

2021 Annual Report

Bellevue Hill Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Bellevue Hill Public School Leading the Way

Bellevue Hill Public School is recognised as a leader in the *Community of Schools in the Eastern Suburbs CoSiES*, a highly successful professional learning community with eleven primary schools, one special school and one comprehensive high school. CoSiES is renowned for inspiring collaboration across its schools, collectively striving for continuous improvement of student outcomes and the building of teacher capacity in all areas of learning.

2021 commenced positively with professional learning being provided for principals and executive from the surrounding schools on exploring data to improve reading and mathematics outcomes as well as school strategic planning. Furthermore, the capacity of early career teachers across the network was developed through professional learning on teaching reading and behaviour causes and management.

Bellevue Hill PS was invited by the Director, Educational Leadership, to participate in an action research project with five other schools in the Bondi Network, to improve reading and mathematics across the network.

Bellevue Hill PS commenced the year positively with a year-long program of professional learning for teachers, aimed to develop deeper thinking skills in the students. This action research project was led by an international consultant, affiliated with Project Zero at Harvard University and was extremely successful in developing thinking routines which teachers embedded in their pedagogy.

Students' participation in a range of sporting activities reached a higher level in 2021 with girls' and boys' representation at a regional, zone and state level in swimming, soccer, cross country, rugby league and basketball.

A major highlight for Bellevue Hill staff and students occurred when emergency assistance was offered to Bondi Beach PS after their school was extensively damaged by fire at the end of Term 2. The hosting of an extra 540 students and teachers was an absolute pleasure.

Unfortunately, the educational delivery for our students and teachers in the second semester of 2021 was dramatically changed by the global pandemic. With more than 14 weeks of remote learning, during our longest lockdown period, spanning over two holiday periods, parents once again became instant teachers, grappling with the demands of home schooling. Our busy calendar once again was filled with cancellations, school life was very restricted and parents unable to enter onto school grounds.

However, despite all the restrictions, students remained positive and enjoyed all opportunities which were made available to them, especially when they were finally able to return to school in mid Term 4. Although our new vocabulary focused on cohorting, ventilation, hygiene, sanitisation, enhanced cleaning, vaccination, masks and social distancing, it was a joyous event seeing the children back at school, happy and safe in their classrooms.

Following a staggered return to school after lockdown, restrictions were eased to enable the celebration of many events

such as Spelling Bees, Public Speaking, a Game Changer Challenge, a personal development program, school photos, a modified Year 6 Fete, Kindergarten Orientation on site, Presentation Days and a Year 6 Farewell.

Bellevue Hill PS students are to be congratulated for their resilience, responsibility and maturity in accepting each challenge as it arose, even when their most favoured activity was cancelled. Hopefully, this will stand them in good stead for the life challenges that they may face in the future.

The conscientious teachers at Bellevue Hill PS are also to be recognised for another very successful year. Their efforts and never-ending dedication which consumed many hours outside of school hours, provided enhanced quality education for the students in many different ways. Their commitment is very much appreciated and applauded.

And finally, congratulations to parents for their magnificent efforts in home schooling during lockdown and a special thank you to the P&C for their generosity in providing funding for extra resources and their continued support throughout the year.

Suzanne Bennett

Principal

Message from the school community

Wow, if there's ever been an opportune time to quote the phrase "what doesn't kill you makes you stronger", 2021 is it. Just when the world thought COVID-19 was beaten in 2020, it came back with a vengeance as Delta. Our kids (and parents) endured over 14 weeks of home learning and freedoms we often take for granted were stifled for much of the year.

Accordingly, my first and last year as BHPS P&C President has been somewhat of a bittersweet experience. Many opportunities we could have had to raise much needed funds for our great school were dashed due to lockdown and social distancing restrictions. Our monthly in school face-to-face meetings were morphed into virtual get togethers though this did have the advantage of allowing parents to attend who had previously been unable to join in person due to child minding commitments.

So, rather than assertively seek out new activities, in my quest to give back to the school that has given my 3 daughters so much over the past 10 years, I have instead taken on more of a janitor role, tidying up loose ends that have frayed in recent times, including having our accounts brought up-to-date & audited, setting up standalone President, Treasurer & Secretary email accounts and getting our P&C Association incorporated - a necessity imposed by the P&C Federation which we had somehow eluded for many years.

Having achieved the above changes, albeit with some delays in this COVID-19 ravaged year, I can proudly say I am now ready to confidently hand over to a new executive team, knowing they will guide Bellevue Hill's P&C to new levels and provide lasting benefits to the School. To the incoming office bearers, I wish you patience, strength and perseverance - while there may be times when you wonder why are you bothering, rest assured it is well worth the effort, knowing that the decisions you make DO make life at BHPS better for your kids.

