

2020 Annual Report

Belrose Public School



3748

Introduction

The Annual Report for 2020 is provided to the community of Belrose 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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School vision

Belrose Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for every student.

Our vision is to develop students who are:

- * actively engaged in their learning
- * challenged creatively, critically and intellectually with skills, a deep understanding and deep knowledge and to have the capabilities for the future which will involve multiple careers and emerging technologies
- * striving for personal success in all areas of the curriculum and personal pursuits
- * self-motivated learners to reach their full potential
- * able to develop areas of interest in the creative arts, performing arts and sport
- * confident to interact and communicate with peers and adults and to work collaboratively,
- * caring, responsible and respectful members of society.

School context

Belrose Public School is situated on the Northern Beaches of Sydney where we enjoy a closeness to the beach and bush. Our school is dedicated to the ideal of a quality education for all. Belrose Public School is a dynamic, inclusive school where the pursuit of excellence and personal best is at the forefront of our school ethos. All decision making is based on what is best for our students. Professional, dedicated teachers are committed to developing a love of learning by engaging each student within a nurturing, safe environment. Quality teaching is paramount with an emphasis on literacy, numeracy and technology. Teachers provide an extensive range of curricular and extra-curricula opportunities so that our students have access to a rich, vibrant education. Our community values of respect, responsibility and personal best are taught and encouraged.

The partnership between teachers and parents is highly regarded and this synergy has enhanced the learning outcomes of our students. We have a very generous, proactive, innovative and supportive parent body. Belrose Public School offers a rich variety of extra-curricula programs. These include: Maths Olympiad, Chess Club, PSSA sport, K-2 Fundamental skills, Training, Concert and Performance bands, choirs, dance groups, Music and Japanese lessons K-3, Year 6 Leadership opportunities, Public Speaking, Peer Support Programs, Environmental group and lunchtime coding groups. The regional band and choir, 'Arts Alive', rehearse weekly at Belrose PS and the Japanese Community Language program is offered on weekends.

Belrose Public School is a PBL (Positive Behaviour and Learning) school. We successfully provide a safe, nurturing and engaging learning environment in partnership with students and the school community to ensure all students can learn effectively and grow with confidence in a positive school climate of mutual respect, shared responsibility and support. An out of school care facility is featured before and after school as well as during vacation times.

Students have access to our STEM room, computer room, laptops, ipads, robotics, library, hall with production lights and sound, covered netball/basketball courts, climbing equipment, sandpit and 3 hectares of space for students to use during breaks.

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 | Excelling |
| LEARNING: Wellbeing | Excelling |
| 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 | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Excelling |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Excelling |

Strategic Direction 1

Quality Learning

Purpose

To deliver the curriculum through differentiated integrated quality teaching and learning programs. Students are supported by effective wellbeing practices.

Improvement Measures

100% of school programs and practices cater for the range of individualised learning needs through clearly defined and differentiated learning activities and experiences, reflecting deep knowledge of student learning.

100% of teachers implement effective identification processes so that all students access the learning programs they require.

Feedback from whole school surveys, observations and a decrease in the reported number of playground incidents indicates positive, respectful relationships are evident amongst students.

100% of students demonstrate progress through school-based formative and summative assessments.

NAPLAN results indicate students at or above expected growth between years 3 and 5

Student voice indicate an understanding of learning intentions and success criteria, assisting in student engagement and empowerment of their own learning.

Overall summary of progress

Overall progress is noted in evaluation below

Progress towards achieving improvement measures

Process 1: Implement quality differentiated teaching and learning activities to support student progress in literacy development

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>An Instructional Leadership initiative was established by using our staffing entitlement of two days a week for Louise Green, Assistant Principal, to work alongside K-4 staff with maintaining a quality learning environment centred around the effective teaching and learning of literacy and numeracy. The role encompassed co-planning, co-teaching and co-reflecting with the emphasis on effective Reading and Writing processes. This role was having a significant impact but was paused during the COVID learning from home period from the end of term 1 to the end of term 2. Term 3 saw the return of the students learning from school and therefore the professional dialogue and feedback at stage meetings resulted in adjustments being made to teaching/learning programs in accordance with reflections of student learning. Whole school professional learning continued with 'consistent teacher judgement' (CTJ) as a formative process which supported differentiated teaching, particularly in the area of writing. Stage teams collaborated and moderated student writing work samples. Stage teams have monitored and tracked student progress, plotting students on the Reading and Writing Data Wall. Staff group students that are below grade expectations, at, above and further above. A consistent CTJ across stages with discussions around where to next in terms of teaching practices to meet the needs of students. Demonstration lessons were given to increase staff knowledge of the writing process. Key K-2 staff collaboratively developed a Belrose Writing Continuum. NAPLAN was not conducted due to the Learning from home period as a result of COVID. Check in assessments replaced NAPLAN during this time. Our results reflect the school's ability to cater for the needs of a diverse range of abilities through differentiated lessons. Our High Potential</p> | <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$15000.00) |

Progress towards achieving improvement measures

Gifted Educated students thrive within our learning environment. Our Reading results continue to indicate the quality of literacy practices. This acknowledges our commitment and expertise with the teaching of Reading at Belrose PS. Specific personalised Reading programs operate both within the classroom and with our Learning Support Teacher's instruction. The explicit strategies within the Mini-Lit and Multi-Lit programs for a number of years has ensured the school's capacity for catering for the needs of all students. This conclusive evidence signifies the expertise of the teaching of literacy at Belrose PS.

