

Belrose Public School Annual Report



2017



3748

Introduction

The Annual Report for 2017 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.

As the current Principal of Belrose Public School since July, 2017, I thank the former Principal, Mr Barry Chamberlin, Relieving Principal, Mr Mark Warren and the staff for the work conducted with the 2015–2017 School Plan. This annual report completes the final year of the three strategic directions.

My own teaching experience spans 28 years with several post-graduate qualifications. I have held executive positions for twenty years and have supervised many staff over seven schools in western and northern Sydney as Assistant Principal K–2 and 3–6 of East Lindfield PS, Deputy Principal and English as an Additional Language or Dialect (EAL/D) teacher of Wahroonga PS (2012–2015) and Relieving Principal of Wideview PS, Berowra Heights in 2016 and 2017. I have a background in teaching based on applying evidenced-based practices within K–6 classrooms.

The strategic plan for 2018–2020 will embark Belrose PS on an exciting journey of 21st century learning with the support of university grants with the Sydney university STEMacademy, Quality Teaching Rounds with the University of Newcastle and the co-development of our Nature Playground with the Field of Mars, Environmental Centre. I look forward to being part of this great school.

Belinda Zorian

Principal

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Message from the Principal

Belrose Public School offers our students diverse learning opportunities due to the efforts of an outstanding team of teachers and a positive and supportive community. In 2017, the professional development of all teachers continued with an emphasis on evidence-based pedagogy which resulted in improved academic results K-6.

A snap shot of some of our key achievements during 2017 include:

Academic results in the NAPLAN showing improved results in the number of students who are achieving greater than or equal to the expected growth between years 3 and 5 in Numeracy. Belrose PS has more students in year 3 and 5 in the top two bands in Reading, Spelling, Grammar and Punctuation and Numeracy, when compared to the state.

A strong Learning Support Team which tracks each student's development from K-6. The school offers an intensive, systematic reading instruction through our Mini-Lit. and Multi Lit. Reading Tutor Program. The Program is supported by the Learning and Support Teacher, Support Learning Staff Officers, Class Teachers and a team of Community Volunteers and Parents. This team provides explicit one-on-one instruction for students, who have been identified as requiring a more intensive level of support of up to five individual sessions per week. In 2018, a Speech Therapist will be joining the school to conduct lessons one day a week.

A comprehensive Performing Arts program including 3 bands, 4 choirs and 3 dance groups. Some highlights were the dancers performing as part of the Sydney North Festival and at the 2017 School Spectacular, 105 student members of our band program with November Tour to the Central Coast, X factor performing night opportunities for all students, K-2 'Message in a Bottle' concert and years 3-6 end of year performances.

Excelling in sport in the Summer and Winter Warringah PSSA competition in Softball, T-Ball, Cricket, Soccer, AFL and Netball. The following teams were Zone Premiers; Girls T-Ball A and B, Girls Softball A, Boys Softball A and B and Junior Girls Cricket.

The continued implementation of the Positive Behaviour For Learning (PBL) program.

The effective implementation of the Google Education Suite to enhance learning opportunities as well as a strong emphases on 21st century learning.

Message from the school community

Our school has again benefited from a committed team of parents who provide fundraising and social opportunities for our community. Parents also provide integral organisational support and in-class assistant to the school and students. Thankyou to our generous and hardworking parents and teachers who volunteered this year. We couldn't provide what we do without your help.

Of the many activities the P&C is involved with, a highlight of this year was the Belrose Fair. Held in October 2017, many people dedicated hours of time and energy to ensure it was a success. In our 65th year, it was wonderful to see the community event return for many generations to enjoy.

After several years of fundraising and planning, the long-awaited shade structure was completed in November 2017. It is wonderful to have much needed shade for the playground and we are sure it will be appreciated by students for many years to come.

Thankyou to the executive team and committee co ordinators, you are all wonderfully dedicated and I have enjoyed working with you this year.

Linda Lamb

P&C President

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 forefront of our school ethos. All decision making is based on what is best for our students.

Professional, dedicated teachers are committed to developing a love of learning by engaging each student within a nurturing, safe environment. Quality teaching is paramount with an emphasis of literacy, numeracy and technology. Teachers provide an extensive range of curricular and extra-curricular opportunities so that our students have access to a rich, vibrant education. Our community values of respect, responsibility and personal best are taught and encouraged.

The partnership between teachers and parents is highly regarded and this synergy has enhanced the learning outcomes of our students. We have a very 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: Maths Olympiad, Chess club, PSSA sport, K-2 Fundamental skills, Training, Concert and Performance bands, Guitar ensemble, choirs, dance groups, Music and Japanese lessons K-3, Year 6 Leadership opportunities, public speaking, Peer Support Programs, Environmental group and lunchtime coding groups. The regional band, Arts Alive rehearse weekly at Belrose PS with the school's band conductor, Mr James Hill. The bands go on tour in term 4 of each year to visit smaller schools in NSW.

Belrose Public School is a PBL (Positive Behaviour for Learning) school. Student well-being is promoted through three areas of focus: Respect, Responsibility and Personal Best.

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

Our facilities are varied including a library, computer room, a hall with production lights and sound, covered netball/basketball courts, climbing equipment, sandpit and 3 hectares of space for students to use during break times.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

At Belrose PS, we have high expectations. Within the learning domain, progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning. Transition and continuity of learning is very important at Belrose PS. The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning due to absenteeism is at risk. Attendance data is regularly analysed and used to inform planning. At Belrose PS, we care for students with each classroom teacher advising and supporting the students. The school plans for and monitors a whole school approach to students wellbeing and engagement. The needs of all students are explicitly addressed in teaching and learning programs. Expectations of behaviour are co-developed with students, staff and the community and have been designed to ensure effective conditions for learning. Belrose PS offers a curriculum that provides equitable academic opportunities for all students. Teaching and Learning programs show differentiation of curriculum delivery within classrooms. A range of formative and summative assessments are conducted with a range of opportunities for students to receive feedback on their learning. A whole school assessment strategy has been designed to ensure that the learning of all students is monitored and reported to parents in writing twice a year.

Within the teaching domain, teachers regularly review and revise lessons plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Our teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs. Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. With classroom management, there is a school-wide approach to effective and positive classroom management. Support is provided to teachers where needed, ensuring optimum learning. Students' progress and achievement data informs decisions such as resourcing and new programs. Teachers review student assessment data and compare results with external assessment. Teaching literacy and numeracy remains a priority with the development of associated professional learning sessions. Teachers engage in professional discussions and collaborate to improve teaching and learning in their classes. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. At Belrose PS, we have identified expertise within the staff and draw on this to further develop our professional learning community. Teachers are supported to trial innovative or evidenced-based, future-focused practices.

Within the leading domain, performance management and development plans are developed by each staff members and are reviewed by each supervisor. The school supports a culture of community engagement. The school regularly solicits and addresses feedback on school performance. School resources are utilised well with technology being accessible to staff and students. The management practices and processes are being sustained at Belrose PS.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Quality Learners: Providing quality learning and highly motivated learners

Purpose

To provide students with a learning environment that has high expectations and creates 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

The staff have engaged in professional learning in Visible Learning and have trialled and implemented the use of setting Learning Intentions and Success Criteria for some lessons and units of work, primarily in Literacy, Numeracy, Science, History and Geography. Students in Years 4–6 have actively engaged in writing success criteria for some learning intentions in maths and writing. Differentiated rubrics have been designed for informative, imaginative and persuasive texts. Students have then assessed their own and peer writing samples and set learning goals for improvement. This has promoted student engagement, feedback and responsibility for learning.

Students with additional learning support needs were identified and regularly monitored through Learning Support Team meetings every two weeks. The literacy support program, which includes the focus on Multilit and Super Six Comprehension strategies has been delivered in both small group and individual settings, by learning support/classroom teachers and trained volunteers. Regular data has been collected, analysed and shared with all staff to identify and guide future learning outcomes.

