

P&C AGM 2018 - PRINCIPAL'S REPORT

The Annual Report for 2018 will be published at the end of Term 1, 2019. It will note the key achievements for NAPLAN, school based curriculum results, financial records and report key elements for the school.

At Belrose PS, we develop the student as a whole, to instil a love of learning, to achieve learning outcomes across the six Key learning areas and to care and have respect for ourselves and others. Our very cohesive, hardworking and passionate staff provide many opportunities for the involvement of students in extra-curricular activities such as in the performing and creative arts areas and sporting arenas. It is my vision to work together to nurture and challenge the intellectual and imaginative capacities of our students. I want to continue to light the spark for learning, for students to complete differentiated activities that caters for their learning needs and to have the capabilities for the future which will involve multiple careers and emerging technology. We must continue to challenge and excite our students with engaging pedagogy, the art of best teaching practice. We will continue to provide every learning activity with a clear meaningful purpose.

SEESAW PROGRAM

In 2018, Belrose PS introduced the digital platform of 'Seesaw for Schools.' It is a program for students in years K-6 which collects a record of their learning. It tracks progress over time to build a complete record. In 2018, Year 3-6 have primarily used this with K-2 teachers becoming familiar with its scope.

Teachers record private notes and students and teachers place photos and videos within each KLA folders. Stage 3 teachers have outcomes for formative assessment and progress. The program provides teachers with an instant overview of what students are learning and their progress towards outcomes. Teachers leave comments on work to encourage student achievement.

THREE YEARS STRATEGIC PLAN

We are nearing the end of our first year of our three year plan for 2018-2020. Three strategic directions have been written and our plan indicates the people involved, the processes, practices and the product.

STRATEGIC DIRECTION 1 - QUALITY LEARNING

CURRICULUM AREAS OF ENGLISH, MATHEMATICS, SCIENCE, HISTORY AND GEOGRAPHY

WELL-BEING OF THE STUDENTS

Our teaching of Numeracy and Literacy is underpinned by the linking with Weekly professional learning and stage meetings along with planning days in term one. These practices assist teachers to collaboratively program units of work.

This year, we have written new units of work in stage 2 and 3. Mark Warren and Stage 2 teachers have worked with School Services Consultant Therese Gawthorne each Wednesday of Term 3 and 4 to co-write a highly effective units of work. Therese has been assisting the team with incorporating assessments during the teaching of the unit. She has shoulder to shoulder mentored teachers as well as our librarian and we hope to continue her services in 2019. Stage 2's semester 1 unit has been asked to be made available for other schools following Mark Warren's completion of a Gifted and Talented Course.

Mrs Staples and I have shared the curriculum leadership role of the stage 1 team and I thank her for her leadership with programming for English (Writing, Reading and Spelling), geography, science and history. The writing of assessments to cater for students with learning difficulties and English as an Additional Language has been our latest focus with links to youtube clips and big books on ladybugs prior to writing. Reading comprehension has been enhanced with the Here, Hidden and Head strategies.

Stage 3 teachers have centred their work around semester units. They have used central books and then themed literacy activities to support the Reading and Writing outcomes. This has been linked with our STEM activities.

At Belrose PS we teach both Maths and English well. We have moved towards a cohesive, systematic and explicit K-6 approach by using two evidenced-based programs 'Soundwaves' for Spelling and 'iMaths'.

The Sound Waves phonemic approach uses a sound-to-letter strategy which acknowledges that sounds can be represented more than one way in written form. It then explores the letters that represent these sounds and how they can be put together to form written words. It in turn enhances learning with strategies for reading and writing. This way your children gain a deeper

understanding of how words are structured along with the usual spelling strategies of morphemic strategies and etymology. All parents purchase an online workbook.

The Annual School Report will refer to statistics on students growth based on diagnostic tests in February and in November.

WRITING PROGRAM K-6

'The Seven Steps to Writing' by Jen McVeity program has continued this year along with the essential scaffolding of writing through Modelled, Guided and Independent writing with the three types of texts, the Imaginative, Informative and Persuasive texts with an emphasis on the seven steps of effective writing:

1. Planning well
2. Creating a sizzling start
3. Creating a tightening tension
4. Writing with dynamic dialogue
5. Use of descriptive language
6. Banning the boring bits
7. Concluding with an exciting endings

Rubrics for years 3-6 based on imaginative, informative and persuasive texts have been completed throughout the years by the teachers, peers and by themselves. Students reflect on the results of the rubric to state areas of development.

