

# Bronte Public School

## Annual Report



2016



1372

## Introduction

The Annual Report for 2016 is provided to the community of Bronte 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.

I'd like to thank the hardworking, dedicated, talented and passionate Bronte staff team, who always put the student's needs first. Congratulations and thank you.

Thank you, also, to the parent community, and in particular our P&C, for their support of the school. The P&C and the wider parent community worked extremely hard once again this year, organising many fantastic events and activities. Their fundraising efforts are truly amazing, contributing extensively to human resources; playground improvements; technology; furniture; books, and so much more.

Well done to the students, too, who everyday demonstrated our motto "One for All", and worked hard to achieve their personal best.

Much was achieved and celebrated in 2016 at Bronte. My three highlights, though, were the Thailand trip, the Art Show and the student-led conferences, all of which were new initiatives, and all of which required strong collaboration between staff and parents; teamwork to overcome hurdles along the way; commitment, and hard work above and beyond. Most importantly, though, all three initiatives showcased the talents of our students and challenged them to take safe risks.

"Intelligence plus character – that is the goal of true education." (Marten Luther–King)

Melinda Sikora

Principal

## School contact details

Bronte Public School

Hewlett St

Bronte, 2024

[www.bronte-p.schools.nsw.edu.au](http://www.bronte-p.schools.nsw.edu.au)

[bronte-p.School@det.nsw.edu.au](mailto:bronte-p.School@det.nsw.edu.au)

9389 4527

# School background

## School vision statement

The VISION shared by OUR COMMUNITY is that Bronte Public School be recognised as an innovative, creative, stimulating and engaged learning community, where individuality is valued, excellence is celebrated, and relationships are built on mutual respect, kindness, responsibility and integrity.

## School context

Bronte Public School is a happy, inclusive school with a true community spirit. The school focuses on providing children with successful experiences that nurture a lifelong love of learning; are highly engaging and challenging; integrate the arts, global cultures and languages, sustainability and technology, and allow all children to reach their full potential. Children's creativity, character and thinking skills are fostered, and their achievements in learning, effort, participation and social justice are recognised and celebrated. Our collaborative school community maintains a quality learning environment which fulfils the shared vision that Bronte Public School be recognised as an innovative, creative, stimulating and engaged learning community, where individuality is valued, excellence is celebrated, and relationships are built on mutual respect, kindness, responsibility and integrity.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high-quality practice across the three domains of Learning, Teaching and Leading.

### Learning Elements

**Learning Culture** – Bronte Public School has high levels of student, staff and community engagement. It is a productive and collaborative learning environment, where cooperative planning practices and procedures are embedded and there are low levels of misbehaviour.

**Wellbeing** – Bronte Public School supports the cognitive, emotional, social, physical and spiritual wellbeing of students through programs such as Bounce Back and Values, and structures such as the Learning Support Team and Student Welfare Policy. Looking forward, we plan to review and improve our current programs and practices using the Wellbeing Framework for Schools.

**Curriculum and Learning** – Bronte Public School has an integrated approach to quality teaching, curriculum planning and delivery. The school has developed active collaborative partnerships and offers significant extra-curricular activities. Looking forward, we plan to introduce and/or increase our use of some innovative delivery mechanisms where appropriate, such as: philosophy; flipped learning; iPad use and open learning spaces.

**Assessment and Reporting** – Bronte Public School has consistent school-wide practices for assessment and reporting. In 2016 we developed a more informative and less time consuming formal student report, and introduced student-led conferences. Looking forward, we plan to strengthen the use of quality feedback and formative assessment practice.

**Student Performance Measures** – Bronte Public School consistently achieves excellent value-added results, with most students achieving at high levels. Looking forward, we plan to find new ways to improve growth through Strategic Direction 1.

### Teaching Elements

**Effective Classroom Practice** – At Bronte Public School all teachers are committed to identifying, understanding and implement quality teaching and learning programs. Looking forward, we plan to strengthen the use of quality feedback, and further improve quality teaching with the instruction of a non-teaching instructional leader Assistant Principal position.

**Data Skills and Use** – At Bronte Public School assessment data is regularly used to inform future school directions and to determine teaching directions. Looking forward, we plan to develop a more sophisticated understanding of data literacy concepts such as: value added; growth; improvement and statistical significance.

**Collaborative Practice** – At Bronte Public School there are systems in place which support collaboration and feedback. Looking forward, we plan to embed a more explicit system which will drive and sustain ongoing improvement.

