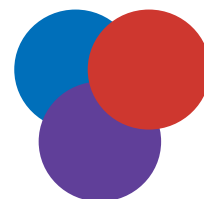


Birchgrove Public School Annual Report 2015



Introduction

The Annual Report for 2015 is provided to the community of Birchgrove 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.

Tracy Gray
Principal



School contact details:

Birchgrove Public School

Birchgrove Rd

Birchgrove NSW 2041

www.birchgrove-p.schools.nsw.edu.au

Birchgrove-p.school@det.nsw.edu.au

9810 2469

Message from the Principal



Birchgrove Public School is committed to providing a positive and supportive learning environment in which all students are motivated to aim high and strive to achieve their best in all aspects of school life. A defining element of the culture which characterises our school is the outstanding level of care, respect, tolerance and responsibility displayed by students in their interactions with their peers.

Educational programs are planned and implemented with a view to impacting positively on every child's academic, cultural, sporting and social development. All members of staff are also very conscious of the importance of promoting and nurturing the values which will help our students to make positive contributions to Australian society later in life.

Everyone in our school community should not only reflect on the 2015 school year with a shared sense of pride and accomplishment, but also look towards 2016 with the understanding that we have a shared responsibility to address the challenges identified in this report.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Tracy Gray

Message from the School Student Representatives

When we were told to write a school report we decided to read through some of the past reports and we found that they all had one of the most boring beginnings known to human kind. We wanted to start this report with something amazeballs, so we used the word amazeballs. This word is the perfect way to describe our last year at Birchgrove primary. This school has supported us through our year in student parliament and has taught us some great leadership skills.

We have organised so many events, but our highlight of 2015 was when we got to go to White Bay and were interviewed on TV about the future of Sydney, we later went to Sydney Technology Park to see how they planned to change Sydney for the better. We also loved showing parents around the school and telling them about our great Birchgrove Public School. (We like to brag). We enjoyed holding numerous events at our school, such as World Food Day when we raised over \$1400 for Nepal. We have helped make a difference at this school and have loved being able to help.

But of course we would never have been able to do what we've done this year without all the brilliant parents who have supported us from the very beginning, the amazing class representatives who bring us new and creative ideas every fortnight and all the ministers who helped organise every one of these events. But no one has supported or encouraged us as much as all the teachers, and we have an amazeballs staff at this school and we are extremely lucky to have such empathetic and helpful people around us, we would also like to pay tribute to Amy Large who recently passed away, she would always be there for us in the bad and good times at Birchgrove.

We are utterly sad that we are leaving Birchgrove, we have spent so much time here it feels like a second home. To end this year we would like to quote the great Dr Seuss. "Sometimes you will never know the value of a moment until it becomes a memory." And we know the next student parliament will be in good hands.



Asha Angus
School Prime Ministers 2015



Rowan Davis

Message from the P&C President

The P&C had a year of consolidation in 2015. Our main focus was on finalising and funding the major works we want to do to the school playground. Unfortunately this process took much longer than expected and we did not get to commence the actual works in 2015. We are really looking forward to work starting on improving the school grounds in 2016. More than one year of fundraising has gone into this project and so we have a sizable pot from which to draw from. I can assure you that we really want to spend this money soon to improve the school for our children.

In 2015 through a lot of hard work and generosity of parents we did fund raise \$88k and we spent just under \$70k. During the course of 2015 we funded a Maths & Literary Teacher for the school - \$25,000, technology up to just under \$9k, \$4k of reading materials & \$4500 on teaching aids to give you some idea of where the fundraising is being allocated. Each year the school and the P&C work together to find the best way to allocate funds to bring the biggest tangible benefit to the school, teachers & students. I would really encourage any interested parents to get involved

in these discussions. The more input we have the better. Fresh eyes looking at problems can give rise to new solutions. It is all just about trying to make things better for our kids.

I would like to thank the executive of the P&C and all the parents who attend the meetings for your time and effort. I would also particularly like to thank all the parents who get involved in some way at the school and make all the events we run happen. This can be a lot of work and it is very much appreciated.

Looking forward to 2016.

Matthew Garvey
P&C President

School background

School vision statement

Our School motto is to “Strive” and this sums up what we stand for. The Birchgrove Public School Learning Community has identified Excellence, Respect, Resilience, Trust and Care as our shared values.