Student data has been monitored and shows positive student growth in the areas of decoding, sight word recognition and transfer of accurate spelling to written tasks. Improvement in accuracy and fluency whilst reading aloud, with sound understanding, has been evident.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional learning on Assessment and the giving of Quality Feedback to both staff and students.	\$500.00	Staff used a variety of assessment instruments, including Dalwood Spelling and Reading Recovery levels, to assess, analyse and monitor students. The data gathered directed the development of differentiated learning programs for all students. Staff used engaging multimodal texts to create meaningful open ended assessment targeted tasks, encouraging creative and critical responses. This allowed staff to gather valuable information about all students' differentiated knowledge and understanding.
The Visible Learning Project continued with the setting of 'Learning Intentions' and 'Success Criteria'.		Learning Intentions and Success Criteria were implemented, moving from teacher directed to student devised in Science, History, Geography, English and Mathematics.
Homework was reviewed and a new program was designed, trialled and further expanded in Stage 2 to cater for outcomes for all learning styles and levels.		Student engagement has improved with almost 100% of students completing tasks regularly at a high standard with improved commitment. Student and community feedback has been extremely positive. Creative and critical thinking tasks implementing the Thinker's Keys model and creative response tasks including the use of multimodal texts and role

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Homework was reviewed and a new program was designed, trialled and further expanded in Stage 2 to cater for outcomes for all learning styles and levels.		play has resulted in high engagement and quality learning.
A new Learning support Team was set in place with a new school counsellor and Learning Support Teacher employed. The Forest Reading program and allocation of resources was reviewed.		A needs-based timetable was designed and regularly updated to ensure optimum and effective use of resources, including SLSOs and LaST support.

Next Steps

Belrose PS will continue to excel in the area of quality learning. The curriculum will enable deep knowledge of student learning, with an emphasis on effective identification of students requiring support and opportunities for all students' learning to be catered for through differentiated learning experiences. The literacy and numeracy progressions will support learning and will enable teachers to be explicit in targeting their teaching. The integration of most of the key learning areas into the one unit will allow for deeper understanding and knowledge. The students will be empowered to take ownership of their own learning by having an understanding of their learning intentions and success criteria. The thoroughly differentiated integrated quality teaching and learning programs based around rich literature will support all learners. Frameworks to support deep thinking will guide students with connecting as well as extending their ideas and therefore will cater for the needs of all students.

We will reform the student wellbeing committee and regular meetings for the PBL team will be scheduled. New staff or targeted staff on the PBL committee will attend catch up training. We will continue to be proactive in ensuring PBL is embedded in all aspects of school life. Regular data analysis will assist in informing direction and planning for further development of PBL. We will distribute the Big 5 data Review Guide to staff for perusal and discussion. Staff will be asked to complete the SAS (self-assessment survey) either at the end of Term 4 or the beginning of 2018. We will potentially ask Sheryl Foley to come to our school to address the staff and to conduct a BoQ (Benchmarks of Quality) early in the year and then at the end of the year, SET (School-wide Evaluation Tool). Communication and involvement with office staff, OOSCH, parents and community members regarding our school values and expectations will be facilitated and encouraged. Ways in which our school leaders can be involved in keeping PBL alive in Belrose PS will be investigated. PBL will continue to be promoted in the school newsletter. Teachers will continue to teach the PBL lessons at the beginning of the year to teach and reinforce our school values and expectations in all settings. The committee will lead professional learning sessions relating to Positive Behaviour for Learning – Universal Prevention Classroom Systems of Support and discuss the use of the Best Practice Class Management Checklist Teachers will be encouraged to analyse more closely how tasks are differentiated and question whether further adjustments need to be made to engage students. Professional Learning and sharing sessions throughout the year will empower and provide support staff to enhance effective classroom practices.



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

Staff have engaged in professional learning opportunities that equip them to teach students for the 21st Century. Skills and knowledge of Visible Learning, Conceptual Planning, Creative and Critical Thinking, Assessment (formative and informative) that support the Quality Teaching Framework have increased and opportunities for staff to share and plan information to develop units of work in the implementation of the new History and Geography syllabus.

Reviewing and analysing the implementation of programs and the constant professional dialogue to continue improvements in learning opportunities for staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional Development for staff on Quality Teaching Framework.	\$3500.00	Staff have been up skilled in the contents of the Quality Teaching Framework. Knowledge and ability at implementing the framework into teaching and learning programs has become more prevalent. Staff engaged in professional dialogue as to how they implement the framework within their classrooms and feedback on others' ideas.
Visible Learning		Executive staff were taken through the Visible Learning program along with other executive within the Warringah Community of Schools. The Executive staff presented professional development sessions where Learning Intentions and Success Criteria were taught and professional dialogue took place around implementation into the classroom. Staff engagement, classroom implementation and feedback sessions encouraged staff to work together to implement successfully.
Visible Learning & Assessment		Staff were upskilled in assessment strategies in particular Formative Assessment. Units of work were developed using assessment as a focus for planning school wide.
Visible Learning & Creative and Critical Thinking		Executive staff led the whole school in professional learning in Creative and Critical Thinking which focused in part in getting to know the Creative and Critical Thinking Learning Continuum in-depth. Staff also undertook professional development in the Creative and Critical Thinking Skills and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Visible Learning & Creative and Critical Thinking		Strategies and continued professional dialogue as to how this works within the classroom.
Conceptual Planning		<p>Executive staff attended courses in Conceptual Planning with other executive in the Warringah Community of Schools.</p> <p>Executive staff led professional development in Conceptual Planning works and how to plan unit of work.</p> <p>Units of work were developed using the Conceptual Planning method during professional learning time. These units were shared with staff and professional discussions took place as to the implementation of these units.</p>
Introduction of the new syllabus – History and Geography		<p>Executive staff led K–6 staff through the introduction of the new History and Geography syllabus.</p> <p>Staff planned units of work involving the Conceptual Planning method, along with Visible Learning, Creative and Critical Thinking, Learning and Assessment strategies. These were implemented during 2017 and were being evaluated for adjustments, if need be.</p>

Next Steps

Belrose Public School's inspirational teaching staff will continue to use effective innovative classroom practices to increase student engagement, creativity, critical thinking and problematic knowledge. Through access to our own staff and experts in the field of Science, Technology, Engineering and Mathematics from the STEM Academy at Sydney University, the integration of effective pedagogy, content knowledge and innovative technology will together build the capacity of all teaching practices within the school. Collaboration of staff in the writing of cross-curriculum units of work which incorporate evidenced-based frameworks will develop the skills, knowledges and understandings of students to think deeply, critically and problem solve. Teachers will reflect on their impact of student learning through observations based on the Quality Teaching framework and our work with the University of Newcastle, the Australian Professional Standards with the aim of continuous improvement. Our aim is to develop Professional Learning Communities/Action Learning Teams that can independently facilitate reflective practices, collegial feedback and the development of innovative classroom practices.



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

Belrose PS has further developed and enhanced our school-wide positive behaviour in learning. The Student Wellbeing Policy has been updated with a strong focus on Positive Behaviour in Learning. Our school-wide approach for positive behaviour support and restorative practices for all students has been revised. Programs and learning experiences that focus on and embed positive character traits and our school values have been developed and implemented throughout the school. Inappropriate behaviour management has been refined and a new rewards system which is valued by all students has been implemented.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All staff and students have a clear understanding of behaviour expectations at Belrose PS.</p> <p>Consistency throughout the school with all staff providing positive behaviour support and following the Managing Inappropriate Behaviour flow chart for restorative practices procedures</p> <p>All staff have a student wellbeing policy that can be easily followed and implemented ensuring a consistent approach to student well being at school.</p>	\$8000.00	<p>Behaviour expectation posters for all school settings were distributed and displayed in the appropriate areas. All staff received an enlarged matrix for behaviour expectations in all settings to display in classrooms.</p> <p>The student PBL lessons that were developed by staff in 2016 were shared with staff and professional discussions took place as to the implementation of these units. A Scope and Sequence was devised and lessons were implemented across K-6 from the beginning of the school year to ensure the values of respect, responsibility and personal best would be reinforced in all settings.</p> <p>The Belrose Bus expectations were made more explicit, targeting specific behaviours in specific settings. The targeted behaviours were communicated each week in the weekly newsletter and a small poster was distributed to all class members. Teachers were asked to regularly refer to the expectations.</p> <p>The Student well-being committee attended the third professional learning session of Tier 1 Universal After Prevention – School-wide. After looking at best practices at other schools, the committee then led a professional learning session for the staff where a variety of examples were shown and discussed. Whole staff professional dialogue led to the formation of an effective whole-school behaviour management procedure suitable for Belrose PS. The procedure was outlined both in the form of a flowchart and a word document. New reflection sheets were designed and implemented.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All staff and students have a clear understanding of behaviour expectations at Belrose PS.</p> <p>Consistency throughout the school with all staff providing positive behaviour support and following the Managing Inappropriate Behaviour flow chart for restorative practices procedures</p> <p>All staff have a student wellbeing policy that can be easily followed and implemented ensuring a consistent approach to student well being at school.</p>		<p>A mini restorative practices framework was laminated and attached to a key ring for every staff member to put in their playground bumbag so negative behaviours could be addressed and positive behaviours reinforced in the playground as required. A visual was developed for K–2 students</p> <p>The Student Wellbeing Policy was finalised and made available to all staff.</p>
<p>A new reward system that would be valued by all students, including Stage 3</p>		<p>The Student wellbeing committee led professional learning sessions to review the school’s reward system. Professional discussions took place to determine how to best develop an uncomplicated reward system that would reflect and reinforce our PBL values and be valued by all students K–6.</p> <p>A tiered system was developed. This was structured so all students could potentially earn a school badge by the end of the year. The awards and badges were designed and purchased. In term 4 the new rewards system was implemented.</p> <p>This will be reviewed for 2018</p>
<p>Consistency throughout the school with all staff providing engaging teaching and learning activities and positive behaviour support in their classrooms.</p>		<p>Two committee members attended professional learning – Positive Behaviour for Learning – Universal Prevention Classroom Systems of Support (2 days)</p>

