Belrose Public School
Annual School Report
Principal’s message

Belrose Public School is a dynamic, inclusive school where the pursuit of excellence and personal bests is at the forefront of our school ethos. All decision making is based on what is best for our students.

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

The partnership between teachers and parents is highly regarded and this synergy has enhanced the learning outcomes of our students. We have a very proactive, innovative and supportive parent body whose spirit of generosity is second to none.

It has been an honour to serve as principal of Belrose Public School and as I move into retirement, I am confident that Belrose Public School will continue the strong tradition of providing a quality education for all. I sincerely thank the brilliant staff for their invaluable contribution to the education of our amazing students. It has been a pleasure to work with Danielle White (School Council President), Sharon Lacey (P&C President) and their respective teams.

Jan Cohen

School Council message

Once again it has been a privilege to be part of the School Council Team. The committed team of parents and teachers met regularly throughout the year to discuss and review the operational and strategic planning of our school. This year we spent some time reviewing the results from surveys that were conducted during the year. The results were very pleasing and we are reassured that we are heading in the right direction – striving for respect, responsibility and personal best in all areas.

I would like to thank all the members of the Council for their service and commitment to our school. I would also like to thank the P&C and sub-committees for their generous support and contributions over the year – thanks to you our school is looking and sounding spectacular.

Finally, I wish to sincerely thank Jan Cohen for all her hard work and dedication during her time at Belrose Public School and wish her all the very best in her retirement. It has been a great pleasure to work alongside such a passionate and supportive principal.

Danielle White

Student representative’s message

The elected leaders had a fun and enjoyable year in 2013. We solved lots of problems and helped the school with lots of fundraisers. We decided to put in a K-2 sandpit and ran a successful fete. We decided to put the money towards a shaded area near the oval.

This year we helped or organised cupcake and gelato days. The funds we raised went to the bushfire appeal in the Blue Mountains. At Belrose Public School all Year 6 students participated in the leadership and peer support programs which help prepare us for high school.

We have a great team of teachers at Belrose. They have been supportive and helped prepare us for high school. We are confident about moving to high school and wish the new leaders good luck.

Jarrod Skene and Riley Jacka
Student information

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

Student enrolment profile

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Management of non-attendance

Teachers report non-attendance to the Learning Support Team. Parents are contacted and together with the school; work out a plan to improve attendance. On occasions the Home School Liaison Officer is contacted for support.

Post-school destinations

Most students enrolled in the local co-educational high school. The remainder of students made applications to a wide range of schools within the area.

Workforce information

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

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary 30/11/2012

Income
Balance brought forward 217949.93
Global funds 143511.98
Tied funds 35183.18
School & community sources 207938.26
Interest 7207.44
Trust receipts 38639.55
Canteen 0.00
Total income 432480.41

Expenditure
Teaching & learning
Key learning areas 68608.93
Excursions 51520.07
Extracurricular dissections 59659.45
Library 8574.48
Training & development 15022.73
Tied funds 32610.45
Casual relief teachers 43694.80
Administration & office 35075.23
School-operated canteen 0.00
Utilities 34369.31
Maintenance 8978.11
Trust accounts 38456.46
Capital programs 17781.75
Total expenditure 414351.77

Balance carried forward 236078.47

We have a dynamic P&C which raised funds to purchase quality literature for students K-6 and fund the employment of a Student Learning Support Officer. Other projects funded by the P&C include the K-2 sandpit and the corrugated iron vegetable garden beds.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In the top three bands for Year 3 reading BPS performed 12.7% above the state.
Spelling NAPLAN – Year 3

In the top three bands for Year 3 spelling BPS performed 19.1% above the state.

Grammar and Punctuation NAPLAN – Year 3

In the top three bands for Year 3 grammar and punctuation BPS performed 16.1% above the state.

Writing NAPLAN – Year 3

In the top three bands for Year 3 writing BPS performed 9.1% above the state

Numeracy NAPLAN – Year 3

In the top three bands for Year 3 numeracy BPS performed 11.8% above the state.
In the top three bands for Year 5 reading BPS performed 24.1% above the state.