The school is committed to providing each child every opportunity within a culture of growth, performance and well-being. It provides an innovative 21st Century education across all areas of the curriculum in an inclusive, engaging and supportive school environment. The school values and celebrates the diversity of its families and wider community. It is committed to developing individual strengths, a love of learning and the capacity to achieve.

School Context

Birchgrove Public School is located on the Balmain peninsula and was established in 1885. The community is diverse, vibrant and supportive. The school has a pre-school comprising four part-time classes and we have 15 classes K-6. Our philosophy encompasses a whole school approach to student welfare which is proactive and restorative.

Our focus is on developing strong and supportive interpersonal relationships which encourage students to be responsible for their own behaviour and learning. At Birchgrove Public School we promote equity and excellence and lead our students into becoming confident and creative individuals, active and informed citizens, and successful learners.

The Birchgrove Public School community enjoys positive relationships and high expectations demonstrated by inclusive access to learning programs and the celebration of excellence by all students. This includes meeting the needs of gifted and talented students and those with identified special / support needs.

Birchgrove Public School students demonstrate a high level of academic performance in school-based and external assessments. Data analysis indicates that our students have consistently performed above State, National and Statistically Similar Group NAPLAN results.

Significant School Programs Italian Language Program, Public Speaking & Debating, Student-centred welfare programs including Anti Bullying, Cyber Safety , Bounce Back and Restorative Practices, High level of integrated technology in classrooms, School-based and external sporting competitions, Creative and Performing Arts - Bands, Choir, Dance, Music Program, extensive transition programs for Kindergarten, to Year 6, Community collaboration programs including active P&C committees and Parent Tutor Program, Year 6 Parliament, Life Skills, Leadership Forum, Gifted and Talented Programs, Peninsular Engagement Program, Tournament of Minds.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

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

Domain	Elements	Result
Learning	Learning Culture	Sustaining and Growing
	Wellbeing	Excelling
	Curriculum and Learning	Excelling
	Student Performance Measures	Sustaining and Growing
	Assessment and Reporting	Sustaining and Growing
Teaching	Effective Classroom Practice	Sustaining and Growing
	Collaborative Practice	Sustaining and Growing
	Learning and Development	Sustaining and Growing
	Professional Standards	Sustaining and Growing
	Data skills and use	Sustaining and Growing
Leadership	Leadership	Sustaining and Growing
	School Planning Implementation and Reporting	Delivering
	School Resources	Excelling
	Management Practices and Processes	Sustaining and Growing

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



Concert Band 2015

Strategic Direction 1

Quality learning in a dynamic school, encouraging motivated and passionate lifelong learners

Purpose

Our purpose is to develop confident, creative and critical problem-solving learners who demonstrate resilience and independence to pursue their potential as lifelong learners, leaders and informed global citizens. Students at Birchgrove Public School will become successful learners who demonstrate an engaged, focussed and self-regulated passion for learning.

Overall summary of progress

The school's Assessment Schedule targeted assessment for and of learning. In order to improve how data is used in the school, Kindergarten to Year 2 teachers were trained in formative assessment and in tracking students on the Literacy and Numeracy Continuums using PLAN software. Years 3 to 6 are using PLAN in 2015 and attended TPL sessions and workshops. Professional learning linked to more effective teaching was a focus in 2015. Professional learning focused on 21st Century learning fluencies and provided structured processes for developing the essential skills needed for successful learning through improved engagement. In 2015 stage teams developed and implemented an explicit coherent sequenced plan for the delivery of the K-6 History, and Scope and Sequence. This enabled teachers to use a more integrated approach to curriculum planning for students gaining a deep knowledge, understanding and skills across the curriculum. Assessment and Reporting tasks were developed as Stages, as was the assessment criteria.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$
Working together, teachers in grade teams use PLAN data to evidence individual student achievement and progress on the Literacy and Numeracy Continuum. This evidence is used to inform teaching plans.	K-2 teachers confidently assessed and entered student outcome data into PLAN and Year 3-6 teachers assessed and entered student outcome data in Reading Comprehension and Vocabulary into PLAN. PLAN data was monitored and confirmed improvements to K-2 reading assessed, teaching is targeted and student's progress is tracked over time	\$ 6 000 (2x 1/2day release per teacher)
Assessment tasks and student reports reflect a consistency across stages.	Stage teams collaboratively set assessment tasks that reflected the variety of abilities in their classroom and developed common understandings of assessment criteria.	\$ 12 000 (1 planning day per Semester)
Whole School Scope and Sequence developed for History, used to support integrated and differentiated learning and teaching programs.	All teachers programmed using the 2014 Whole School Scope and Sequence for the NSW syllabus documents in History The new NSW Syllabus outcomes used in reporting to parents.	\$0