Process 2: Implement quality differentiated teaching and learning activities to support student progress in numeracy development

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>In 2020, we continued to lead school-wide differentiated learning from kindergarten to Year 6. As part of the mathematical project, teaching programs continued to be restructured using research and professional dialogue about how students learn and quality teaching practices. K-6 staff developed ongoing formative and summative assessment tasks that were embedded into the mathematical teaching programs. Stage 3 staff completed professional learning on computational thinking and implementation into their classroom practices. Stage 3 staff planned and began implementation of the BOMP (Belrose Organisation for Marine Protection) project with students. This STEM project embedded mathematical skills such as computational thinking and problem solving. Three K-2 staff attended a refresher professional learning session on TEN (Target Early Numeracy) training which targets intervention supporting students who are at risk of not meeting minimum numeracy targets in Early Stage One and Stage One. TEN has been designed to be implemented within our school's existing numeracy program as well as through incorporating short, focused numeracy strategies throughout the day. Progressive Achievement Tests were completed in the year and are included on our google data form. Its tracking of students indicates that every child is making growth throughout the year. Our Gifted students thrive within the learning environment and carefully crafted scaffolded learning experiences. All students made significant growth in this area between Year 3 and Year 5.</p> | <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$17000.00) |

Process 3: Whole school wellbeing programs eg. nature playground, support positive and respectful relationships and support students to connect, succeed, thrive and learn.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>In 2020, this was a challenging year within this area. Students were taught from home for a period of a term with a staggered move back to full-time schooling. The students and parents' ability to connect with each other was diminished as staff moved their face-to-face teaching to technological platforms for teaching, feedback and assessment. We encourage and expect students to develop and maintain high standards of behaviour at all times and to show Respect, Responsibility and strive to achieve their personal best in all situations. Our Student Wellbeing programs create a safe, caring and welcoming school environment in which students are nurtured as they learn. In 2020, we continue to achieve this through the total school curriculum and the way it is delivered, their corporation of the Positive Behaviour Expectations for Learning and contributing to the school community, social skills programs, the values of collaborative early intervention, the provision of differentiated programs and support which acknowledges differences and promotes harmony and the enjoyment from their learning. Due to our extensive collaboration of staff with the writing of units of work which assists with our linking of outcomes across Key Learning Areas and combined with our innovative practices, students have indicated through surveys that student interest and motivation to learn is 30% higher than in 2018. These results additionally indicate a higher percentage compared to NSW norms</p> | <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$14000.00) |

Progress towards achieving improvement measures

across all schools.

Next Steps

Implication 1

Targets addressed: Reading, Writing and Numeracy

SEF focus themes addressed:

High expectations, Individual learning needs, Teaching and learning programs, Differentiation, Formative assessment, Explicit teaching, data use in planning and to inform teaching, literacy and numeracy focus, collaborative practice and feedback, instructional leadership,

Literature and research underpinning: What works Best: 2020 update (CESE, 2020), How schools can improve literacy and numeracy performance and why it (still) matters (CESE, 2016), Mathematical Knowledge for Teaching Clarity, What Matters Most in Learning, Teaching, and leading FACES (Sharrett), Putting Faces on the Data (Sharrett and Fullan)

Analysis of internal and external data revealed that expected growth for reading, writing and numeracy would be a focus for the new school plan. In considering our options for addressing these needs we are drawing on a variety of research to guide discussion and action at whole school professional learning and in classrooms. Specifically but not exclusively, the 'What works best: 2020 update' (WWB) paper from the Centre for Education, Statistics and Evaluation (CESE) will be a foundation paper that provides evidence-based practice aligned with our pursuit of continuous school improvement. High expectations, Explicit teaching, Effective feedback, Using data to informed practice and Assessment are key elements of our Reading, Writing and Numeracy strategic direction.

The eight quality teaching practices discussed in the WWB paper align with the themes we have identified and will assist us with developing consistent knowledge and practices in order to improve outcomes for all students.

Strategic Direction 1: Student growth and attainment

- Literacy: Reading and Writing
- Numeracy

Strategic Direction 2

Quality Teaching

Purpose

Effective innovative classroom practices to increase student engagement, creativity, critical thinking and problematic knowledge.

Improvement Measures

100% of staff use innovative practices in the majority of teaching and learning activities.

Feedback through surveys of students, parents and students indicate an increase in student engagement, challenge and creativity in learning.

Growth in ICT capabilities of staff and students.

Increased number of teachers take ownership of their professional learning through research, self-reflection and changed practices as a result of quality teaching rounds, feedback and professional learning.

Overall summary of progress

Overall progress is noted in evaluation below

Progress towards achieving improvement measures

Process 1: Implement collaboratively developed integrated teaching and learning programs of all KLAs that develop creativity and students' higher order thinking skills of critical thinking and problematic knowledge.

| Evaluation | Funds Expended (Resources) |
|--|--|
| At Belrose PS, student voice has been significantly enhanced through a change of teaching pedagogy whereby students are contributors of their learning through student engagement, student direction, student regulation and social support. In 2020, Belrose Staff established what the student engagement definition is for Belrose Public School - looks like, feels and sounds like. Students can articulate what an engaged learner is at Belrose Public School and staff have a better understanding of parent attitudes towards student engagement. In 2020, we shared action learning plans with staff, and outlined targets and data gathering processes. Staff were updated on the current place of using the action learning cycle. We gathered data on student attitudes, experiences and relevance of learning as a reflection on engagement. Staff presented their action learning including the reflection on first cycles and insights for the planning of the next cycle. Reflection was carried out on what students now picture engagement in learning is. We reviewed parent understanding and attitudes of student engagement at Belrose Public School. | Funding Sources: <ul style="list-style-type: none">• (\$30000.00) |

