

# Bellevue Hill Public School

## Annual Report



2018



1179

## Introduction

The Annual Report for **2018** is provided to the community of Bellevue Hill Public School as an account of the school's operations and achievements throughout the year.

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

Suzanne Bennett

Principal

### School contact details

Bellevue Hill Public School

Victoria Rd

Bellevue Hill, 2023

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### Message from the Principal

Every year, Bellevue Hill Public School aspires to continuous improvement in all policies and procedures. 2018 proved to be a very successful year with all classes located in the new 24 classroom building, the development of collaborative teams and the consolidation of teaching and learning practices based on the inquiry method.

Our success was validated by two external evaluations being carried out at the school during 2018:

#### External Validation

All NSW public schools undergo an external validation once during a five-year cycle, where they engage in discussions with an external panel and have their self-assessments validated using the School Excellence Framework (SEF), divided into three main areas – Learning, Teaching and Leading. The panel validated our practices and upgraded our appraisal to *Excelling* in areas within each of the three areas.

#### Post Occupancy Evaluation

The Post Occupancy Evaluation involved a panel of three consultants who visited for two days. The evaluation focused on the interaction between the teachers and students with the open spaces as well as the teaching and learning processes.

The process included observations in all classrooms, interviewing teachers and speaking to students about the innovative learning spaces in the new building and how they were being utilised. Bellevue Hill was commended for its innovative use of space, the collaboration amongst staff, co-operative activities amongst the students and the promotion of curiosity and inquiry embedded in its practices.

The Bellevue Hill Public School building design received a commendation award in the Australasia Learning Environments 2018 Awards for Excellence in Educational Facilities with the following commendation:

*Bellevue Hill Public School has delivered a commendable learning environment that, through innovative practice and design, excites, engages and supports learners. Users enjoy learning spaces that allow for visible pedagogy and the de-privatisation of learning and different scales of community learning and gathering.*

*Bellevue Hill Public School is commended on a learning space that breathes their learning and teaching vision. Colour, materials, lighting and space have been thoughtfully used to create spaces focused on making, collaboration, inquiring, reflection and team building. The use of high level materials also speaks to the emphasis on academic achievement and the importance of learning. Sustainability has also been at the forefront in the construction of this learning environment with natural light and cross ventilation serving the learners well.*

## Impact on other schools:

The school is recognised as a leader amongst other schools for its innovative facilities, its future focused learning and its active support of improvement in other schools. The Bellevue Hill story has been utilised to inform Secretaries of State, Directors, Principals, Executive, teachers, architects and project managers about the building design, classroom layout, the pedagogy used in the open spaces and the collaboration amongst staff and students. Visitors have also included interstate and international educators to observe open classroom management, pedagogy and strategies for success.

There are many other aspects of life at Bellevue Hill to celebrate at the end of 2018. Details of some of these can be found throughout this report.

Suzanne Bennett

Principal

## Message from the school community

As my time at Bellevue Hill Public School comes to an end, I can honestly say that it has been an incredible 10 years having two daughters attend the school from Kindergarten to Year 6.

Being a teacher myself, it is fair to say that not every school is perfect but for us this was as close as we could get. Not every decision made, have we agreed with and not everything has gone our way. But there are amazing things happening every single day at Bellevue Hill Public School and I am grateful and proud of what is being achieved here.

I strongly encourage parents and carers to get involved and remember common sense and courtesy and consideration at all times.

I also really just want to say a big thank you to Mrs Bennett, Ms Walkersmith, the Assistant Principals, the teaching staff, the admin staff and the support staff. Thank you for all the time and effort you put into our children, we really do appreciate everything you do.

Special thanks also to the P&C executive, committee chairs, and all of the members, parent and carer volunteers who have been wonderful to work with over the last 10 years. We have had such an enormous amount of fun. A huge thank you to the Uniform Shop Co-ordinator and volunteers, The *Go With The Flow* Co-ordinator and volunteers, the Environment Committee, the Class Parents Co-ordinator and volunteers and the Gardening Club.

Some of the highlights this year have included two successful P&C camps, a Mother's Day and Father's Day stall and of course our major event *Meet Me Back at Bellevue Hill* which was a massive community event, celebrating the opening of our new school facilities.

To my family who have really put up with 10 years of me being involved and lastly to all parents, carers and children who make up this extraordinary community, Thank you, it has been a real pleasure.

Best wishes for a happy and healthy 2019 to everyone.

Shelley Borer

P&C President 2018

## School background

### School vision statement

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

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

### School context

Bellevue Hill Public School is a high achieving school in the eastern suburbs of Sydney. The students are highly literate and verbal and achieve excellent academic results. The staff members at BHPS are enthusiastic, conscientious and dedicated. They provide safe and secure learning environments which are conducive to positive learning.

Excellence in learning is promoted through a stimulating curriculum which challenges the critical thinking and creative skills of the students. The school community is active and informed and support strong and positive relationships with the school, especially through the Parents and Citizens' (P&C) Association.

