

2020 Annual Report

Bellevue Hill Public School



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Introduction

The Annual Report for 2020 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

2020 has proven to be one of the most challenging school years to date for students, teachers and parents. Although Bellevue Hill Public School students were spared the hardship of drought, bush fires and floods, no relief was allowed when COVID-19 spread so rapidly.

Online learning from home became the norm for many months, causing greater pressure on teachers and parents. All events on our usually busy calendar were cancelled, school life restricted and parents unable to enter the school grounds all year. Teachers at Bellevue Hill became very adept at providing both learning at school for the children of essential workers as well students working from home.

Parents struggled to accommodate students' learning at home whilst juggling their own job in many cases. Students reacted in various ways to the new learning model, some more conscientiously than others.

The pandemic COVID-19

When the pandemic developed and schools were closed to all but the children of essential workers, the majority of teachers still worked at school, teaching face-to-face, preparing lessons as well as setting up virtual classrooms for children at home. Some teachers had to isolate at home for medical reasons e.g. if they have a respiratory infection, immune system disorders, sick children or relatives.

Teachers began moving into a flexible working arrangement determining how they could work and teach from home when/if required. This meant that teachers were rostered to work from home one day per week while others remained to teach the students at school. This move was in preparation for an unknown future.

Remote Learning Term 2

Even in the midst of a crisis as the pandemic worsened, many amazing things continued to happen throughout our Bellevue Hill PS community. Our Year 5/6 extension class was initiated and formed in Term 2. Teachers in all grades continued to provide a range of activities for their students through textbooks, workbooks and online activities as well as making themselves available at set times to help with queries and problems.

It became clear that social distancing and remote mode of teaching and learning would be in place for some time. Teachers already had planned and prepared for a whole term of remote teaching and learning, looking at learning which was meaningful, engaging and achievable for the students.

Timetables were set as a guideline for parents to keep students in the routine of learning. But many families had different circumstances and children who learn at different rates, so these timetables needed to be used flexibly. Students were asked to complete as many activities as possible throughout the week.

We understood that parents struggled to manage learning at home while juggling their own work needs. However,

despite all of the restrictions, students remained positive, rallied around with their friends and made the best of every situation, enjoying all available opportunities.

Teachers posted work on Google Classroom and video recordings or Zoom sessions of lessons often accompanied these tasks. Class Dojo and email became the main communication channel, providing students, parents and carers the information they needed to access.

Teachers reported a new level of maturity from their students as they problem solved through the unknown aspects of the online platform. Some of the fantastic learning tasks that the students were engaged in included making videos of themselves as teachers, explaining maths concepts for their peers, typing their narrative writing and using rubrics to self-assess.

Return to School

In May, 2020 we welcomed back approximately 100 students from Kindergarten to Year 6. We understood that this would increase gradually with an official roster for all students returning one day per week. Siblings were able to attend on other sibling days and any student could attend on other than rostered days if their parents needed to work. The Before & After School Care BASC remained open for as long as possible with reduced student enrolments.

Social distancing.

Students were socially distanced as much as possible in our open plan classrooms where we have more space than other schools. The playground was rostered and a staggered lunch & recess time introduced when numbers at school increased. School dismissal times were staggered and students brought to the exit gates to meet parents.

Limiting adult presence on site

To keep the students and staff safe, non-essential visitors and parents were restricted on the playground, in the office area and in classrooms. Parents were asked to 'kiss and drop' students near the gate as quickly as possible, not linger near the gates and to email the office with queries.

Safety at School-Cleaning

All areas on the school site were sanitised during the holidays, with extra cleaning especially in the classrooms e.g. all surfaces, windows, glass doors, seats etc. In addition, there was an extra cleaner wiping handles, power points, telephones daily. All the balconies and stairs were pressure hosed throughout the holidays.

Later in Term 3, programs such as Public Speaking, Spelling Bees, the Year 6 Fete and Book Week were able to proceed albeit in a different format. Our K-2 and 3-6 Athletics Carnivals proceeded, however, parents were unable to attend these events.