Process 2: Implement Performance and Development Plans that align with the school plan, NESA syllabus documents and the Australian Professional Standards for Teachers

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Professional learning sessions communicated to the staff the process of PDPs. ie. Teachers and school leaders work together to establish key goals and learning opportunities, monitor and evidence progress, and provide formal and informal feedback and recognition for achievement. Planning Days for each stage organised to ensure collaboration of units of work. Staff discussed their PDPs with their supervising Executives. They reflect on practice to identify strengths and opportunities for growth that may inform the performance and development goals for the year. Agreed goals are | |

Progress towards achieving improvement measures

discussed with the supervisor and identified appropriate evidence to show progress. Assessment of appropriate resources for staff to meet PDPs is arranged. Staff to meet with supervisors to show programs and use of differentiation. Feedback sheets, using the professional standards records measures notes by supervisors. QTSS allocation is used by APs to co-plan, co-teach and co-evaluate with members of their stage. Engage in professional learning activities and collect evidence to reflect on and evaluate progress. Reflection part of the PDPs are evaluated and directions are adapted to needs. Staff met with the Principal to share their programs and use of differentiation. Feedback continuously received and noted on feedback/mentoring sheet. Teachers evaluated their own goal progress/achievement prior to the review session by the supervisor.

Process 3: Develop Professional Learning Communities/Action Learning Teams to facilitate reflective practice, collegial feedback and the development of innovative classroom practices.

| Evaluation | Funds Expended (Resources) |
|---|--|
| We additionally engaged our students by using technology with the 21st century fluencies of collaboration, critical and creative thinking within our project-based learning for the BOMP 'Belrose Organisation for Marine Protection'. Michael Regan, the Mayor, spoke at length with the students as well as Jason Falenski (MP) and Jann Pattinson (Director, Educational Leadership). All of our distinguished guests spoke of how Belrose Public School is leading the field in deep learning and engagement. All students have had the opportunity of using the Virtual STEM Share kit which is on loan by the Department. Additionally, we have the capacity to have one device between student with ipads, laptops, desktops, makey makey and hummingbirds available for all students and all staff. | Funding Sources: <ul style="list-style-type: none">• (\$30000.00) |

Next Steps

Implication 2

Targets addressed: Wellbeing

SEF focus themes addressed:

A planned approach to wellbeing, Individual learning needs, behaviour

Literature and research underpinning: The mindset continuum (James Anderson), The Agile Learner (James Anderson), Student Wellbeing: A Literature Review (CESE), Social and Emotional Learning: A Brief Overview and Issues Relevant to Australia and the Asia-Pacific Rebecca J. Collie, Andrew J. Martin and Erica Frydenberg

Survey results and other internal evidence revealed that wellbeing would be a focus for new school plan. There are strong relationships between the work we will do in implication 1 and wellbeing. The need to revise and update the PBL process as well as improving student engagement and resilience will be met by strategically creating whole school frameworks for supporting student and teacher wellbeing using the key factors outlined in the CESE literature review (e.g. connectedness). To further support the engagement and enhancement of wellbeing, a whole school approach to creating positive 'mindsets' of agile learning will be explored and embedded in our whole school PD program. Wellbeing, classroom management and Effective feedback are key elements of What Works Best within our Wellbeing strategic direction.

Strategic Direction 2: Wellbeing

Strategic Direction 3

Quality community partnerships and excellence in service delivery

Purpose

To foster a school-wide culture of high expectations and a shared sense of responsibility for community and student engagement. Excellence in service delivery and management processes.

Improvement Measures

100% of staff actively participate in the Community of Schools group

100% of staff utilise the expertise and collaboration of our academic, parent and community partners

Service delivery, administrative and management processes exhibit a high level of satisfaction through results of surveys.

Growth in participation of parents and the broader community with school-based initiatives

Feedback from staff and parent body indicates resource allocation, management practice and process requirements effectively managed

An increase in the number of learning projects being led by staff

Overall summary of progress

Overall progress is noted in evaluation below

Progress towards achieving improvement measures

Process 1: Implement effective community partnerships with preschools, high schools and universities so students can connect and share new learning with others

| Evaluation | Funds Expended (Resources) |
|--|---|
| The school fosters a school-wide culture of high expectations and a shared sense of responsibility for community and student engagement. All staff actively participate in the Community of Schools Group and utilise the expertise and collaboration of our academic, parent and community partners. Effective partnerships continue with Davidson High Schools and Aranounbai SSP, Sydney University, local businesses such as Bunnings and IGA and communities of schools to deliver rich, relevant and meaningful learning experiences. The P&C continues to be an active, motivated and supportive committee of all of the school's initiatives and will continue to engage all members of the community through a variety of events throughout the year. | Funding Sources: <ul style="list-style-type: none">• (\$8000.00) |

Process 2: Implement school plan and reporting achievements with a focus on the development of all staff to share the responsibility

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| The Belrose staff are a highly professional and cohesive staff who are very proud of their work. Together, as a staff we maintain our focus on the strategic directions of the schools with joint collaboration with its implementation and required reporting. | |

Process 3: Implement effective service delivery, administrative and management processes and continue to expand business partnerships

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
|------------|----------------------------|

Progress towards achieving improvement measures

The school's service delivery, administrative and management processes exhibit best practice. Belrose Public School has continued to enhance our quality community partnerships and excel in service delivery as indicated in the highest ranking in the Tell Them From Me Parent survey of 89%.