Ultimately, P&C's are there to fund expenditure not within the School's budget and, while our fundraising ability was severely limited this year, we nonetheless funded over \$87,000 (excl. GST) towards much needed laptops, library books, a new school bell and the musical. The monies for these purchases were raised in large part due to generous donations made by the Uniform Shop, Mother's Day Gift Stall, Building Fund donations and our amazing camps. Thank you all for your great service in securing much needed funds for our school.

Parents are the heart of our P&C and I've been privileged to have worked with some truly devoted people this year. Thankyou Rochelle Guttman for directing the traffic, Alain Saaroni for keeping us green, Lisa Peles for being our other grapevine, Stewart Leeder for squeezing money out of rocks and Stephanie Paps-Levy for trying to put the fun back into fundraising. Nicole Penn, thank you for being my right-hand person and Caryn Joffe for being our money person in waiting - I'm so glad COVID finally allowed us to get you onto the bank accounts and I hope you will be given a chance next year to prove your full worth. A very big THANKS to Alison Butt for being a stellar scribe for the past 4 years - like me, you can close your BHPS laptop now! Last, but by no means least, a huge THANKYOU to Sue Bennett & Leonie Smith and your teaching, admin and support staff who, particularly in these unprecedented times, have risen to the challenge in ensuring our children receive the finest public education possible. I hope everyone stays safe and all the best for 2022.

Anthony Fajwul

BHPS P&C President 2021

Message from the students

As we approach the end of 2021, it is time to open our computer screens and look back at our seven years at Bellevue Hill Public School.

On our first day of Kindergarten, we nervously stepped through the big school gate. We did not know what to expect - it was a little like opening a blank Google doc. However, as the year progressed, our Google doc became more and more colourful. It was filled with numbers and letters, with triumphs and failures and with each small step, we crossed off another day on the calendar, leading up to our first 100 school days party. We not only learned to count and read, but made friends along the way. Our memories and experiences automatically saved and were forever stored as our knowledge grew and the Google doc evolved.

Our skills in literacy, numeracy and socialising bloomed and as we progressed through our primary years, the Google doc started to sparkle with glitter and paint. It was further decorated with excursions, public speaking competitions, spelling bees, dance competitions and sports carnivals.

However, our Google Doc is extra special because in 2020, it became infected with a virus! It almost shut down, but instead of crashing our computers, this virus showed us that we were resilient, both as people and as learners as we were taught in a way never seen before in Australian schools. We socialised and completed our school work online. We understood how it felt to be isolated and restricted. Wellbeing was managed with exercise (our only reason to leave home) and the price of puppies went through the roof. It became necessary to ask our friends R U OK? Managing screen time became a thing.

As we lay in bed, while we watched our teachers on Zoom, we learnt that Google was the most valuable tool when learning from home. After almost 4 months of shutdown, when we eventually rebooted our computers when we were back in the classroom, it was as if Covid was just a technical glitch. The Google doc opened up exactly the way it had been saved; we were all the same but we were different. Our time at home taught us that our teachers were so much more than Google - they always had the answers, they shared their knowledge and guided us with empathy and love. We reconnected with our friends as if we had never been apart, but somehow realising that our individual and unique characters fitted together like a row of emojis, making up a new sentence but adding emotion and personality to our Google doc.

Now, as we approach the end of our primary school journey, our computer screens are closing and it is time for our goodbyes. We appreciate our very happy ending as we breathe a huge sigh of relief that we will luckily finish together.

It's time to charge our computers which are now bursting with knowledge, experience and more than enough power to propel us through our high school Google doc, which is yet to be written.

It has been an honour to lead BHPS this year, during a year of digital transformation. We hope that we have stayed connected through our leadership videos and digital messages of hope. We wish our fellow emojis the best of luck for the exciting journey that lies beyond this Google doc.

Thank you, Bellevue Hill. We entered as little people and are leaving as mature, young adults ready to follow our dreams. We will endeavor to take truth and honour with us wherever we go, knowing this will lead us to wonderful places.

Jamie Bloom and Riley Pager

School Captains

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, that recognises, respects and celebrates the history & culture of Australia's first nations people.

The community aspires to develop critical and creative thinkers who show responsibility as digitally responsible and environmentally aware citizens. We aim to continually improve through innovation to meet the needs of all learners using evaluation and measuring the impact of teaching. Collaboration and communication build strong partnerships which provide opportunities for students to engage in authentic learning experiences.

School context

Bellevue Hill Public School is a high achieving school in the eastern suburbs of Sydney. There is a diverse population of 530 students with 53% students with English as an additional language. There is a strong focus on academic performance as well as the creative & performing arts, sport and technology. Three languages are taught at the school - Italian, Hebrew and Russian with Hebrew and Russian being Community Languages.

The community aspires to provide students with a strong foundation of skills, knowledge and attributes to flourish in a rapidly changing world. Immersed in an innovative culture, students at Bellevue Hill Public School are supported with quality learning opportunities which recognise that all students are individuals. Teachers spark curiosity and wonder to motivate and support the development of the whole child as digitally responsible citizens.