NAPLAN tests were cancelled, however Year 3 and Year 5 participated in some *Check-in Assessments* offered by the DoE. These assessments showed Bellevue Hill PS well above the State average in both Reading & Mathematics.

Our communication continued to improve with our new parent Portal, a one stop place to find out information on what's happening at school.

Term 4 gradually returned to some form of normality, with Year 4 & 6 attending a 1.5 day camp.

Parents were extremely grateful to teachers for their dedication & commitment during COVID-19 and teachers also sincerely thanked parents for their continued efforts during the period of learning from home. We knew it was difficult and very stressful at times.

In Term 4, we held our very first virtual Art Show which featured a framed piece of art work from each student around the theme of *Nature*.

A huge thank you to our P&C who work so well in partnership with us to provide a better education for the students at Bellevue Hill Public School. A special thank you for their contribution this year towards the new play equipment for the back playground and the installation of new audio-visual hardware in our hall which could finally be installed after COVID-19 restrictions were lifted.

Suzanne Bennett

Principal

Message from the school community

What a year it has been. I would firstly like to acknowledge the dedicated teachers and staff of Bellevue Hill Public School during all the twists and turns of this year. Many teachers spent hours preparing for online learning and then having to replan everything when we unexpectedly returned to face to face teaching. Alongside that there was also the emotional aspect of dealing with many anxious parents and students. Every staff member this year has truly gone above and beyond for the students and we would like to say a very big thank you to you all. Along with the collections for teachers, the P&C is organising a collection for the support staff who have had to deal with many extra responsibilities this year.

Despite a year where we have been unable to traditionally fundraise, the school community has been amazing in supporting our school. Despite Covid, we have managed to raise \$3500 through our P&C camp. A very big thank you to the organisers, Greg Sher, Hilton Abkin and Jeremy Unger who organised a very successful camping weekend during very stressful times. The uniform shop run by the amazing Ari Leeder raised the phenomenal sum of \$20 000 and a very big thank you to her. Elyse Chiert took the building fund online this year and through her hard work and the generosity of the school community, we were able to raise almost \$4000, our highest total in many years.

I would also like to thank Carly Kassel who sourced our mother's day gifts this year and although we were unable to run our stalls, Carly spent many countless hours finding gorgeous gifts which our students will hopefully be able to purchase next year. I am also very proud that as a P&C this year, we have donated over \$40 000 to the school for the new playground and for the upgrading of the audio visual equipment which I know is very appreciated by the school. Although this year has added many additional complications, I would like to say a very big thank you to Rochelle Guttman, Lisa Peles, and Ari Leeder for their enthusiasm, commitment and flexibility. All three were always happy to go the extra step to ensure our school was covid safe as well as ensuring that parents and students were accommodated. To my fellow executive members, Alison Butt and Anthony Fajwul, thank you for all your support this year and for your commitment to our school.

To my partner in it all, Deena Sher, how can I thank you for the many phone calls, emails and discussions throughout this year. Deena is always thinking of the students and how to ensure that they were not negatively impacted by any Covid restrictions as well as always being the first to put her hand up to help with any situation. To Sue Bennett and Cherie Stone, thank you for always putting the students first and trying to ensure they had the best year under the circumstances. It has been a pleasure to work with you both.

Lastly with a heavy heart I say goodbye to Bellevue Hill. Both my children have thrived here and we have many special memories. I have loved being a part of the P&C, first as a parent, then as the treasurer for two years and then finally as the president for the last two years. I have gained so much from my experience, not to mention the many life long friends I have made throughout the years and I will miss everyone greatly. Wishing everyone a safe and restful holiday and good luck to the incoming Executive Committee.

Helene Suskin

P&C President

Message from the students

Captain's Address

Let's start off by saying that this year was very different to what everyone expected at the beginning. Most of us thought that this little pandemic would brush over in a few months, but, even with Covid, Bellevue Hill PS has provided us with many unique opportunities that we will never forget.