In the top three bands for Year 5 spelling BPS performed 12.1% above the state.

In the top three bands for Year 5 grammar and punctuation BPS performed 24.7% above the state.

In the top three bands for Year 5 writing BPS performed 13.1% above the state.
In the top three bands for Year 5 numeracy BPS performed 11.4% above the state.

Other achievements

Band Program

2013 has been a very busy year for the Belrose Public School Band Program.

This year 102 children have been involved in the four bands offered at Belrose: Training Band, Concert Band; Performance Band; and the Jazz Band, playing a variety of instruments and making marvellous music.

All 4 Bands participated in various competitions. The Bands have also performed at school assemblies, end of term awards days and Annual presentation ceremonies.

This year the Bands participated in the Northern Beaches Eisteddfod and the Yamaha Festival. Some of the Bands’ outstanding results at the Yamaha Festival are:

- Training Band awarded Silver
- Concert Band awarded Gold
- Performance Band awarded Gold
- Jazz Band awarded Silver

The Concert and Performance bands attended a two day camp at the Collaroy Conference Centre. Band camp is timed to coincide with the various eisteddfods in order to be well prepared for the competitions. At Band camp the students have intensive small group sessions as well as whole band rehearsals. The Training Band attended a one-day workshop. All members of the bands were assessed in term 4 to see how they have progressed with their music throughout the year.

The Band Committee has run three very successful fundraising events in 2013. In term 1, the band program commenced fundraising with a Welcome to Belrose Bash. This year is the second year that that we have hosted the Bash. This event was well received by families in the school community and the committee is hosting another event in March 2014. The Mothers’ Day Stall was held in May and the Fathers’ Day Breakfast was held at the end of August. These two events were supported by the whole school community and will be held again next year. I would like to express our gratitude to IGA Belrose. Nick from IGA has been very generous to the band program by supplying us with food and drinks for the Belrose Bash and the Fathers’ Day Breakfast. This year we were very fortunate to have received the support of Bunnings at Belrose who donated a brand new BBQ to the school at the Fathers’ Day Breakfast. I would like to thank Meredith Liang and Adil from Bunnings for their very generous donation. In addition to providing the BBQ Adil and Meredith also supported us on the morning by working on the BBQ.

The end of November saw the return of the Belrose X Factor which was a resounding success. There were about twenty participants and it was wonderful to see them perform in front of their peers. We will be hosting the X Factor again next year.
Miss Lauren Hine has continued in her role as the Band Liaison Teacher and her support is invaluable.

I would also like to thank Linda Lamb, Jenny Gray, Trista Zaloumis and June Berry for all the work they do as members of the band committee.

Finally, the staff, parents and school community are very proud of the musicianship and achievements of the children in the various bands under the expert direction of the Musical Director, James Hill. Mr Hill shares with the students his enthusiasm for music and gives them a solid foundation to build on. We are very fortunate to have Mr Hill at the helm guiding the band program at Belrose Public School.

Choir

We are proud of our four choirs: Senior Choir; Junior Choir; Year 2 Choir; and K-2 Choir. Much to the delight of audiences, the choirs performed at many school functions.

The Senior Choir enjoyed performing at the Opera House as part of a massed choir at the Arts North Choral Concert. The Senior and Junior Choirs performed for residents of a local retirement village.

The Kindergarten choir spread Christmas joy at a local retirement village and pre-school.

We are enormously grateful to Jane Cohen, Rebecca Gibson and Michele Wilson for leading the choirs and providing them with such invaluable experiences.

Dance

We have three amazing dance groups: Senior Boys; Senior Girls; and Junior (mixed). Once again the dance groups thrilled audiences of all ages. All three dance groups enjoyed performing at the Sydney North Dance Festival held at the Glen Street Theatre.

Congratulations to Samantha Meikle, Mark Warren and Tracey Wilkinson for their creativity, drive, enthusiasm and passion for dance.