Bellevue Hill Public School supports the development of students with a focus on the whole child which includes their wellbeing, academic growth and social success to develop responsible global citizens. The teachers are enthusiastic, conscientious and dedicated to ensuring all students flourish. They provide safe and secure learning environments which are conducive to positive learning with programs that underpin what is valued by the community.

With the development of a new school building in 2017, the school has received recognition for its open, flexible and contemporary learning environment and the appropriate pedagogy catering for future focused, student-centred learning.

Excellence in learning is promoted by leaders who promote an innovative culture of continuous improvement across the school, ensuring there are opportunities for all students. Our leaders collaborate with the whole school community to reflect and evaluate our current practices in a situational analysis which informed the school plan.

With a strong sense of community, teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for. The community is active and informed and supports strong and positive relationships with the school, especially through the Parents and Citizens' (P&C) Association.

Bellevue Hill leads the *Community of Schools in the Eastern Suburbs* CoSiES with professional alliances across 11 primary schools, one SSP school and one high school. Schools in this network share professional learning to improve student outcomes and wellbeing.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

LEARNING: Learning culture - Well-developed programs and processes cater for student learning needs. **Wellbeing** - A whole school approach to wellbeing is consistently applied. **Curriculum** - Teachers differentiate learning to cater for all students' needs. **Assessment** - Teachers and students use a range of assessment processes and report regularly to the community..

TEACHING: Classroom Practice - Teachers regularly evaluate their own teaching practices. **Data Use & skills** - Student learning progress is monitored regularly. **Collaboration** - Teachers collaborate for consistency in planning & implementation. **Professional Standards** - Teachers demonstrate currency of content knowledge and teaching practice. **Learning & Development** - The school has effective professional learning in teacher quality & leadership.

LEADERSHIP: Leadership - The school is committed to the development of leadership skills in staff and students. **School Planning** - The three-year school plan has annual targets to achieve identified improvements. **School Resources** - Facilities are used creatively to meet a broad range of student interests and needs. **Management** - Streamlined, flexible processes exist to deliver services and information.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success for all students. We will achieve these objectives by refining our use of data driven teaching practices and formative assessment to respond to the personalised learning needs of all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching and Feedback
- Data driven practices

Resources allocated to this strategic direction

Integration funding support: \$126,715.00

Aboriginal background: \$3,607.00

English language proficiency: \$268,128.00

Literacy and numeracy: \$24,112.00

Literacy and numeracy intervention: \$44,847.00

School support allocation (principal support): \$28,732.00

Per capita: \$129,175.00

Professional learning: \$12,840.00

Summary of progress

At the beginning of 2021, the school set a goal to embed formative assessment practices building a learning culture that enables students to achieve personal success and enjoy individualised learning. All staff had previously participated in high impact professional learning as part of the Community of Schools collaborative initiative and teachers displayed the knowledge and skills to drive formative assessment practices within their classrooms. The school executive set a number of tasks to ensure formative assessment practices are embedded in quality teaching practices.

Baseline data was captured by all teachers on students' reading and numeracy skills, completing short assessments for reading and online *PAT* and *Essential Assessments* for numeracy. Data was analysed and triangulated with external assessment data sources to identify possible gaps in learning, to target specific areas of curriculum and inform teaching and learning programs. Students who were working towards grade expectations were identified and placed on support programs including mathematics intervention, the COVID Intensive Learning Support Program (CILSP) and the English as Additional Language or Dialect (EAL/D) program. At the completion of the year all teachers used Hattie's formula to calculate growth in reading and numeracy with a goal to ensure that every student achieves at least 1 year's growth for each year of schooling.

During Term 1, teachers supported students to develop personal learning goals in literacy and numeracy and developed classroom practices to ensure that they were visible and at the forefront of student minds supporting motivation and engagement. All teaching and learning programs were developed, inclusive of learning intentions and success criteria and visible in daily instruction. At the end of Semester 1, student reports included student identified goals and 'where to next' teacher identified learning goals.

Professional learning was scheduled targeting quality mathematics instruction, however, COVID-19 prevented progress this year in this area. The pandemic was a barrier for teacher professional learning in Semester 2, however, teachers and the executive team are determined to make mathematics a priority in 2022 with the trial of the new syllabus documents in Year 1, the implementation of quality differentiated practices for all students, with particular emphasis on High Potential and Gifted Learners.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
NAPLAN Top Bands	72.48% of students in Year 3 and Year 5 achieved in the Top 2 Bands in