We are so thankful for our amazing teachers that made our school experience as great as possible and for helping us survive primary. In year K we started by counting for 100 days of school and now we are on day 1300 and we have learnt so much, like how to read and write and add and subtract. We can't thank Bellevue Hill PS enough for what it has provided us.

Another great thing school has provided us is a lot of everlasting friendships that have been formed here. There are so many people we'll miss, as we move on into high school and barely any of us would have these profound friendships without Bellevue Hill PS, so, for that, we're thankful.

Moving on, being school captains this year has been a great experience, even with the nationwide pandemic. As we leave primary school, we hope that next year's school captains will continue to improve the school and make it a better place for everyone.

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
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

Overall summary of progress

Students worked consistently in a range of collaborative, group and independent situations using all of the specifically designed spaces in the open learning environments until COVID-19 developed. From mid-March, schooling was disrupted and alternate methods of teaching and learning had to be employed. .

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)
To facilitate co-operative learning, different class structures and social skill development, extra STEM Robotics resources were purchased as classroom resources. During COVID and learning from home, extra online subscriptions and programs were purchased to cater for students continued learning needs.	STEM Resources \$16,500 Online resources: PM Readers \$2250, Matific \$2970, Ziptales \$1430, iMaths \$1714, Matharoo \$240, Storybox library \$838, Wheeler ebooks, \$1095, Breakout Education \$400, Cars & Stars \$6397

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)
Despite the disruption to schooling and time at school, Bellevue Hill PS teachers ensured that the students were able to participate and contribute to our very first virtual Art Show. All students exhibited a framed piece of art work which was displayed online for parents to enjoy.	Art Show: Art resources \$4225 Frames \$8187

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
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>The continued implementation of <i>You Can Do It</i> throughout 2020 enabled staff to support students working remotely and at school to stay focused on the 5 keys to success being, confidence, getting along, persistence, resilience and organisation.</p> <p>The Y-Safe Cyber safety program enabled the parent community to collaborate with teachers and students to make positive change in online safety. The positive psychology program Grow Your Mind was trialled and found to support students' understandings and engagement in wellbeing.</p>	<p>You Can Do It \$1785</p> <p>Positive Education PL \$274</p> <p>Grow Your Mind \$2,341</p> <p>Y-Safe Cyberbullying \$1,694</p> <p>SLSO resources \$250</p>

Next Steps

A new Strategic Improvement Plan SIP is being developed for 2021 - 2024

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.	Planning days \$10,000

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)
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. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice, especially for early career teachers. The school identifies expertise within its staff and draws on this to further develop its professional community. 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.	Seven Steps for Writing online \$1,990

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)

Progress towards achieving improvement measures

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.

All staff members participated in *Cultures of Thinking* professional learning with whole school Staff Development days, practical after school meetings as well as in-class support with students through 1:1 coaching.

School Drama \$5,150

Simon Brooks, Cultures of Thinking:
\$12,000 course fees for 2020 and
\$15,00 course fees for 2021.

Other PL:

Gerric Mini Certificate of Gifted
Education \$6,720 + 12 casuals \$6,000

CPR & Anaphylaxis training \$2,623

Next Steps

The Cultures of Thinking action research projects with Simon Brooks will continue in 2021, allowing teachers to explore how they can strengthen their skills to building rich learning environments where students develop a deeper understanding and become critical and creative thinkers.

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.

Overall summary of progress

The successful partnerships of the *Community of Schools in the Eastern Suburbs* CoSiES was affected dramatically by COVID-19 as most activities involved across schools initiatives. The CoSiES Conference for 300 teachers was cancelled and Executive professional learning days postponed due to the pandemic and restrictions on schools.