SPEECH THERAPIST

Early intervention is the key for improved outcomes. Miss Susie Borg, a Speech Therapist continues to run her business at Belrose PS on a Wednesday, with all payment arrangements externally made with parents.

K-6 PUBLIC SPEAKING COMPETITION

We held the Public Speaking Competition in term 3. All speeches were well-written and were articulately presented with confidence, expression and poise and a Grand Grade Champion was selected by an external adjudicator. Students became familiar with the rubric. Following this, the winners of the Year 2, 4 and 6 competition competed against students from the Community of Schools. As well as this, two of our year 6 students have presented their speeches twice at the Rotary Club.

NUMERACY

Teachers use the syllabus to plan teaching and learning activities, some being integrated as a whole unit.

IMATHS

Teachers this year have supplemented their teaching program with the iMaths program. The 'I' stands for investigation and will include the usual knowledge, skills and understandings of the existing program with the incorporation of real-life problems. The following strategies will be incorporated:

1. Guess and check
2. Make a table or chart
3. Draw a picture or diagram
4. Act out the problem
5. Find a pattern or use a rule
6. Check for relevant or irrelevant information
7. Find smaller parts of a large problem
8. Make an organised list
9. Solve a simpler problem
10. Work backwards

Students completed a PAT Maths test and the results will be in the Annual School Report. Mr Davidson has led Enrichment Days at other schools as well as Mrs Stephens and Miss Jarvis with weekly Maths Olympiads.

Congratulations to our Year 3 and 5 students who received their National Assessment Program results. As with previous years we maintain high standards of being well above the state average in all areas of Literacy and Numeracy. We are this year seeing a significant increase in our student results. These assessments are just one of a range of assessment tasks completed at Belrose to guide our teaching/learning programs.

The results include:

YEAR 3—Students are placed in six bands from band 1 being the lowest to 6 being the highest.

Reading - 67.5% of students in the top two bands compared to 48.7% of the

Writing - 53.5% of Belrose PS students compared to 43.3%

Spelling - 67.4% of Belrose PS students compared to 48.1%

Grammar and Punctuation - 67.5% of Belrose PS students compared to 44.2%

Numeracy - 51.1% of Belrose PS students compared to 41.7%

YEAR 5— Students are placed within six bands from band 3 to 8.

Reading - 53.5% of Belrose PS students compared to 34.8%

Writing - 20.4% of Belrose PS students compared to 4.5%

Spelling - 38.6% of Belrose PS students compared to 35.2%

Grammar and Punctuation - 52.3% of students compared to 32.9%

Numeracy - 47.7% of students compared to 29.3%

In Year 3, 44 students and in Year 5, 45 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. 67.5% of students compared to 43.3% of the state are in the top two bands. 42.4% of students are in the top band compared to 36.9% of SSSG and 25.3% of the state. There has been considerable progress in writing. In Writing, 53.5% of Year 3 students are in the top two bands compared to 43.3% of the state. There are no students below the national minimum standard. In Spelling, 67.4% of Year 3 students are in the top two bands compared to 52.8% of the state.

In Year 5, 53.5% of students are in the top two bands in Reading. The scores were significantly better than the state average of 34.8%. In Year 5 Writing, 20.4% of students were in the top two bands compared to 4.5% of the state. Students in the top band two bands at Belrose rose by 13% since 2017.

72% of students were greater than or equal to the expected growth from years 3 to year 5 in Writing. This was a very good achievement. 80% of girls were greater than or equal to the expected growth from years 3 to year 5 in Writing. 59% of students were greater than or equal to the expected growth from year 3 to year 5 in Reading. 70% of girls were above expected growth. Additional students achieved above expected growth in Reading and Grammar and Punctuation compared to numbers in 2017. There were many areas where the school percentage choosing the correct response was 10 or more above the state population percentage. Overall, we have the same amount of students achieving growth between year 3 and year 5 compared to earlier years.

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, Number and Grammar and Punctuation. There are more students achieving above or expected growth between years 5 and 7 compared to other years.

In 2018, Year 3 Numeracy results were very good with 51.1% of the students performing in the top two bands compared to 39.6% of the state. Belrose Public School had 30.2% of students in the top band compared to 26.1% of similarly matched schools (SSSG) and 15.8% of the state.

In 2018, Year 5 Numeracy results were very good with 47.7% of the students performing in the top two bands compared to 29.3% of the state. Belrose Public School had 5% more students in the top band compared to 2017.