Next Steps

Implication 3

Targets addressed:

SEF focus themes addressed: Expertise and innovation, High expectation culture, Continuous improvement, Technology

Literature and research underpinning: **TPACK** (Schumann), Stanford d.school Design Thinking Process, A continuum of STEM integration (Vasquez, 2014)

Building on our community connections to improve learning and engagement is a focus for our new school plan. Through our existing embed STEM pedagogies, innovative and integrated learning programs using Project Based Learning (PBL) paradigms, collaboration in learning with colleagues from Community of schools, preschools and universities will impact students' thinking and broaden teachers' pedagogical practices. Collaboration, Explicit teaching and wellbeing are key elements of our strategic direction 3.

Strategic Direction 3: Student, staff and community partnerships in learning and engagement

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--------------------|--|
| Aboriginal background loading | \$1,017 | The school's Aboriginal student achieved curriculum outcomes and displayed learning commensurate with her age and level of schooling. One teacher regularly attended Warringah Community of Schools Aboriginal Reference Group meetings, where resources and ideas were shared with local Primary and High Schools, such as a new Aboriginal programming for the History, Geography and English syllabi. The Community of Schools excursions during 2020 were unable to occur due to COVID. We therefore are able to forward this money onto 2021. |
| English language proficiency | \$15,036 | In addition to LaST funding \$5222:00 is allocated to fund further SLSO support of students identified by the learning support team, including EALD students. |
| Low level adjustment for disability | \$60,569 | Flexible funding was also spent on Learning Support Officers. These officers provided support for students from K-6 with additional needs who do not have targeted funding. Support staff were timetabled on every playtime to support the emotional and social development of students. The preparation of resources was undertaken most afternoons. |
| Quality Teaching, Successful Students (QTSS) | \$51 651.00 | QTSS funding made possible the Instruction Leadership role of two days a week for co-planning, co-teaching and co-reflecting with K-4 teachers in the areas of literacy and numeracy. QTSS funding provided time for technology support with our 2nd strategic direction. QTSS Days were used for the collaboration of unit writing as well as ensuring that class programs were continued when staff members were required to accompany students at programmed events. |
| Socio-economic background | \$5,904 | By providing Learning Support Officers time in classrooms, students from socio-economically disadvantaged backgrounds have been better supported academically and socially. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 158 | 148 | 134 | 111 |
| Girls | 145 | 141 | 133 | 127 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 96.3 | 96.9 | 96.6 | 97.8 |
| 1 | 94.6 | 94.1 | 95.1 | 96.5 |
| 2 | 95.9 | 95.3 | 95.8 | 97.5 |
| 3 | 94.4 | 95 | 95.5 | 96 |
| 4 | 97 | 93.8 | 95.3 | 96.8 |
| 5 | 95.6 | 95.7 | 96.6 | 96.5 |
| 6 | 95.4 | 95.1 | 95.3 | 97.5 |
| All Years | 95.7 | 95 | 95.7 | 96.8 |
| 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 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 7.24 |
| Learning and Support Teacher(s) | 0.6 |
| Teacher Librarian | 0.6 |
| School Administration and Support Staff | 2.42 |

*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 | 357,067 |
| Revenue | 2,347,634 |
| Appropriation | 2,122,479 |
| Sale of Goods and Services | 1,110 |
| Grants and contributions | 222,809 |
| Investment income | 1,236 |
| Expenses | -2,455,082 |
| Employee related | -2,110,352 |
| Operating expenses | -344,729 |
| Surplus / deficit for the year | -107,448 |
| Closing Balance | 249,619 |

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 | 93,355 |
| Equity Total | 112,526 |
| Equity - Aboriginal | 1,017 |
| Equity - Socio-economic | 5,904 |
| Equity - Language | 15,036 |
| Equity - Disability | 90,569 |
| Base Total | 1,819,967 |
| Base - Per Capita | 64,215 |
| Base - Location | 0 |
| Base - Other | 1,755,752 |
| Other Total | 85,823 |
| Grand Total | 2,111,671 |

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.

NB Equity - Disability funding is \$60 000

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

Each year, schools are required to seek the opinions of parents, students and teachers about the school. 'The Tell Them From Me' survey is designed to provide the school with insight to guide school planning and to identify school improvement initiatives. 'The Focus on Learning Survey' is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. The first 'effective schools' research assesses eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong indicators of student achievement. The second paradigm, related to Dimensions of Classroom and School Practices, is based on the learning model followed by the Outward Bound program.

This Belrose PS report provides results based on data from 11 respondents in this school who completed the Teacher Survey between 27 Aug 2020 and 30 Aug 2020. The survey results indicated that all teachers were supported by an effective leadership team. Leaders worked with staff to create a safe and orderly school environment, to assist staff to establish challenging and visible learning goals for students and that leaders helped staff to improve their teaching. Collaboration was high as teachers considered they have worked with other teachers in developing cross-curricula or common learning opportunities (71%), discussed strategies that increase student engagement (79%) and discussed learning problems of particular students with other teachers (91%). An effective learning culture amongst staff has been established with setting high expectations for student learning (86%), in most cases discussing the learning goals for the lessons (79%) and monitoring the progress of individual students (84%). Teacher survey results indicate that within the teaching strategies, students are very clear about what they are expected to learn (79%) and teachers discuss with students ways of seeking help that will increase learning (84%). Teachers rate highly how Belrose PS is an inclusive school. This year's survey shows an increase in how students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter (75%), assist students to use computers or other interactive technology to undertake research (84%) and help students to overcome personal barriers to using interactive technology (79%). Areas for a continued focus within the teacher survey were using data to inform practices. Results indicate a positive shift in this area of our strategic direction as teachers are additionally using formal assessment tasks to inform lesson planning (75%) and providing examples of graded work (71%). These areas continue to be a focus within our professional development.