<ul style="list-style-type: none"> • A minimum of 76.5% of Year 3 and Year 5 students achieving in the top two bands of NAPLAN in reading • A minimum of 74.5% of Year 3 and Year 5 students achieving in the top two bands of NAPLAN in numeracy 	<p>reading (75% of Year 3 and 68.85% of Year 5 achieved in the top 2 bands). The percentage has continued to increase over the last 3 years. To reach our 2022 lower bound target of 78.7%, we need an uplift of 6.22%.</p> <p>62.76% of students in Year 3 and Year 5 achieved in the Top 2 Bands in numeracy (67.06% of Year 3 and 56.67% of Year 5).</p> <p>The percentage has slightly decreased over the last 3 yrs. To reach our 2022 lower bound target of 76.5%, we need an uplift of 13.74%.</p>
<p>NAPLAN Expected Growth</p> <ul style="list-style-type: none"> • Achieve the school reading target of 67% of Year 5 students at or above expected growth in NAPLAN reading • A minimum of 67% of Year 5 students achieving expected growth in NAPLAN numeracy 	<p>79.17% of students in Year 5 achieved expected growth in reading.</p> <p>The percentage has increased substantially over the last 3 years by 24.17%, and surpasses the upper bound target by 5.17%.</p> <p>Our challenge will be to continue doing what we do well in reading to maintain these exceptional results.</p> <p>62.5% of students in Year 5 achieved expected growth in numeracy, 4.5% below the school target.</p>
<p>School Targets K-2 Reading</p> <p>A minimum of 83% of Kindergarten students achieving Level 8 and 83% of Year 2 students achieving Level 26 in the <i>PM Benchmark</i> reading assessment</p>	<p>The average reading level for Kindergarten students was a PM Benchmark 12.</p> <p>86% of Kindergarten students achieved level 8 or above in the <i>PM Benchmark</i> reading assessment, surpassing our goal of 83%.</p> <p>56% of Year 2 students achieved level 26 or above in the <i>PM Benchmark</i> reading assessment.</p> <p>90% of students achieved 21 or above (at grade level or above) in the PM benchmarking assessment in 2021</p>
<p>School Targets Reading and Numeracy</p> <p>A minimum of 82% of students Year 3 to Year 6 achieving one year's growth in reading and numeracy (0.4 effect size as calculated using Hattie's, 2015 formula) as calculated from February to December each year</p>	<p>The effect size for students in Year 3-6 in numeracy was an average of 0.45. 58% of students in Year 3 to Year 6 achieved, expected growth, at least one year's growth in numeracy, on school based assessments.</p> <p>79% of students in Year 3 to Year 6 achieved expected growth, at least one year's growth in reading, on school based assessments.</p>

Strategic Direction 2: Learning Culture

Purpose

To cultivate a learning culture that will provide a pathway for all students to flourish. This will be achieved by establishing a learning environment where students have a strong sense of belonging and teachers have high expectations and use evidenced-based teaching strategies that consider the different set of experiences, knowledge and skills that each child brings to school.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- High expectations

Resources allocated to this strategic direction

Socio-economic background: \$7,429.00

Low level adjustment for disability: \$87,331.00

Summary of progress

At the end of 2020, the senior executive conducted a situational analysis of the the school and identified student wellbeing and high expectations culture as focus areas for improvement in 2021. A school Wellbeing Team led by off-class Assistant Principal Welfare was established. The main initiatives were to review and promote whole school wellbeing practices, strengthen positive student behaviour, build student advocacy so that students feel known, valued and cared for and to improve student attendance.

A Student Wellbeing Handbook (SWH) was developed which included information on all wellbeing practices and policies within the school. The SWH was communicated to parents to build a shared understanding and drive the school's commitment to improved student wellbeing. Feedback from surveys indicates that the SWH is thorough, comprehensive and well received, with 83% of P&C responses indicating that the SWH is a 'highly effective' communication tool in providing consistency in the understanding of wellbeing practices across the school.

2021 momentum of the delivery of the SWH was affected by the disruptions to school due to the pandemic. Wellbeing is of utmost importance and while strategies were delivered consistently to support all students throughout the year, there is a desire to maintain a strong focus on student wellbeing in 2022.

The Learning and Support Team (LST) supported classroom teachers in developing Personalised Learning and Support Plans (PLSPs) for students with high level learning and/or behaviour needs. The AP Wellbeing worked with the LST to monitor and support student attendance, in particular strengthening attendance procedures and supporting 'at risk' students.

The school attendance rate is 94%. Students attending 90% of the time or more is 83.77%, which is above the state and local network of schools, but has declined since 2019 by 2.44%. The school has supported student attendance throughout the pandemic, through remote learning and learning at school. The focus has been on supporting students to continue to engage in learning as well as to support holistic student wellbeing. The review of student attendance guidelines has been postponed, however, the school is committed to improving attendance rates, will continue to implement the attendance policy and will reinforce strategies and procedures at the beginning of Term 1, 2022. We will continue to communicate attendance procedures and responsibilities with the parent community to ensure regular school attendance for students to achieve quality life outcomes. An activity for 2022 will be to engage the LST in attendance tracking, monitoring and providing student and parent support to improve attendance for 'at risk' students.