Next steps

- Develop teachers' knowledge and understanding of the new Geography syllabus through professional development, collaborative planning and reflections on classroom implementation.
- Evaluate and modify current Gifted and Talented Policies and Student Welfare Policies with input from all stake holders.
- Teachers continue to reflect critically on their own learning and practice through shared planning, Teacher Professional Learning, Evaluation and PDP process consolidating strategies to improve practice.



Student Parliament 2015 Ministry

Strategic Direction 2

Extend staff learning and leadership through a performance and development culture focussed on quality teaching in 21st century learning classrooms

Purpose

Our purpose for extending staff learning and leadership is to improve student outcomes from quality teachers and support staff who are passionate, skilful and committed to embedding 21st Century pedagogy with the latest resources and technology. This will happen through a performance and development culture that builds future teacher leaders with opportunities for leadership, research and action with a firm focus on teamwork. Together our staff strive to consistently improve and make a difference through the sharing of expertise and professional collaboration. Student success is the direct result of staff values, quality teaching and quality leadership.

Overall summary of progress

The Performance Development Framework was implemented. A mentoring program for beginning teachers was established and staff professional development focused on improving student learning and engagement based on John Hattie's research into visible learning. Growth Coaching for new school executive has led to a more focused and positive approach to guiding professional learning, conversations and development of staff. Differentiation and 21st Century learning were priorities in professional development in 2015.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$
Teachers successfully meet personal goals as supported by evidence and the Performance Development Framework.	Early career teachers were supported through a mentoring program. The Teaching Standards to work with mentors on a needs basis. Three teachers gained maintenance at proficient status. School executive were trained in Growth Coaching to assist planning and implementation of teachers Performance Development Plans.	\$ 5 000
100% of teachers use innovative teaching practice reflected in observations, programs, motivated learners who are effective users of technology.	Staff use the School Excellence Framework and Professional Standards, visible learning, co-operative planning and monitoring of stages as well as regular Teacher Professional Learning to deliver innovative teaching practice.	Planning Days \$ 12 000 TPL\$ 6 900

Next steps

- Staff to form a support group for teachers who are working towards their accreditation as highly accomplished.
- A coaching approach to PDP Goals for teachers is further developed with training in 2016.
- Improve committees monitoring of milestones on 3 year plan, review regularly, and provide more training.
- Evaluate embedding of technology as a valuable tool across classrooms and look at ways it can be used to help differentiate and create real learning in our classrooms.
- Develop use of coaching skills for conferencing with students.

Strategic Direction 3

Maintaining and Supporting Positive Links with the Community

Purpose

Our purpose is to strengthen and maintain community links to our school to ensure Birchgrove Public School has a pivotal role in our community. Fostering relationships with our parents and general community broadens the opportunities available to our students.

Overall summary of progress

Positive and respectful relationships across the school community underpin a productive learning environment. Increased attendance by parents at parent workshops and information nights.

The whole school community has a shared understanding of the values and expectations of Birchgrove Public School. Through programs such as CAPA's 'Birchgrove Goes Back to the Future' students have increased opportunities to develop their talents and interests within the school. School Leaders have continued to initiate specific and whole school programs to meet the needs of our school community.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$
Increased community involvement in School.	Information for parents is available in multiple forms. Newsletters, signage, notes, emails, conferences, meetings, information sessions, workshops	\$ 500 for workshops
Projects well publicised within the local and broader community.	Expanded our Peninsula Community of Schools Links with the formation of Leichardt Community of Schools and working with Sydney Secondary College. Opportunities for curriculum and facility sharing through ongoing professional dialogue, meetings, linked projects and professional learning.	\$ 2 000 TPL
Projects well publicised within the local and broader community.	Students recognise that they are a valued part of the local community through interactions with other families at community and school organised events and through local excursions as part of the curriculum. This was extensively developed during the production of 'Birchgrove Goes Back to the Future'	\$ 6 000

Next steps

- Create more opportunities for parent/carer inclusion in policy formation and increase opportunities for parents to be included in curriculum/teaching updates.
- Continue to grow/foster COLA (Community of Schools Leichhardt Area) and relationships with local community organisations
- Survey parents about what they want to be informed about, what they want to help with, and any expertise they have to offer creating a community support databank.

