

Bellevue Hill Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

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Message from the principal

Each year, Bellevue Hill Public School aspires to achieve continuous improvement in all policies and procedures. 2019 proved to be a very successful year with major achievements in the following areas: academia, the creative and performing arts, gifted and talented education, environmental education, Aboriginal education and STEM (Science Technology Engineering Maths). My report and those within this document will provide an insight into some of these major areas of achievement.

High Potential and Gifted Education

Enrichment, extension and extracurricular programs are common features of many gifted education programs across Australia.

Enrichment programs seek to broaden the learning experiences across different contexts with students grouped together to work on challenging learning problems eg G&T programs such as REACH, a creative thinking skills program at Bellevue Hill PS. Extension programs seek to increase the depth and challenge of learning within the same year group or classroom e.g. ability grouping in classrooms or vertical streaming into higher grades at Bellevue Hill PS. Extra curricula programs seek to extend students in a particular area of interest or talent that lie outside the more traditional experiences in the classroom such as debating, public speaking, student leadership, dance, sport, music and technology. At Bellevue Hill PS we provide enrichment, extension and extracurricular programs from K to Year 6 across the school providing appropriate programs to develop the potential of all students.

In 2019, we extended our high potential and gifted education opportunities to include G.A.T.E.WAYS, an independent organisation that provides opportunities for highly able and gifted children with special educational needs. Like minded students can participate in programs that challenge them intellectually and help develop their individual talents. Students participated in challenges throughout the year and competed in a Regional Challenge which Bellevue Hill PS won. The successful team then travelled to Melbourne to compete in the National Challenge where they came second.

Bellevue Hill PS students also won the Battle of the Minds competition, a local challenge against schools in the area. Bellevue Hill Public School was also fortunate to be invited to participate in the maGneT program run by Rose Bay Secondary College. Students selected from Year 5 were given the opportunity to work with like minded, high ability learners at the high school one day per week.

STEM – Science Technology Engineering & Mathematics

Governments of Australia are committed to science, technology, engineering and mathematics (STEM) education by improving the STEM skills of young Australians to ensure they have the skills to live and work in a globalised world. These skills underpin our new syllabus documents and are being explored continually at Bellevue Hill Public School. Examples of activities include the use of virtual reality in learning, the coding of robotics, designing products, using a digital printer and programming a vehicle to move around a designed course. These are by no means a finite list of activities but rather a beginning of our development of digital literacy for Bellevue Hill students. A highlight for 2019, was the STEM Immersion Day where all students K–6 were involved in activities promoting aspects of STEM.

Creative & Performing Arts

Festival of Instrumental Music

The Festival of Instrumental Music held at the Sydney Opera House annually, showcases the talents of students from public schools across the state. Four concerts are held throughout the week with over 200 strings (on stage) and over 700 recorder players (behind and at the sides) as well as numerous ensembles, bands and soloists performing onstage. Bellevue Hill PS students performed at the Jacaranda Concert during this festival.

School Spectacular

The NSW School Spectacular is an annual Australian variety show of magnificent proportions featuring more than 5,500 students from public schools across NSW performing to live and televised audiences. A group of talented dancers from Bellevue Hill Public School who were successful at audition, performed in the School Spectacular at the Qudos Bank Arena with thousands of other students across the state.

K–6 Musical

The musical *Fractured Fairy Tales* provided a whole school focus on inquiry about traditional fairy tales which students deconstructed and blended into a creative new tale. All grades studied the meaning of a fractured tale and explored how it could be represented in dance and song for our end of year musical. A Tshirt was also designed for students to wear as school uniform in Term 4 in the lead up to the musical. The musical held over three days and three nights was a huge success and highlight of the year for students, staff and parents.

***Environmental Education* OzHarvest FEAST Project**

Year 5 students at Bellevue Hill Public School participated in the 2019 FEAST program run by OzHarvest. This program involved our staff, community members and students learning about ways in which they can eat healthy meals and reduce food waste. It also focused on more thoughtful and sustainable ways to use and purchase food. Our community, teachers and students have been inspired by the program, especially the students who created recipes that limit food waste and collated these into an exciting cookbook, copies of which were sold with all proceeds going back to OzHarvest.

Support from NSW State Government and Woollahra Council

Many thanks to the Hon Gabrielle Upton MP through her continued support for the school and her assistance in gaining funding for a crossing in Birriga Road which has added greatly to the safety of students at Bellevue Hill PS and the wider community as well. Her assistance in improving the traffic lights at the crossing of Victoria Road is also greatly appreciated..