Grow Your Mind (GYM) positive mental health program was implemented from Kindergarten to Year 6, promoting the learning of resilience strategies, positive psychology, social and emotional learning, and neuroscience. The school's merit system was reviewed and a digital reward system established across the whole school. 75% of parents surveyed thought GYM had a positive impact on their children and families. 89.2% of students thought that GYM has helped them to talk about their feelings, understand their emotions, understand others, change their thinking and to be a better learner. The school will continue the implementation process of GYM in 2022 aiming to build teacher capacity, strengthen students' growth mindset, promote positive mental health and embed the program from Kindergarten to Year 6.

A high expectations culture was developed through the implementation of differentiated teaching and learning programs,

Cultures of Thinking routines, formative assessment practices including student identified goals and attendance monitoring procedures. Student Representative Council initiatives (lunchtime clubs and playground activities) were implemented to build positive relationships, support students to feel a sense of belonging, safety, advocacy and a deeper connection to their school.

The wellbeing team provided explicit targeted restorative support through reflective practices, building students' sense of justice and advocacy. 74% of students in Year 4-6 at BHPS feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Through the SRC, students have had input into the design of supported lunchtime playground activities aimed at promoting choice in the context of self-regulation, self-determination and responsibility. The Tell Them From Me (TTFM) survey indicates that 3 quarters of students feel they have advocacy at school and 84% say they have positive wellbeing. In 2021, strategies to enhance student voice such as SRC initiatives and SLIPS leadership program were effected by the pandemic. 2022 will see continued focus on strategies to enhance student voice, advocacy and high expectations culture and wholistic student wellbeing.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Wellbeing <ul style="list-style-type: none"> TTFM wellbeing data aggregate (advocacy, belonging and expectations for success) target will reflect an increase from an actual of 86.94% A reduction in behaviour incidents reported in <i>Sentral Wellbeing</i> TTFM teacher survey shows an increase from a score of 7.6 in <i>Leadership</i> and 8.2 in <i>Collaboration</i> 	<p>84.01% of students report positive wellbeing outcomes. This has slightly decreased by 2.93% since 2020 across the positive wellbeing measures (advocacy, sense of belonging and expectations for success). This result is just 1% below similar schools and 8% above NSW state schools.</p> <p><i>Sentral Wellbeing</i> behaviour incidents records show an increase from a total of 291 negative incidents in 2020 to 330 in 2021. <i>Sentral Wellbeing</i> was introduced in 2020 and is a new system which has been taken up more consistently in 2021 by staff. It is unclear if the increases is due to increased incidents or an increase in record keeping by staff. Negative incidents will continue to be measured longitudinally.</p> <p>The Tell Them From Me teacher survey shows a mean of 67% (NSW government norm is 71%) in <i>Leadership</i>, and 80% (NSW government norm is 78%) in <i>Collaboration</i>.</p>
High Expectations <ul style="list-style-type: none"> Increase the percentage of students who report that they feel engaged, challenged and experience achievement in learning All teachers participate in professional learning on innovative teaching and learning practices 	<p>53% of students in Year 4-6 report that they feel challenged in their learning.</p> <p>As outlined in the TTFM student survey, four school-level factors were consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate and teacher expectations for success. In the survey 73% of students reported that they feel engaged at school. 45% of students in the school had scores where the feel they have high skills and high challenge.</p> <p>100% of teachers participated in high impact professional learning on innovative teaching and learning practices.</p>
Student Attendance <p>To reach a target of 91% of students attending school 90% of the time we need an uplift of 7.23%</p>	<p>The number of students attending greater than 90% of the time is 83.77%, which has decreased from 86.21% in 2019.</p> <p>It is plausible that the pandemic has affected student attendance this year.</p>

Strategic Direction 3: Strengthening Partnerships

Purpose

We are committed to strengthening partnerships within the school community and across the Community of Schools in the Eastern Suburbs (CoSiES) to work together in a self-sustaining manner focused on self-improvement that will support enhanced student learning and wellbeing.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaboration
- Partnerships

Resources allocated to this strategic direction

QTSS release: \$100,133.00

Professional learning: \$46,890.00

Summary of progress

During the first staff development day of the year, Simon Brooks introduced the *Cultures of Thinking* (CoT) high impact professional learning project to all staff. Simon Brooks works with schools and educators around the world interested in building cultures of thinking, where children delight in their learning and develop deep, meaningful and lasting understanding through the process of becoming critical and creative thinkers. This introduction was so successful that all staff 'opted in' to improve their professional practice.

Analysis of teacher discussion showed that 100% of teachers feel *Cultures of Thinking* Project would benefit their pedagogy and their students' learning. Added to full staff participation, many staff from a range of leadership levels, volunteered to be facilitators in the learning activities. Following on from the professional development day, staff participated in professional learning that focused on *thinking routines* and '*protocols*' (strategies) that promote deep thinking and engage critical and creative learning.