**Learning and Development** – At Bronte Public School professional learning is aligned with the School Plan and individual PDPs (Performance and Development Plans). In 2016 we introduced 'Learning Walks', and, looking forward, we plan to increase sharing of expertise and new learning, and further develop a climate of positive classroom observation.

**Professional Standards** – At Bronte Public School all staff demonstrate personal responsibility for maintaining and developing their professional standards through ongoing communication and support.

## **Leading Elements**

**Leadership** – Leadership development is central to school capacity building. The staff at Bronte Public School have purposeful leadership roles based on professional experience and expertise.

**School Planning, Implementation and Reporting** – Bronte Public School successfully collaborated with key stakeholders in the development of the school vision and strategic directions.

**School Resources** – At Bronte Public School resources are strategically used to achieve improved student outcomes. Looking forward, longer term financial planning will be linked more closely to the School Plan.

**Management Practices and Processes** – Our practices and processes are responsive to school community feedback.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Success, Confidence & Creativity – Students have the essential skills in literacy and numeracy, are creative and innovative, collaborative and motivated, can think deeply and problem solve, and are productive users of technology.

### Purpose

The purpose of this strategic direction is to support the General Capabilities of: Literacy, Numeracy, Information & communication technology capability, and Critical & creative thinking.

Striving to achieve this strategic direction will ensure that our students achieve the learning outcomes stated in each of the Syllabus documents, and the school achieves the broader goals stated in the Melbourne Declaration of Educational Goals for Young Australians.

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become: Successful learners; Confident and creative individuals; Active and informed citizens.

### Overall summary of progress

Our continued school-wide focus on literacy and numeracy has enabled us to achieve significant progress in this strategic direction. Ensuring all teachers have access to targeted training has enabled the teaching of literacy and numeracy to be continually refined.

At Bronte Public school we aim to continually enhance our technology programs through update and purchase of equipment, and ongoing teacher training. Devices are being used in every classroom and we have moved towards using Google Apps, including Google Classroom. This is having a positive impact on student engagement and ensuring our programs meet the needs of 21st century learners.

Our relationship with CoSiES schools continues to be developed. There have been considerable shared professional learning opportunities with neighbouring schools, and the teacher training is having a positive effect on the delivery of best practice teaching in the classrooms across all learning areas.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To raise NAPLAN Spelling results for both Years 3 and 5 to reflect those of Reading and Writing by 2017.	All teachers in K to 6 confidently using the Continuums and Syllabus, building towards text book free teaching.  All teachers are familiar with the new Geography Syllabus.  The History Syllabus is well embedded.	\$13 500
To raise Year 5 NAPLAN Number growth, as shown in SMART, from 50% of students achieving expected growth in 2014, to 55% by 2017.	Teachers beginning to use Google drive and Google docs to share and create documents and presentations.	\$1 000

### Next Steps

In 2017, Bronte Public School will build on the strength of existing programs and teaching pedagogies. Literacy and numeracy will remain important areas of focus. Teacher knowledge and skills will be enhanced by ongoing professional development in all syllabus areas and the use of the Literacy and Numeracy Continuums. All classes will be textbook-free for every subject to strengthen student engagement and differentiation of learning experiences. Our new Scope and Sequences for Geography, History and Science will be implemented and evaluated. 2017 will see the development of an Instructional Leader staff position. This initiative is being delivered to ensure that all primary students

quality teaching and learning practices that better meet the full range of student needs. The Instructional Leader AP will build staff capacity through the collaborative evaluation of teaching and its effect on student learning, and align strategies, resources and professional learning for the achievement of desired outcomes. The school is participating in the 'Early Action for Success' project to support and direct the Instructional Leader position. Mindfulness will also be a focus in 2017. Staff will be trained and all classes will do mindfulness exercises.

A flexible learning space will be created in the library with the ordering of new furniture and 30 Chromebooks to enable two classes to use the space in a team-teaching environment. This learning space will allow the library to become a research centre for all students and provide valuable professional learning opportunities for all teachers. STEAM-based projects will also be explored in this space. iPads will continue to be used in all classrooms to promote student engagement and differentiate the curriculum. In 2017, Google Apps will be exclusively used to store student's work and teachers will begin using Google classroom to enhance their teaching programs.