The school enjoys and benefits also from a positive relationship with Woollahra Council that allows students to use Bellevue Park for recess and lunch as well as for sports lessons throughout the week. Many thanks to the Council for installing new soft fall under the play equipment in the park as part of a Bellevue Park upgrade and laying a path from the entrance in Bellevue Park Road around the park, restoring the grass and providing seating and erosion control with beautiful sandstone blocks.

Awards

In addition to the many awards presented to students at the end of the year, a Director's award was presented to Ms Lauren Brash for her *Contribution to Sport* and to Ms Jo Miller, a parent, for her huge *Contribution to the School*. Also, a non-Aboriginal staff member, Ms Laura Coleman received the *Gamarada Award* (translating to friend or comrade) for her *Contribution to Aboriginal Education* in the local school community. Finally, all Principals of the *Community of Schools in the Eastern Suburbs* (CoSiES) received an award from the Australian College of Educators for their successful professional learning community across 13 schools. I was proud and humbled to be one of the recipients of this prestigious award as well as a Director's award as the leader of the CoSiES Network.

School Community

The true success of our school lies within the strengths of the teaching staff, the students and parents. and the wonderful relationship within the school community amongst these three groups and the incredible amount of work put into the school by all.. We are forever grateful to our proactive P&C executive, their committees and their teams of volunteers who generously support us financially to resources the school.

Suzanne Bennett

Principal

Message from the school community

As 2019 draws to a close, it is time to reflect on what the Bellevue Hill Public P & C has achieved this year. Firstly I would like to acknowledge and thank my fellow executive members Alison Butt and Anthony Fajwul for all their effort and hard work this year. I would also like to say that the P & C could not have achieved as much as we did without the tireless efforts of Deena Sher who always goes above and beyond the expectations of her role as Vice President.

I would like to thank each and every one of our volunteers. It is not easy managing work commitments, family and still finding time to volunteer but we have had a stream of volunteers helping out at all our events, staffing our uniform shop, assisting students at Go with the Flow, running Mother's Day and Father's Day stalls and delivering sushi to classrooms.

Our class parents allow for effective communication between the parents and the school. Without these volunteers, Bellevue Hill PS could not run these events so successfully. Thank you to everyone for giving up your time so generously.

A special thank you to all the dedicated members who come to our meetings on a Monday night. Your feedback and ideas are invaluable and allow for effective communication between the P & C and the school. Our Principal, Sue Bennett and Deputy Principal, Cherie Stone attend every meeting and respond patiently to every query as well as providing information on issues related to the school. This communication ensures that parents/caregivers are able to fully understand decisions and for the school to ascertain where further clarification might be needed. This communication is a very important function of the P & C and I thank the staff members who give up their time to attend these meetings ensuring a positive relationship between parents and the school. Through this relationship, the P & C was able to source a supplier for the food delivery service that the school has trialled this year and has proven popular with the parents and children.

Another important function is the financial contributions that the P & C makes to Bellevue Hill PS and I am proud to say that this year we were able to donate over \$80 000 to the school. This includes \$59 000 for robotic equipment and \$10 000 to the school musical, both which have brought much happiness and excitement to the students. Our School Community is amazing and have contributed over \$90 000 to our reserves.

This is in no small part to Yaron Allul and Ari Leeder whose hard work organising the P & C camping weekends and Uniform Shop have both raised a significant amount. Both of these members do so much work behind the scenes often working late into the night to ensure that everything runs smoothly. This year, Ari put the uniform shop online which required hours and hours of stocktake and Yaron had to contend with bushfires and despite the cancellation of the camping weekend, he still managed to raise over \$5000 which is a testament to his efforts.

A very special thank you to Elyse Chiert, Carley Kassel and Yasmin Goldberg running Mother's Day, Father's Day and Athletics Day Stalls. As well as being a successful fundraiser, all these stalls brought great joy to our students and the spirit of our Athletics Days definitely increased with students excitedly wearing their new merchandise. Thank you so much for all that you do. Thank you to Stephanie Paps-Levy and Susan Uy for helping organising our popular sushi days, Vanessa Fajwul for another successful year of selling Entertainment Books and Caryn Zeller for the Sock and Scarf day.