Overall, student growth is very good with higher performing students requiring further extension.

LEARNING SUPPORT TEAM

The team leader, Mrs Jane Cohen has done an outstanding job in her role as leader of the LST. The team, comprising of her, the counsellor, Mrs Lawrence, LAST and EAL/D teacher, Mrs Jane Cohen meet fortnightly to discuss students identified by the teachers. All students who have been brought to the LST meetings are tracked immediately with the team deciding on the most appropriate options to move further. Additional agencies may be called upon. Each meeting, student attendance is discussed.

Mrs Cohen conducts multi-lit sessions Monday to Thursday with parent volunteers. Students in Kindergarten for 2018 have been identified and will begin phonemic/phonological awareness sessions in term 1. Years 3 to 6 in-class or withdrawal support on specific areas of literacy

Mrs Cohen continues to provide support both within the classroom and in small group sessions, modifies programs, creates resources to assist the class teacher to accommodate student needs, writes risk assessments, positive behaviour plans and Individual Learning Plans and has regular collaborative meetings with parents to discuss student progress.

WELL-BEING

All students must feel connected to succeed and thrive. All students must feel that a school is a happy and safe environment for them to learn best. We continue to have positive and motivated students learning as well as displaying appropriate behaviours. At assembly, students stand if they have received a merit award in the last week and are announced to the stage if they have reached a Bronze Award. Their photograph appears in the newsletter each week.

5 Superkids equals a merit certificate

3 merit certificates equals a bronze award

2 bronze awards equals a silver award

2 silver awards equals a badge

The proud leaders enjoy transporting the winning house flag down the aisle and up to the foyer for one week of display. The winning house will be wearing mufti for a day and will have a BBQ. With this policy, is the monitoring of inappropriate

behaviour. Students (2%) are recorded on an internal data base and if very minor are spoken to by the teachers using our restorative justice process or are sent to 'Reflection Time' after eating time at lunch. They complete a sheet with us and spend the time reflecting on their behaviours. A note is sent home that day and parents may ask for a meeting, if requested. At times, students are suspended off the playground for days due to more serious behaviours. The formal warning of suspension may be given to students before a school suspension, if required.

WELLBEING – 'CLEAR MINDED'

Vicky O'leary from 'Clear Minded for Life' taught the students meditation and some breathing techniques for six sessions during term 1. The classroom teacher, whilst present, learnt the techniques and applied them throughout the week. She conducted a parent session and a professional learning session for teachers as well. She has been asked to continue that in 2019.

STRATEGIC DIRECTION 2 – QUALITY TEACHING IMPROVEMENT - INNOVATION AND CHANGE STEM-Science, Technology, Engineering and Maths

QUALITY TEACHING ROUNDS PROFESSIONAL LEARNING

Since our last P&C meeting:

1. Mrs Warren, Mrs Meteyard and Miss Jarvis completed their Quality Teaching Rounds. Their lessons were coded out of 6 on the following elements:

INTELLECTUAL DOMAIN	ENVIRONMENTAL DOMAIN	SIGNIFICANCE
Deep Knowledge	Explicit Quality Criteria	Background Knowledge
Deep Understanding	Engagement	Cultural Knowledge
Problematic Knowledge	High Expectations	Knowledge Integration
High Order Thinking Skills	Social Support	Inclusivity
Metalanguage	Student self-regulation	Connectedness
Substantive Communication	Student direction	Narrative

Teachers reflected on their practices by completing and discussing the following:

a) Identify a successful quality teaching element. Note the descriptive evidence of practice in his/her classroom.

b) Following your observations of the lesson and reflecting on your own teaching now which identified QT element do you self-assess as requiring development?

c) In your own teaching practice, what would your practice look like at a higher level of proficiency?

d) Which lesson will you attempt this in? What are the student outcomes? What practices will you adopt?

Next year, stage 3 teachers will be involved in the Community of Schools QT rounds and this year's trained teachers will be coding lessons for other teachers K-4.

QUALITY TEACHING FOR ENGAGEMENT

We will be engaging our students further by using technology **with the 21st century fluencies of collaboration, critical and creative thinking.**

The 'Museum of Unnatural History' had an overwhelming number of people attend. The enthusiasm of the students for their learning persuaded so many parents to attend. Utilising the technology room next year will provide us with more space to accommodate the numbers. Michael Regan, the Mayor spoke at length with the students as too the engineering expert and lecturers from Sydney University. All of our distinguished guests spoke of how Belrose Public School is leading the field in deep learning. We have been asked to write two papers for a published education journal which we are excited about. Our work has featured in the Manly Daily and Peninsula Living. A special thank you to Mr Davidson, Mrs Meikle, Mrs Killick and Mrs Stephens for their endless positive outlook, encouragement and guiding hand with the students as well as most of the staff who attended the evening.