Bronte will continue to collaborate with neighbouring CoSiES schools to participate and share knowledge during professional development. This will include the annual COSiES conference as well as professional development opportunities in curriculum and targeted teaching pedagogies. This aims to enhance teachers' ability to effectively implement dynamic teaching and learning experiences for all students.



## Strategic Direction 2

**Equity & Excellence** – The school promotes excellence and equity through programs which support a socially cohesive society free from discrimination, and provide opportunities that enable students to explore and build on their gifts and talents.

### Purpose

The purpose of this strategic direction is to create a school of many, equal and celebrated opportunities for all students.

Striving to achieve this strategic direction will ensure that each student reaches their full potential as Bronte Public School promotes a culture of educational excellence and respect.

### Overall summary of progress

Bronte Public School promotes excellence and equity through programs which support a socially cohesive community and provide opportunities for all students to demonstrate their talents. All teachers have been involved in peer observations and student-focused observations to support them in the use of constructive feedback given to colleagues and students. Teachers have participated in professional development to promote the use of formative assessment strategies with many teachers trialling 'Bump It Up' walls this year. In 2016 we redeveloped our student reports and introduced student-led conferences, both of which were very successful in improving feedback. The teacher survey indicated a strong learning culture. In the area of Curriculum and Learning, 100% of teachers agreed that the school provides quality teaching and learning programs.

Social justice has a high profile at Bronte PS and new initiatives were trialled in 2016. The Bronte SRC developed relationships with the Waverley War Memorial Hospital through a parent contact. The parent and teachers liaised with the hospital to organise the free mini bus to send SRC students to the hospital and sing to elderly people. The excursion developed relationships with staff and patients and was repeated in Term 3 with year 6 students and the year 6 teacher. Plans are in place to repeat the excursion in 2017. The Peer Support program provided relevance to White Ribbon Day with a lesson on Respect taught in every classroom by Stage 3 students.

Students in K–6 have opportunities to develop their strengths and talents through a number of programs and initiatives at Bronte. Through quality assessment practices students are identified by teachers and parents to participate in a range of academic, sporting and artistic programs. The following programs were run by specialist teachers in 2016: Maths Olympiad; Public Speaking; Debating; Dance Ensembles; Gateways nominations and attendance; Coding; Chess; Sport Gala days and participation in regional and state competitions. A new initiative developed at a local school provided debating opportunities for stage 2 students. The Bronte Stage 2 team won the competition. One Stage 2 student was chosen to compete at the State Public Speaking Finals. Stage 2 students again participated in the GATEWAYS programs. A Stage 2 and Stage 3 team participated in a new level of the program called the Challenge. The Stage 2 team won the competition in their age group and the Stage 3 team came 6th out of twenty teams. The Challenge competition provided explicit feedback on student performance within different skill and knowledge areas. Parents and the school coordinator received positive feedback from the program's organiser on our nomination process and the strong capabilities of our students in the areas of History, Writing, Mathematics and Science.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To raise the expected overall average growth (English and Mathematics) from 55% of students achieving expected growth to 60% of students achieving expected growth by 2017.	Teachers provide explicit, specific and timely formative feedback to students to individualise learning.  All teachers having a go at Student Led Parent Conferences.  New Student Reports are were received.  High student engagement in GATs programs across the school.	\$12 000
Teachers provide explicit, specific and timely formative feedback to	Students demonstrate empathy and a sense of place and purpose, specifically in relation to our	\$5 000

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
students on how to improve. EF  Students demonstrate empathy and a sense of place and purpose.	sister school in Thailand.  A successful trip to Thailand to visit our sister school.  Class roster to visit War Memorial Hospital to read and play games with patients is up and running.  All teachers using feedback to individualise learning for all students.	\$19 500 (raised for Thailand)

## Next Steps

All teachers will participate in the new Professional Development Framework and have developed useful strategies to provide ongoing feedback to students. Parent responses to the 2016 school survey indicate they would like to participate in the new Student-led Conferences in 2017. Teachers have started to use visible learning intentions for students with indicators of success criteria. In 2017, teachers will continue to use learning intentions, with a focus on mathematics to support the 2017 goal of quality maths lessons delivered without the use of a textbook.

Through parent, teacher and student surveys we have been reminded of the need for more respect in the playground and consistent behaviour management from teachers. During the first few weeks of 2017 teachers will participate in professional development to support their consistent understanding of the Bronte Wellbeing Guidelines and Procedures document and develop lessons to teach, explicitly, what respect looks like. Awards will promote students as good citizens and support positive relationships in the classroom and on the playground in 2017. A year 6 student-created and student-led initiative called 'Social Justice Crew', will explore further ways students can contribute to our community and other communities around Australia and throughout the world.