The 'Tell Them From Me' parent survey was completed by half the number of last year, being 16. This could be due to the effects of the COVID virus with parents busy with other matters. In most areas surveyed, the results were higher than those of the NSW Government norms. Belrose PS's parents are aware that the school supports positive behaviour and safety programs at school, scoring higher than the state norms. 82% of parents think the school rules are well known to the students. Parents indicated that they feel welcomed at Belrose PS with the administration staff scoring the highest percentage in the three surveys of 83%. Overall, all Effective communication avenues are noted by all parents through informal meetings, reports, newsletters, emails and social media. There is an increase in the percentage of parents who felt that they were informed about their child's progress and felt that their child's progress was written in terms that they understood, 41% down from 82% felt informed about their child's behaviour, whether positive or negative, 48% down from 86% were well informed about their child's progress in school subjects and 41% down from 86% were informed about their child's social and emotional development. 36% down from 57% of parents talk to their children about how important school work is and 45% down from 61% discuss how well they are progressing. More parents indicated that they want less time spent on homework. 82% of parents think teachers encourage their children to do their best. 69% of the parents have definite educational aspirations that their child will attend university with 100% expecting that their child will finish Year 12.

The student survey provides results based on data from 95 students from Years 4, 5 and 6 in the school who completed the survey between 27 Aug 2020 and 05 Sep 2020 and is compared to NSW data collected in 2019. Belrose Public School continues to have a high rate of positive social and emotional outcomes. 93% of Belrose PS students compared to 84% of NSW students experience a high rate of participation in sports with an instructor at school, other than in a physical education class. 84% of Belrose PS students compared to 55% of NSW students have a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee. Students with a positive sense of belonging-feel accepted and valued by their peers and by others at their school is 65% compared to 81%. 87% compared to 85% of students at Belrose PS have friends at school they can trust and who encourage them to make positive choices. The students acknowledge that the classroom management is highly effective when compared to the state. 68% of students strongly agree or agree that they expect to go to university. Many drivers of student outcomes not only rely on the quality of the teaching staff but on the positive attitudes to learning and higher levels of perseverance by the students. Survey results suggest a focus for 2020 be with one of our main values of 'Personal Best' at the forefront. Survey results which justify this include: 95%, up by 2% of students at Belrose value schooling outcomes compared to 96% of the state. Consistent with previous years, 68% of students are interested and motivated in their learning and 41%, up from 35% of students hold positive homework behaviours compared to 63% of the state. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. is on par with NSW average of 77%. 29% to 45% of Belrose PS boys have increased their persistence rate from 29% to 45% and 57% is up compared to 53% to last year. 48% up by 2% from 2019 of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge compared to 53% of the state norm. 20% of students were confident of their skills but did not find classes challenging compared to the NSW norm of 26%. 26% of students were

not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%. 6% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

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.

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.

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.

Other School Programs (optional)

Aboriginal Education and NAIDOC Week

Throughout 2020, all classes continue to have cross-curriculum priorities encompassing Aboriginal and Torres Strait Islander histories and cultures embedded into teaching and learning programs, with particular emphasis in the Key Learning Areas of History, Geography and Literacy. These perspectives were taught in line with the NSW Syllabus for the Australian Curriculum. As a school, we continue to use the 'Acknowledgement of Country', which was written by the Year 6 Leaders in 2017 at all assemblies and formal occasions. Due to Covid, we have only had one meeting online for the Warringah Community of Schools Aboriginal Reference Group meetings that usually take place once a term. Resources and ideas have been shared with local Primary and High Schools at this meeting, such as new Aboriginal programming for the History, Geography and English syllabi. In addition, the school is a member of the Aboriginal Studies Association, which also provides quality, Aboriginal resources and professional learning opportunities for teachers. All students at Belrose celebrated NAIDOC Day on the 30 July. The day centred around the creation of a beautiful art canvas that included Aboriginal themes and symbols. Belrose now has a beautiful, Aboriginal painted mural as a permanent memento of the day. It has been a very exciting year for Aboriginal Education at Belrose. Mrs Stephens and Mrs Iwakura

LIBRARY

Inquiry Learning

This year we were very fortunate to have Mrs Jones working with 1 of our stage 3 classes. During Semester 1, we looked at the Threats to the Ocean and completed research, which then culminated in the students producing a short movie. We were working in very closely with the STEM work they were doing with their class teachers. In Semester 2 we were doing the topic Australian Colonies and they have produced google slides outlining their research.

Premier's Reading Challenge

Many children registered for the Premier's Reading Challenge this year. We had over 45 children gaining a Participation Certificate, among these were children achieving a Gold Certificate for completing the Premier's Reading Challenge for 4 years, and some students for gaining a Platinum Certificate which is completing the Premier's Reading Challenge for 7 years. This is a wonderful achievement for a small school.

Library Staff

I would also like to thank Mrs McInnes for her help in the library this year. Her help is very valuable to ensure the smooth running of the library. A special thank you to Mrs Rojas for covering books.

Book Week

To celebrate Book Week this year we had a group of performers come to our school. The Greatest Discovery is a highly interactive incursion where the entire audience explores the very best Australian Children's books and the 2020 CBCA Book Week theme: CURIOUS CREATURES, WILD MINDS. The Greatest Discovery combines a love of reading and books with a celebration of diversity and competition.