Special thanks to Jasmeen Jacob and her helpers for managing to feed 500 starving students on hotdog day when the hotdogs arrived late and unassembled. Thank you Rochelle Guttman for ensuring the safety of our students by organising the Go with the Flow roster. I know this can sometimes feel like a thankless job with the difficulty in finding volunteers for every shift or having to sometimes deal with community members that do not always do the right thing but we honestly could not do it without you and your amazing attitude. Stewart Leeder has been very proactive on the grants committee and managed to secure \$1600 from Woollahra Council which the school will put to good use to rejuvenate the garden. Thank you to Stewart.

Jo Miller, what can we say to express our gratitude for all that you do for the school and the P & C. Your official role is Class Parent coordinator but you do so much more. We will miss you so much next year and wish you all the best as your youngest enters high school. We also would like to farewell Nina Buchman and express our appreciation to her for taking on the huge task of managing the ancillary staff presents. We have many ideas for next year including a meet and greet for new parents as well as a trivia night. If you would like to be involved in organising one of these events or you have some other ideas, please let us know.

Wishing everyone a safe and happy holiday break. All the best for 2020.

Helene Suskin

P & C President

School background

School vision statement

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

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

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 plan classrooms including a 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 facilities to foster future focused 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

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Students participating in inquiry learning projects

Students involved in peer assessment and self-assessment

Students and teachers who are implementing the *You Can Do It* strategy

Progress towards achieving improvement measures

Process 1: Students learning the basic principles of participation within open plan, flexible spaces such as co-operative learning, different classroom structures, social skills and the use of technology.

Evaluation	Funds Expended (Resources)
<p>Students have been working consistently in a range of collaborative, group and independent situations using all of the specifically designed spaces in our learning environments. The large presentation spaces have been ideal for musical rehearsals and drama.</p> <p>The innovative learning environments at Bellevue Hill PS provided an ideal location for a <i>STEM Immersion Day</i> where areas of each environment were transformed into real life locations to solve authentic problems e.g. building a robot to save some baby dinosaurs in Jurassic Park in Year 2 and building and navigating robots around a life size model of Bondi Beach in Year 3.</p> <p>The STEM Immersion day coincided with a visit from 16 Philippine Principals who visited all classrooms and displays. They were most impressed with the students' technological knowledge and problem solving as well as the level of resourcing that Bellevue Hill PS utilises effectively.</p>	<p>STEM resources</p> <ul style="list-style-type: none">• Robotics• \$59 000

Process 2: Teachers facilitating student-centred learning through an *Inquiry Learning Projects* which provides choice in learning, goal setting, authentic tasks, creation of rubrics, guided enquiry, monitoring and self-assessment and evaluation by students and teachers.

Evaluation	Funds Expended (Resources)
<p>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.</p> <p>The musical <i>Fractured Fairy Tales</i> provided a whole school focus on inquiry about traditional fairy tales which students deconstructed and blended into a creative new tale.</p>	<p>Musical units of work</p> <p>Musical costs</p> <ul style="list-style-type: none">• Rehearsals• Matinees• Costumes• Dance lessons• Salaries• \$57 000

Progress towards achieving improvement measures

Process 3: Staff, students and parents develop an understanding of the keys to success and habits of the mind for positive teaching and learning through the implementation of a K–6 explicit program.

Evaluation	Funds Expended (Resources)
<p>All students and teachers were involved in implementing <i>You Can Do It</i>, a whole school program which provide educators, parents and leaders with the learning tools to boost success, improve relationships, reduce stress, and promote optimal learning. All grades, as well as support staff, reported in <i>Bellenews</i>, a weekly newsletter sent home to parents, with photos of student learning about and practising <i>You Can Do It</i> principles.</p> <p>Year 5 student leadership development included participation in a Student Leadership Program, an individual inquiry study of an inspiring Australian leader. Year 5 & 6 also received instruction in Peer Mediation and became helpful problem solvers with younger students in the playground.</p>	<p>YCDI resources</p> <p>Peer Mediation Costs</p> <p>\$1500</p>

Next Steps

In 2020, Bellevue Hill Public School students and staff will participate a dynamic program *Cultures of Thinking*, a whole school approach based on research from Harvard University Project Zero, to promote deeper thinking and learning amongst students and teachers.

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.

Improvement Measures

Staff and students engaging in regular collaborative planning, teaching and assessing.

Staff and students engaging in regular formative assessment strategies

Staff engaging in regular teacher professional learning in line with school and system priorities.