Every year all Year 6 students celebrate the end of their primary schooling with a dance item. The only props the dancers used were wooden rhythm sticks and chairs. The result was a visual and sound spectacular. The percussive element of the dance was like rhythmic thunder. Thank you to Samantha Meikle for her inspired choreography.

Gifted and talented program

Ten children from Year 6 attended extension studies at Balgowlah Boys’ High School. The children were part of a comprehensive program teaching Science, Technology, History and Mathematics. This also included excursions to Taronga Zoo to study animals and Luna Park to study physics. Eight Year 5 students attended Davidson High School to participate in a variety of enrichment activities, such as drama, technology, languages, design, Science, Mathematics and environmental studies.

Students from Years 3-6 participated in Maths Olympiad. Two students from Year 5 attended a three day Maths Challenge Camp where they honed their maths skills. Two students from Year 6 attended the Expanding Horizons Art Camp and one student had her artwork selected to be part of an exhibition. Three Year 4 students and two year 5 students attended debating camp and the Year 6 debating team participated in the local friendlies competition.

Four students represented the school at the regional Spelling Bee. Four students competed at the regional Multicultural Public Speaking Competition and two were selected to speak at the Belrose Bowling Club for the Rotary Public Speaking Competition.
Seven students from Stage 2 participated in an enrichment day where they attended workshops on Lego robotics, Science, Music and technology.

**Sport**

Belrose Public School has offered a variety of sporting opportunities during 2013. It has been another positive year with lots of successes.

Our annual sporting carnivals were a huge success with 44 students representing Belrose in swimming at the Warringah Zone Carnival and 6 students represented Warringah at the Sydney North Area Carnival. In Cross Country, 46 students represented Belrose at the Warringah Zone Carnival and 5 students represented Warringah at the Sydney North Area Carnival. In Athletics, 43 students represented Belrose at the Warringah Zone Carnival and 8 students represented Warringah at the Sydney North Area Carnival. Our successes continued at all three carnivals with Belrose finishing 3rd in Athletics, 3rd in Swimming and 4th in Cross Country.

In PSSA we have represented in girls and boys cricket, combined AFL, boys and girls softball, boys and girls t-ball, combined soccer and girls netball. It has been a very successful year. In the summer session we were Premiers in Senior Boys Cricket, Boys A and B Softball teams, and Girls A and B T-ball teams. We were runners up in Junior AFL, Junior Girls Cricket, Boys B T-ball team and Senior Soccer. What a fantastic achievement from these teams.

One student also represented Sydney North at the State Rugby League carnival. We certainly have some talent here at Belrose!

Belrose competed in the annual Manly-Warringah Knockout Gala Day. Students from Years 3-6 were selected to compete in netball and soccer. We also entered two teams in the Milo Super 8’s Cricket Gala Day.

We thank all coaches who have trained the teams and umpired games throughout the year. Thank you Mrs. Meikle, Mr. Rothwell, Mrs. Cohen, Miss Dooley and Mr. Hill.

The home sport program has once again been successful as the students have undertaken skill based activities to assist improvement in varied sports, dance and general fitness activities.

Manly United Football has continued to provide Belrose with an exceptional after school program which has been very popular and we will continue to work with Manly United to continue this wonderful program.

Belrose prides itself on great achievement; however, we also pride ourselves on being positive role models while we are participating in sport. Good sportsmanship is highly valued and recognised throughout the school. We encourage all those students participating in sports who display the skills of sportsmanship whether they win or lose. Congratulating the other team, shaking hands, positive encouragement of all team members of Belrose and the opposition are examples of the ways we can display good sportsmanship.

**Significant programs and initiatives**

**Forest Reading**

**Literacy Support**

Learning Links is a charity and not for profit organisation which enables students with learning support needs to reach their potential. The Manly Sea Eagles funded Learning Links to implement a home program which targeted reading skills. An educational psychologist
trained parents how implement program and use the games. The program was highly successful.