Next Steps

Belrose Public School will continue to enhance our quality community partnerships and excel in service delivery. The school will foster a school-wide culture of high expectations and a shared sense of responsibility for community and student engagement. All staff will actively participate in the Community of Schools Group and utilise the expertise and collaboration of our academic, parent and community partners. Effective partnerships will continue to be fostered with preschools, high schools, universities, local businesses and communities of schools to deliver rich, relevant and meaningful learning experiences. There will be an increase in the number of learning projects being led by the staff and the overall school's strategic direction. The P&C will continue to be an active, motivated and supportive committee of all of the school's initiatives and will continue to engage all members of the community through a variety of events throughout the year. The school's service delivery, administrative and management processes will exhibit best practice.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2000:00	The school's Aboriginal students achieved curriculum outcomes and displayed learning commensurate with their age and level of schooling. One teacher attended regular Warringah Community of Schools Aboriginal Reference Group meetings, where resources and ideas were shared with local Primary and High Schools, such as a new Aboriginal programming for the History, Geography and English syllabi.
English language proficiency	\$6000:00	Students K–6 received additional EAL/D support both in–class and as withdrawal groups by the Learning Assistance Support Teacher. All students made progress in literacy and numeracy. The school introduced an EAL/D report in November, 2017.
Low level adjustment for disability	\$106 000:00	School Learning Support Officers were employed to support students with additional needs who do not have targeted funding. During semester 2, two School Learning Support Officers were employed to cover a total of five days a week to provide support to all students.
Quality Teaching, Successful Students (QTSS)	\$23 000:00	By providing each Assistant Principal with one day every three weeks additional release from face to face time observations of lessons were undertaken and feedback provided to teachers on quality teaching practices. Library lessons in term 3 for stage 3 and in addition term 4 for stage 2 were enhanced with an additional technology teacher for Inquiry Learning. As a result, students took ownership of their learning, had a deeper understanding of content and were highly engaged due to the diversity and ownership of their end product.
Socio–economic background	\$5 000:00	By providing learning support officers time in classrooms, students from socio–educationally disadvantaged backgrounds have been better supported academically and socially.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	166	159	162	158
Girls	149	140	146	145

Belrose Public School has continued to maintain a steady enrolment pattern, which is enhanced by our strong links with local preschools. Effective orientation sessions support the well-structured transition program for our Kindergarten students. The transition program is highly valued by the community and is a feature of the enrolment enquiries.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.6	95.7	96.6	96.3
1	96.8	96.2	95.8	94.6
2	96.7	95.9	96.5	95.9
3	97.8	96.3	95.1	94.4
4	98.1	96.3	94.9	97
5	96.9	95.9	96.4	95.6
6	97.2	94.1	97.8	95.4
All Years	97.2	95.8	96	95.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance rates in 2017 are shown to be lower than in previous years. This is partly due to new record keeping protocols which require schools to include students taking extended travel as 'absent' rather than 'exempt'.

Non-attendance requires caregivers to provide an explanation. Absences for illness and injury are recorded as 'sick.'

When concerns about student attendance are held, the Principal makes contact with the caregiver and discusses strategies the school can employ to assist improve the student's attendance. Continued non-attendance results in a referral to the Department of Education's Home School Liaison Officer.

Class sizes

Class	Total
KIW	21
KD	21
1CT	19
1S	19
2S	24
2J	24
3/4C	30
3W	30
4M	29
5W	29
5M	30
6K	31

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.23
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.82
Other Positions	0

*Full Time Equivalent

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

No staff members of Belrose Public School are of Aboriginal or Torres Strait Islander descent.

Workforce retention

During the first six months of the year, Mr Mark Warren assumed the position of Relieving Principal. In July, through merit selection Mrs Belinda Zorian was merit selected and was successfully appointed as Principal of Belrose Public School. Mrs Sharon Killick was appointed Year 6 teacher following being merit selected. Mrs Melissa Ord, the Learning Assistance and Support Teacher took leave during 2016 and Mrs Jane Cohen replaced her with great enthusiasm and expertise in this area. In the conclusion of 2017, Mrs Sarah Chambers and Mrs Michele Wilson gained teaching positions at Northern Sydney schools and Mrs Lyn Chapple retired following her 31 years of teaching at Belrose PS

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

Substantial teacher professional learning was delivered to school staff in 2017. As well as the weekly Professional Learning sessions conducted at school the following highlights the school's priority to professionally engage teachers with evidence-based practices to improve student outcomes:

Whole staff revisited the English Syllabus to apply teaching/learning strategies to program

Geography syllabus workshop and whole staff implementation

PBL Training by two members of staff who lead the implementation of the program

'Grammar Course' completed by three members of staff

'Creative and Critical Thinking' Course by two members of staff

'Australian Maths Problem Solving Symposium' attended by two members of staff

Sue Larkey workshop on supporting students in need

Aboriginal Education course attended by two members of staff

Developing 'Creative and Critical Thinkers' by two members of staff

27% of staff are at Proficient Teacher accreditation with 73% not requiring to be accredited at this time as they began teaching prior to 2004.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	196,357
Revenue	2,475,653
Appropriation	2,182,546
Sale of Goods and Services	1,566
Grants and Contributions	285,303
Gain and Loss	0
Other Revenue	2,395
Investment Income	3,844
Expenses	-2,451,764
Recurrent Expenses	-2,451,764
Employee Related	-2,054,542
Operating Expenses	-397,221
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	23,889
Balance Carried Forward	220,246

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

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,031,574
Base Per Capita	47,070
Base Location	0
Other Base	1,984,504
Equity Total	82,189
Equity Aboriginal	1,288
Equity Socio economic	4,355
Equity Language	5,240
Equity Disability	71,306
Targeted Total	20,490
Other Total	25,029
Grand Total	2,159,282

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.

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

Premier's Spelling Bee

All classes in Stages 2 and 3 participated in the Premier's Spelling Bee. Each class conducted a spell-off and the two students who spelt the most words correctly from each class then participated in the School Spelling Bee. Four amazing spellers from both Stage 2 and Stage 3 then represented Belrose School at the Regional Spelling Bee Final and performed extremely well. We are very proud of their efforts!

Gateway Workshops

In 2017, 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 50 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 1 and 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.

ICAS Competitions

In 2017, many of our gifted and talented students participated in the Digital Technologies, Science, Mathematics, Spelling, Writing and English ICAS Competitions. Our students achieved 3 High Distinctions across these competitions, placing those individual students' results in the top 1% of participants.

Stage 3 Maths Olympiad

Belrose PS had 11 Stage 3 mathematicians participate in the Maths Olympiad interschool competition this year. These students were nominated by their class teachers due to their outstanding problem solving and numeracy skills. For the first time we expanded our team to include two outstanding Stage Two mathematicians. Over the course of the year our team sat five exams against teams of students from over 1000 other schools. Seven members of our team achieved scores which placed them in the top 50% of participants in the competition. One student achieved a result which placed her in the top 20% of the competition. Our Maths Olympiad team worked tirelessly to further develop their problem solving skills this year.

Stage 2 Maths Olympiad

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

Learning Support

Literacy acquisition is a high priority for students at Belrose P.S. 57 students from across Years 1 to 6 participated in the intensive, systematic reading instruction of the Multi Lit Reading Tutor Program (Making Up For Lost Time in Literacy). The Program is supported by the Learning and Support Teacher, Support Learning Staff Officers, Class Teachers and our amazing team of Community Volunteers and Parents. This amazing team has provided explicit one-on-one instruction for students, who have been identified as requiring a more intensive level of support of up to four or five individual sessions per week.