Opportunities for all students to develop their gifts and talents will be provided in 2017. The library space is revamped ready for team teaching multi-aged groups and implementing google chrome books. Next year time will be allocated for students in Stage 1 to promote higher order thinking activities using library information skills and an inquiry model of learning. The Best Start Kindergarten Gifted and Talented program will be implemented in Early Stage 1. The following programs will continue in 2017: Maths Olympiad; Public Speaking; Debating; Coding; Chess; Dance Ensembles; Gateways nominations; Sport Gala days and regional competitions. Through timetabling of extension classes in mathematics and debating students will participate in competitions to enable them to develop skills in different areas. K-2 teachers are keen to become more actively involved in developing extension programs for younger students. Teachers are planning theme days for young scientists to develop interests through dramatic and creative activities.



### Strategic Direction 3

Active & Informed – Students are responsible global and local citizens, able to relate to and communicate across cultures, with personal values and attributes such as honesty, resilience, responsibility, empathy and respect for others.

### Purpose

The purpose of this strategic direction is to support the General Capabilities of: Ethical understanding, Intercultural understanding, and Personal and social capacity.

Striving to achieve this strategic direction will connect our students to the world and give them the skills and knowledge to positively contribute to society.

### Overall summary of progress

The development of Philosophy as a core curriculum feature at Bronte school, aimed at informing and engendering responsible local and global citizens who relate with social and cultural sensitivity, has achieved significant inroads in the promotion of confidence and enthusiasm amongst teaching staff in the implementation of Philosophy in classrooms K–6. Teachers have participated in professional development designed to hone skills of open-ended questioning and raise awareness of a broad range of stimulus materials from quality literature to multimedia to world issues. Philosophy lessons were piloted in Stage 1 with a focus on literature, and filmed as a resource to provide teachers with ideas for conducting philosophy sessions and assist in classroom organisation and management. These pilot lessons were expanded to include a full day of teacher professional development where stage-based groups were given relief to observe a philosophy lesson in action using a common literature stimulus adapted for use across all three stages where one stimulus can be used at different levels of complexity to elicit a wide variety of responses of increasing depth. A bank of resources has been established which focuses on providing a broad range of stimulus materials. Open-ended question starters and a series of lesson plans are included. Class sets of these questions are to be laminated for distribution to classrooms. Stage 1 classes have developed a two-week cyclical programming of philosophy embedded within literature study which proved to be successful. This will continue. Stage 3 classes, too, have developed a cycle of shared programming of philosophy with a different focus each term designed to give each teacher a chance to refine and extend their capacity to engage in philosophical discussion and to maximise student engagement. Term 1 accents literature; Term 2, multimedia and film; Term 3, current affairs, human issues and “Big Picture” scenarios.

With regard to Social Skills, Values and Sustainability, the Bounce Back and Values program has become an integral part of classroom practice with consistent recognition of student achievement in assemblies and in the Bulletin to parents. This has been further enhanced with the Stage 3 Peer Support Program which brings Stage 3 students to early Stage 1; Stage 1 and Stage 2 classrooms to deliver student-led lessons based around the themes of “Respect”; “Inclusivity”; “Bullying” and “Health” once each term. This has had the secondary benefit of developing confidence within the senior students and giving them all a chance to develop their capacity to lead.

In the Sister School project, video conferencing continued successfully on a class rotation basis. In 2016, a very successful venture saw a group of 12 Year 6 students, accompanied by 9 parents, along with Mrs Sikora and Miss Black, visit Beaumont Ruam Pattana School. Students helped to design and implement learning experiences aimed at promoting intercultural understanding and further developing the existing ties between the schools with an accent on “giving back”. The success of this venture has led to the continuation of the program in 2017, again involving senior students, parents and teachers working together to promote quality educational experiences with a social justice accent.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers engage in professional learning based on philosophy, and conduct a philosophy session with their class once a week by 2017.	All teachers are having a go at Philosophy lessons and sharing their successes and failures.	\$2 000
A significant decrease in social complications in the playground as measured by playground folder entries.	Our Bounce Back and Values program is clearly visible in each classroom.  A worthwhile and highly successful trip to Thailand.	\$3 000  \$19 500 was raised for Thailand