Japanese
For more than ten years a vibrant, successful Italian Language Other Than English (LOTE) program operated. Due to the withdrawal of Italian government funding the program closed at the end of 2011. As our community values the LOTE program, 2012 was dedicated to exploring options for implementation in 2013.

At the end of 2012 parents and teachers were surveyed as what Language Other Than English program would be implemented and how that program would be delivered. 86% of parents nominated Japanese to be taught within school hours on a user pays basis for students in K-2.

In 2013 Mrs. Iwakura was employed to deliver the Japanese LOTE program. The purpose of the program was to immerse the students in the language and culture of Japanese.

Aboriginal education
NAIDOC Week
Through the celebration of NAIDOC Week, we sought to better understand the unique connection that Aboriginals and Torres Strait Islanders share to country, as we continue to build an Australia that reflects the achievements and furthers the aspirations of Aboriginals and Torres Strait Islanders. Every student handcrafted a hand to create a display to celebrate NAIDOC Week.

Multicultural education
The Multicultural Public Speaking competition was a highlight of the year. Students developed interesting and though provoking speeches.

K-2 students were immersed in the language and culture of Japan through the introduction of Japanese as Language Other Than English program.

School planning and evaluation 2012—2014
School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Online surveys – teachers, parents and students
- Teacher discussions
- School Council discussions

School planning 2012—2014: progress in 2013
School priority 1 - English
Improved performance in all aspects of reading

Outcomes from 2012–2014
- Increase student performance in reading with a focus on inferential comprehension

Evidence of progress towards outcomes in 2013:
- Boys were engaged in reading by inviting positive male role models into the school
• Data from the *Into Comprehension* (K-2) and *STARS and CARS* (3-6), shows that there was a general improvement.

• 10% increased participation in the Premier’s Reading Challenge

• 10% increase in borrowing from the library

**Strategies to achieve these outcomes in 2014**

• Regular professional development sessions with teachers sharing best practice in differentiation of comprehension strategies and implementation of the new English syllabus

• Consolidate the K-2 *Into Comprehension* program and explore extending the program into stages 2 and 3

• Review the use of the *CARS and STARS* comprehension program in Years 3-6

• Continue to invite positive male reading models – Manly Sea Eagles, ex-students

• Build the capacity of teachers to make teaching and learning adjustments for all students

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**School priority 2 - Mathematics**

Improved performance in number, patterns and algebra

Improved ability to work mathematically

Improved data, measurement and geometry skills

**Outcomes from 2012–2014**

• Increase student performance in numeracy, patterns and algebra with a focus on problem solving

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**Evidence of progress towards outcomes in 2013:**

• The Newman’s Analysis problem solving strategy was successfully modified to cater for all grades.

• Teachers systematically used a range of problem solving strategies throughout the year. They reflected on the strategies and provided feedback to whole school meetings using student work samples. This promoted practical quality teaching strategies.

• The K-6 robotics program engaged students in problem solving

• Anecdotal evidence shows that generally students are using 2-3 strategies to solve problems e.g. find a pattern, make a table, work backwards, guess and check, draw a diagram, highlight key words, or write a number sentence.

• Classroom lessons are differentiated to meet the needs of individual students

**Strategies to achieve these outcomes in 2014:**

• Continue to explicitly teach problem solving strategies

• All stages to use *Newman’s* problem solving analysis structure

• Develop and implement appropriate assessments to monitor progress in problem solving

• Collect entry and exit assessment data

• Continue to consolidate the Targeted Education in Numeracy (TEN) program K-2

• Regular collegial sharing sessions on best practice K-6
School priority 3 – Positive Behaviour Engaging Learning (PBEL)

Improve student behaviour and engagement

Outcomes from 2012–2014

• Reduce the percentage of students attending detention by 50%

Evidence of progress towards outcomes in 2013:

• Implemented the Student Rewards and Discipline policy.