In 2015, approximately 50% of the 625 students at Bellevue Hill PS were housed in a two storey brick building built in 1925 and the remainder are housed in demountable buildings. Two areas had been modified to enable collaborative teaching and are being used creatively with flexible furniture and student groupings by Year 1 and Year 3.

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

In 2017, staff and students occupied a new building designed for 21st Century learning with 24 open planned classrooms and large library, a vibrant hub filled with rich resources for contemporary learning, including quality printed resources as well as an expert bar for factual learning, a film studio and a maker space.

The Covered Outdoor Learning Areas and refurbished administration assists in setting Bellevue Hill Public School apart from other schools as a leader in future schooling.

*The challenge for 2018–2020 is to continue to build the capacity of all teachers to be able to work within open, flexible and contemporary spaces with flexible furniture and the appropriate pedagogy catering for 21st Century student-centred learning.*

*The challenge for students is to develop knowledge, skills and understanding of learning within an open, flexible learning environment and how to take more responsibility in their learning.*

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework 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 evidence was categorised into seven sets and the results of this process indicated the school's progress as:

### LEARNING

Future Focused Facilities *Excelling*

Future Focused Teaching and Learning *Sustaining and Growing*

Student Wellbeing *Sustaining and Growing*

### TEACHING

Collaboration *Excelling*

Assessment and Reporting *Sustaining and Growing*

### LEADING

Continuous Improvement Practices *Sustaining and Growing*

Leadership Development *Excelling*

Our self-assessment and the external validation process will assist the school to refine our 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

To develop a community of learners who are highly motivated, creative and collaborative problem solvers.

### Purpose

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

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

### Overall summary of progress

Future focused learning prepares students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world. Throughout 2018, teachers worked in grade teams, identifying strategies for future focused teaching and learning.

There is a focus on inquiry learning for students throughout the school to further develop the student's curiosity and creativity. Nine extra teachers were trained in the inquiry method.

A whole school framework of conceptual units of work was developed collaboratively to provide a sequential guide for teacher use and consistency across the school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
% students participating in inquiry learning projects	Inquiry Approach \$2700, Conference <i>Steampunks</i> \$1800, UNSW Science \$350, STEM Showcase \$500	All students K–6 participated in inquiry units of work, derived from the conceptual framework of units. Some grades included spontaneous inquiry mini units of work derived from students interest and needs.
% students involved in peer assessment and self-assessment	Resources \$1000	50% grades incorporated peer assessment and student self-assessment amongst students.
% students and teachers who are implementing the <i>You Can Do It</i> strategy	<i>You Can Do It</i> resources \$2250	All students and teachers were involved in implementing <i>You Can Do It</i> . All grades, as well as support staff, reported in Bellenews every week with photos of student learning about and practising YCDI.

### Next Steps

The school will continue to implement a whole-school approach to inquiry learning as well as a wellbeing program, *You Can Do It*, that has clearly defined behavioural expectations to create a positive teaching and learning environment. Greater focus needs to be applied to the Habits of the Mind in wellbeing, particularly towards a growth mindset.

We will know we are successful when

- Growth mindset is being taught in all grades; and
- Students take responsibility for their own learning by setting and adjusting personal learning goals, using peer assessment and self assessment strategies.

## Strategic Direction 2

To implement effective teaching methods with a focus on formative assessment and evidence-based teaching strategies.

### Purpose

To develop the capacity of teachers who:

- are committed to identifying and understanding effective teaching methods with a focus on inquiry and formative assessment strategies;
- give high priority to evidence-based teaching and learning;
- have high levels of content knowledge and share their expertise;
- act as facilitators in student-centred learning environments which promote communication, collaboration and critical and creative thinking;
- commit to and actively engage in planning their own professional learning to improve teaching practice.

### Overall summary of progress

The teaching staff at Bellevue Hill Public School have high levels of content knowledge and experience. The open plan classrooms enabled them to work in teams and share their expertise in and across grades. A high priority was given to evidence based teaching and learning using formative assessment strategies, especially in English and Mathematics.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
% staff and students engaging in regular collaborative planning, teaching and assessing.	Professional Learning: Multitilt \$2,680 Writers for life \$570 Seven Steps of Writing \$3,495	All teaching staff are divided in grade teams who plan, teach, assess and evaluate collaboratively. They work in open plan settings with a focus on inquiry and meet weekly to collaboratively plan and discuss progress.
% staff and students engaging in regular formative assessment strategies	Resources \$1500	Following whole school professional learning, all staff are committed to identifying effective teaching methods using formative assessment strategies.
% staff engaging in regular teacher professional learning in line with school and system priorities.	Community of Schools pre-conference and Conference on <i>Formative Assessment</i> \$5,250 Deeper Thinking with Lane Clark \$5,000	All staff members have participated in professional learning in line with school priorities using an inquiry approach and formative assessment, as well as system priorities in Maths and English. Other professional learning was undertaken on an individual needs basis.