CHESS

Belrose Chess Club has consisted of students from Years 3 to 6 this year, who have enthusiastically participated in a school based competition on a regular basis every second Friday before school. Due to COVID restrictions, Belrose has only entered 2 teams in the NSW Junior Chess League in Term 1. All other events were cancelled. Chess has been a wonderful opportunity for so many highly engaged students, who are able to enjoy playing chess using higher order thinking skills on a fortnightly basis. Lianne Stephens (Class teacher)

HIGH POTENTIAL GIFTED EDUCATION

Stage 3 Enrichment Programs had a number of Year 5/6 students attended an Extension Studies program at Balgowlah Boys High School in Semester One. This was a comprehensive program teaching science, Technology, History and Mathematics. Similarly, several Year 5 students attended Davidson High School for two terms, to participate in a variety of enrichment activities including Drama, Technology, Languages, Design, Science, Mathematics and Environmental Studies.

Premier's Spelling Bee

Unfortunately, due to COVID, the Premier's Spelling Bee could not be run.

Gateway Workshops

Unfortunately, due to COVID, the Gateway Workshops could not be run.

ICAS Competitions

This year many of our gifted and talented students participated in the Digital Technologies, Science, Mathematics and English ICAS Competitions. Our students achieved 9 Distinctions across these competitions, placing those individual students' results in the top 2-10% of participants in Australia. Miss Jarvis

Stage 2 Maths Olympiad

Talented mathematicians from Stage 2 were chosen to participate in Maths Olympiad sessions every week in Terms 3 and 4 to prepare them for participation in the Maths Olympiad Competition in Stage 3. They worked very enthusiastically to improve their problem solving skills and conscientiously completed higher order thinking tasks in the classroom. All students enjoyed the collaborative learning environment. Mrs Stephens

Stage 3 Maths Olympiad

Belrose PS had 8 Stage 3 mathematicians participate in the Maths Olympiad interschool competition this year. These students were selected by their class teachers due to their outstanding problem solving and numeracy skills. Over the course of the year our team sat five exams against teams of students from over 1000 other schools. Our Maths Olympiad team worked tirelessly to further develop their problem solving skills this year. Miss Jarvis

K-6 PUBLIC SPEAKING COMPETITION

Belrose Public School held the K-6 Public Speaking Competition in Term 3. All students developed their public speaking skills by participating in oral presentation activities in class, including impromptu, in preparation for the competition.

Students became familiar with the rubric that clearly stipulated expectations at each grade level. All speeches were well-written and articulately presented with confidence, expression and poise. A Grade Champion was selected by an external adjudicator and complimented all students on their effort. Following this, the winners of the Year 2, 4 and 6 competition competed against students from the Community of Schools. Michelle Kabalan (Class teachers)

PERFORMING ARTS

Dance - Senior Girls' Dance

The Senior Girls' Dance group catered for students in Stage 3 (Years 5 & 6). There were 24 students who rehearsed weekly and assisted with choreography, costume design and performed at Presentation Night. Students experienced a variety of expressive dance styles and created new performances for the varied audiences. Mr Warren

Dance - Senior Boys' Dance

The Senior Boys' Dance group is a highly enthusiastic and committed group of 20 boys from Year 5 and 6. They rehearsed weekly and have performed at Presentation Night. Unfortunately due to COVID Sydney North Dance Festival was cancelled and the boys were unable to perform at the Glen Street Theatre. Mrs Meikle

Junior Dance

The Junior Dance Group consisted of enthusiastic boys and girls selected from Years 3 and 4. They rehearsed weekly during Monday lunch times. Unfortunately, due to COVID Sydney North Dance Festival was cancelled and the boys were unable to perform at the Glen Street Theatre. The dance group also performed at Awards Day for Stage 2 and K-2. Miss Jarvis

Band program

Band continues to be a strength for Belrose Public School, under the expert leadership of Janella Fyfe and Katie Anderson. Despite the restrictions imposed by Covid, the bands have still endeavoured to rehearse on a weekly basis using Zoom or face-to-face sessions. Luckily, we were able to have performance opportunities on the school presentation days. We hope that in 2021 the bands will be able to resume all the wonderful events that usually occur, like school and public performances and the band tour. Mrs Killick

Choir - Boys' Choir

In its sixth year, the Boys' Choir catered for boys in Stage 3 (Years 5 & 6). Students have practised more challenging pop songs and sung in harmonies, developing singing skills and teamwork to meet a common goal. Students assisted with song selections and arrangements. Due to COVID, all public performances were cancelled but while able to sing enjoyed the time spent singing together. Mr Warren

Choir - 2-6 Choir

We started the year enthusiastically meeting every Wednesday morning, with a group of around 50 Year 2 to 6 boys and girls, singing our hearts out with Mrs Jane Cohen and Mrs Rebecca Jones. We planned a singing repertoire that was to encompass everything from accompanied contemporary through to a cappella pieces. Unfortunately due to COVID-19 we were unable to meet and sing for much of the year. The students mostly sing in two part harmony and we look forward to more opportunities to sing in 2021. Year 4 to 6 students were to perform in the Arts Alive Combined School Choir at the Sydney Town Hall. We look forward to having this opportunity in 2021. Mrs Jones and Mrs Cohen

K-2 Performance

"What an amazing performance! I loved every second". "Bravo". A wonderful script and fun choreography, once again, wowed the audience. What a team effort! Each K-2 class performed their own item involving drama, dance and music. All acts tied together to create our musical, "A Magical Carpet Ride". What a wonderful way to be immersed in the Creative Arts. The children were so excited to be performing for an audience and thoroughly enjoyed the experience on stage. We loved having our local pre-schools visit us. Our gold coin donations are helping sponsor our World Vision child. Mrs Adamo

SUSTAINABILITY

There is nothing better than eating vegetables and fruit straight from the garden. Just ask the enthusiastic members of the Belrose Public School Garden Club. At Belrose Public School we continue to value environmental education and support sustainable practices. Mrs Iwakura and Mrs Staples

This year we received a Sustainable School's Grant which allowed us to expand and redevelop the vegetable garden to include more planter boxes for growing, harvesting and tasting homegrown vegetables. We also included an indigenous

bush tucker garden and a yarnning circle to take our classrooms and learning opportunities outside.