Progress towards achieving improvement measures

Process 1: Teachers participate in teams which collaboratively plan, program, teach and assess student progress, share expertise across the grade and participate in collaborative professional learning development.

Evaluation	Funds Expended (Resources)
The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.	Release for teachers \$15 000

Process 2: Teachers and students collaboratively assess and reflect, using formative assessment strategies to provide consistency in teacher judgement and evidence for future planning.

Evaluation	Funds Expended (Resources)
Staff regularly evaluate teaching and learning programs including the assessment of student outcomes. Teachers work together to improve teaching and learning in their year groups, stages and for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community. Teachers enthusiastically participated in visits to other schools to view formative assessment practices. Some visits occurred during school time, others after school hours.	\$5 000

Progress towards achieving improvement measures

Process 3: Teachers seeking professional learning in line with school & system priorities which include a focus on formative assessment, writing, inquiry learning and future focused schooling.

Evaluation	Funds Expended (Resources)
<p>All staff members participated in professional learning in line with system priorities in literacy and numeracy, as well as school priorities, using an inquiry approach and formative assessment.</p> <p>All staff members participated in STEM professional learning with practical after school meetings as well as in-class support with students and teachers present. This provided teachers with more confidence to utilise the technology independently.</p> <p>The school has processes in place for teachers' performance and development. Other professional learning was aligned with teachers specific goals and undertaken on an individual needs basis.</p>	\$81 000

Next Steps

In 2020, Bellevue Hill Public School students and staff will participate a dynamic program *Cultures of Thinking*, a whole school approach based on research from Harvard University Project Zero, to promote deeper thinking and learning amongst students and teachers.

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.

Improvement Measures

Teachers and staff engaging in and across school networks for professional learning and sharing.

Improved teacher survey data on formative assessment knowledge, skills and understanding and use.

Teachers who engage with external agencies, businesses, organisations or Universities.

Progress towards achieving improvement measures

Process 1: Across school professional learning networks for principals and school executive promote collaboration and provide professional learning opportunities for innovative teaching and learning e.g. iPad Cluster, Steampunks, Deeper Thinking PL, CoSiES Conference.

Evaluation	Funds Expended (Resources)
<p>The <i>Innovative Learning Environments and Teacher Change</i> (ILETC) project is an Australian Research Council (ARC) Linkage Project funded for 4 years from 2016–2019 lead by The University of Melbourne. Four teachers attended the annual conference in Melbourne</p> <p>The <i>Community of Schools of Schools in the Eastern Suburbs</i> (CoSiES) provided professional learning opportunities for 300 teachers from its eleven primary schools.</p> <p>An annual conference is held as well as executive and teacher leader professional learning days to address identified common needs across the CoSiES schools.</p>	<p>School Funds</p> <p>CoSiES Funds</p> <p>\$18 000</p>

Process 2: Within school teacher learning groups were formed to trial action research projects on formative assessment strategies:

- Learning intentions and success criteria
- Eliciting evidence of student achievement
- Activating students as instructional resources and
- Feedback.

Evaluation	Funds Expended (Resources)
<p>Reports were provided at each CoSiES meeting by the co-ordinator of the Formative Assessment alliance, regarding numbers of teachers attending Network Meetings and observing other teachers' classrooms in other schools. Release was provided for teachers, including many beginning teachers, to visit during school hours.</p>	<p>\$13 000</p>

Progress towards achieving improvement measures

Process 3: Across school teacher learning communities share ideas and strategies about research projects

Evaluation	Funds Expended (Resources)
<p>COSIES Conference 2020 is planned. Venue and keynote speakers have been booked. Workshops to be finalised in Term 1 2020.</p> <p>Beginning and early-career teachers are to be provided with targeted support in areas of identified need. A whole day conference is planned for Term 1 2020 to cater for survey items identified.</p> <p>Community of Schools in the Eastern Suburbs:</p> <ul style="list-style-type: none">• Principal & Executive meeting every term• Across schools networks eg technology, formative assessment <p>Beginning Teachers:</p> <ul style="list-style-type: none">• Network Meetings each term• Annual conference planned• Sharing resources <p>Language teachers – Developing the Russian & Hebrew Syllabus documents</p>	\$7 500