The CoT Collaborative Assessment Conference was used in a variety of ways: to give teachers the opportunity to hone their ability to look closely at and interpret students' work; to explore the strengths and needs of a particular child; to reflect on the work collected in student portfolios; and to foster conversations among staff about the kind of work students are doing and how staff can best support that work. Through professional dialogue, guided by this process, teachers offered assistance to one another which supported deep analysis of pedagogy and ultimately, student improvement, and collective teacher efficacy. Teachers reported the process to be extremely empowering to improving their practice.

All staff participated in a one-one coaching session with Simon Brooks, reflecting on current practice and teaching strategies. Teachers reported highly positive feedback and noted that they learned to be more reflective in their teaching practice, and to seek the advice of colleagues, from across grades, to further refine their practice. All staff reported that they felt the *thinking routines* fostered students' deeper thinking and understanding, and were able to identify favourite *protocols* which they would definitely embed in their pedagogy. All staff requested further PL with Simon Brooks and the *Cultures of Thinking* routines.

The CoT staff survey established that *thinking routines* are used in 100% of classes. As a result of implementing CoT in lessons, staff found that student engagement and deeper thinking was evident in group discussions and independent work. 100% of staff reported that *thinking routines* were incorporated into teaching and learning programs. Survey results showed that student engagement had improved and that students showed deeper understanding of concepts taught in class. Facilitator training and implementation enabled staff to outline programs and approaches for review on a regular basis. Feedback to students has improved, as has questioning techniques.

The Community of Schools in the Eastern Suburbs (CoSiES) engaged in a number of network initiatives. Professional learning for executive staff focused on data driven practices and High Potential & Gifted Education (HPGE).

All executive staff developed their understanding in the use of data, with particular emphasis on literacy and numeracy, and wellbeing. The department of Education's platform for data and analysis (SCOUT) and School Planning and Reporting Online (SPARO) tools were used to support the implementation and monitoring of the School Improvement Plan.

Working alongside the Community of Schools, the school leadership team reviewed the 2019 High Potential and Gifted Education policy and used the self assessment evaluation tool to determine current attitudes and practices for HPGE.

The evaluation and planning tool identified key actions which were selected for the school to focus professional learning and improvement. Focus areas identified were High Expectations, Explicit Teaching Strategies, Formative Assessment and teaching and learning sequences across the four domains; intellectual, physical, creative and social/emotional. The school will implement evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Collaboration: <ul style="list-style-type: none"> • Strengthening collective teacher efficacy by ensuring all staff are working collaborative within teams for all professional learning • Instructional leadership enhanced by identifying aspiring leaders and providing leadership opportunities. 	<p>All staff work collaborative in grade or specialist teacher teams and have participated in professional learning that has built knowledge, skills and collective efficacy. Collaboration in teams is part of the school culture as identified in the Tell Them From Me teacher survey and 100% of teachers opting to participate in the Cultures of Thinking research professional learning project.</p> <p>The school operates in a distributive leadership fashion, where each grade has identified grade leaders as well as aspiring senior leaders. Leadership opportunities have been provided at each level of leadership, providing autonomy and collaborative drive to enhance school projects.</p>
Partnerships: <ul style="list-style-type: none"> • Increase of parents who report feeling well informed in the satisfaction survey • Teachers and staff engage with the network of schools, universities and industry for professional development • Student partnerships across CoSiES and Metro South Directorate to be developed. 	<p>Parent feedback from surveys indicate a high level of school satisfaction, where open forms of communication is encouraged.</p> <p>Teachers and staff participated in Community of Schools in the Eastern Suburbs (CoSiES) professional learning opportunities including High Potential & Gifted Education workshop learning sessions.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$21,645.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Bellevue Hill Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: Additional staff to assist the newly arrived students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Analyse the data evidence every five weeks.</p>
<p>Integration funding support</p> <p>\$126,715.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bellevue Hill Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching and Feedback <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * students being supported in their learning, especially in reading & maths; * improved reading and maths outcomes; and * improved behaviour with less disruption in class. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Student outcomes are to be tracked and inform the teaching & learning cycle in 2022. * PLPs updated for 2022
<p>Socio-economic background</p> <p>\$7,429.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bellevue Hill Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p>

<p>Socio-economic background</p> <p>\$7,429.00</p>	<p>* students able to participate in extra-curricular activities such as camp, excursions and clubs; * students accessing the curriculum and resources unattainable through socio-economic disadvantage.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensuring all students access the full range of teaching & learning activities.</p>
<p>Aboriginal background</p> <p>\$3,607.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bellevue Hill Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching and Feedback <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: * Aboriginal students provided additional support in reading & mathematics.</p> <p>After evaluation, the next steps to support our students with this funding will be: * Use the evaluation data to inform planning for 2022.</p>
<p>English language proficiency</p> <p>\$268,128.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bellevue Hill Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching and Feedback <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in: * Students from EAL/D backgrounds were able to learn in smaller groups using additional staffing.</p> <p>After evaluation, the next steps to support our students with this funding will be: Provision of additional EAL/D support in the classroom and as part of differentiation initiatives</p>
<p>Low level adjustment for disability</p> <p>\$87,331.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bellevue Hill Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students