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)
The Community of Schools of Schools in the Eastern Suburbs (CoSiES) provides professional learning opportunities for 300 teachers from its eleven primary schools. An annual conference is usually held on Staff Development Day 2, however this was cancelled due to COVID-19. In addition, executive and teacher leader professional learning days were also cancelled due to COVID	

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)
The learning alliances cross CoSiES schools were unable to proceed due to COVID	

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

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
COGE	

Next Steps

Plans for the across schools alliances and the CoSiES Conference have been set in place to continue in 2021.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,069	<p>During 2020, due to COVID restrictions, many of our celebratory and experiential activities such as Koori Art and Yarn up were cancelled. However, the teachers continued to ensure that all children in our school were given access to and built knowledge around the First Peoples of Australia and their culture and history.</p> <p>One Year 6 Aboriginal student was nominated for a 2020 Deadly Award for her 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.</p>
English language proficiency	\$240,645 - staffing EAL/D teachers \$51,412 - flexible funding	<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>Flexible funds provided extra support teachers to create additional small groups in classes during literacy and mathematics sessions.</p>
Low level adjustment for disability	\$85,964	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)	\$104,134	Funds were used towards a teacher allocation for an extension Year 5/6 class to cater for the gifted students.
Socio-economic background	\$6,866	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	\$47,818	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.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	308	292	282	267
Girls	311	294	284	257

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.2	96.2	95.1	93.7
1	94.5	94.5	93.7	94.3
2	96.5	94.2	94.5	95.1
3	94.9	94.8	96.6	96
4	96.3	95.7	94.6	95
5	96.4	95.2	94.4	94.3
6	95.5	93.3	95.4	94.4
All Years	95.6	94.9	94.9	94.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	19.73
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	2.2
School Administration and Support Staff	3.96
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	734,727
Revenue	5,378,222
Appropriation	4,977,695
Sale of Goods and Services	19,971
Grants and contributions	356,183
Investment income	2,693
Other revenue	21,680
Expenses	-5,530,527
Employee related	-4,816,496
Operating expenses	-714,030
Surplus / deficit for the year	-152,305
Closing Balance	582,421

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.

	2020 Approved SBA (\$)
Targeted Total	138,725
Equity Total	386,956
Equity - Aboriginal	2,069
Equity - Socio-economic	6,866
Equity - Language	292,057
Equity - Disability	85,964
Base Total	3,841,549
Base - Per Capita	136,125
Base - Location	0
Base - Other	3,705,423
Other Total	491,017
Grand Total	4,858,247

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Every year, students, teachers and parents are canvassed for their opinions about life at school.

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:

98% report high expectations for success

96% students value schooling outcomes

88% students try hard to succeed in their learning

86% students have positive relationships at school

85% report a positive sense of belonging

80% report high advocacy from teachers and adults at school.

83% students have positive behaviour at school

83% students participate in school sports

78% students are highly interested and motivated

63% students have positive homework behaviour

56% students have a high rate of participation extracurricular school activities

Teachers also participate in a separate *Tell Them From Me* survey with a focus on learning. Teachers strongly agree with the following:

- 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
- 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.

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 appreciate the new facilities with the open plan classrooms, more space, flexible furniture, a teacher's office and storage.

Parents also participated in the *Tell Them From Me* survey with increased perceptions across all domains: Parents feeling welcome at school and being informed, that the school is safe and inclusive as well as supporting learning and positive behaviour.

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.**

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.

During 2020, due to COVID restrictions, many of our celebratory and experiential activities such as Koori Art and Yarn up were cancelled. However, the teachers continued to ensure that all children in our school built knowledge around the First Peoples of Australia and their culture and history.

In 2020, 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 Syllabus documents. Strategies included the use of quality literature with critical and creative thinking applied across the arts and science and technology.

Although official NAIDOC Week celebrations were postponed to keep our community safe, BHPS still formally recognized and acknowledge its importance. The NAIDOC Week theme of *Always Was, Always Will Be* was integrated into all grades, through explicit teaching and art and literacy programs with embedded perspectives. Students explored the meaning of the theme and acknowledged that the land we live, work and learn on has always been Aboriginal and Torres Strait Islander land and plays a major part in their cultures, historically, at present and into the future.

One Year 6 Aboriginal student was nominated for a 2020 Deadly Award for her 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. These awards were presented at our end of year presentation days.

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. 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.

Bellevue Hill Public School is proactive in developing an understanding of racism and discrimination through Student Welfare programs and practices. An Anti-racism officer is nominated each year and training provided where applicable.

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 58% 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.