### Next Steps

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

We will know we are successful when formative assessment strategies are made more visible in classrooms and a whole school strategy is implemented to ensure consistency.

### Strategic Direction 3

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

### Purpose

To develop the capacity of leaders in the school community and across the Community of Schools in the Eastern Suburbs CoSiES who

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

### Overall summary of progress

The *Community of Schools in the Eastern Suburbs*, CoSiES which consists of eleven primary schools, one SSP school and one high school, is committed to developing the capacity of its leaders in schools who are committed to improving student outcomes and engagement.

Alliances of Principals, Deputy and Assistant Principals, teacher leaders and teachers across the community of schools actively develop professional learning and alliances which will result in teachers being skilled to deliver high quality teaching and learning programs in their own school.

In 2018, a pre-conference course and annual conference on *Formative Assessment* catered for approximately 300 teachers from the eleven primary schools.. Following the conference, action research was trialled in all schools and an alliance set up to further support the implementation of formative assessment strategies across schools.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
% Teachers and staff engaging in and across school networks for professional learning and sharing.	Pre-conference professional learning for leaders: \$3000 Conference \$5250	Executive and teacher leaders from all COSIES school engage in professional learning and projects which facilitate sharing of knowledge, expertise and ideas.
Improved teacher survey data on formative assessment knowledge, skills and understanding and use.	Meetings to evaluate data \$500	A pre-survey was undertaken by participants before the conference and a post survey after the conference. 80% teachers ranked the conference as highly useful in assisting implementation of formative assessment in their classrooms.
% Teachers who engage with external agencies, businesses, organisations or Universities.	School Drama with Sydney Theatre Company \$1500	Teachers engage with external agencies such as the Sydney Theatre Company for the School Drama program, Apple for technology projects and Nike for design products.

### Next Steps

The development of further alliances based on the conference survey data and system priorities such as the new Science & Technology syllabus K–10. We will know we are successful when:

1. There is a focus on technology incorporating the new outcomes of the Science & Technology syllabus; and
2. Post conference alliances are formed to trial aspects of the new syllabus eg robotics, engineering etc.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$660	Funds were used to support students through the use of extra teacher time and School Learning Support Officer (SLSO) time in the areas of reading, writing and spelling assistance.
<b>English language proficiency</b>	\$46,850	<p>The diversity of backgrounds at Bellevue Hill Public School is highly valued by the school and is used as a cultural resource. Teachers engage the students in discussions to develop tolerance (open-mindedness) about different religious beliefs, linguistic similarities and differences and cultural celebrations.</p> <p>Funds were used to provide support teachers to create additional small groups in classes during literacy and mathematics sessions.</p>
<b>Low level adjustment for disability</b>	\$13,014	Funding for low adjustment disability was used for School Learning Support Officers to assist with students who have not attracted funding but have medium to high learning and behaviour and emotional needs.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$26,705	Funds were used to provide extra teaching staff (1 day) to support students in the open plan classrooms.
<b>Socio-economic background</b>	\$1,616	Funds were used to support students with extra learning needs associated with their socio-economic background e.g. camp and through the use of extra support teacher time and School Learning Support Officer (SLSO) time in the areas of reading, writing and spelling assistance.
<b>Support for beginning teachers</b>	\$6,517	<p>Support for beginning teachers was provided with extra release time negotiated by the teacher to provide longer sessions than one or two hours RFF per week.</p> <p>Funds were also spent to release beginning teachers and a mentor. Beginning teachers worked collaboratively with their mentor for programming, classroom management and inquiry learning strategies.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	286	297	308	292
Girls	319	314	311	294

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.7	94.8	95.2	96.2
1	94.8	95.3	94.5	94.5
2	96.3	96.5	96.5	94.2
3	95.9	95.2	94.9	94.8
4	95.9	93.7	96.3	95.7
5	94.4	94.8	96.4	95.2
6	95.7	94.5	95.5	93.3
All Years	95.4	95	95.6	94.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Non-attendance is monitored closely by:

Accurate records of attendance are kept and rolls monitored regularly;

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

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

Contact is made with parents regarding student absences.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.08
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	1.8
School Administration and Support Staff	4.06
Other Positions	2.2

\*Full Time Equivalent

There is one Aboriginal staff member who is currently on leave at Bellevue Hill

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Professional learning at the school focuses on the development of effective instructional leadership as well as management and leadership skills of teachers and leaders to facilitate whole school improvement.

Professional learning is aligned to teacher personal development goals, school targets and system priorities. The school supports collaborative performance development and efforts to continuously monitor improvement. Teaching and non-teaching staff proactively seek to improve their performance.

