


# Principal's Annual Report 2019

2019 was a year of pace, where quite a few people mentioned that it felt like they were always 'on the move'. There might be a few reasons for this feeling; as a school we took on some big goals to improve the way we teach, the way we learn as well as the way we feel about our safety.


Our Annual Implementation Plan (AIP) is written each year and drives the school improvement actions of our staff and students and provides us with a framework to set goals, monitor progress. The progress table below indicates our 2019 actions and developments, but is not an exhaustive list of what we achieved in the year towards our AIP goals.

## SCHOOL IMPROVEMENT PRIORITIES

*Embed consistent, high-impact approaches and strategies to ensure effective point of need teaching for all students:*

AIP ACTION		DETAILS
Professional Learning Communities (PLCs) (funded)		Our school received funding in 2019, for ten teachers to attend training in Professional Learning Communities, a scientific and inquiry-based approach to improving teacher practice. The trained teachers then began developing a localised approach for our whole school to participate in and trained our whole staff in term 4. Early stages of PLCs indicate they will be highly motivating, as educators have the opportunity to work together to overcome teaching challenges and learn new approaches.
A Coaching Approach to Peer Observations (funded)		Our school received funding in 2019, for seven teachers to attend professional development in Coaching and Peer Observations. Utilising a Coaching Approach to Peer Observations supports our teachers and aides to continue to develop their own practice, by observing each other and seeking feedback on aspects of their own practice that they might have questions about.
Primary Maths Specialist Initiative (PMSS) (funded)		Alice Hamilton and Jessie Meade began their training in the PMSS initiative to develop curriculum support, professional development and community engagement strategies in numeracy. Alice and Jessie enjoyed their time immensely and learned a lot from their training. They have implemented a number of strategies across the school and have a detailed plan for the school's future! This initiative will continue to be funded in 2020.
Further development of Synthetic Phonics F-6		Our Synthetic Phonics program was extended to all year levels within the school. This program has shown improvements in our younger students' reading and spelling data and we look forward to continuing to analyse the impact. To maintain fidelity of this approach, we will continue to train teachers in the school, as required.
Further development of 6+1 Writing Traits program		The 6+1 Writing Traits program provides educators with the structure from which to build a writing program. Our teaching teams continued to develop learning sequences, assessments and moderation protocols that support a consistent and developmental approach to teaching writing.
Develop teachers' capacity to use formative assessment to inform teaching.		Formative assessment is the questions answered (or not), tasks attempted and observations made that provide information to teachers that help them know what their students know, need to know and might think they know! Understanding the way a student is thinking, how they came to a conclusion, is a key to helping them learn. Our teachers and aides enjoyed unpacking and evaluating different types of assessments as well as discussing what each assessment might be telling us.

***Develop a student-centred approach that values and enhances student voice across all year levels to increase student engagement and safety:***

AIP ACTION		DETAILS
Review JSC nomination process		The JSC nomination process was reviewed in 2019, seeking a more fair and inclusive approach to membership.
Increase opportunities for student leadership		Student leadership opportunities extended beyond JSC and Sports Captains this year, with the introduction also of ICT, Numeracy, Literacy and Wellbeing student leaders. These student leaders completed a myriad of tasks with the teaching and student body throughout the year, including organising student and family events and collaborating with teachers in planning sessions.
Increase knowledge in all stakeholders of Restorative Practices		Last year was a big year of Restorative Practices at BNWPS! Our students got a refresher course, our teachers got a couple of refresher courses and there was a comprehensive parent/carer evening education program that was both booked out and highly acclaimed!
Increase student resilience in learning and play		Our 2019 AtoSS data shows some clear improvements in student resilience, however we intend to see further improvements as our changes to the yard, school processes and our teaching & learning model continue to foster resilience in learning and play.

Focussing our efforts on improving teaching and learning as well as the safety of all our students was the main focus for the year, however we also managed to fit a few extra events into the year!

Starting in April 2019, our school received 10% of the pledged \$6.23M to complete the planning phase of our Capital Works project. This involved hiring an architecture firm, developing a 5-year masterplan for all the building works required for our school, prioritising the works that we could achieve in our set budget and developing more detailed design plans. We expect to hear about any further funding during the budget announcements in May 2020.

Our school participated in a Child Safety Standards audit, to check if we were meeting the expected standards. With some minor additions of training at School Council, our school passed with a number of commendations in particular areas. This result will go towards part of our School Review later in the year.

And possibly as a highlight of my year, our Specialist Team (and more specifically, the Arts Department) absolutely blew us all away with Art Attak! This end-of-year, immersive, student-led, community-loved project was a dazzling way to finish off the school year. It was a wonderful demonstration of how learning can encompass every part of our community, bring us together and help us shake off any monsters!

I want to extend a massive thanks to all the school council members who sat on council for 2019 and all the sub-committees who have worked with energy, direction and insight as to how we can continually drive school improvement. At the end of 2019, School Council said farewell to Lou Collodetti, Belinda Kerry and Deb Wood, who stepped down from their position on Council. We thank you for your time, skills, energies and your perspective!

It is important to also take a moment to thank Fiona Heathcote, our School Council President, who retired from her position at the end of 2019, with her youngest child graduating on to high school. Fiona led many great achievements as School Council President, not the least of which was leading our school council and community in gaining \$6.23M in funding for Capital Works. Thank you for your ongoing and selfless service to our school, it's students, families and staff.

Thank you to everyone that helped make 2019 the incredible year that it was. When reflecting, we have achieved many amazing successes as a community and we have set ourselves up for the progress and development of individual community members (students and grownups alike) and our whole school community in truly wonderful ways. I look forward to all that our school community will achieve in 2019 - when students, staff and families work together on a shared vision!