In Stage One, we had 21 students participate in our Forest Reading Program throughout 2017. All students have made substantial gains and can now read over 200 new sight words and have also made impressive gains in their knowledge of word attack skills at their own individual ability levels.

Stage Two had 19 students who continued the Multi Lit Program in 2017 and over 50% of students have now completed the program with another 25% of students who are close to completion. Two small groups also worked weekly with the Learning and Support Teacher to engage in explicit teaching of comprehension skills and modelled writing to support class programs.

Stage Three commenced the year with 8 students continuing with the Multi Lit Program in 2017 and 100% of students have successfully completed this program. Small groups of students in Year 5 & 6 also participated in explicit teaching of comprehension strategies from the Super Six Comprehension Skills during second semester.

NAPLAN

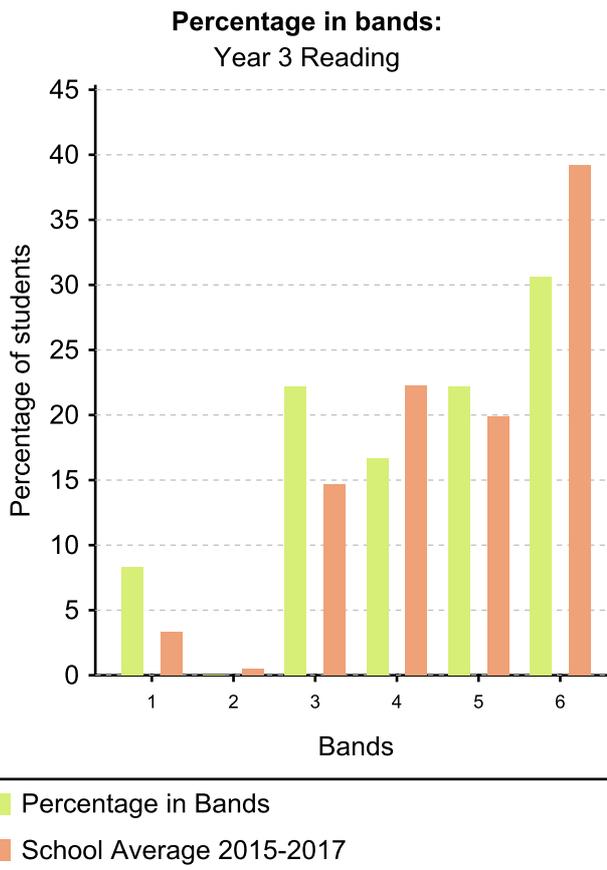
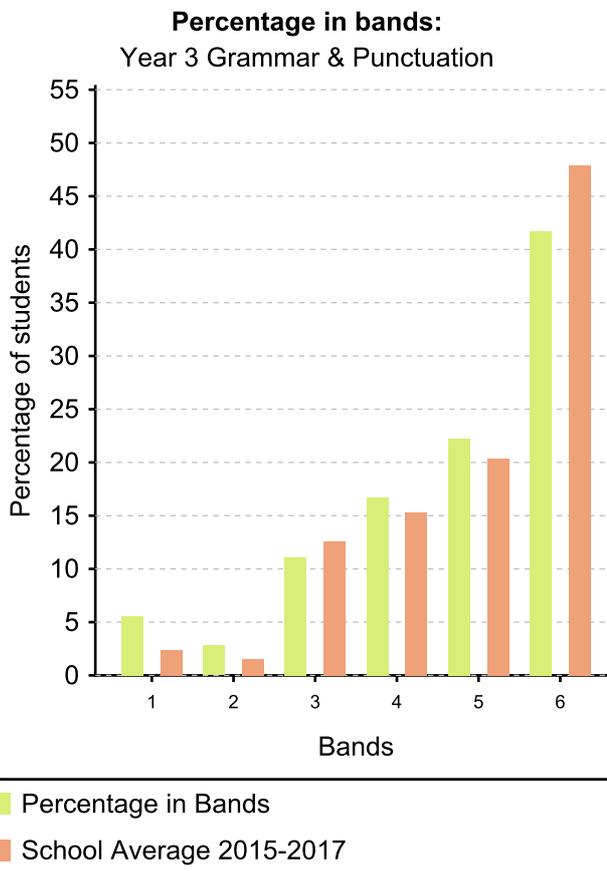
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In Year 3, 37 students and in Year 5, 56 students participated in NAPLAN. Our results reflect the school's ability to cater for the needs of a diverse range of abilities through differentiated lessons. Year 3 Reading results are strong. 52.8% of students compared to 51% of the state are in the top two bands. There has been considerable progress in writing. In Writing, 55.5% of Year 3 students are in the top two bands which is above the state. There are no students below the national minimum standard.

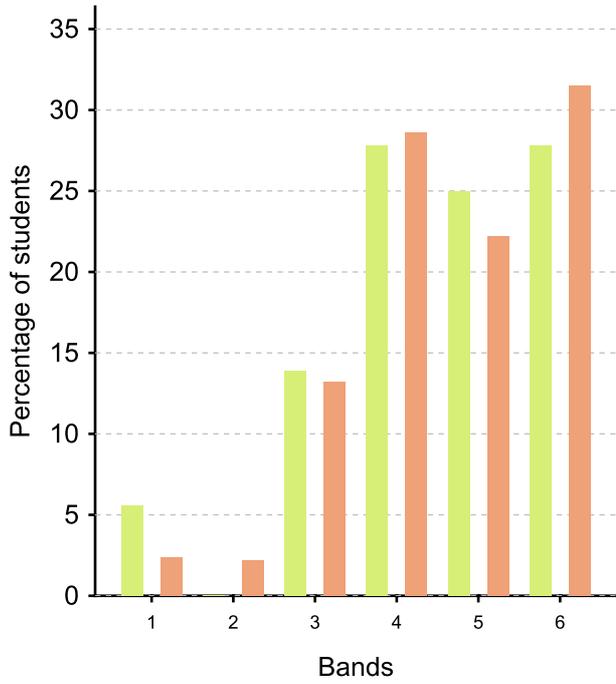
In Year 5, 45.5% of students are in the top two bands in Reading. The scores were significantly better than the state average of 39.7%. In Year 5 Writing, 7.4% of students were in the top two bands.

61.5% of students were greater than or equal to the expected growth from year 3 to year 5 in Reading. There is no significant difference in the amount of progress students made in reading from Years 3 to 5 compared with schools like ours. There were many areas where the school percentage choosing the correct response was 10 or more above the state population percentage.

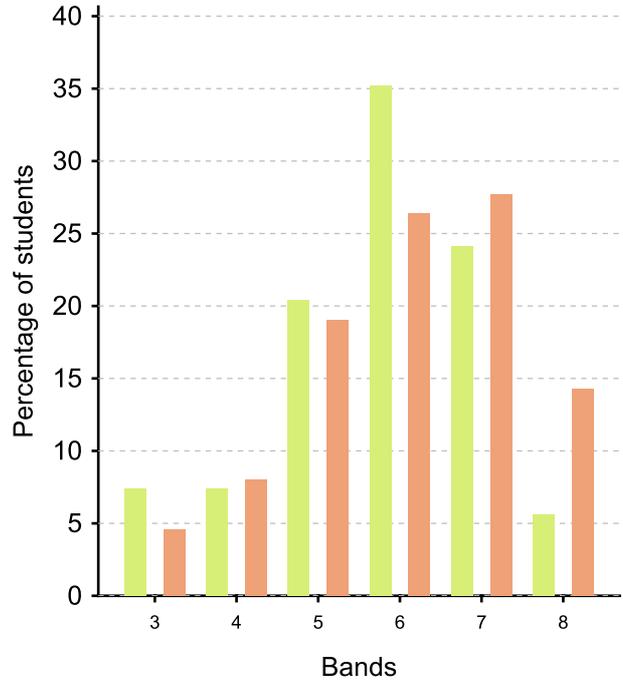
Our students continue to progress well from year 5 to year 7 with NAPLAN Year 7 results indicating that they are all performing above the National minimum standard in Reading, Writing, Spelling and Grammar and Punctuation.



