

Belrose Public School Annual Report



2016



3748

Introduction

The Annual Report for **2016** 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.

School contact details

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Message from the Principal

Our wonderful school has a well-deserved reputation for strong academic and extra-curricula programs. These programs are delivered in a caring and supportive environment where community support is welcomed.

We provide opportunities for all students to achieve their personal best and support students in all aspects of their academic progress. Quality education opportunities identify and assist students with learning difficulties as well as address the needs of talented students. Differentiated classroom programming supports all students within the classroom.

Our dedicated and talented staff continually provide quality educational programs and a commitment to engaging all students.

Students at Belrose are fortunate to have a great variety of extra-curricula activities. These include: dance, sport, choir, band, chess club, and garden club to name a few.

Mark Warren

Relieving Principal

School background

School vision statement

Our vision is to develop students who are:

- * actively engaged in their learning
- * striving for personal success in all areas of academia and personal pursuits
- * motivated to reach their full potential
- * confident to interact and communicate with peers
- * 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. Our staff are committed to the teaching of Quality Teaching and Visible Learning Frameworks, which provide a rich learning environment.

Belrose Public School is a dynamic, inclusive school where the pursuit of excellence and personal best is at the fore front 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 of literacy, numeracy and technology. Teachers provide an extensive range of curricular and extra-curricular opportunities so that our children 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 proactive, innovative and supportive parent body whose spirit of generosity is second to none.

Belrose Public School offers a rich variety of extra-curricula programs. These include: bands, choirs, Japanese K-3, Year 6 Leadership, public speaking and Peer Support Program to name a few.

Belrose Public School is a PBL (Positive Behaviour and Learning) school. Student well-being is promoted through the our three focuses: Respect, Responsibility and Personal Best.

An out of school care facility is featured on the leafy grounds of the school.

Our facilities are varied including a library, computer room with 30 computers, a hall with production lights and sound, two netball courts and vast amounts of space for students to use during break times.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. 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.

In the domain of **Learning**, Belrose staff looked at curriculum and learning, feedback to students, assessment and reporting. The overall score was at the Sustaining and Growing Stage. We undertook the Tell Them From Me Surveys in 2016 and will continue to undertake for students, staff and parents in 2017. Belrose actively participated The Warringah Community of Schools direction of Visible Learning Project during 2016. This gave staff and students direction of their learning and explicit learning intentions and criteria to achieve success.

In the domain of **Teaching**, Belrose undertook professional development with the Visible Learning Project and Quality Teaching Framework. The overall score was at the Sustaining and Growing Stage. We have actively collected data from

our Learning Support Program to ensure the changed practises from 2015 were effective. The results collected proved that the students were being more effectively supported and growth in results were seen. Teaching and learning programs have been devised across stage groups that have provided for 21st Century Learning, improved assessment and reporting as well as specific learning intentions and criteria. Student growth in academia has increased and staff have further developed a cohesive approach to learning.

In the domain of **Leading**, Belrose evaluated our current practices with the Positive Behaviour and Learning (PBL) program and our well being policy. The overall score was at the Delivering Stage. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. The PBL committee have evaluated and changed where necessary our well being policy to bring it into line with the PBL principles. Staff have started teaching specific lessons to compliment the policy. 2017 will see further development with these lessons and structures around the school.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Learners: Highly motivated, collaborative learners

Purpose

To provide students with a learning environment that has high expectations and create engaged and successful students who have highly developed literacy and numeracy skills. Students can communicate with peers with confidence and are motivated to reach their full potential. They will be able to think creatively and critically. They will be able to adapt to rapid changes in a changing society.

Overall summary of progress

John Hattie's Visible Learning project was implemented within the school during 2016. Executive staff were trained and introduced the project to staff who in turn introduced it to students. The introduction of learning intentions and success criteria were developed and trialled in classes. Students were using learning intentions and success criteria at least 3 times per week during lessons. During the latter part of the year, some senior students were able to write their own learning intentions and success criteria. Ongoing development of rubrics to assist with student assessment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff have innovative learning programs that display authentic differentiation and sound assessment strategies. Implementation of the Visible Learning project to assist with differentiation and assessment strategies.	Staff confident in using Visible Learning – feedback, assessment and Creative and Critical Thinking. Students using Learning Intentions and Success Criteria to improve their own work.	\$6000 from Professional Learning funds

Next Steps

Develop Success Criteria for Geography, Science and/or History units of work. Work on the assessment strategies for current units and planning beyond to be included in planning. Continue to use and get staff feedback on the writing rubrics from 2016.

Strategic Direction 2

Quality Teachers: Collaborative, innovative teachers who inspire and lead learning

Purpose

To equip staff to have high expectations, enabling them to collaboratively develop and implement quality teaching and experiences for all children through explicit teaching practices and relevant programs. We will provide opportunities for all staff to further develop their professional expertise, capacity and leadership skills, participate in decision making process within the school and contribute to the WCoS learning community.