## Next Steps

In 2017, Teachers will embed the teaching of philosophy across all or selected areas of the curriculum. Small, consistent sharing sessions will be scheduled as a semi-regular feature of staff meetings to maintain the energy and enthusiasm of staff in teaching Philosophy. These sessions will be conducted with small scenarios/ words/ questions to illustrate Philosophy's applicability and relevance to all areas and promote fertile discussion of Philosophical concepts which often arise incidentally within the classroom as a response to that which students, themselves, bring to discussions. As Peer Support lessons continue with a student-wellbeing focus, it is envisioned that these lessons will be extended to include student-led, philosophy-based discussions, again using a variety of engaging stimulus materials. As this will require solid grounding of senior students in philosophical enquiry from a different perspective, this will be piloted during the second semester of 2017. The benefits to all students are anticipated to be significant.

Our future plans for the for the Social Skills, Values, and Sustainability Initiatives area include the continuation and expansion of the highly viable Bounce Back and Values Program. A year 6 student driven initiative to support students in the playground will be developed. Called 'Helping Hands', this program will see volunteer year 6 students supporting other students in the playground to solve problems, play games fairly, and find friends. To also support Social skills and wellbeing the 'Peaceful Kids' program will be introduced to support students to navigate friendships and build self-esteem. The SRC will lead the sustainability charge with composting and recycling, teaching their class what goes in and what doesn't. The parent-led BOPCO (Bronte Organic Produce Cooperative), will work with teachers and students on a herb and vegetable gardening project.

Our future plans for the continuation of the Sister School project include weekly video conferencing; the exchange of art, and, following last year's successful trip, another group will prepare to travel to Thailand. Early in 2017 expressions of interest will be accepted for a group of 10 to 15 students and parents, along with two staff members, to travel to Thailand to visit Beaumont Ruam Pattana School. Travel will take place during the September holidays 2017. At the school we will be involved in the teaching and learning programs, participate in any general school maintenance and work with the community.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Money used to support school fees. (negotiated with families)	\$1 405  • Aboriginal background loading (\$1 405.00)
<b>English language proficiency</b>	All students requiring support have access to the LaST (Learning and Support Teacher).	\$4 106  • English language proficiency (\$4 106.00)
<b>Low level adjustment for disability</b>	Learning Support Team established, SLSOs (School Learning Support Officers) employed, and LaST (Learning and Support Teacher) timetables developed.  Weekly Learning Support Team Meetings to assess program adjustments, not only for students accessing integration funds, but for all students requiring adjustment.	\$67 442  • Low level adjustment for disability (\$67 442.00)
<b>Quality Teaching, Successful Students (QTSS)</b>	Extra Assistant Principal relief from face to face teaching.	• Quality Teaching, Successful Students (QTSS) (\$18 000.00)
<b>Socio-economic background</b>	Maximum student opportunity and participation in all aspects of school life.	\$2 760  • Socio-economic background (\$2 760.00)
<b>Community Participation</b>	P&C donated \$102 000 to the school in 2016 for human resources, books, grounds improvement, furniture and technology.  P&C raised \$90 000 in 2016 through events such as Movie Night, Comedy Night, Trivia Night and Mother's and Father's Day Breakfasts.	\$102 000 (P&C contribution)  • P&C (\$100 000.00)

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	194	199	203	217
Girls	175	175	194	213

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.9	97.7	96	96.6
1	96.5	96.7	94	95.7
2	97.8	96.9	95.6	96
3	96.5	97.5	94.6	96
4	96.9	96.9	97	95.8
5	94.7	96.8	96.3	97.3
6	97	95.2	94.8	96.1
All Years	96.7	96.9	95.4	96.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.41
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration & Support Staff	3.12
Other Positions	0.15

The staff at Bronte Public School provide quality programs to meet the needs of all students. They bring to the school a dynamic blend of experience and youthful enthusiasm.

In 2016 there was one Aboriginal member of staff.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

### Professional learning and teacher accreditation

Professional learning on School Development Days included: CPR; Anaphylaxis; Geography Syllabus; iPads; Child Protection; Performance and Development Framework (PDF) and Performance and Development Plan (PDP); STEAM (Science, Technology, Engineering, Art & Mathematics) and Feedback.