The Garden Club meets every Thursday morning to weed, plant, care for and pick our produce. The vegetable garden continues to be used by classes in many Key Learning Areas. Magnifying glasses provided opportunities for looking at the insects and plant growth. Students looked at the pests and beneficial insects in the garden, learning how to use organic means to deter unwanted creatures from eating the produce.

Composting systems set up by Kimbriki Resource Recovery Centre continued successfully. All vegetable and fruit waste went into our composting bins, thus producing nutrient rich soils for our gardens. Eco Warriors were responsible for undertaking the collection of and turning the compost each day. Kimbriki continued to support our endeavours through their school's program educating our Eco Warriors weekly.

We introduced a Waste Reduction Campaign diverting rubbish from landfill. Waste Stations were set up in our playgrounds, classrooms, office and staffroom for students and staff to separate their rubbish. Co-mingling, paper, soft plastics and compost bins allowed us to reduce our general waste significantly. Every Thursday approximately 20 Eco Warriors meet to check and sort through the recycling to ensure contamination does not affect the recycling process or diversion from landfill.

Beeswax wrappers, made by the students, continue to sell at our front office, encouraging families to use alternatives to plastic.

STAGE 3 STEM - BOMP

This year's focus for Stage 3, plus the Year 4 students from 4/5S, was on current environmental issues impacting our oceans. The students were required to design an oceanic life form that was evolved to solve one of these issues.

The required background knowledge was the students' need to understand what the oceanic issues are, what is a life form and how natural and artificial selection impacts how a life form adapts to its environment.

During Term 1 and into term 2, due to COVID-19, the students investigated oceanic impacts in the library. These sessions fulfilled the geography component of the semester. The students used the New Oceans text as a mentor text and reference to research what are some current issues impacting our oceans.

In class science sessions the students investigated natural selection and artificial selection fulfilling the Science component of the year.

The students demonstrated their understanding of these topics through their writing of pitch. This pitch was a persuasive text presented to the Stage 3 teachers individually and finally to Mrs Zorian, the Principal. The students received direct feedback via the marking rubric and needed to receive green light on all the required sections before they could move forward to building in.

This robot was based inspired by the life forms represented in the Aquatica mentor text. The students investigated this text and used it as a model to design their robot, created a photoshop representation and a field guide entry.

After this period the students moved into using the Stanford design process to create a solution to this problem. The students used different material and the hummingbird robics to create their lifeform. The students use Tinkercard to create chassis, pulleys and other parts to make their robot move in various ways. These required many prototypes and tinkering of various ideas to perfect. They recorded and self reflected on their creation.

The open night was minimized due to COVID-19. We could not have the open night, so we had a day opening that involved Jason Falinski (Warringah MP), Michael Regan (Northern Beaches Mayor and Jann Patterson (Director, Educational Leadership) to provide the real world audience for the students to demonstrate their understanding and knowledge. We also used the other grades in the school to come in and provide an audience for the students.

Before Dawn Creative team also attended the day to create a record of the day, creating a short video capture of the day. Mr Davidson

TECHNOLOGY

Belrose Public School has had a great year in the ICT room exploring new software and technology. We aim to equip our teachers and students with knowledge and skills to keep up with the fast pace of changing Technology.

This year we had a dedicated K-2 Technology Teacher who taught alongside K-2 teachers weekly in the Technology room. All lessons were developed in collaboration with the Stage Teams to ensure lessons were aligned with classroom teaching. Students were involved in a variety of lessons including coding, creating videos, GSuite, Robotics, Digital Citizenship, Green Screen, emailing as well as continuing to familiarise them with the different programs within the Microsoft Office suite. They presented ideas and knowledge using the software Shadow Puppets, Seesaw and Book

Creator.

All students from K-6 have access to an array of equipment including computers, iPads, Digital Cameras, Digital Microscopes, Green Screens, Robotics and a variety of tools and programs both in the Computer Lab, the library and in our daily classroom routines. Additional hardware and software was purchased to facilitate optimum levels of student engagement with technology. The school's library is fitted out as a 'secondary' computer lab. The computers and laptops are used to underpin the research elements in the inquiry lessons taught.

Professional learning was provided in a variety of forms with all teachers researching, learning and sharing skills, strategies and useful resources. Regular training was provided to all teachers to build staff skills and confidence. As a result devices are being used more frequently, more teachers are sharing knowledge and more technology is being incorporated into everyday teaching and learning across all key learning areas. Mrs Jones

CODING CLUB

We have had an array of dedicated students attend our coding club this year which runs for 2 hours per week. Through the Technology 4 Learning program we secured multiple robotic types for our students to trial including Dash Robots, Lego We-DO kits, Blue-bots, Ozo-bots, Lego Mindstorms, Makey Makey and Micro:bit kits. Students also enjoyed Minecraft and the coding capabilities within the software. Mrs Jones

SPORT

During the year Belrose Public School still managed to run all three sport carnivals for swimming, athletics and cross country. Our students participated wholeheartedly even though they could not advance to Zone level. At our school athletics carnival in Term 3, two students broke three records in the 800m, 1500m and 100m.

At the Warringah Zone Swimming Carnival one student was awarded Girls' Junior Age Champion. Two children were going to represent Sydney North at the Area Swimming Carnival, however due to COVID the carnival was cancelled.