Overall summary of progress

Students who were targeted for Learning Support have made good progress throughout the year. Continuation of revised Learning Support methods were reviewed constantly throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Learning Support	Allocation of Learning Support allocation to classes through identification of students with additional learning support needs. Volunteers (parents and community members) trained in MultiLit program. Students who received support have made progress throughout the year.	\$66364 – 0.5 Learning Support Teacher (\$51010), ESLO (\$15354) Counsellor – 0.2

Next Steps

Monitor student achievement through PLAN, continuum, Reading Recovery Levels, teacher assessment, distribution patterns in reports. Ensure that fortnightly LS meetings are continued. Review of allocation of Learning Support to classes for each term.

Strategic Direction 3

Responsible, respectful citizens

Purpose

To promote harmonious relationships in a diverse society, embedding a system of values that develop social conscience. We will develop the skills of resilience and independence for students to be respectful, responsible, tolerant and adaptable in a changing world.

Overall summary of progress

PBL lessons were developed to explicitly teach the values in a wide range of settings around the school. Two staff attended a PBL Well-Being, Engagement and Quality Teaching conference. These staff undertook the presentation for all staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student lessons to developed by staff to ensure that values of respect, responsibility and personal best are reinforced in non-classroom settings and students learnt through PBL lessons.	PBL posters have been designed for around the school. PBL lessons have been created to explicitly teach the values in a wide range of settings around the school.	\$6000 from Professional Learning funds \$3000 from school funds
Embed PBL into our Well-being policy.	The PBL team undertook a number of courses to assist with the reviewing of our Well-Being Policy. The process of reviewing was started.	

Next Steps

To continue to revise the school's Well Being Policy and to ensure that PBL is embedded into the policy. For all staff to have a policy that can be easily followed and implemented ensuring a consistent approach to student well being at school.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Belrose staff implemented components of the 8 Ways Aboriginal Pedagogy into their classroom programs.</p> <p>The school held a NAIDOC Day and had a specialist group share their culture, traditions and food with the students.</p> <p>Our Aboriginal students went on a 2 day camp to assist them to learn more about their culture.</p>	The RAM funding allocation was \$688
English language proficiency	The loading for English language proficiency is a resource allocated for students learning English as an additional language to their home language.	The RAM funding allocation was \$2,794
Low level adjustment for disability	<p>Identification of students with additional learning needs.</p> <p>Allocation of LST and SLSOs.</p> <p>Continuation of established LSD team.</p>	<p>The RAM funding allocation was \$15,354</p> <ul style="list-style-type: none"> • (\$0.00)
Quality Teaching, Successful Students (QTSS)	Supported teachers with implementing Quality Teaching and Visible Learning initiatives in the school.	The RAM funding allocation was \$
Socio-economic background	The equity loading for social-economic background is a funding allocation to support schools to meet the additional learning needs of students from low socio-economic backgrounds.	The RAM funding allocation was \$3,943

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	176	166	159	162
Girls	143	149	140	146

The student enrolment profile table is prepopulated in early December with four years of enrolment data, for males and females, as of the census date.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.5	97.6	95.7	96.6
1	95.1	96.8	96.2	95.8
2	95.4	96.7	95.9	96.5
3	98.5	97.8	96.3	95.1
4	95.1	98.1	96.3	94.9
5	95.8	96.9	95.9	96.4
6	95.7	97.2	94.1	97.8
All Years	96	97.2	95.8	96
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Belrose Public School prides itself on the high attendance rates for students over the years.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration & Support Staff	2.82
Other Positions	0.11

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There is no staff member who identifies as being of Aboriginal background at Belrose Public School.

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

Professional learning was based on the school's strategic plan for 2015–2017.

Beginning teachers were encouraged to apply for their Proficient level of accreditation.

Professional Learning Plans were developed by each staff member and learning opportunities were provided for staff to help achieve their goals.

Staff from each strategy in the Management Plans attended training courses to develop the skills and knowledge to implement the plan.

Staff on the Positive Behaviour for Learning (PBL) management team continued their training and used this knowledge to further implement and enhance the program in the school.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	0.00
Global funds	0.00
Tied funds	0.00
School & community sources	0.00
Interest	0.00
Trust receipts	0.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	0.00
Excursions	0.00
Extracurricular dissections	0.00
Library	0.00
Training & development	0.00
Tied funds	0.00
Short term relief	0.00
Administration & office	0.00
School-operated canteen	0.00
Utilities	0.00
Maintenance	0.00
Trust accounts	0.00
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

includes reporting from 5 September 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	359 531.54
(2a) Appropriation	276 635.90
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	82 142.34
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	753.30
Expenses	-163 174.79
Recurrent Expenses	-163 174.79
(3a) Employee Related	-82 062.78
(3b) Operating Expenses	-81 112.01
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	196 356.75
Balance Carried Forward	196 356.75