Teachers are supported in achieving their accreditation through guidance from a supervisor, guidance from a mentor, grade teams and the provision of extra release. The open plan classrooms facilitate easy access to observation of experienced teachers and the sharing of ideas, programs and resources for beginning teachers.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	53,370
<b>Revenue</b>	5,814,021
Appropriation	4,962,974
Sale of Goods and Services	68,085
Grants and Contributions	765,349
Gain and Loss	0
Other Revenue	12,825
Investment Income	4,787
<b>Expenses</b>	-5,278,976
Recurrent Expenses	-5,278,976
Employee Related	-4,435,832
Operating Expenses	-843,143
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	535,045
<b>Balance Carried Forward</b>	588,415

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

Any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure) are regularly monitored.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,938,841
Base Per Capita	119,696
Base Location	0
Other Base	3,819,146
<b>Equity Total</b>	312,567
Equity Aboriginal	2,640
Equity Socio economic	6,465
Equity Language	219,507
Equity Disability	83,955
<b>Targeted Total</b>	73,855
<b>Other Total</b>	336,941
<b>Grand Total</b>	4,662,204

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 Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 6. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

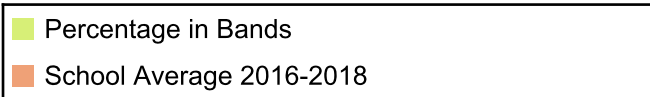
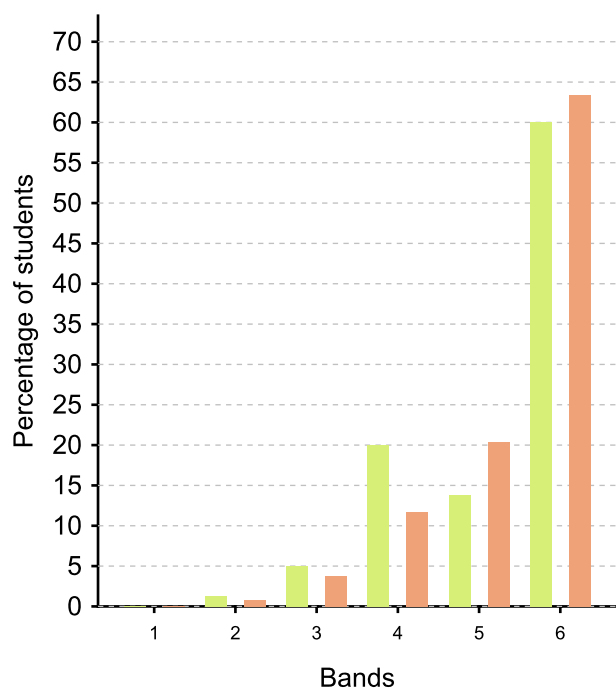
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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

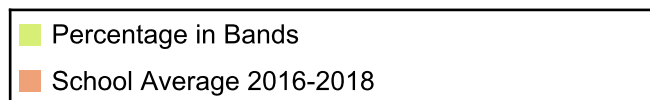
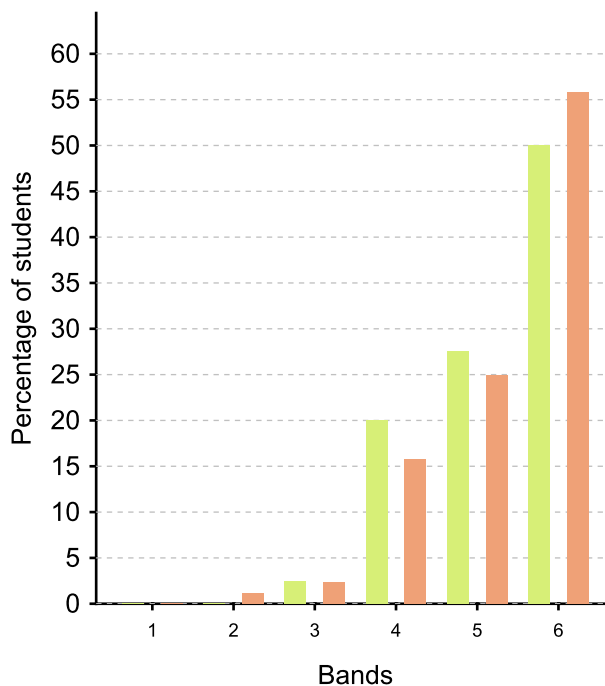
Year 3 Reading 76%, Writing 77%, Spelling 77% and Grammar and Punctuation 74%;

Year 5 Reading 66%, Spelling 60% and Grammar and Punctuation 50%.