We have competed in the Summer and Winter Warringah PSSA competition in Softball, T-Ball, Cricket, Soccer and Netball. Thank you to the PSSA coaches, Mrs Meikle, Miss Jarvis and Mrs Stephens for their commitment, enthusiasm and support of our students.

During COVID, as part of our online learning, students in Years 3-6 participated in the Premier's Sporting Challenge. This aims to engage young people in sport and physical activity and encourages them to lead healthy, active lifestyles. Well done to all our wonderful Belrose Athletes who achieved their personal best this year. Samantha Meikle (Sport Coordinator)

SWIM SCHOOL

Unfortunately, due to COVID, the Swim School could not be run.

SPORTING SCHOOL GRANT

During the year, the school was entitled to a number of sporting school grants totaling \$3,500. Students that did not attend PSSA were upskilled in a variety of sports. The students developed ball skills, hand-eye coordination and teamwork, applying these skills to basketball and cricket. Mr Warren

SPORTSPRO

K-2 classes have specialised gymnastics lessons taken once a week in Term 2. Term 4 the focus of the sport lessons is "International Games.' Mrs Iwakura

K-2 ATHLETICS CARNIVAL

All K-2 students compete in a Covid safe, fun and exciting athletics carnival in term 3.

Each child runs in a 50m race against children in their year group followed by some skipping, jumping and other race styles. After a picnic lunch the children are engaged in a variety of sport modified games. Lots of fun and excitement was had by all. Mrs Kaban and Miss Jarvis

BUDDY CLASSES

Great excitement all around! Year 6 students embrace the opportunity to be a kind and helpful buddy to the new Kindies. Our Kindies absolutely adore their buddies. Year 6 buddies play a variety of leadership roles. In Term 1 they help their kindy buddy find their morning tea and lunch and spend time with them in the playground to familiarise them with playground and school expectations. As the year has progressed Year 6 buddies have been a vital role in the children's

ICT lessons. With enthusiasm, they help them with logging on and start their journey into the world of coding! Kindy children love seeing their buddies in the playground. They come together for reading, maths, technology and art activities. Year 6 students present their buddy with a special personalised book written and beautifully illustrated by them and they collaboratively create and code a 3D Christmas decoration. Mrs Green

JAPANESE PROGRAM

Konnichiwa Belrose! Our classes have continued to explore the cultural traditions and stories of Japan and to extend their knowledge of the Japanese language. Students in Kindergarten, Year 1, Year 2 and Year 3 all participated in a Japanese Day where they read a traditional Japanese folk story, learnt and participated in Japanese games, taste tested some traditional food, used calligraphy to write words in Kanji and made origami. The students were helped along the way with some Year 9 Japanese students from St Pauls Catholic College Manly. These students took on a leadership role and used their skills to teach and converse with Belrose students in Japanese. It was a busy day but lots of fun with the St Pauls students commenting on how lovely the Belrose students were. In Term 3, Year 3 students used the vegetable garden within the school grounds to learn vocabulary of the different vegetables being grown. They then made a map and was able to converse with a native Japanese speaker about our vegetable garden. Rochelle Iwakura (Japanese Teacher)

KINDERGARTEN TRANSITION PROGRAM

Our Transition to 'big school' program helps to ensure children experience a smooth and happy transition to Belrose PS. This year, children spent three fun-filled consecutive Thursday mornings in a Kindergarten classroom with a Kindergarten teachers, teachers' aide and some Year 5 helpers.

A varied approach was required this year, which saw no parents entering the classroom to settle their children (Covid rules). This had many unexpected positive spin offs; specifically the way the children demonstrated resilience and independence when entering the room without their parents...a sign of a great 2021 to come! The children were mostly excited and some, a little nervous but very brave!

As children entered the classroom, they freely explored and engaged in a variety of activities similar to what they might find at play-based preschool environments, including construction, puzzles, collages, drawings, books, play dough and home corner for role play. After activities it was time to experience 'fruit break, some quality literature, maths fun, and on the last Thursday, a Japanese cultural experience.

Parent information sessions were completed via Zoom, and after a few minor technical glitches parents were well-informed about school readiness, what to expect in the first few days, and the 'big picture' of all-things-Belrose PS. A most successful and rewarding transition experience for the teachers and children. Mrs Green

CHARITIES

Stewart House - Belrose students raised \$813.40 for the children at Stewart House this year. On the 11th June, students came to school straight from bed, dressed in their pyjamas for Pyjama Day! Then on the 10th September, students supported Stewart House dressed in blue for the day. What a wonderful effort by the Belrose students!

World Vision Sponsorship - Belrose P.S. has had a long tradition of sponsoring a student through the World Vision organisation. During 2020, we have supported and followed the progress of Paul Ndurutu, who lives in Kenya. Our school held a Crazy Sock Day on the 23rd September to raise funds to continue supporting Paul. This year, through the generous donations of many students and their families we raised \$354.35. This money will contribute to supporting Paul and his local community, who have been suffering from severe drought, with food, clean water and health care. Lianne Stephens and Jane Cohen (Class Teacher and LST)

CAMPS

This years camp was to the Great Canberra Expedition. The students braved the early start and exceptionally cold rest stop at Sutton Forest to arrive at our nations capital. Through the fine sleet the students made their way through to the National Exhibit to learn all about the designing and creation of the bush city. Next we arrived for a brief feed to undertake a tour guided tours and exploration of the War Memorial. Then onto the monumental parliament house. We gazed in awe at the spaces where all the major decisions in our grand democracy are debated, both the lower and upper house. We role played how laws are created, though a chorus of Lachie A yelling "order". As it became dark the students dragged their wiry legs around the AIS for a tour and play in the games room, as William sleep. Mr Davidson