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

The information provided in the financial summary

	2016 Actual (\$)
Base Total	1 986 670.41
Base Per Capita	16 115.59
Base Location	0.00
Other Base	1 970 554.83
Equity Total	73 790.15
Equity Aboriginal	687.96
Equity Socio economic	3 943.41
Equity Language	2 794.35
Equity Disability	66 364.44
Targeted Total	11 189.99
Other Total	13 092.30
Grand Total	2 084 742.86

Our NAPLAN data indicates that overall the school is continuing to achieve high outcomes for the students. Since our introduction of a 3–6 spelling focus on sounds and rules and The Jolly Phonics program in K–2, we have seen our spelling results increase. We have also concentrated on improving aspects of writing across K–6 which has added to the positive results the students have achieved. The use of the MultiLit Program across the school saw an increase in our Literacy Year 3 student results. This program will continue to be implemented during 2017 and we look forward to the growth this program has already brought to the school.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

2016 Learning Support Summary

These results have been the consistent efforts of classroom teachers and the strong Learning Support Program (MultiLit) within the school.

In Kindergarten there were 31 out of 40 students (78.6%) who were achieving at or above expected reading levels.

In Year One there were 34 out of 47 students (72.4%) who were achieving at or above expected reading levels.

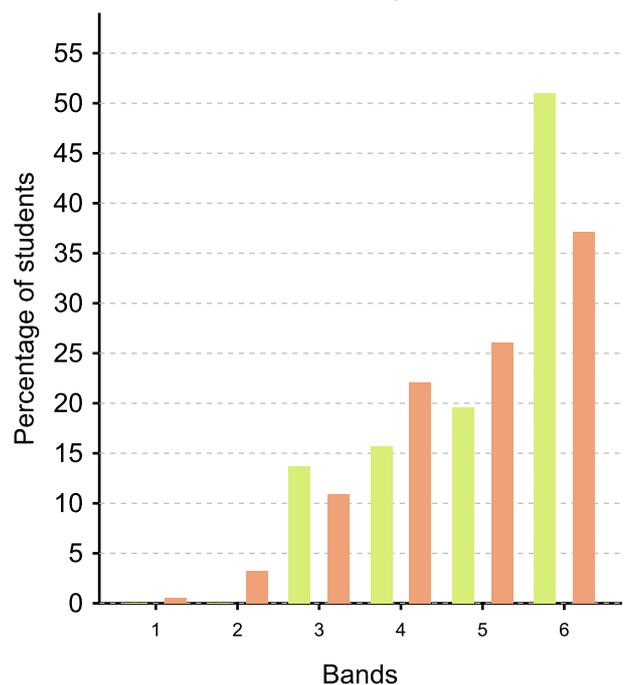
In Year Two there were 24 out of 38 students (63.1%) who were achieving at or above expected reading levels.

In Year Three there were 39 out of 53 students (73.5%) who were achieving at or above expected reading levels.

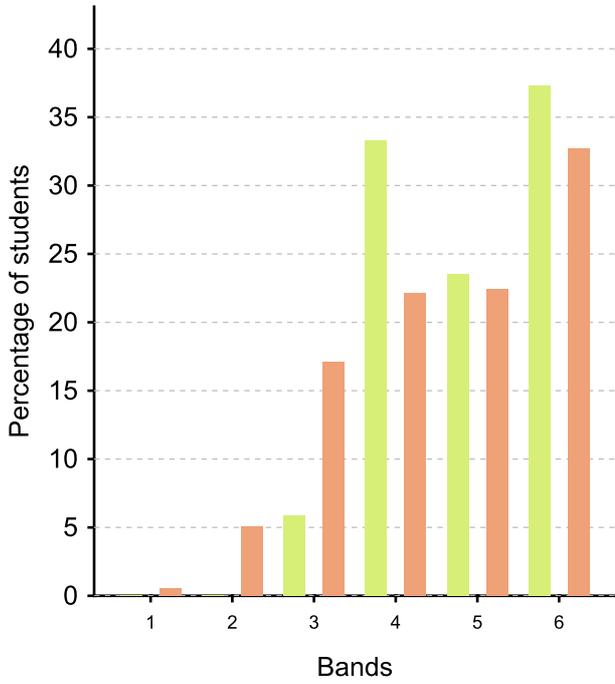
NAPLAN

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.