STEMACADEMY AND VIRTUAL STEAMShare Kit

All students have had the opportunity of using the Virtual STEAMShare kit which is on loan by the Department. Students are engaged in their learning as they visit places from around the world. Stage 3 students have had many sessions with Mr Will Figueira, a school parent who is a Marine Biologist, Mr

Yew, an expert in Science, CSIRO members as well as historians to assist the students with their history unit.

STRATEGIC DIRECTION 3

Administrative services are well received due to our new processes through Schoolbytes and friendly administration staff. We have just implemented a new HR SAP process with changes to budgeting this term.

2019 ENROLMENTS

Kindergarten enrolments are 44 for 2019 with two new students for yr1. Tours for families continue each week with students from Covenant Christian Schools, local primary schools and Catholic Schools interested in our school. Newspaper articles, links with Davidson HS, preschool visits, 2IW winning the Premiers Reading Art Competition have assisted us to grow.

P&C INVOLVEMENT

The staff and I wish to extend our gratitude to the entire P&C committee for their organisation of events to build relationships for parents and students as well as being fundraisers for the school. Thank you to all parents for the prompt payments of excursion etc throughout the year.

STUDENT LEADERSHIP POSITIONS FOR 2019

Twenty-four students delivered their speeches yesterday and today 8 students were interviewed. The positions are:

Captain: Caelan Barros and Charli Marks

Vice Captain: Liam Watsford and Charlotte Smith

Prefects: Milli Hall, Sarah Whelan, Kade Stamford and Matt Dixon

STAFFING

RETIREMENTS

We wish Mrs de Wilde a retirement full of relaxation and holiday organisations. We thank her for her nurturing of our K-2 students and with her design of key learning programs in our earlier years.

NEW ASSISTANT PRINCIPAL

Thank you to our merit selection committee of Jo Stracey, Julie Renwick and

Mark Warren and myself for assisting with this process.

We had a considerable amount of applications all with experience at Relieving AP or a substantive one. We have selected Mrs Louise Green, Assistant Principal from Cromer PS. Louise has had wide experience of working both within the classroom and in State Office. Her expertise is in Literacy. Her recent post graduate qualifications include Instructional Leadership (2015) and Language, Literacy and Reading Recovery (2011). She has been a K-2 advisor in State Office and has had secondments implementing Early Access to Reading across 550 schools. She wishes to be part of a smaller school so that she can see programs implemented well across K-6. She was also interested in our implementation of STEM at the school. Louise will be teaching Kindergarten in 2019 and will be supervising K-2 staff. She is meeting with me next Wednesday and will be at the first Kindergarten orientation meeting on Thursday 1 November, 2018.

2019 CLASSES

We currently stand at 11 classes. The NSW DEC provides teachers to schools using a formula on the basis of the total number of students and not the number in each year level. A Kindergarten student is calculated at 0.0513 of a teacher whereas a primary student is 0.0333.

The 11 class plan is:

K, K, 1, 1/2, 2, 3, 3/4, 4, 5, 5/6, 6

TECHNOLOGY UPDATE

Through our kind donation of near new ipads valued at about \$8 000, K-2 classes have 20 ipads with a 5 ipad docking station in each room. The school has only had to spend \$1600 on docking stations as well as \$50 each on ipad durable covers. Each classroom has commboxes and 10 computers have been replaced in the ICT room.

COMMUNITY USE OF FACILITIES

Revenue continued this year due to the OSHCC, Arts Alive and Choir and afternoon activity companies.

TELL THEM FROM ME SURVEY

Students in years 4 to 6 completed this in their computer lessons along with parents. An analyses of the results will be completed in the 2018 Annual Report.

CONTRIBUTIONS

The Gonski Funding continues with our school receiving a base amount which is dependent on the student numbers within the school. Unlike other schools in

this district we have been only asking for the costs of excursions and art/craft supplies. In 2019, we will be introducing a voluntary contribution of \$50:00 per family. This amount is in line with the amount suggested by the Department. We will also have a once off \$10 Technology contribution and a \$10 Sport equipment contribution per child.

Belinda Zorian 20/11/18