Next Steps

In 2020, Community of Schools in the Eastern Suburbs school will align to provide professional learning to support student and staff well being with its annual CoSiES Conference as well as the implementation of the *High Potential and Gifted Education* policy through alliances throughout the year.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2 711	One Year 5 Aboriginal student received a 2019 <i>Deadly Award</i> for his outstanding achievements. A non-Aboriginal staff member also received <i>The Gamarada Award</i> (translating to friend or comrade) for her contributions to Aboriginal Education in the local school community. The awards were presented to them at a ceremony held in the University of Technology's Great Hall.
English language proficiency	\$213 432	<p>The diversity of backgrounds at Bellevue Hill Public School is highly valued by the school and is used as a cultural resource. Teachers engage the students in discussions to develop tolerance (open mindedness) about different religious beliefs, linguistic similarities and differences and cultural celebrations.</p> <p>Funds were used to provide support teachers to create additional small groups in classes during literacy and mathematics sessions.</p>
Low level adjustment for disability	\$53 358	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.
Quality Teaching, Successful Students (QTSS)	\$102,981	Funds were used to provide extra teaching staff (1 day) to support students with special learning needs in the open plan classrooms.
Socio-economic background	\$6 820	Funds were used to support students with extra learning needs associated with their socio-economic background e.g. camp and through the use of extra support teacher time and School Learning Support Officer (SLSO) time in the areas of reading, writing and spelling assistance.
Support for beginning teachers	\$32 451	<p>A huge need was identified for beginning teachers for support, professional learning and a network of colleagues to rely on.</p> <p>Evaluation showed the need for continued PL network meeting each term and planning for an all day conference in 2020. What commenced as support for beginning teachers at Bellevue Hill PS spread quickly through the Community of Schools in the Eastern Suburbs and to the whole Bondi Network.</p> <p>Support for beginning teachers was provided with extra release time negotiated by the teacher to provide longer sessions than one or two hours RFF per week. Funds were also spent to release beginning teachers and a mentor. Beginning teachers worked collaboratively with their mentor for programming, classroom management and inquiry learning strategies.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	297	308	292	282
Girls	314	311	294	284

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.8	95.2	96.2	95.1
1	95.3	94.5	94.5	93.7
2	96.5	96.5	94.2	94.5
3	95.2	94.9	94.8	96.6
4	93.7	96.3	95.7	94.6
5	94.8	96.4	95.2	94.4
6	94.5	95.5	93.3	95.4
All Years	95	95.6	94.9	94.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.02
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	2
School Administration and Support Staff	4.06
Other Positions	2.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	588,415
Revenue	5,802,328
Appropriation	5,067,382
Sale of Goods and Services	26,066
Grants and contributions	674,994
Investment income	7,563
Other revenue	26,324
Expenses	-5,656,017
Employee related	-4,802,424
Operating expenses	-853,593
Surplus / deficit for the year	146,311

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	88,417
Equity Total	349,232
Equity - Aboriginal	2,711
Equity - Socio-economic	6,823
Equity - Language	252,718
Equity - Disability	86,981
Base Total	3,980,505
Base - Per Capita	137,498
Base - Location	0
Base - Other	3,843,007
Other Total	519,495
Grand Total	4,937,649

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.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Students in Years 4, 5 & 6 participate in the *Tell Them From Me* survey on student outcomes and school climate every year. While there are many aspects of this survey which inform our planning, the following is noteworthy:

- 97% students have positive behaviour at school
- 96% students value schooling outcomes
- 95% students participate in school sports
- 92% students try hard to succeed in their learning
- 90% students have positive relationships at school
- 87% students are highly interested and motivated
- 73% students have a high rate of participation extracurricular school activities
- 60% students have positive homework behaviour.

Teachers also participate in a separate *Tell Them From Me* survey with a focus on learning. The survey examines:

1. The eight drivers of student learning revolving around leadership, collaboration, learning culture, data informing practice, teaching strategies, technology, inclusivity and parent involvement; as well as
2. The four dimensions of classroom and school practices which include challenging and visible goals, planned learning opportunities, overcoming obstacles to learning and quality feedback.

All aspects of the teachers' survey result in above average scores as compared to the NSW Government Schools Norms.

Each year, parents, caregivers, students and teachers are surveyed to gauge general satisfaction of programs and management of the school. In 2019, there were 153 respondents who listed the teachers (78%), the school community (58%) and the school facilities (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.

An overwhelming majority of parents (62%) requested a 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.

The six most important things parents would like to see their children achieve at Bellevue Hill PS are **confidence, respect, resilience, friendships, good learning and academic results**.