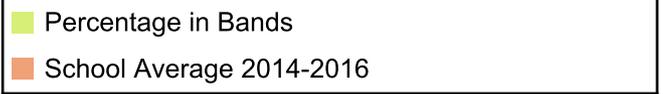
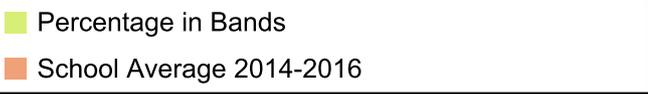
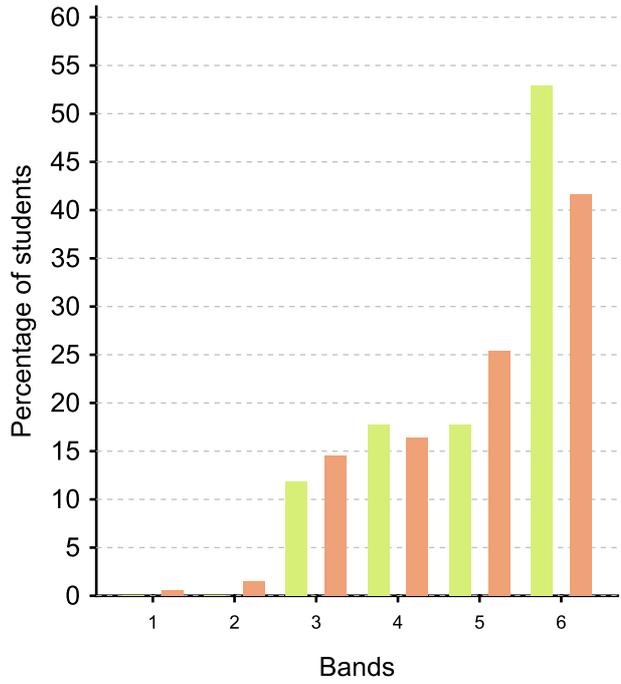
Percentage in bands:
Year 3 Reading



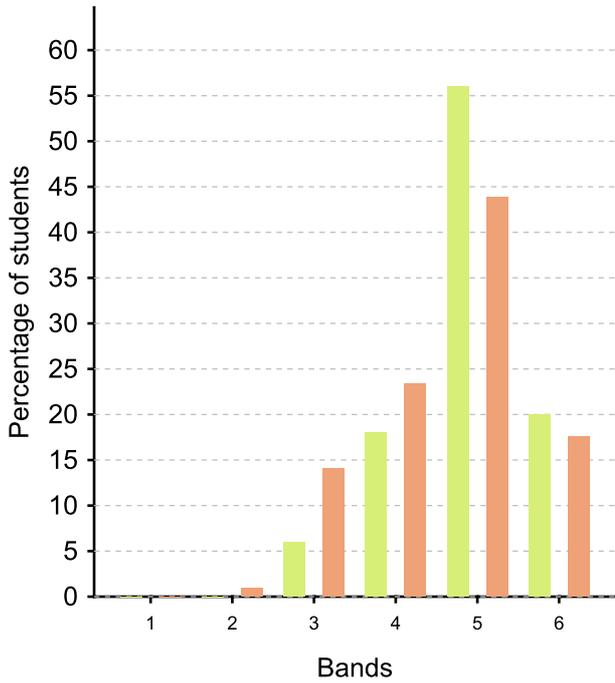
Percentage in bands:
Year 3 Spelling



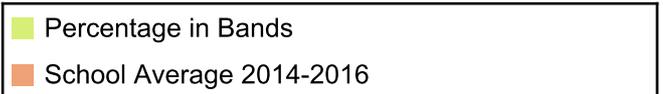
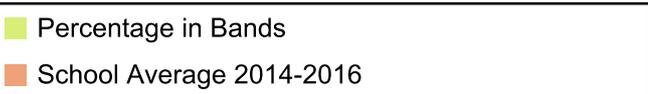
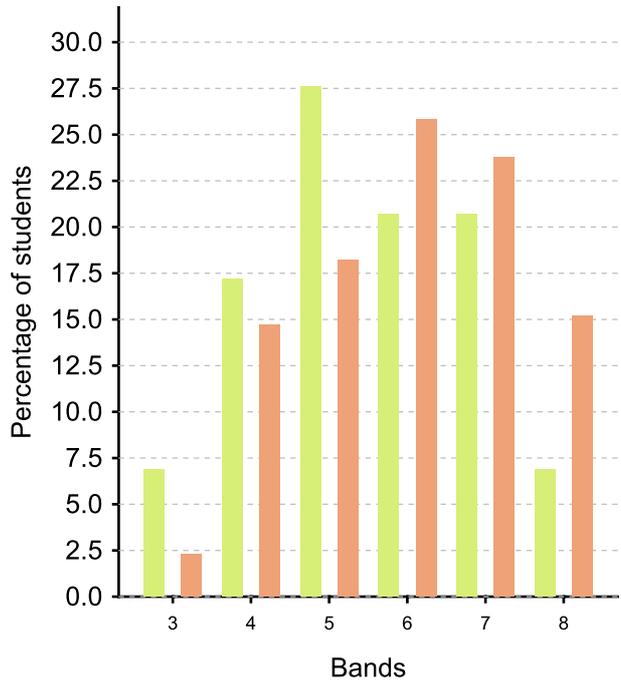
Percentage in bands:
Year 3 Grammar & Punctuation



