football, Rugby League & Rugby Union), Pharrell Baines (Rugby League), Cameron Paull (Rugby Union), Gracie Tetz (Softball), Emily Harrison (Softball), Kona Derrick (Tennis), Jasmyn Vera (Touch Football), Bella Thompson (Touch Football), Hannah Bosland (Touch Football & Water Polo), Ben Gorman (Touch Football), Jamie Wall (Touch Football), Jamie Heyman (Water Polo), Harris Finlayson (Water Polo) and Finlay Pollock (Water Polo)*. We had an unprecedented number of students selected to represent Sydney North at a NSWPSSA Carnival and special mention must go to the following students; *Brooke Bosland (Touch Football), Flynn Simpson (Rugby League & Rugby Union), Gracie Tetz (Softball), Emily Harrison (Softball), Hannah Bosland (Water Polo) and Ben Gorman (Touch Football)*. *Brooke, Ben, Emily and Gracie were crowned state champions in their respective sports at the NSWPSSA level!*

Finally, we had 3 students (Noah Turner, Elise Turner and Xavier Bosland) represent BHPS at the Schools SnowSports Challenge this year with excellent results qualifying the team for the State SnowSports Championships. Special mention must be made of Noah Turner, who individually qualified for the National SnowSports Championships held in Victoria this year. This is an amazing achievement for a school who is

STUDENT LEADERSHIP

Student leadership is highly valued at Beacon Hill Public School. In 2017, 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

- Bear Cottage

- 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. A focus for 2017 was supporting sustainability initiatives across the school. This included the development the Green Team led by the SRC and Mrs Ross and included the introduction of container recycling on the playground and composting of Crunch N Sip scraps for our veggie garden. The SRC also supported positive relationships on the playground by designing, painting and installing the Friendship seats for our playgrounds donated by Year 6 in 2016.

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 23rd 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 demonstrated their commitment to the wider community by decorating the school fence in white ribbon bunting with messages of respect from each class. Our school community embraced supporting White Ribbon through holding a Father's Day breakfast with profits going towards White Ribbon. Our ongoing 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.