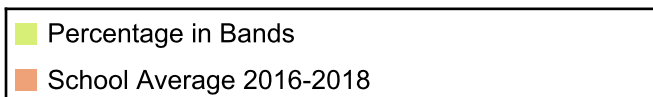
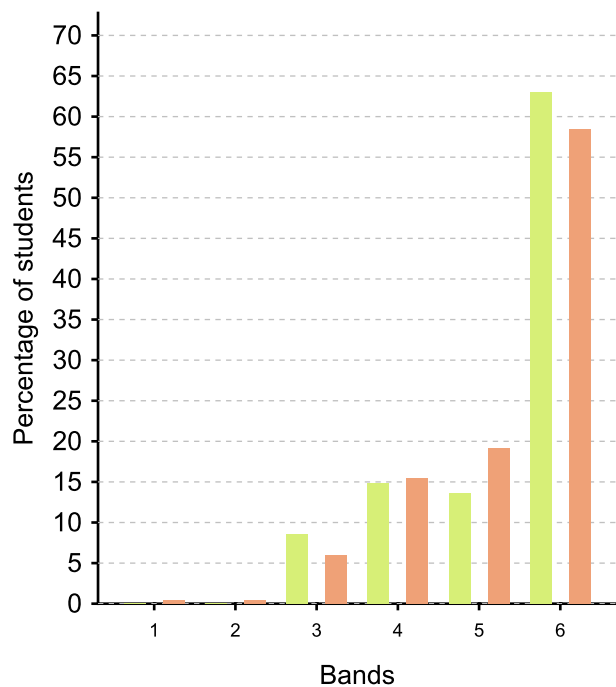
**Percentage in bands:**  
Year 3 Grammar & Punctuation



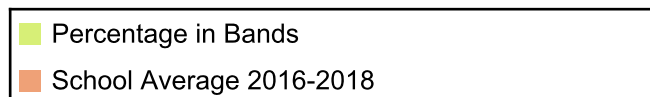
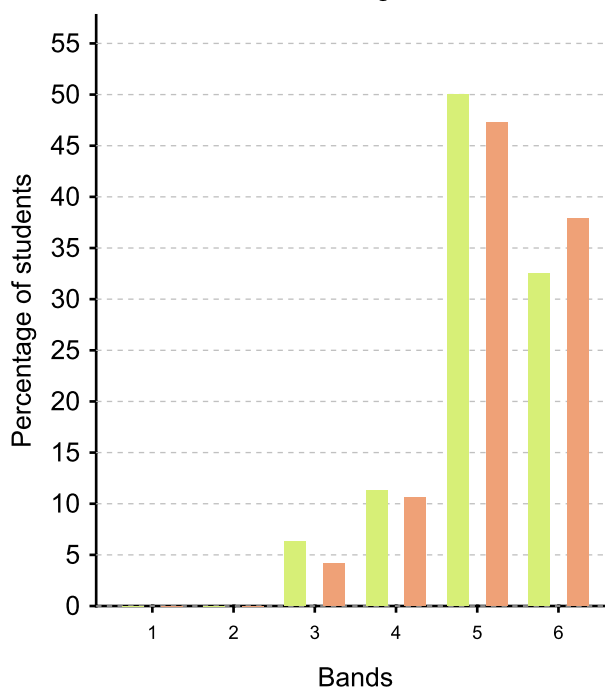
**Percentage in bands:**  
Year 3 Spelling



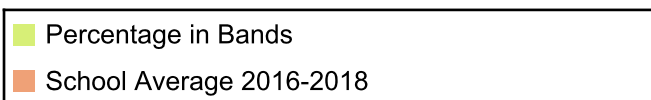
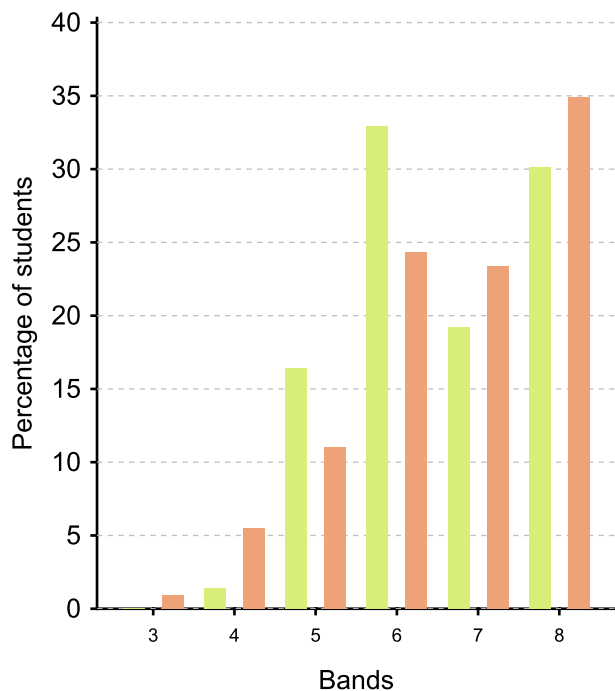
**Percentage in bands:**  
Year 3 Reading