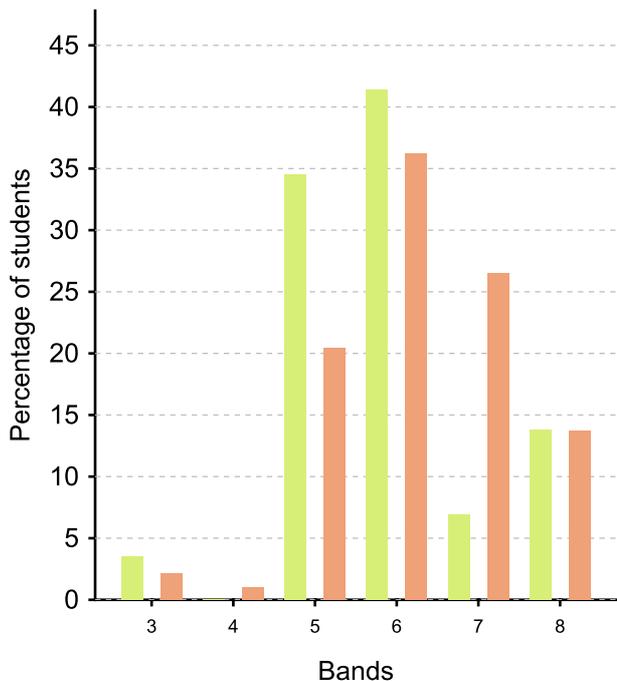
Percentage in bands:
Year 3 Writing



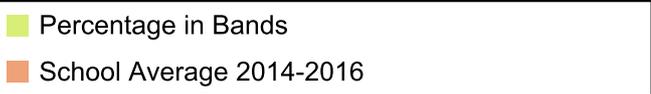
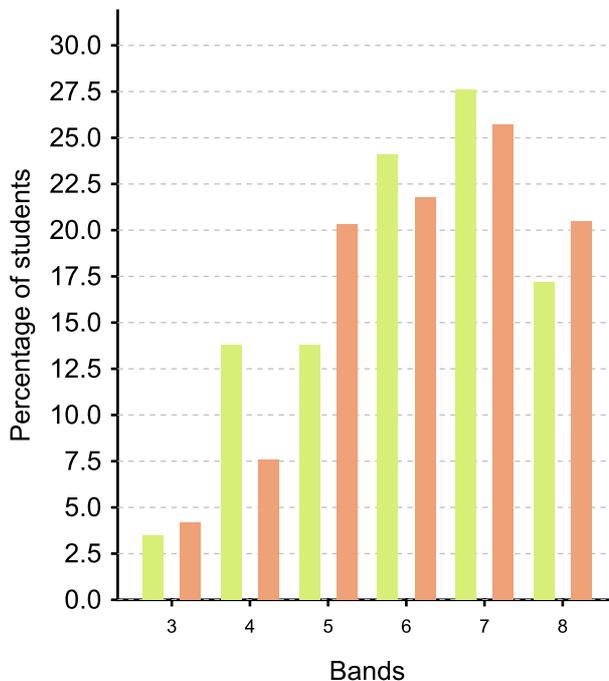
Percentage in bands:
Year 5 Reading



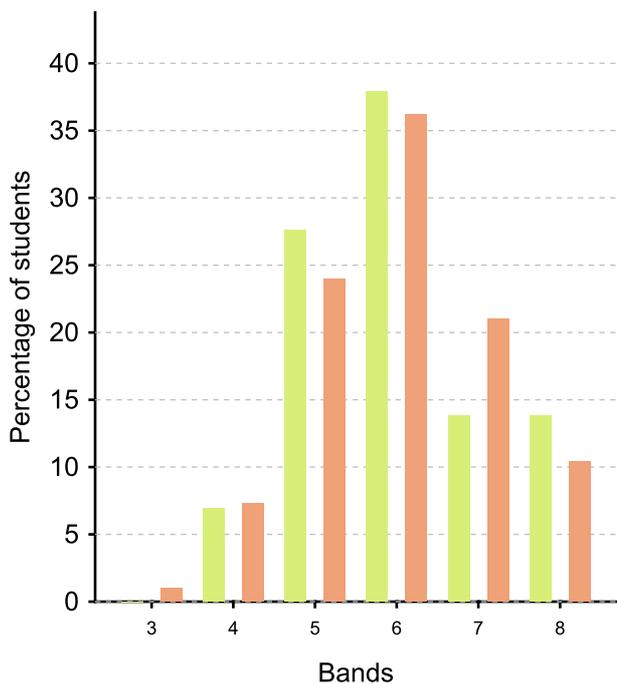
Percentage in bands:
Year 5 Spelling



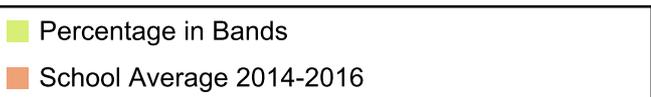
Percentage in bands:
Year 5 Grammar & Punctuation