Teacher respondents particularly enjoyed teaching the highly energetic, verbal and confident students at Bellevue Hill PS. They valued the collaboration amongst the staff that made teaching and learning rewarding and purposeful. They appreciated the new facilities with the open plan classrooms, more space, flexible furniture, a teacher's office and storage.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

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 2019, 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 *Voice, Treaty, Truth*. Inspired by artwork from indigenous artist Adam Reid, students drew lines in Earthy tones, representing the many individuals within the Indigenous population. The three large cracks show the themes of *Voice, Treaty and Truth* spreading like the roots of a tree, as these ideas slowly become grounded within the Australian culture. This canvas artwork was displayed as part of the Koori Art Expressions exhibition at the Australian National Maritime Museum. It was also one of ten artworks selected to be displayed in one of the lounges at Sydney Domestic Terminal.

The NAIDOC Week theme was integrated into all grades, through the use of a detailed and interactive SMART Notebook file. Students explored the three key elements (*voice, treaty, truth*) and acknowledged that Aboriginal and Torres Strait Islander peoples have always wanted a say in decision making in Australia. When focusing on the component *voice*, some Language classes translated some traditional Dreamtime stories into their language. These were then presented to the school library.

One Year 5 Aboriginal student was nominated for a 2019 Deadly Award for his outstanding achievements. A non-Aboriginal staff member also received 'The Gamarada Award' (translating to friend or comrade) for her contributions to Aboriginal Education in the local school community. The awards were presented at a ceremony held in the University of Technology's Great Hall.

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 endured. This learning has dared many to change or modify their attitudes and bring the school community together to show solidarity and be committed to 'Closing the Gap' of educational disadvantage for Aboriginal people in Australia simply by being more informed.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

An Anti Racism Officer is elected and trained each year to consult if there are any incidents of racism amongst students, staff or parents. This staff member will also inform the school community regarding changes to policy and/or its implementation.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

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.

Other School Programs (optional)

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.

Student Welfare

All students and teachers were involved in implementing You Can Do It, a whole school program which provide educators, parents and leaders with the learning tools to boost success, improve relationships, reduce stress, and promote optimal learning. All grades, as well as support staff, reported weekly in BelleNews, the school newsletter sent home to parents, with photos of student learning about and practising You Can Do It.

Year 5 student leadership development included participation in a Student Leadership Program, an individual inquiry study of an inspiring Australian leader. Year 5 & 6 also received instruction in Peer Mediation and became helpful problem solvers with younger students in the playground. Captains & Prefects, Sports Captains, Peer Mediators, Student Representative Council and the Buddy Program Kindy with Year 5 & 6 students are all leadership developing programs, in addition to the Year 6 Fete, friendship and anti-bullying programs and mindfulness activities.

Creative and Performing Arts

Our musical ***Fractured Fairy Tales*** placed us in the outstanding creative performance category, being lauded for our inclusivity of all students from K-6. The biennial musicals are designed to support all students with an interest in the creative arts and in particularly those students who have high potential or gifted ability in the performing arts to extend themselves and go beyond the curriculum.

Whole class dances give each student the opportunity to excel and extend talented students. The school dance groups performed and singing items involve solos and group singers, highlighting a range of vocal talent. The dramatic art involved in the acting cast allows students from all grades Kindergarten to Year 6 with talent in drama to be in the spotlight on stage using a microphone providing a life long memory, whether it was a short verse or a full monologue.

An emphasis on creativity with script, plot, music selection and technology including digital backdrops and lighting is all developed with staff and students, who collaborate and work to their strengths. Each musical performance is exceptional providing a sense of community and enhancing the overall excitement and wellbeing of the students.

Below is a brief summary of each grade's *Fractured Fairy Tale*:

Kindy: Goldilocks and 'Just One Bear' in the city

Year 1: Little Red and the Wolf party at Grandma's house

Year 2: Hansel & Gretel seek help from Ninja friends to find & rescue their parents

Year 3: A lazy Snow White is waited upon by hardworking dwarves

Year 4: What happens when the Gingerbread Men overpower the foxes?

Year 5: Cindy-Elly is a talented basketball player in NYC and

Year 6: The three little pigs actually destroy their own house and frame the wolf.

The whole school was divided alphabetically into three casts which performed over three days and three nights. This enabled siblings to perform in the same matinee and evening performance and allowed families to all attend the same performance.

Positive feedback was received from all audiences of students, teachers, parents, grandparents, past students as well as the staff at Souths Juniors.