• Values of respect, responsibility and personal best embedded into the school culture

• Students attending detention has been reduced by 50%

Strategies to achieve these outcomes in 2014:

• Revisit the discipline policy to refine the white card descriptors and recording of information

• Posters - display expectations of behaviour in the playground, canteen etc.

• Review merit system

• Respect, responsibility and personal best discussed in assemblies

Professional learning

A major part of our professional learning focused on staff becoming familiar with the NSW English syllabus for the Australian curriculum which is to be implemented in 2014. The Davidson Community of Schools organised a school development day when the keynote speaker explored the use of multimodal texts. For the remainder of the day teachers attended hands on workshops which covered literacy, numeracy and technology.

Professional learning was planned around our targets identified in the school strategic plan: inferential comprehension; mathematical problem solving; and Positive Behaviour Engaging Learning (PBEL). This involved teachers attending relevant courses outside of the school and training teachers at Belrose Public School. Teachers also met regularly in stage and whole school meetings to share best practice and report back on planned teaching strategies.

Demonstration lessons were organised so that teachers could see how robotics could enhance learning across the curriculum and reflect on their own teaching practice.

All teachers were trained in cardio-pulmonary resuscitation, the management of asthma and anaphylaxis procedures.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Transition to school program

Background

In term 1, parents of Kindergarten students were invited to a morning tea where they discussed what worked well and what could be improved with the transition to school program.

Findings and conclusions

• Parents congratulated the school for providing such an effective and successful transition to school program.

• The four consecutive visits to Kindergarten classes enabled children to have a taste of what big school was like.

• The buddy program helped many students to feel confident, supported and happy.

• The Uniform Shop provided an excellent service.

• Parents appreciated having the option to purchase the stationery pack provided by the school.

• The information pack was excellent reference.

• Parents appreciated the strategies put in place to integrate students into the playground.

Future directions

• Implement a process whereby parents can purchase textbook and stationery packs online.

• Continue to investigate strategies to help students find their friends at recess and lunch in the playground.
Japanese survey

Background

The Japanese program was implemented on a trial basis for students in Kindergarten to Year 2. Teachers and parents participated in an online survey and students in Years K-2 wrote about their experiences with the Japanese program.

Findings and conclusions

Parents strongly stated that:

- The program was an outstanding success
- Students like learning to speak some Japanese words and phrases and singing songs
- Students like learning about Japanese culture, customs, festivals and food
- There was overwhelming support for the Japanese program. The program should continue for K-2 students and be offered to Yr 3 students in 2014.

Future directions

- Continue the Japanese program for Years K-2
- Extend the program to students in Year 3 2014

PBEL evaluations

Positive Behaviour Engaging Learning (PBEL)

Background

The PBEL program is a systems based program to improve student behaviour and engage students in learning, which is implemented over three years. We are currently in the second year of implementation.

Findings and conclusions

- The PBEL program was implemented to promote our values in the classroom and in assemblies
- Our school community is aware of the updated School Rewards and Discipline Policy
- Belrosella, our mascot is well known and reminds us of our values – respect, responsibility and personal best
- Signage around the school promotes PBEL values
- The PBEL values have been embedded into the language used at school
- Students are recognized for displaying respect, responsibility and personal best through a range of awards and rewards

Future directions

- Revise the Rewards and Discipline Policy in 2014
- Further explore the concept of restitution and student school service
- Produce digital presentations of students demonstrating our values
- Display posters with expectations of behaviour in the playground
- Publish and celebrate student achievements

Outcomes from 2012–2014

Music

Background

The music program is an area of excellence for Belrose Public School.
Findings and conclusions

- Teachers and parents agree that it is important for students to participate in quality music programs
- Many parents enrolled at Belrose Public School because of the outstanding music programs offered
- Teachers and parents agree that the band, choir, dance and keyboard (K-3) programs are effective
- Students enjoy the band, choir, dance and classroom music programs
- The classroom music program in Years 4-6 needs to be strengthened

Future directions

- Continue with the current music programs
- Consider establishing a creative arts committee

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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