Key initiatives and other school focus areas

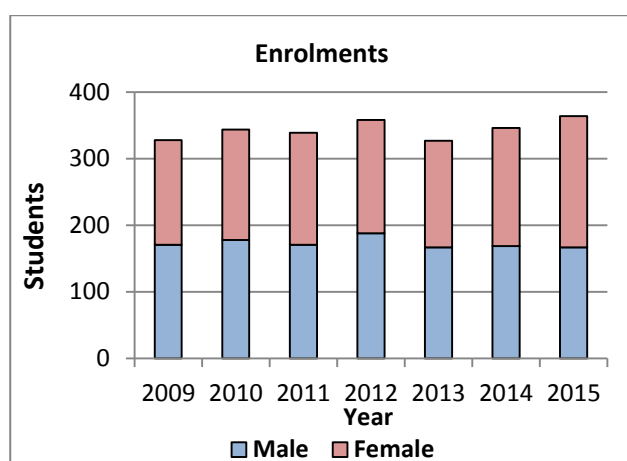
Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	There were no recognised students from Aboriginal back grounds in attendance in 2015.	\$ 0
English language proficiency funding	Funding supports the employment of an EALD teacher.	\$ 40 132
Targeted students support for refugees and new arrivals	Students are provided with a program that develops their English skills and is assessed against the Scales.	\$ 0
Socio-economic funding	The school released the executive to work with teachers to ensure the implementation of a quality teaching and learning program that supports all students learning and funded an SLSO	\$ 4128
Low level adjustment for disability funding	The school employs both additional teaching time and SLSO to oversee students requiring an ILP and to assist in the support of students who are referred to the Learning Support Team.	\$ 16366
Support for beginning teachers	A teacher mentor was released to work with beginning teachers to support them in achieving their accreditation and also classroom practice. Beginning teachers also attended appropriate professional learning courses.	\$ 4020.05

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

Gender	2009	2010	2011	2012	2013	2014	2015
Male	171	178	171	188	167	169	167
Female	157	166	168	170	160	177	197



Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	95.8	95.6	95.4	96.8	96.8	95.0
	1	95.6	94.6	95.9	95.0	97.7	96.3
	2	95.7	95.2	95.3	97.4	97.9	96.3
	3	95.1	95.0	95.6	96.6	97.4	95.3
	4	93.9	94.6	97.0	96.1	96.7	95.3
	5	93.9	94.8	95.5	96.0	95.6	94.8
	6	92.7	94.6	94.9	96.6	95.8	95.1
	Total	94.9	94.9	95.7	96.3	96.9	95.5
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Through using the electronic system ESR for roll marking school attendance is effectively monitored by school executive. Partial absences are also recorded in the class roll. Students who have high percentages of non-attendance and unjustified absences are referred to the Learning Support Team. Where absenteeism is considered to be an ongoing problem and an area of concern, parents are supported in developing a regular attendance plan. This may involve contact with the home school liaison officer.

Structure of classes

Roll class	Year	Total in class	Total per year
KC	K	19	19
KN	K	20	20
KS	K	19	19
1D	1	26	26
1S	1	26	26
1U	1	25	25
2G	2	24	24
2P	2	23	23
3/4C	3	13	24
	4	11	24
3/4D	3	11	23
	4	12	23
3/4H	3	11	22
	4	11	22
3/4K	3	13	24
	4	11	24
5/6A	5	15	29
	6	14	29
5/6K	5	15	28
	6	13	28
5/6S	5	14	28
	6	14	28

Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	14
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Counsellor	.4
School Administrative & Support Staff	6.072
Other positions	1.66
Total	27.73

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. At Birchgrove Public School we have one Aboriginal member of staff.