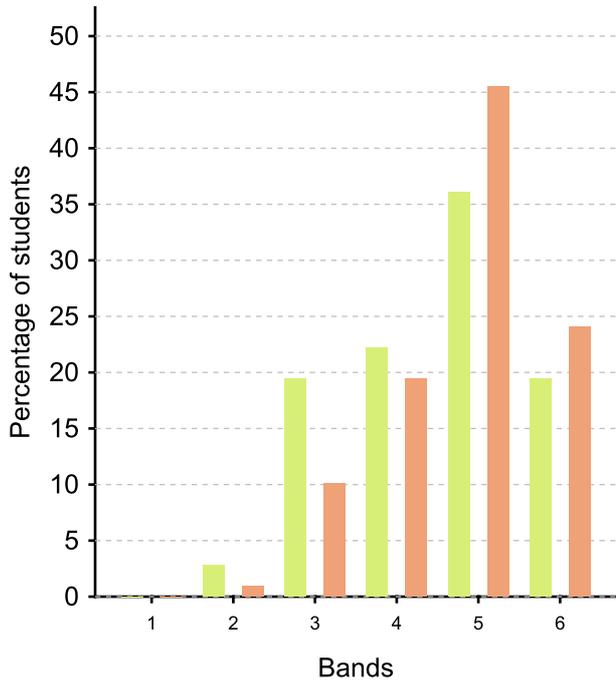
Percentage in bands:
Year 3 Spelling



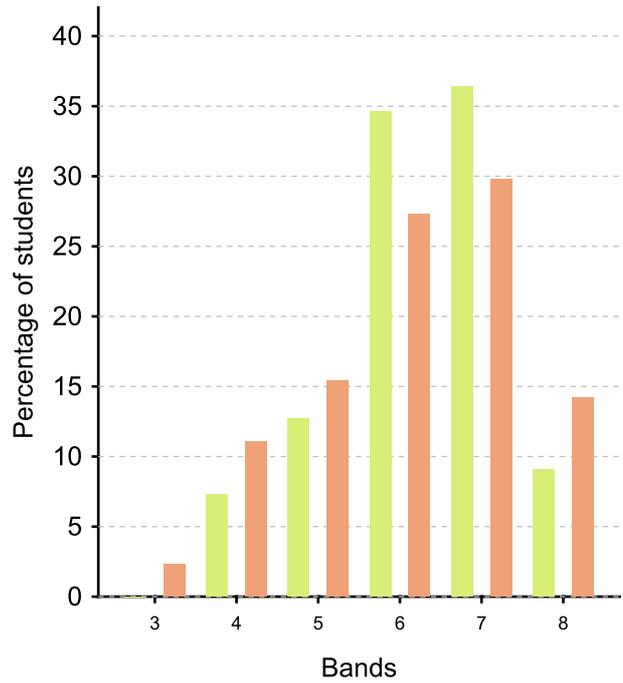
Percentage in bands:
Year 5 Grammar & Punctuation



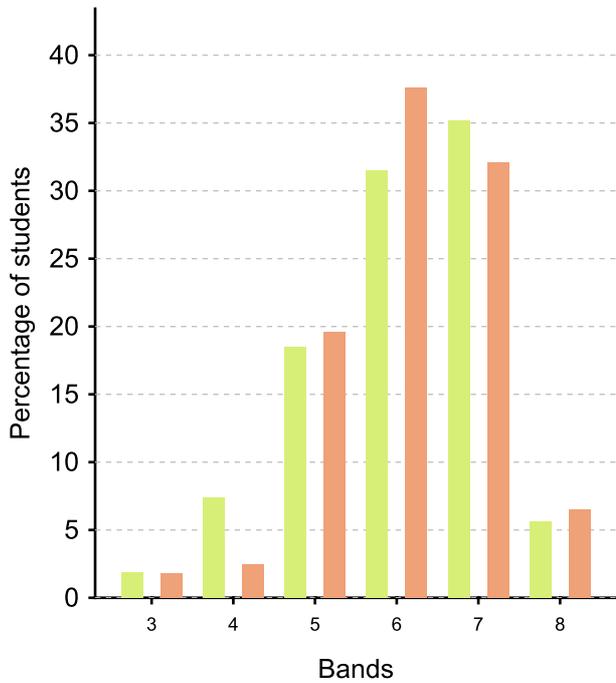
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading

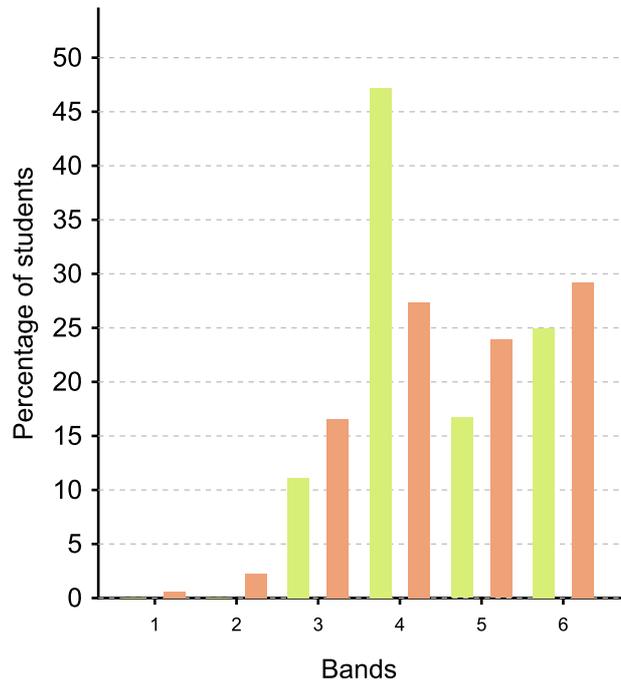


Percentage in bands:
Year 5 Spelling

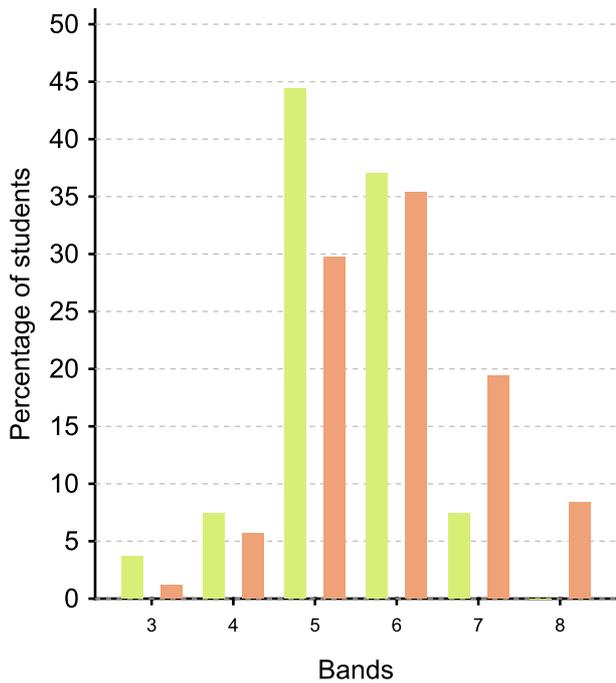


students continue to progress well from year 5 to year 7 with NAPLAN year 7 results indicating that they are all performing about the National minimum standard in Numeracy.

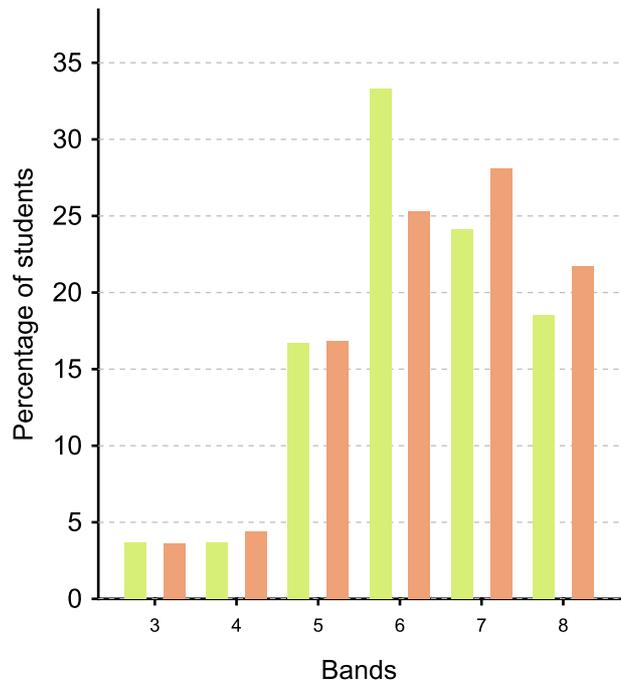
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



In 2017, Year 3 Numeracy results were very good with 31.7% of the students performing in the top two bands. In Numeracy, 80% of students equalled or were above the expected growth from Years 3 to 5. In Data, Measurement, Space and Geometry 51.9% of year 5 students were in the top two bands compared to 31.4% of the state. The school has many areas that we are excelling at across all strands of Mathematics. Our

The My School website provides detailed information and data for national literacy and numeracy

testing. Go to <http://www.myschool.edu.au> to access the school data.>

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, our year 5 student recorded in Reading–Band 8, Writing–Band 5, Language conventions–Band 6, Numeracy–Band 7 with an average growth of 100 points between year 3 and year 5.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. Students, teachers and parents were invited to participate in the 'Tell Them From Me' survey during the latter part of 2017. The 'Tell Them From Me' student survey was completed by students in Years Four, Five and Six. The survey showed that students at Belrose PS, when compared to NSW norms have significantly higher rates of participation in school sports and extra curricular activities.