<p>Low level adjustment for disability</p> <p>\$87,331.00</p>	<ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Students with low level disability being catered for with differentiated curriculum and activities to suit their needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Determine the need for extra funding if required.</p>
<p>Professional learning</p> <p>\$59,730.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bellevue Hill Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching and Feedback • Data driven practices • Collaboration • Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All staff participated in high impact professional learning in: * Cultures of Thinking, a project developed in association with Project Zero from Harvard University; * High Potential & Gifted Education policy, awareness raising, school & network evaluation. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Cultures of thinking strategies being embedded in teaching practice K-6; * Deeper thinking promoted through COT routines; and * A thorough evaluation of staff understanding of the high potential & gifted education students. <p>After evaluation, the next steps to support our students with this funding will be: Planning for 2022 includes:</p> <ul style="list-style-type: none"> * Staff Development Day PL on Differentiation and the Differentiation Adjustment Tool; * A Community Of Schools in the Eastern Suburbs CoSiES Executive PL day; * A CoSiES Conference for 10 primary schools Developing the Talent across the four domains.
<p>School support allocation (principal support)</p> <p>\$28,732.00</p>	<p>School support allocation funding is provided to support the principal at Bellevue Hill Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • The principal Support allocation is used towards the cost of a Business Manager, FTE 0.4 <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Support for the Principal with administrative tasks associated with school operations and finance. <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>School support allocation (principal support)</p> <p>\$28,732.00</p>	<p>To determine the use of the funds for 2022.</p>
<p>Literacy and numeracy</p> <p>\$24,112.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bellevue Hill Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * The ILSP program was supplemented with funds from Literacy & Numeracy, so that a learning support program could run four days incorporating learning needs of students in addition to the ILSP students needs as well. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * an analysis of the ILSP and learning support results to determine use of the funds in 2022.
<p>QTSS release</p> <p>\$100,133.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bellevue Hill Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * The HPGE initiative being supported with additional staffing in a Y5/6 extension class; * Like minded students accessing a challenging and complex curriculum, with high academic results. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Identification of HPGE students for the extension class in 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bellevue Hill Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional AP LaST to address the identified needs for

<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<p>students who require additional support in literacy and numeracy</p> <p>The allocation of this funding has resulted in: The ILSP program (0.4) was supplemented with 0.4 from Literacy & Numeracy, so that a learning support program could run four days incorporating learning needs of students in addition to the ILSP students needs as well.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will re-assess the use of the funds to form a four day per week position.</p>
<p>COVID ILSP</p> <p>\$28,024.95</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in: * This allocation, combined with Literacy & numeracy funding provided learning support 4 days per weeks for students in need, including ILSP targeted students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Reflection on the program and an analysis of the student results, to determine strategies and participants for 2022.</p>
<p>Per capita</p> <p>\$129,175.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Bellevue Hill Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching and Feedback <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> * Materials and resources to enhance teaching & learning; * Basic school operational materials; * Additional resourcing for specific purposes; and/or * Employment of additional personnel to support student learning needs. <p>The allocation of this funding has resulted in: . Administrative practices effectively supporting school operations and the teaching and learning activities of the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Streamlined, flexible processes to deliver services and information that strengthen parental engagement.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	292	282	267	270
Girls	294	284	257	263

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.2	95.1	93.7	95.6
1	94.5	93.7	94.3	94.3
2	94.2	94.5	95.1	94.3
3	94.8	96.6	96	93.6
4	95.7	94.6	95	95.4
5	95.2	94.4	94.3	94.1
6	93.3	95.4	94.4	92.4
All Years	94.9	94.9	94.7	94.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	20.8
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	582,421
Revenue	5,582,548
Appropriation	5,157,886
Sale of Goods and Services	21,787
Grants and contributions	393,936
Investment income	1,002
Other revenue	7,938
Expenses	-5,785,288
Employee related	-5,183,507
Operating expenses	-601,781
Surplus / deficit for the year	-202,740
Closing Balance	379,681

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.

	2021 SBAR Adjustments (\$)
Targeted Total	126,715
Equity Total	366,495
Equity - Aboriginal	3,607
Equity - Socio-economic	7,429
Equity - Language	268,128
Equity - Disability	87,331
Base Total	4,003,362
Base - Per Capita	129,175
Base - Location	0
Base - Other	3,874,187
Other Total	549,335
Grand Total	5,045,907

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

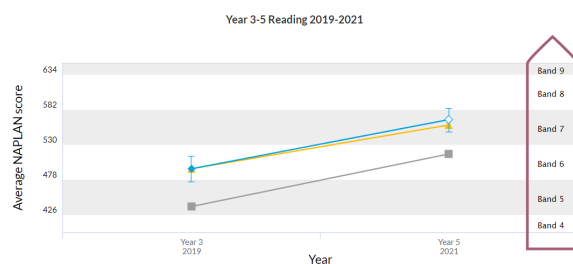
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

The school makes excellent progress with student growth from Years 3-5 as demonstrated in the MySchool profile graphs attached, comparing Bellevue Hill Public School to similar schools and all Australian schools.