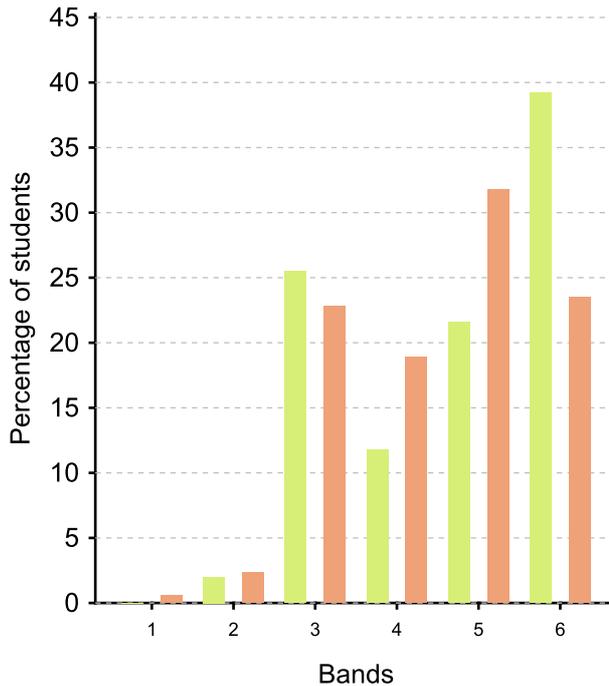
Percentage in bands:
Year 5 Writing



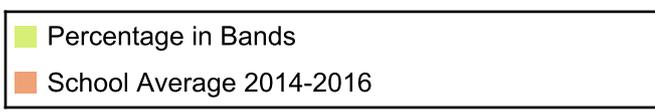
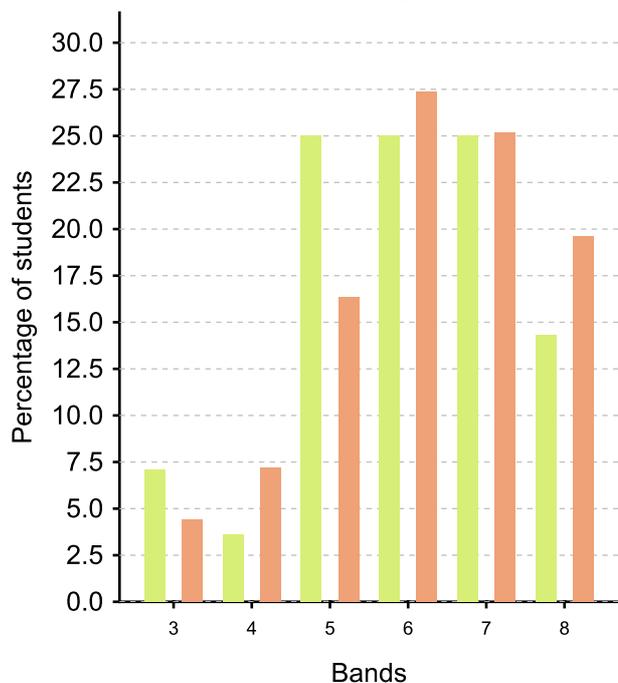
Our NAPLAN data indicates that overall the school is continuing to achieve high outcomes for the students. Our consistent planning, use of the Quality Teaching Framework and Visible Learning, our staff have been able to engage students more in Numeracy. Our NAPLAN results reflect the implementation of these programs within the school.



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Policy requirements

Aboriginal education

Belrose Primary School has 1% of our population who identify as indigenous students.

Two teachers attended an Aboriginal Leadership course at Ryde on the 17th May. The course incorporated 8 Ways Pedagogy in order to further enhance existing quality teaching and learning outcomes and experiences. One teacher also participated in the Acknowledgement of Country Workshop held at Narrabeen Sports High in Term 4. New resources will be made available to staff from this workshop. One teacher has also attended regular Warringah Community of Schools Aboriginal Reference Group meetings, where resources and ideas have been shared with local Primary and High Schools, such as a new Aboriginal resource for the Geography syllabus.

All students at Belrose celebrated NAIDOC Day in Term 3. The day began with an Acknowledgement of Country by the elected leaders followed by a whole day of participation in enrichment activities such as Dream Time Story Telling, Cooking, Dancing, Artefact talks, Weaving, Art and Aboriginal games.

Stage 2 students attended a Bangaboui Tour around Clark Island to learn about the local Aboriginal history

and culture. Aboard the ferry, students interacted with Aboriginal people and their musical instruments and on the island, students took part in Aboriginal dancing.

In Term 3, a group of students entered the Patrick White Young Indigenous Writers competition. These students collaboratively wrote a narrative based on a given topic. This competition was open to all Aboriginal students.

Two Aboriginal students from Belrose joined other Aboriginal students from local schools and attended a cultural, enrichment excursion to West Head. The day included many interesting and interactive activities, including demonstration of Aboriginal flora and food. Students enjoyed a taste test and created handprints with ochre. At the end of the day, all students went for a bushwalk.