Students

Students feel accepted and valued by their peers and by others, have positive relationships and value schooling outcomes. They also generally feel that learning time is used effectively, instruction is relevant to their lives and that classroom instruction is well organised with appropriate feedback given to help them learn. 70% of students were interested and motivated in their learning which was just below the NSW Government norms. Belrose Public School offers a range of extracurricular activities with 84% of students involved compared to 55% of the state. Also noted, 81% of boys at the school compared to 44% of boy in the state participated in extracurricular activities. 88% of students have positive relationships compared to 85% of the state. 98% of students at Belrose value schooling outcomes compared to 96%. Students with positive homework behaviours were just below the state by 3%. 91% of students with positive behaviour at school compared to 83% of the state. We were below the state norm with 70% of students interested and motivated compared to 78% of the state. 43% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge compared to 53% of the state norm. Levels of bullying were comparable to the NSW norm, with 42% of students responding that they were victims of moderate to severe bullying in the past month. This response needs further investigation, particularly as it is not reflected in other school data collection. 60% of students have positive homework behaviours compared to 63% of the state. 70% of students are interested and motivated compared to 78% of the state. 73% of students strongly agree or agree that they expect to go to university. 100% of students feel good about their culture.

Teachers

The 'Tell Them From Me' teacher survey was completed by 11 teachers. Overall teachers indicated that they worked together to share planning and resources. They also felt that the school is inclusive and that they understand the learning needs for students with special learning needs. There was a high level of collaboration, a positive learning culture and the teaching of specific strategies. Areas for improvement identified in the teacher survey were that teachers

wanted access to useful feedback that would help to improve their teaching from colleagues. Talking to students about barriers to learning (80%), using formal assessment tasks to help students to set challenging learning goals (71%) and providing examples of graded work (66%) were also identified in the teacher survey as areas for further consideration. 66% of students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts and 86% use computers or other interactive technology to undertake research. The consideration of using technology to improve interest and motivation needs to be further explored.

Parents

The 'Tell Them From Me' parent survey was completed by 40 respondents. In most areas surveyed, the results were higher than those of the NSW Government norm. Belrose PS's parents were aware the school supports positive behaviour and safety programs at school. Parents indicated that they feel welcome at Belrose PS. 62% of parents felt that they were well informed about their child's progress. 75% felt that their child's progress was written in terms that they understood, 73% felt informed about their child's behaviour, whether positive or negative, 62% were well informed about their child's progress in school subjects and 58% were informed about their child's social and emotional development. A higher than state norm agree that the teachers supports positive behaviour. 62% of the parents had educational aspiration that their child would attend university with 96% expecting that their child would finish year 12.



Policy requirements

Aboriginal education

Aboriginal Education

Throughout 2017, all classes continue to have cross-curriculum priorities encompassing Aboriginal and Torres Strait Islander histories and cultures embedded into teaching and learning programs, with particular emphasis in the Key Learning Areas of History, Geography and Literacy. These perspectives were taught in line with the NSW Syllabus for the Australian Curriculum. All staff were also involved in professional learning, which involved an 'Acknowledgment of Country' session and catered to the needs of Aboriginal students within the classroom. As a school, we continue to use the 'Acknowledgement of Country', which was written by the Year 6 Leaders this year for the first time, at all assemblies and formal occasions. 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 programming for the History, Geography and English syllabi.

In addition, Belrose has enthusiastically participated in an Aboriginal Science show K to 6 in Term 1, which utilised exciting, stimulating and interactive Science demonstrations and were based on Flight, Fire and Sound, as well as Aboriginal Technology and Discovery.

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 Cooking, Dancing, Artefact talks, Art and Aboriginal games. We also entered a NAIDOC Day Poetry competition for Years 3 to 6 and a colouring competition for K to 2, which the students really enjoyed. It has been a very exciting year for Aboriginal Education at Belrose.

Multicultural and anti-racism education

Multicultural and anti-racism education

Belrose Public School promotes a highly inclusive learning environment where students and their families from all cultural, religious and language backgrounds are positively supported and encouraged to participate in all areas of the school environment. Within our school, approximately 16% of students come from Language Backgrounds Other Than English (LBOTE). Our LAST teacher teaches EALD students using the ESL scales, in line with the English syllabus, to ensure that students develop the necessary language required to access the academic language of class programs. EALD teachers work closely to support class programs by team-teaching or withdrawing students with additional needs. Our school has an anti-racism policy supported by an anti-racism officer. We celebrated Harmony Day within the classroom program earlier in

the year through activities to develop our understanding of our diverse cultural, religious and language backgrounds. Teachers in the school have programmed and assessed using the new English curriculum, with units that focus on cross curriculum priorities and general capabilities that encompass intercultural understanding.

Other school programs

Library

Premier's Reading Challenge

Many students registered for the Premier's Reading Challenge during 2017. We had over a third of the students from the school gain a participation certificate, amongst these were 15 students who achieved a gold certificate for completing the challenge for 4 years, and another six students gained a platinum certificate which is for completing the challenge for 7 consecutive years. This is a wonderful achievement for our avid readers of Belrose PS.

Book Fair

During Education Week and on our Open Day the school held the annual Book Fair. A large number of families from our school supported this event and donated \$2000 worth of many new titles to our school library. This has been of great benefit to our library.

Book Week

To celebrate Book Week the school had a Book Character Parade and a visiting author, Louise Park. She was most entertaining and informative. The students enjoyed her visit so much that they brought in books from their personal home library for her to sign.

Inquiry Learning

Stage 2 (Years 3 & 4) and Stage 3 (Years 5 & 6) were provided with research topics during Semester 2, which have been designed to develop the children's deeper thinking processes and asked them to critically analyse information. Technology has been used as an aid to underpin their research, as has group discussions, peer learning and self evaluation techniques.

Stage 3 were asked to research either Egypt (Ancient History) or World War 2 (Modern History) and present their findings in an engaging and informative way. Students made board games, produced plays and created PowerPoint Presentations. The second half of the semester saw the children delve into the impact of white settlement upon the Aboriginal and Torres Strait Islander peoples. They successfully posed questions about how they were affected and the influence it has had on the lives of our Indigenous Australians today. Through World Book Online they were able to create timelines demonstrating their understanding for time and change.

Stage 2 spent the first half of Semester 2 researching the author Louise Park and creating PowerPoints to present their findings. The second half of the term was met with great excitement when the students were told that they had to create a television segment on an Australian World Heritage listed site. After completing their research the children had to write scripts and record their segment onto Ipads. Students enjoyed viewing them.....with popcorn!

Library Staff

I would also like to thank Ms. Engelen for her help in the school library again this year. Her help is very valuable to ensure the smooth running of the library. A special thank you to Mrs Whelan and Mrs Creagh who have volunteered in our library and have helped with covering books and many other jobs as well. Your help is appreciated.

Debating and Multicultural Speeches

Being able to construct an effective argument and to listen to others points of view is a critical aspect of debating. The Belrose Debating Team consisted of ten enthusiastic Stage 3 students. They participated in a workshop providing them with opportunities to consolidate their understanding of the debating process. The school entered a team in the Sydney North Debating Team. The team started the round of debates very successfully. We had some tough challengers but with each debate we grew in confidence. Each adjudicator commented on how close the debates were and gave us constructive feedback to enable future development. We were delighted to finish the round of debates with more wins than losses. The team were grateful for the assistance of parents to help with transport to the debates.

Chess Club

Belrose Chess Club has consisted of students from Years 3 to 6 this year, who have enthusiastically participated in a school based competition on a regular basis each Friday at lunchtime. The students' parents and the School's P&C purchased eight beautiful, new, wooden chess sets for the State NSW Junior League. Belrose PS entered two teams in the State League; Belrose A and Belrose B. Both teams came second in the zone. Belrose PS also entered two one-day competitions at Mona Vale and were close to a medal. It has been a wonderful opportunity for so many highly engaged students, who are able to enjoy playing chess using higher order thinking skills on a weekly basis.