72.5% students achieve in the top two bands in reading in Years 3 & Year 5 while 63% achieve in the top two bands in numeracy.

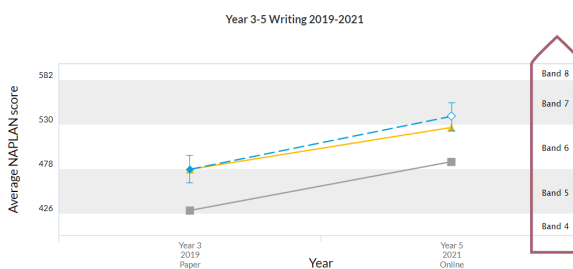
79% achieve expected growth in reading from Years 3 to Year 5 while 62.5% achieve expected growth in numeracy.



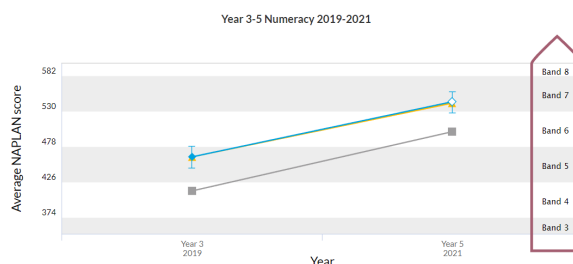
Select categories:

☒ Selected school ☒ Students with the same starting score and similar background ☒ All Australian students

NAPLAN Reading Student Progress Year 3 - Year 5
2019 - 2021



NAPLAN Writing Student Progress Year 3 - Year 5
2019 - 2021



Select categories:

☒ Selected school ☒ Students with the same starting score and similar background ☒ All Australian students

NAPLAN Numeracy Student Progress Year 3 - Year 5
2019 - 2021

Parent/caregiver, student, teacher satisfaction

Every year, students, teachers and parents are canvassed for their opinions about life at school. Information from these surveys is used for planning and implementation the following year.

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

90% students value schooling outcomes

88% students try hard to succeed in their learning

88% Believe schooling is useful for their future

88% students have positive behaviour at school

85% students have positive relationships at school

82% students participate in school sports

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

70% report a positive sense of belonging

However, it is also noteworthy that following isolation for 14 weeks and learning from home, the following areas need attention:

55% (dropped from 72% in June) students are highly interested and motivated

45% (dropped from 53% in June) students have a high rate of participation extra-curricular school activities.

39% (dropped from 93% in June) students with positive homework behaviours.

Teachers also participate in a separate *Tell Them From Me* survey with a focus on learning. Teachers strongly agree that the school is positively positioned above the NSW Gov't Norms for all schools with the following eight drivers of student learning: leadership, collaboration, learning culture, data informing practice, teaching strategies, technology, inclusivity and parent involvement.

Teachers also agree that the school is strongly positioned against NSW Gov't norms in the four dimensions of classroom and school practices which include setting challenging and visible goals for students, challenging planned learning opportunities, overcoming obstacles to learning and quality feedback that guides students' efforts.

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.

Parents also participated in the *Tell Them From Me* survey with increased perceptions across all domains:

Outside COVID restrictions, parents & carers feel welcome at school. They highly valued the constant communication from the school during lockdown. Initially parents were overwhelmed with *learning from home* for such an extended period, however, eventually they appreciated the work of teachers and the assistance they gave. They feel 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 high 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.

Aboriginal Education - School statement

The Aboriginal Education Policy underpins and informs planning, teaching, learning and educational leadership at Bellevue Hill Public School.

Evidence of effective implementation of the policy included:

- * Providing education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- * Ensuring Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population and
- * Implementing Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

During 2021, 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 2021, all grades had Aboriginal and Torres Strait Islander history and culture 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, Bellevue Hill PS still formally recognized and acknowledge its importance. The NAIDOC Week theme of *Heal Country* 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.

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

Anti-Racism - School statement

Racism is not tolerated at Bellevue Hill Public School or in other NSW Government school.

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.

Teachers at Bellevue Hill play a critical role in developing intercultural understanding and are proactive in promoting mutual respect and positive behaviours in the classroom and the playground. Racist bullying is not acceptable in any context.

School practices and procedures are evaluated annually 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 are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs.

All school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community at Bellevue Hill Public School, 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, units of work and school activities e.g. the Multicultural Public Speaking Competition.