Multicultural and anti-racism education

Belrose Public School has 15% of the population identified as Language background other than English.

A full-time member of staff has completed the compulsory ARCO training and is the central contact for any complaints of racism that might arise.

All classes in Stages 2 and 3 participated in the Multicultural Perspectives Public Speaking (MPPS) School Final in Term 2 to determine, who the Belrose Public School representatives would be for the MPPS Local Final. Belrose Public School hosted the local final later in Term 2. Four students from Stages 2 and 3 represented the school in the MPPS LocalFinal and one student in Stage 3 received a 'Highly Commended' award. An outstanding result!

Other school programs

Gifted and Talented Programs

This year our gifted and talented students have been identified and offered a variety of experiences designed to nurture their interests and aptitudes.

Our gifted and talented students have had the opportunity to participate in a variety of 1-day workshops as part of the Gateway Eureka program. These workshops have targeted students with specific strengths in creative writing, mathematics, memory training and science. Over 40 students from Years 1-6 have participated in these workshops throughout the year and their feedback, from both the students and Gateway presenters, has been extremely positive.

Many of our students who are gifted or talented in creative arts have completed 2-day courses at the Creative Expressions studio in Brookvale. There they have used a variety of media to further develop their artistic skill sets. These students have explored various techniques in sculpture, drawing, printmaking and painting to create incredible artworks.

A motivated group of 12 Year 5 and 6 students met on Wednesday mornings to participate in the 2016 Maths Olympiad. This consisted of many weeks practising advanced mathematical strategies to solve challenging maths problems and sitting 5 exams throughout the year, competing against students from around Australia as well as each other. Caleb was our star mathematician, leading our team from the first Olympiad.

Five of our talented debaters attended a 2-day debating camp at Collaroy. There they were coached to further develop their debating skills and they were then given the opportunity to formally debate against the other talented debaters present at the camp.

Many of our Stage 2 and 3 students entered the 'Australia: My Country' competition run through Forestville RSL Club. The competition is open to all schools in our local area. Our students entered a variety of categories including Written Composition and Art. Josh's written composition was awarded 3rd place in his category.

A number of Year 6 students attended an Extension Studies program at Balgowlah Boys High School. This was a comprehensive program teaching science, Technology, History and Mathematics. Similarly, several Year 5 students attended Davidson High School to participate in a variety of enrichment activities including Drama, Technology, Languages, Design, Science, Mathematics and Environmental Studies.

Maths Olympiad

Twenty-nine talented mathematicians in Years 3 and 4 were chosen to participate in Maths Olympiad sessions as an extra-curricular activity each week. The students chosen excel in Problem Solving and Higher Order Thinking Skills. Students worked collaboratively to solve a range of mathematical problems using a variety of strategies. All students displayed enthusiasm throughout the program and were commended for their excellent engagement.

Debating

In 2016 selected students from Years 5 and 6 competed in the Premier's Debating Challenge. This provided students with an opportunity to debate against other local schools. The students were successful in winning many of their debates, even though the topics were challenging. Students developed extensive knowledge of debating techniques and skills. The enthusiasm and skill development was evident for all students that were involved.

Library

Premier's Reading Challenge

A number of children signed up for the Premier's Reading Challenge this year, and we had over 100 children gaining a participation certificate, with over 20 students achieving a gold certificate for completing the challenge for 4 years, and 3 gaining a platinum certificate which is doing the challenge for 7 years.

Book Fair

During Education Week and on our Open Day we had a bookfair. We had a large number of families from our school who supported this event and donated many new titles to our school library.

Book Week

To celebrate Book Week we had a Book Character Parade and a visiting author Jan Latta who spoke to our students about her experiences in Africa as a wildlife photographer and her children's books.

Year 6 Leadership

All Year 6 students are involved in the school's leadership program led by the team of 8 elected leaders. They fulfil roles such as running assemblies, raising and lowering the flag, recycling as well as assisting teachers and students within the school.

The elected leaders are responsible for organising fundraising activities throughout the year for Stewart House and our World Vision Sponsor child. They are also charged with writing and presenting speeches and running Award Days throughout the year.

The 15 elected sport leaders are responsible for promoting sportsmanship throughout the year focusing on active participation in the three major carnivals, PSSA Competition and other sporting endeavours to promote a positive sporting culture.

All Year 6 students have a Kindergarten buddy, who they meet in Year 5 during the Transition Program. This fosters positive relationships between students within our school and helps Kindergarten students transition smoothly into primary school.

Peer Support is a fundamental leadership program which Year 6 delivers to small multi-aged groups.

This year's program, "Speaking Up" which is devised by Peer Support Australia, follows a series of anti-bullying lessons in order to empower individuals and promote self-confidence.

Year 6 students are responsible for working collaboratively to organise and run the annual Year 6 Fundraising Fete. Students are responsible for all activities, Work Health and Safety (WHS) and prizes that will be presented on the day. The money raised is given back to the school as a gift from the Year 6 students to say thank you.