Environmental Group

There is nothing better than eating vegetables and fruit straight from the garden. Just ask the enthusiastic members of the Belrose Public School Garden Club. At Belrose Public School we continue to value environmental education and support sustainable practices. The Garden Club continued to grow. Enthusiastic students continued to tend to the school vegetable gardens. The team met on Thursday mornings to plant, provide garden care, mulch, harvest and eat the produce. Several students who had never

enjoyed eating vegetables before became hooked on fresh produce from our school vegetable gardens. Magnifying glasses provided opportunities for looking at the insects and plant growth. The team learned about sustainable practices.

Composting and recycling systems continued successfully. All vegetable and fruit waste went into our composting bins, producing healthy soils for our gardens.

Students continue to be encouraged to participate in the Trashless Tuesday program whereby they bring their wrapper free lunch in recyclable containers.

Students from K–2 were able to use the gardens for science and geography lessons. Plants grown from seed in class were successfully (and in some cases unsuccessfully) transplanted into the garden. Junk materials were used in art lessons to produce recycled art.

Performing Arts

Dance – Senior Girls' Dance

The Senior Girls' Dance group catered for students in Stage 3 (Years 5 & 6). There were 24 students who rehearsed weekly and assisted with choreography, costume design and performed at Awards Days and Presentation Nights. A main focus of 2017 was attending the Sydney North Festival and performing on stage in front of a large audience. Students experienced a variety of expressive dance styles and created new performances for the varied audiences. Four students from the Girls' Dance Group were selected to audition for the Schools Spectacular Performances.

Dance – Senior Boys' Dance

The Senior Boys' Dance group is a highly energised and enthusiastic group of 24 Year 5 and 6 boys. They rehearsed weekly and performed at school awards days and presentation night. The boys successfully auditioned for the Sydney North Dance Festival and performed several times at the Glen Street theatre throughout the festival. Four of these talented boys have participated in the Schools Spectacular which is a first for our school. Three Year 6 boys attended a Senior Boys Dance workshop where they developed new dance skills and choreography and thoroughly enjoyed their experience.

Choir – Boys' Choir

In its fourth year, the Boys' Choir catered for boys in Stage 3 (Years 5 & 6). 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. Students assisted with song selections and arrangements. One student performed in the Arts Alive Choral program where they performed at the Sydney Opera House.

Choir – Primary Choir

Each Friday, a most enthusiastic group of 31 Year 3 to 6 boys and girls, have met to sing their hearts out with Mrs Jane Cohen and Mrs Brita Thoroughgood. The singing repertoire has encompassed everything from accompanied contemporary through to acapella pieces. The students mostly sing in two part harmony and there have been opportunities throughout the year for duo and solo performances. The choir has enjoyed performing at Assemblies and Awards Days throughout the year and look forward to singing again in 2018.

Band program

Wow! Where do I start with so many wonderful experiences for our band students at Belrose in 2017? All our bands have seen much improvement over the year under the outstanding guidance of our conductors James Hill and Nick Polivineo. The Training Band for 2017 has 21 students from year 3, the Concert Band consists of 33 year 4 students and our Performance Band has a mix of 36 students from year 5 and 6. For its second year running we also have 15 students in our guitar ensemble.

All our music groups have enjoyed so many wonderful opportunities to learn and perform this year, it is hard to remember them all. Attending the Training Band Workshop back in August really gave our year 3 students an extra boost to their confidence and skills as well as giving them their first real performance opportunity. All students were invited to perform at the amazing X–Factor nights held in term 2 and 3. This year we saw a record number of groups perform at both evenings, with a huge diversity in repertoire chosen by the students. This year all our bands featured as part of the live entertainment at our Belrose Fair. Across the year our bands have played at other school events including awards assemblies, welcome BBQ's, Grandparent's Day and Kindergarten information sessions. They will also feature as part of the entertainment at our school Christmas Carols and at the Narrabeen Festival in early December.

Like all Belrose Bands, Our Concert and Performance Bands have enjoyed so many wonderful performance experiences this year, however, the highlight for most of them would have to be attending the 3–day band tour of The Central Coast. On this tour the students got to perform at 5 different schools, a retirement village and hear an amazing concert from the Waratah Brass Band. The guitar ensemble also serenaded us around the campfire to show off what they had been learning. It was truly an unforgettable experience!

Something that was a highlight for the entire school, students and staff alike, was the visit from the NSW Police Band. Boy did they put on an entertaining concert! It was really inspiring to see a whole school so captivated and connected by music.

We look forward to just as many exciting musical experiences and opportunities in 2018!

K–2 Performance

“I was blown away with the K–2 performance...” “So much dedication and talent performed at such a young age....” . The very talented Tracey Wilkinson’s masterpiece script and choreography once again wowed the audience. Each K–2 class performed their own item involving drama, dance and music. All acts tied into our “Message in a Bottle” theme. Children were excited to be performing for an audience and thoroughly enjoyed the experience on stage.

Teddy Bear’s Picnic

Teddy bears of all different shapes and sizes gathered together at Belrose Public School for our special preschool Teddy Bears’ Picnic morning. Our very talented Belrose clarinet and flute ensemble opened the morning, playing a selection of catchy nursery rhymes. This was followed by a musical drama production performed by some wonderful Year 5 actors with our KD and KIW students singing a variety of teddy bear songs. After the performance KD and KIW skipped off with their Year 6 buddies for special teddy bear activities, while the preschoolers enjoyed a variety of craft activities and outdoor games, assisted by our Year 5 helpers. Of course a picnic wouldn’t be a picnic without food – watermelon, tiny teddies and juice were on the menu. The Year 5 helpers displayed wonderful leadership skills with their friendly, helpful and caring attitude towards our visiting preschool children. Much fun was had by all!

Technology

Producing videos, animating cartoons and a short film, creating a 3D room design, coding an original game. These are just some of the ICT activities students at Belrose PS have engaged in this year. All students from K–6 have access to an array of equipment including computers, iPads, Digital Cameras, Digital Microscopes, Green Screens, Robotics and an array of tools and programs both in the Computer Lab, the library and in our daily classroom routines.

Technology changes at a fast pace and with dedicated Technology Teachers and a Computer Lab, our aim at Belrose is to equip both our teachers and students with the knowledge and skills necessary for the digital world. The arrival of Mrs Zorian brought a strong focus on developing 21st century learner skills creating professional learning opportunities for staff and updating the infrastructure and resources within the school. We have been lucky to have been able to purchase 12 new iPads, 9 new thinkpads, Sphero robotics, a Makey–Makey kit and a Green Screen to add to our current resources. Our ICT team also purchased a new Apple Server which enables all iPads to be quickly updated with the latest Apple operating system. In addition, it enables new apps to be quickly purchased and downloaded to cater for individual student learning needs and interests. All our classrooms are fitted with Smartboards and are used in an integrated manner by our classroom teachers. The children also have access to laptops and desktop computers in their classrooms. Belrose Public School’s library is fitted out as a ‘secondary’ computer lab. The computers and laptops are used to underpin the research elements in the inquiry lessons taught.

Our 2017 Kindergarten students were nearly all new to computers this year, therefore we had a busy year familiarising them with the keyboard and mouse and basic software programs. Kindergarten students began learning coding by using the Bee Bot robots and Scratch programmes.

Stage 1 have enjoyed using our new Green Screen technology to record weather reports from around the world. They have been developing their computational thinking skills through code.org and they have been developing independent learning skills through G Suite for Education. They have continued familiarising themselves with the different programs and tools within the Microsoft Office suite and they have learnt about emailing and cyber safety.

Stage 2 and 3 continue to develop their coding skills through programmes such as Scratch where blocks of code are used to build programmes. They are developing touch typing skills in preparation for secondary school and the competition is HOT with the 5 fastest students decorated on our ‘Wall of Fame’.

Stage 2 and 3 had a super exciting day with SAMMAT EDUCATION using a variety of robotics to further develop problem solving and computational thinking.

The new Green Screen has been given a work out in Term 4 with amazing news reports by Stage 2 presented from outer space. Stage Three (Years 5 & 6) lessons have focused on coding their own original games, developing, designing and working within a budget and becoming ‘Internet safe’.

We have had a hugely exciting year in ICT in 2017 and our teachers are already in planning for 2018. Sphero Robotics, Makey Makey kits, coding, TV production and animation are just part of the program we are developing for 2018 to continue moulding our 21st century learners at Belrose Public School.