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

Birchgrove staff offer a wide range of experiences, skills and interests to their classrooms and the school as a whole.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	75
Postgraduate degree	25

Professional learning and teacher accreditation

The school has a strong commitment to Professional Development of staff. All teachers and executive staff developed a Professional Development Plan to assist with setting goals and reflecting on the achievement of these goals and their impact on performance. Professional learning was aligned to the school's strategic directions and is embedded in the school's progress to achieving goals.

There were three New Scheme teachers who gained accreditation in 2015 and eight that maintained their accreditation. All teachers who commenced with the Department of Education after 2007 are New Scheme teachers. All teachers will be accredited under the same system in 2017.

Professional learning is an integral part of each staff member's professional development. All our teachers are committed to enhancing their teaching skills and attending quality learning experiences, which enhance their teaching.

Apart from allocated Staff Development Days throughout the year, staff attended weekly school-based professional learning each term.

Staff also attended extra-curricular professional learning off site. Professional learning has included courses such as:

- Premium Health First Aid Course
- Softball Level 1 & 2 Coaching Accreditation

- ESL Orientation for Teachers Newly Appointed to ESL positions
- Professional growth through classroom observation
- Managing PLAN software K-6 for executives
- Strengthening classroom practice
- Early Career Teachers conference
- Public Speaking -How to embed it as part of quality pedagogical practice at school level and beyond
- Business Intelligence Workshop Business Intelligence Workshop
- Milestones For School Planning Workshops
- Women in Educational Leadership Conference
- Quality Learning for Everyone - Early Years Conference
- Growth Coaching Accreditation
- Augmenting Reality: Students as e-Design Artists
- Coding in the Classroom
- Thinking While Moving in Maths
- An Introduction to the Numeracy Continuum and PLAN Software
- Developing your leadership capacity to meet advertised positions
- Data Analysis to Support School Excellence Framework
- Intentional Teaching for Preschool and Early Intervention
- Nonviolent Crisis Intervention Training



Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	144133.03
Global funds	261342.77
Tied funds	120581.48
School & community sources	491799.79
Interest	10553.88
Trust receipts	203745.35
Canteen	90459.56
Total income	1322615.86
Expenditure	
Teaching & learning	
Key learning areas	27419.01
Excursions	49616.16
Extracurricular dissections	232708.20
Library	11349.36
Training & development	1431.52
Tied funds	106070.33
Casual relief teachers	87745.90
Administration & office	151548.73
School-operated canteen	89713.72
Utilities	49479.71
Maintenance	21139.66
Trust accounts	147562.35
Capital programs	0.00
Total expenditure	975784.65
Balance carried forward	346831.21

Further information concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

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

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

Stage 3 completed the Tell the From Me surveys in 2015 as a part of their evaluation process. The surveys were coordinated by the Centre for Education Statistics and Evaluation which is part of the Department of Education. The survey questions were grouped to assess eight of the most important drivers of student learning: leadership, collaboration, learning culture, data informing practice, teaching strategies, technology, inclusive school and parent involvement. It allowed all stakeholders to give their input into school improvement initiatives in an anonymous way. It also provided the opportunity to compare our overall results with those from all schools in NSW that participated in the surveys. Findings included:

Students have friends at school they can trust and who encourage them to make positive choices.

- In this school, 88% of students had positive relationships; the NSW DEC norm for these years is 85%.
- 94% of the girls and 80% of the boys in this school had positive relationships. The NSW DEC norm for girls is 88% and for boys is 83%.

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 97% of students in this school valued School Outcomes; the NSW DEC norm for these years is 96%.
- 98% of the girls and 96% of the boys in this school valued School Outcomes. The NSW DEC norm for girls is 97% and for boys is 94%.

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- In this school, 91% of students had positive behaviour; the NSW DEC norm for these years is 83%.
- 92% of the girls and 88% of the boys in this school with positive student behaviour at school. The NSW DEC norm for girls is 91% and for boys is 75%.

Students try hard to succeed in their learning.

- 94% of students in this school tried hard to succeed; the NSW DEC norm for these years is 88%.
- 97% of the girls and 92% of the boys in this school tried hard to succeed. The NSW DEC norm for girls is 90% and for boys is 85%.

Students find classroom instruction relevant to their everyday lives.