Choir

In our third year, the Boys' Choir has seen an increase in the number of Stage 3 (Years 5 & 6) boys who have participated in the choir. The choir contains 23 active singers. Students have sung more challenging pop songs and sing in harmonies, developing singing skills and teamwork to meet a common goal.

The choir has successfully performed at Awards Days

and special occasions entertaining a range of audiences.

Mr Mark Warren has conducted the boys and has allowed students to help with song selections and arrangements.

The Year 2 Choir and the Boys' Choir joined together to perform a moving performance of "Two Little Boys" at a special Remembrance Day Assembly.

The Primary Choir combines 35 students from Years 3 to 6 who have eagerly met weekly to sing. The choir has performed at many school functions and ceremonies throughout 2016. The choir has had the opportunity to sing at The Forest Preschool and two of our local Aged Care Facilities who love our visits. The Choir is always well received and they enjoy these opportunities to share the joy of music with our local community. The choir are trained to sing in two part harmony, being exposed to a wide range of repertoire, accompanied by music or singing a Capella. We have been extremely grateful to Rebecca Gibson and Jane Cohen for providing the leadership and encouragement of such a wonderfully, enthusiastic choral group throughout 2016.

Dance Groups

Belrose Public School has proudly showcased three dedicated dance groups. The Senior Boys' Dance group comprising of 24 boys is choreographed by Mrs Samantha Meikle, Senior Girls' comprising of 24 girls is choreographed by Mr Mark Warren and Junior group comprising of 24 boys and girls choreographed by Mrs Tracey Wilkinson.

Students rehearse on a weekly basis and have successfully performed at the Sydney North Dance Festival and various Awards Days.

Student participation in these groups has improved dance skills, self-esteem, and teamwork. This extra-curricular activity is highly regarded by Belrose students and parents, as well as our local community.

Sport

Belrose Public School has had a wonderful sporting year. Our students have achieved outstanding results, particularly considering the size of our school enrolments. Four students represented the Sydney North Region at NSW PSSA carnivals in Softball, Cross Country and Athletics. Fifteen students attended Zone trials and twelve students progressed through to Area trials in a variety of sports such as tennis, softball, cricket, AFL, rugby league, soccer and basketball.

Thirty-four children competed at the Zone Swimming Carnival and one student represented the Warringah Zone at the Sydney North Swimming Carnival.

Forty-four Belrose students competed at the Zone Cross Country. Seven students represented the Warringah Zone at the Sydney North Cross Country.

Forty-seven students represented Belrose at the Zone

Athletics Carnival and nine students represented the Warringah Zone at the Sydney North Athletics carnival.

Two students went on to compete at the NSW PSSA Athletics carnival in track and field. Jett competed at Nationals and placed 4th. This means that Jett is the 4th fastest 10 year old, 100msprinter in Australia and was only beaten by one hundredth of a second. Jett was also a member of the 4 x 100m relay team for NSW and came 2nd.

This year there were two new Belrose PS records set in athletics in the 9 year girls and Junior Boys 200m.

Belrose participated in the Warringah Knockout this year, fielding teams in soccer, junior and senior netball and rugby league. We also participated in the Milo T20 Blast School Cup in boys and girls cricket. The boys finished runners-up. The Year 5 and 6 girls also participated in a local girls' soccer gala day. These gala days were wonderful opportunities to play against other schools outside our zone and improve skills and teamwork. Belrose students are always keen and eager to participate in team sports. Our children demonstrate outstanding sportsmanship, are cooperative and encouraging of one another on the field. It is always a pleasure to coach our students because of this.

We have competed in the Warringah PSSA competition in Softball, T-Ball, Cricket, Soccer, AFL and Netball. The girls Softball A and B and Boys Softball A and B were **undefeated** Zone Premiers. Senior Netball girls were Zone Runners-Up, despite not losing a game all season. Senior Boys and Senior Girls Cricket were also Zone Runners-Up. This is a sensational achievement! Thank you to the coaches; Mr Chamberlain, Mrs Meacock, Mrs Stephens and Miss Jarvis.

I like to recognise all Belrose Public School students for your passion, enthusiasm and dedication in sport.

Year 2/3 Swim School Program

Year 2 and selected Year 3 students participated in the Swim School program run by the Austswim and NSW Department of Education and Community instructors. All students enjoyed participating in the 45 minute swimming session every morning for 2 weeks. The students were graded on their first day according to their swimming ability and then trained at their level by a qualified instructor. The graded classes catered for learners to competent swimmers teaching freestyle with bilateral breathing, backstroke, breaststroke, butterfly, diving and tumble turns. Water safety and survival skills were also taught each day which is extremely important for all our students to know. It was a very worthwhile and successful program. All students made wonderful progress in their swimming ability. They really benefited from consistent practice every day for two weeks. It is a highly valued program at our school.