Coding Club

To further engage our students' creative and problem solving skills we will continue to run a Coding Club in 2018. This will take place during lunch times and all interested students will be able to attend. We will be challenging ourselves at each session, exploring robotics and discovering new coding programs. Our tech savvy students will then be sharing their creations, knowledge and skills with their peers.

Claymation

Stage 2 students participated in a one day claymation workshop. Claymation is a method of film animation using adjustable clay figures and stop–motion photography. Students worked collaboratively in groups to develop a story and create a range of detailed, clay characters and colourful backgrounds. They shot and edited their movies, adding voices and appropriate sound effects. The day culminated with an exciting viewing of all of the amazing movies. Students expressed their appreciation and enjoyment for this style of learning.

Robotics

Stage 3 students (Years 5 & 6) undertook a STEM course in Robotics through the company Robokids. The workshops were project based, student centred and were aligned to ACARA Digital Technology & NSW State specific curriculum. Students worked in pairs to program computer software for downloading onto Lego NXT robots. Varied tasks made sure that students were always engaged and built on their knowledge and skill. Students were able to use light and sound as a method to alter the path of the robot.

Sphero

Year Three students participated in a Sphero Drive workshop in which they engaged with the amazing interactive and engaging robot called Sphero. They participated in several challenges, that developed teamwork, cooperation and communication skills as they learnt to program and control the Sphero. The school has since purchased 12 spheros and a docking station.

Newsmaker

Year Four students engaged in an exciting program called Newsmaker Workshop. They collaboratively researched and then created a script and news storylines. They then shot, edited and published their tv news bulletins during the workshop. A wide range of storylines were presented, displaying the creativity and technology skills of the students.

Sport

In 2017, Belrose Public School has achieved excellent results in sport. We had 3 students represent the Sydney North Region at NSWPSA carnival. These students have represented the Sydney North at State Carnivals in Athletics and water polo. 23 students attended Zone trials seven of students progressed through to Area trials in a variety of sports such as softball, AFL, water polo, touch football and netball.

37 children competed at the Zone Swimming Carnival and 3 of these children represented Sydney North at the Area Swimming Carnival. 45 Belrose students competed at the Zone Cross Country. Six outstanding runners progressed through to the Sydney North at the Area Cross Country.

In 2017, there were 5 new Belrose school records set at our school athletics carnival in 100m and 200m. 54 students represented Belrose at the Zone Athletics carnival where the school placed 1st on handicap and 2nd overall. 18 talented students progressed through to the Sydney North Athletics carnival. The school had students in field (discus, high jump and shot put) and track events (100m, 200m, 1500m). Belrose PS had three relay teams compete; the Junior Girls, Junior Boys and Senior Boys and the Junior Girls made it through to the finals. Two students progressed through to the NSW PSSA Athletics Carnival for high jump and 100m. One student placed 3rd in the 100m final and represented NSW at Nationals in Adelaide where the relay team came 2nd. This is an outstanding achievement.

Belrose students participated in the Milo T20 Blast School Cup in boys and girls cricket and the Senior Girls' Soccer Gala Day. These were wonderful opportunities to play against other schools outside our zone and improve skills and promote teamwork. The school competed in the Summer and Winter Warringah PSSA competition in Softball, T-Ball, Cricket, Soccer, AFL and Netball. The following teams were Zone Premiers; girls T-Ball A and B, girls Softball A, boys Softball A and B and junior girls cricket. The Senior Netball A were Zone Runners – Up. Belrose students are always keen and eager to participate in team sports. Belrose PS students demonstrate outstanding sportsmanship, are cooperative and encouraging of one another on the field as well as highly competitive and skilled in these team sports. Thank you to the PSSA coaches for their commitment, enthusiasm and support of our students; Mrs Stephens, Mrs Meacock, Mrs Meikle, Miss Jarvis and Mrs Wilson.

The 2017 PSSA AFL season was a successful experience for all 26 players across two young teams. Dedication to training and a commitment to hard work, encouragement and support carried both teams through some challenging matches as well as spirit and sportsmanship in victory. The boys and girls were equally competitive and gained confidence in their skills and abilities forming a firm foundation for future development.

Swim School

Year 2 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 according to their level by a qualified instructor. The graded classes catered for all levels, which included 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. It is a highly valued program at our school.

Premier's Sporting Challenge

The NSW Premier's Primary School Sport Challenge aims to engage young people in sport and physical activity and encourages them to lead healthy, active lifestyles. Students in grades 3–6 were encouraged to undertake the Premier's Sporting Challenge. The school experienced 90% participation rate with most students achieving bronze or silver, along with some exceptional students achieving gold.

Buddy Classes

Great excitement all around! Year 6 students embraced the opportunity to be a kind and helpful buddy to the new Kindies. Our Kindies absolutely adored their buddies. Year 6 buddies played a variety of leadership roles. In Term 1 they helped their buddy

find their morning tea and lunch and spent time with them in the playground to familiarise them with the playground and school expectations. In Term 2 buddies met weekly for reading and then in Terms 3 and 4, fortnightly, for a variety of activities, including skipping, ball skills and even a treasure hunt. At the end of the year, each Year 6 student presented their buddy with a special personalised book written and beautifully illustrated by them.

Japanese Program

Konnichiwa Belrose! Our classes have continued to explore the cultural traditions and stories of Japan and to extend their knowledge of the Japanese language. In Term 1 the students enjoyed the wonderful rendition of a Japanese folk story Kasa Jizo by Anne Norman. We have decorated the Japanese room with our origami creations and bright artworks of Cherry Blossoms.

Kindergarten Transition Program

Excited, nervous, overwhelmedthese are just some of the feelings that may be experienced by children as they leave the familiar setting of home, preschool or daycare and embark on the adventure of "big school".

Our Transition program helps to ensure children experience a smooth and happy transition to Belrose. This year, students spent four fun filled consecutive Thursday mornings in a Kindergarten classroom room with a kindergarten teacher and some Year 5 helpers. Students could freely explore and engage in a variety of activities similar to what they might find at preschool, including construction, puzzles, collage, drawing, books and home corner role play. After activities it was time for a big book story, a related craft activity and singing. Students could bring their morning tea to eat under the COLA at the conclusion of the classroom activities. Parents are always free to stay if they would like to.

Open Day/Grandparents' Day

Another successful Grandparents' Day was enjoyed by all in attendance. We started the day off with a concert involving Belrose school bands, dance groups and choirs – an amazing array of talent. Visitors were treated to a tour of the classrooms, and excited students proudly showed off their work. This was followed to a sausage sizzle and picnic in our beautiful school grounds.

Charities – Stewart House and World Vision

Belrose students raised \$1,004 for the children at Stewart House this year. Students came to school straight from bed, dressed in their pyjamas on the 27th July for Pyjama Day! Then on the 14th November, they supported Stewart House dressed in blue for the day. What a wonderful effort by the Belrose students.

Belrose P.S. also support a student through the organisation World Vision. For the past five years we have been supporting and following the progress of Bereket Tewdros, who lives in Ethiopia. This year our school held a Crazy Sock Day in Term 2 to raise funds

to continue supporting Bereket. Through the generous donation of many students we have raised \$493, this will not only contribute to supporting Bereket, but also the community he lives in.

ANZAC Day and Remembrance Day

Belrose Public School uphold the proud tradition of remembering those who represented our country in war. Our school leaders led both ANZAC Day and Remembrance Day ceremonies with dignity and poise and read poems such as "The Inquisitive Child" and "In Flanders Fields". One student played "The Last Post" and "The Rouse" at the Remembrance Day service which was very moving.

Canberra Excursion

Stage 3 students studied the History unit of work, "Australia as a Nation". This unit of work explored the history of democracy, the part women, migrants and Aboriginal people played in the development of Australia. As part of their studies, the students attended Canberra to experience democracy first hand. Students viewed parliament sitting at Australia's Parliament House and undertook a mock sitting of parliament, introducing new bills and debating the topics. As war has been a big part of molding Australia's history, students visited the Australian War Memorial to learn about Australia's past and involvement in war. Along with their learning, they were able to pay their respects to the fallen soldiers. Students stayed at the Australian Institute of Sport and toured the facilities while in Canberra which gave them an insight into the training professional athletes have to undertake on a regular basis. Students also visited the Royal Australian Mint and Questacon to enhance their learning experiences. As a special treat, students were taken to Mount Kosciuszko National Park and were able to play in the snow, which many had never seen.