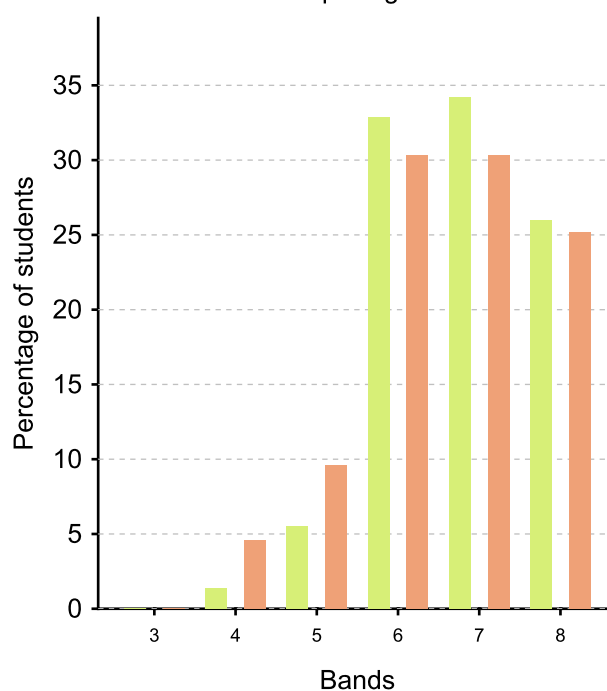
**Percentage in bands:**  
Year 3 Writing



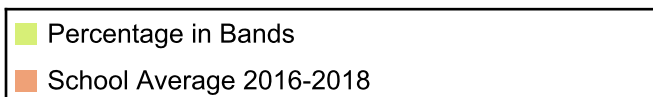
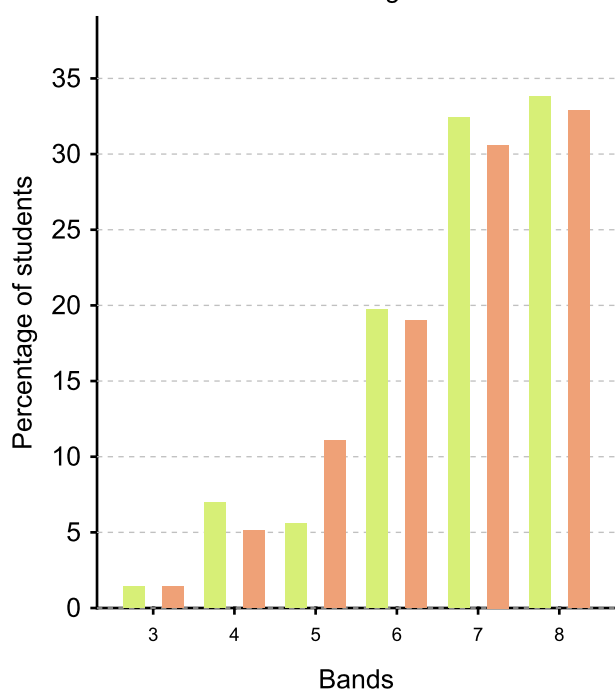
**Percentage in bands:**  
Year 5 Grammar & Punctuation



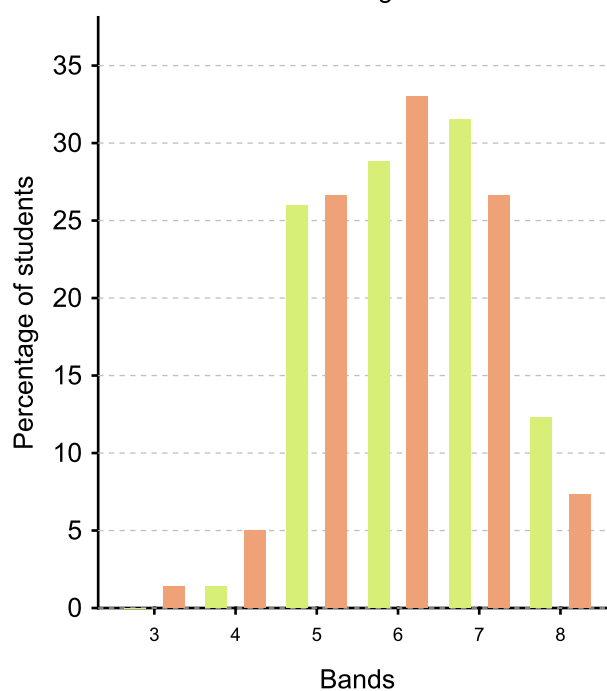
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



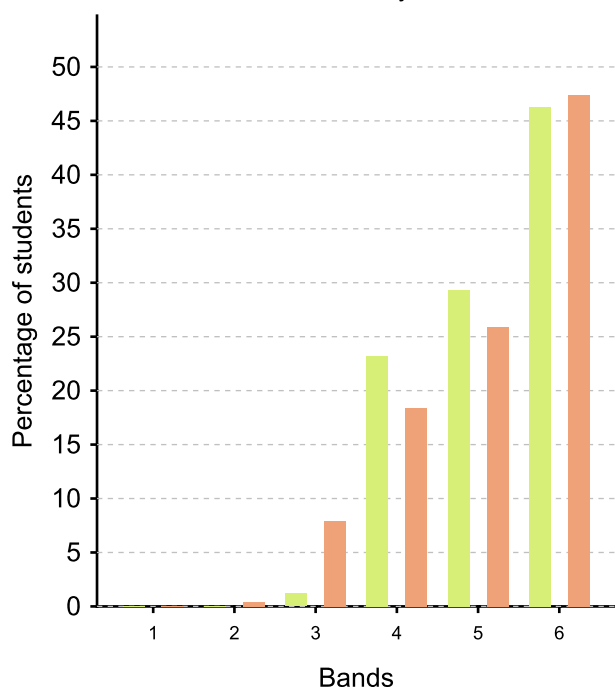
Results in Year 3 and Year 5 Numeracy included the following % of students achieving in the top two bands:

Year 3 – 75.6%

Year 5 – 70.4%

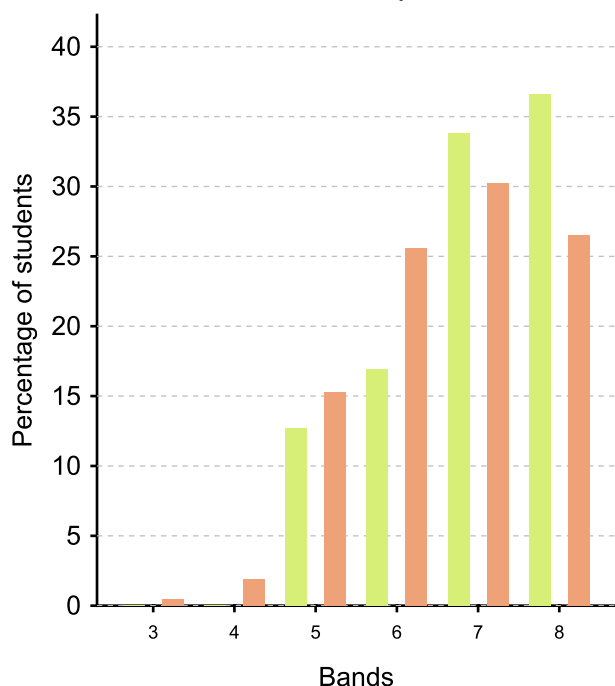


**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

## Premier's Priority Report

The Premier's Priority report provides the average percentage of NAPLAN Reading and Numeracy results in the top 2 bands for a school, as specified in the Premier's Priority to improve education results.

In 2018, Bellevue Hill achieved the following average percentage of students in the top two bands for literacy and numeracy:

Year 3 reading average 76.54% and Year 3 numeracy average 75.61%;

Year 5 reading average 66.2% and Year 5 numeracy average 70.42%

**Total average for literacy and numeracy for the school is 72.46% achievement in the top two bands**

## Parent/caregiver, student, teacher satisfaction

Each year, parents, caregivers, students and teachers are surveyed to gauge general satisfaction of programs and management of the school. In 2018, there were 152 respondents who listed the teachers (78%), the new building and open plan classrooms (55%) and the school community (53%) as the biggest strengths of Bellevue Hill Public School.

A significant number of parents appreciated the wonderful array of extra-curricular opportunities provided at the school in music, sport, art, dance and debating but cited excursions, incursions and special events such as musicals and art shows which contribute greatly to the teaching and learning program at the school as particularly successful.

A majority of parents (62%) requested some sort of food service facility, such as a canteen, and listed one or two days as the preferred number of days for this service. Parents listed communication as one of the biggest concerns (22%), requesting more advance notice for events and improved feedback about their child's progress.

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

Students love the range of activities at the school particularly sport, the playground and the new building with modern classrooms and flexible furniture.

## My School Website

The My School website provides detailed information and data for national literacy and numeracy testing.

Go to <http://www.myschool.edu.au> to access the school data.

# Policy requirements

## Aboriginal education

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

In 2018, all grades had Aboriginal and Torres Strait Islander perspectives embedded into their teaching and learning programs, as part of the cross-curricular priorities in the NSW Syllabi. Strategies included the use of quality literature with critical and creative thinking applied across the arts and science and technology.

Koori Art Expressions included a class representative from Years 1–6, as well as our Aboriginal and Torres Strait Islander students. Students were immersed in a cultural study regarding the NAIDOC Week theme of *Because of Her, We Can*. The students used famous indigenous artist Gloria Petyarre's artworks as an inspiration and chose to represent the swirling waters of Bondi Beach. In this way, *Her* refers to both Petyarre and Mother Nature. This canvas artwork was displayed as part of the Koori Art Expressions exhibition at the TAFE NSW Eora College..

The NAIDOC Week theme was integrated into all grades, through the use of a detailed and interactive SMART Notebook file. Students explored the essential role that Aboriginal and Torres Strait Islander women have played, and continue to play, as active and significant role models at the community, local, state and national levels. As part of this, students created posters to celebrate the week and a major display was mounted in the school library..