- In this school, students rated Relevance 7.9 out of 10; the NSW DEC norm for these years is 7.9.
- In this school, Relevance was rated 8.2 out of 10 by girls and 7.6 out of 10 by boys. The NSW DEC norm for girls is 8.1 and for boys is 7.8.

Parents/ Carers

In 2016 parents are interested in workshops on:

- Dealing with Anxiety and Children
- Helping with Reading
- Mathematics
- Resilience

“Thank you so very much for all the care and guidance you've shown and also for making it such a fun learning environment!”

‘I just wanted to say a massive thank you for all the hard work and effort you put in to Back to The Future! The whole production was truly amazing and so, so professional!

It brought so much joy to our family to see our children be a part of something so magnificent.

Your hard work and dedication is very appreciated by us and, from the conversations I've been having, by all the BPS families.”

“I wanted to send a quick note as ##### has just finished her time in Reading Recovery. I wanted to express what a help it has been and how lucky we were for ##### to be accepted into the program. Her confidence in reading and her capabilities have dramatically improved. I also wanted to express just how impressed we were with #####. He is a fantastic teacher and I can't tell you how much ##### gained from the one-on-one time with him. I've witnessed first hand how well the children relate to him and can learn from him. I always knew Birchgrove is a special school but we are so lucky to have the resource for this program and #####'s ability to manage it. “

Teachers

Teachers would like more professional development around:

- Coding
- Using iPads in the Classroom
- Quality Teaching Rounds/Growth Coaching

- Board of Studies and Teacher Education Standards (BOSTES) qualifying at proficient and highly accomplished level

Policy requirements

Aboriginal education

Birchgrove Public School aims to enhance the knowledge and understanding of all students about Aboriginal Australia. We celebrate the nation's shared heritage through embedding the study of Aboriginal culture and customs into all areas of learning.



Phil Gela Torres Straits and Yarrabah man performance

Multicultural Education and Anti-racism

Birchgrove Public School celebrates multicultural differences and encourages students to identify with and be proud of their individual cultural heritage. Tolerance and an acceptance of diversity are actively encouraged and taught as a part of our commitment to the teaching of values in our school. Harmony Day is a featured celebration at the school each year.

Other school programs

Preschool

Birchgrove Public School Preschool is a two unit centre offering 80 children places per week. In 2015 the Preschool replaced the 2.5 day week to a 3 day Mon, Tues, Wed / 2 day Thurs, Fri program first semester and 2day Mon Tues / 3 day Wed Thurs Fri second semester.

In 2015 the Transition to School Statements were implemented. These statements communicate with parents and the child's receiving school, regarding progress towards the five outcomes of the Early Years Learning Framework. We found these statements very useful to pass on to their child's Kindergarten teacher.



We had so many incursions in 2015 to promote learning outcomes for the children. The Zoo Mobile, Fizzics, Kids on Congas, Fire fighters, Police visit, Indigenous Concerts, Book Parades, Easter Hat Parade, Local walks, Italian Day, various concerts and performances and parent visits with their expertise. The children were involved in a film, the theme was "Back to the future". Each child was involved and had a wonderful time dressing up as a character from The Wizard of Oz.

The use of 10 iPads was also introduced into our preschool classrooms. At Birchgrove Preschool the children are given opportunities to learn in a social environment rich in language and play experiences which are based on the children's interests. The children become independent confident learners. Our dedicated Preschool staff ensures a smooth transition to the school program where individual needs and interests are catered for.



Preschool Gardening

Italian

Each class K to 6 is learning Italian. Their lessons are based on conversational language and include cultural elements such as art, religion, food and celebrations. The highlight each year is Italian Day. In 2015 K to 2 made Pizza, 3 to 6 made pasta as well as watching a fabulous performance of The Greatest Pie in the World, a live production in Italian.



Children dressed in the colours of the Italian flag for Italian Day

Creative and Practical Arts (CAPA)

2015 was a big year for the school, in terms of Creative and Practical Arts, with many firsts and outstanding achievements. A Senior Dance group was formed in collaboration with 'Dance @ Nicki Webster'. The Senior Dance Group, which involved children from years 5 & 6, was a voluntary group that met in the school hall for an hour's practice every Friday morning before school. In these sessions they were taught dance skills by Charlotte, a dance instructor from 'Dance @ Nicki Webster', and rehearsed a choreographed dance to the song 'Everybody Wants To Rule The World'. They performed this song as pre-show entertainment at the screening night of 'Birchgrove Goes Back to the Future'. In 2016, the dance group plans to audition for the 'School Spectacular', a Department of Education Arts Unit initiative.



Senior Dance Group @ Balmain High performance

The junior and senior choir continued to grow. With a membership of 25 children the Senior Choir held two half-hour choir practices every week on Tuesday and Wednesday at lunchtime. The children performed at a number of events throughout the year including the school fete, whole-school assemblies and the Christmas concert at St John's Church. The highlight of the year for the choir was the role that they played in the whole-school movie project, 'Birchgrove P.S. Goes Back to the Future'. The choir was a fundamental part of the movie as they played the main roles in the film. They also performed a song as part of the finale on the screening night.

The whole-school movie project, 'Birchgrove P.S. Goes Back to the Future', was produced as part of the school's 6 year CAPA plan. As part of this plan, a whole-school CAPA event is produced every 2 years. For the project, each class produced a music video, based on songs from different eras, to contribute to the movie. In the movie, the senior choir, who played the main roles in the film, travelled through time to see the music videos from each era on a mission to find 'good music'. They finally returned to the present to perform a song, live, for the audience. The screening of the film, at the Sydney Secondary College: Balmain Campus Hall, was a very successful community event attended by over 700 people. The P&C also organised food and drink to be sold at the event as a fundraising activity. Copies of each class's music video were made for all the children and distributed at the end of the year.

Music Program



Christmas Concert

2015 was another successful year for our very fine Birchgrove Public School Music Program. An extracurricular program, it caters to over half the children in the school. We offer opportunities from kindergarten right through to year 6, encompassing bands, string ensembles, recorder ensembles, Kodaly music education and for the second year running, a Rock Guitar ensemble.

The program is organised by a parent volunteers and receives outstanding support from all BPS staff and our principal and assistant principal.

Highlights from 2015 were:

- Our largest Concert Band in many years - sounded incredible. Under conductor Rod Mason they won a gold medal at the NSW Bands Festival and also runner up in their category at Ryde East festival in May.

- The Senior Strings, Consort Recorders performed once more at the Sydney Opera House as part of the Festival of Instrumental Music, with 3 members of Consort recorders performing on a separate night in another recorder ensemble.
- All music participants in Years 3-6 came together in October at our fifth (and largest) annual Music Camp, which was held at the Baden Powell Scout Centre in Pennant Hills. The Music Camp was run jointly by the Music Committee and the school.
- All ensembles have performed regularly this year, with other performances including the School Fete, Music Night, St John's Fete, Back to Balmain, Senior Music Soiree and the end of year Christmas concert.
- Numbers are healthy for new recruits in 2015, with 21 new band recruits, a whopping 23 new string recruits and about 5 new recorder recruits at time of writing. We also have 5 children wanting to start learning the guitar and 5 wanting to start learning piano (about half of last year).

Sport

In 2015 we ran very successful Swimming, Cross Country and Athletics Carnivals. Students represented us District and State carnivals. Stage 3 representatives helped out at the District and State Carnivals as volunteer helpers. Students K to 6 successfully took part in the Premiers Sporting Challenge.

In 2015 we participated in weekly PE lessons with Got Game, qualified PE teachers:

Term 1- Cricket

Term 2- Athletics

Term 3- Netball

Term 4- Gymnastics

This year we competed in **Jump Rope for Heart**, learnt lots of new skills and tricks. We also raised over \$16 000 for the Heart Foundation.

For weekly Sport the Early Stage 1 had a gross motor & fundamental movement program throughout the year.

Stage 1 Year 1 joined together with Year two for a gross motor, skills and games program each week.

Stage 2 Sport- Years 3 and 4 participated in sport clinics with experts from different games coming weekly. The children learned skills and teachers and learned more about how to teach the sport and coach. Our sports include experts from: AFL- Sydney

Swans, Rugby League (Touch), Balmain, Basketball – Basketball NSW, Netball NSW. The children and teachers all got a lot out of the program.

Stage 3 participated in the Balmain PSSA Competition. In summer they played Austag, Softball and Cricket and in winter they played Soccer, AFL and Netball.



Stage 2 at Birchgrove Oval