One Year 4 Aboriginal student was nominated for a 2018 Deadly Award for her outstanding achievements. The award was presented to her at a ceremony held in the University of Technology's Great Hall.

As part of the whole school Art Show, every student and staff member across the school contributed to a mural created by Aboriginal artist, Danielle Sullivan. In addition, each floor in our newly constructed four storey building is themed with an Australian perspective. The lower ground floor is themed with indigenous art as the foundation of the school.

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

## Multicultural and anti-racism education

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

Other programs which support the heritage of the students include:

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

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

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

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

## Other school programs

### Personal Development, Health and Physical Education

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

#### K–2 Sport

Kindergarten to Year 2 (K–2) students participated in a 45 minute Physical Education lesson every week from an external provider called Got Game. The K–2 program aims to develop a wide range of skills in familiar sports. Students participated in Athletics, Basketball, Gymnastics and Soccer skills lessons.

Students in K–2 also participated in Physical Education lessons with the school's specialist sports teacher. Year 2 students also participated in the School Swimming Scheme and in Term 3 all K–2 students participated in the Infants Athletics Carnival at Trumper Park.

### 3–6 Sport

Years 3–6 students participate in a sports lesson from a specialist sports teacher for one hour per week. In addition, they also receive health lessons on topics such as Nutrition, Surf and Sun Safety, First Aid and Road Safety.

Students in Years 3–6 had the opportunity to participate in three sports carnivals throughout the year. These carnivals were a great opportunity for students to compete in a variety of events.

At BHPS, annual Swimming, Cross Country and Athletics (Track and Field) Carnivals take place each year. These are held at various professional venues around the Eastern Suburbs.

Years 3–6 students were invited to participate in a variety of sports on Friday throughout the year.

These sports were divided into the categories of PSSA competitive and non-competitive sports.

#### *PSSA Competitive Sport*

Summer PSSA Sports which took place in Terms 1 and 4 included Boys Cricket, Girls Softball/T-ball, Mixed Oz Tag and Basketball.

Winter PSSA Sports which took place in Terms 2 and 3 included Girls Netball, Boys Soccer, Girls Soccer, AFL, Rugby League (Term 2) and Rugby Union (Term 3).

#### *Non-competitive Sport*

Summer Non Competitive Sport Options for Terms 1 and 4 were Tae Kwon Do, Basketball Skills and School Sport. Winter Non Competitive Sport Options in Terms 2 and 3 were Gymnastics, Tennis, Netball Skills and School Sport.

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

#### *Community Sport*

For the third year running, BHPS has participated in the "Spring Cycle" across the Sydney Harbour Bridge, fundraising for the Sydney Children's Hospital. Over 60 families participated in 2018, making up a team of 120 students and family members.

Year 6 students attended Anti Bullying seminars provided by the Sydney Roosters, which was a valuable experience to all.

#### *Sporting Successes*

Of particular note this year was the Senior Boys Soccer Team won the Grand Final having been undefeated throughout the year.

### **Creative and Performing Arts:**

#### **Festival of Instrumental Music**

The recorder and string group performed at the Sydney Opera House as part of the Festival of Instrumental Music (Jacaranda Concert).

#### **Senior Dance Group**

The Bellevue Hill Public School Senior Dance performed their item 'Circus Dreaming' at the Ultimo Dance Festival 2018 on Tuesday evening at the Seymour Theatre.

#### **Bellevue Hill Public School Band**

A new school band was commenced in 2018 with over 50 music students, the majority being in years 3 and 4, who have started learning to play their instruments. Flutes, saxophones, clarinets, trumpets, trombones and percussion combined to learn a basic band repertoire. A training band is also being developed.

#### **School Song Day**

In 2018, it was decided to revamp the school song to better reflect our changed environment, multicultural community and current school values. Professional musicians assisted SRC representatives from Years 2–6 and the leadership team to come up with new lyrics and compose the actual music for the new song.

The new school song incorporates all of the values that the teachers, students and their families feel Bellevue Hill represents and instils in the community. It is a wonderful representation of the school which students now sing with fresh energy and pride.

#### **Meet Me Back at Bellevue Hill and the 2018 K–6 Art Show**

Two major community events were combined in Term 4 to bring the community, past and present, back to Bellevue Hill to celebrate the new facilities and the future focused teaching and learning at the school.

The activities included a hugely successful community walk to the school from different directions in the local area. Participants who were clad in brightly coloured T-shirts with the slogan *Meet Me Back at Bellevue Hill* arrived at the school amidst a hive of activity including entertainment from the students, rides and stalls.

The other major attraction was the opening of our new building to the public where teachers presented information about future focused learning and how our open plan classrooms work. To showcase our creative arts program, our bi-annual Art Show was exhibited in a beautifully decorated hall where one piece of every child's artwork was displayed with the theme *Colour*. Each grade create a major piece of art which was auctioned off to parents.

The day was a huge success and celebration of the outstanding education and community at Bellevue Hill Public School.