A one-day CoSiES (Community of Schools in the Eastern Suburbs) Conference was held at the beginning of Term 2 involving all teachers from all 13 CoSiES schools. The conference was designed around the new Geography Syllabus.

Two staff members participated in the Peaceful Kids training over 2 days, and many teachers joined the ASIRE program, which is a program for teachers looking for promotion.

Every second Wednesday afternoon, a Teacher Professional Learning meeting took place. During this time staff participated in professional learning in: School Plan evaluations; Formative Assessment; Mathematics; Philosophy; Google Apps; Performance and Development Framework and Performance and Development Plan; SMART Data Analysis and staff expertise sharing.

Stage teams are allocated a day each term to engage in professional dialogue, cooperatively plan and program, and monitor student assessment tasks. All teachers are keeping up to date with maintaining their accreditation at 'proficient'.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

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

Income	\$
<b>Balance brought forward</b>	<b>82 937.66</b>
Global funds	324 255.25
Tied funds	141 582.38
School & community sources	387 138.47
Interest	1 851.33
Trust receipts	10 945.40
Canteen	0.00
Total income	948 710.49
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	70 266.45
Excursions	105 917.91
Extracurricular dissections	192 068.43
Library	12 514.30
Training & development	57 501.07
Tied funds	150 097.16
Short term relief	69 429.24
Administration & office	80 005.47
School-operated canteen	0.00
Utilities	33 799.20
Maintenance	27 522.00
Trust accounts	9 459.27
Capital programs	0.00
Total expenditure	808 580.50
<b>Balance carried forward</b>	<b>140 129.99</b>

The information provided in the financial summary includes reporting from 30 November 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	236 989.80
(2a) Appropriation	140 129.99
(2b) Sale of Goods and Services	-677.28
(2c) Grants and Contributions	97 476.14
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	60.95
<b>Expenses</b>	-212 828.10
Recurrent Expenses	-212 828.10
(3a) Employee Related	-123 175.39
(3b) Operating Expenses	-89 652.71
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	24 161.70
<b>Balance Carried Forward</b>	24 161.70

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

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

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 653 526.75
Base Per Capita	21 730.44
Base Location	0.00
Other Base	2 631 796.30
<b>Equity Total</b>	75 713.70
Equity Aboriginal	1 404.90
Equity Socio economic	2 760.39
Equity Language	4 105.98
Equity Disability	67 442.44
<b>Targeted Total</b>	63 979.99
<b>Other Total</b>	62 218.90
<b>Grand Total</b>	2 855 439.34

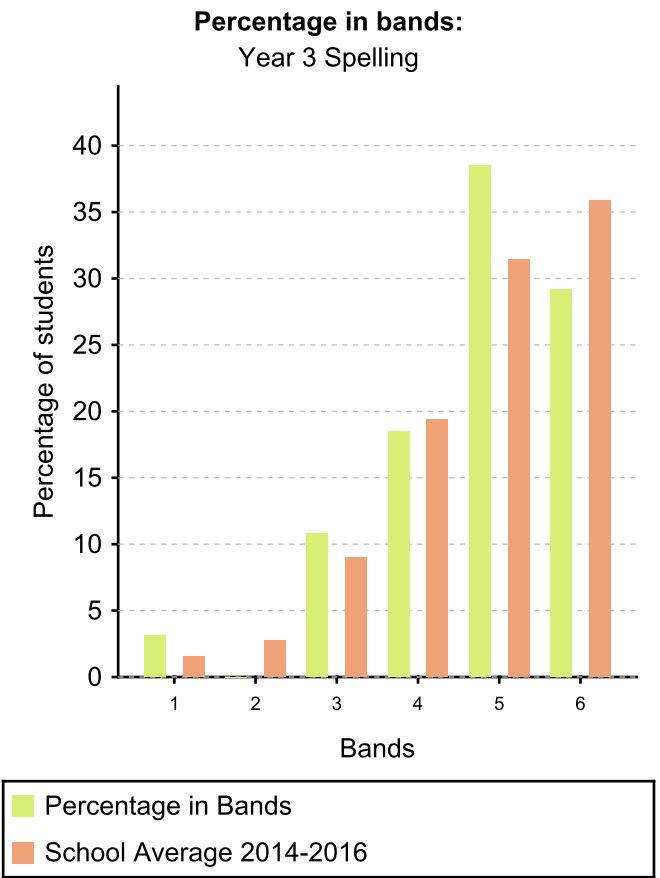
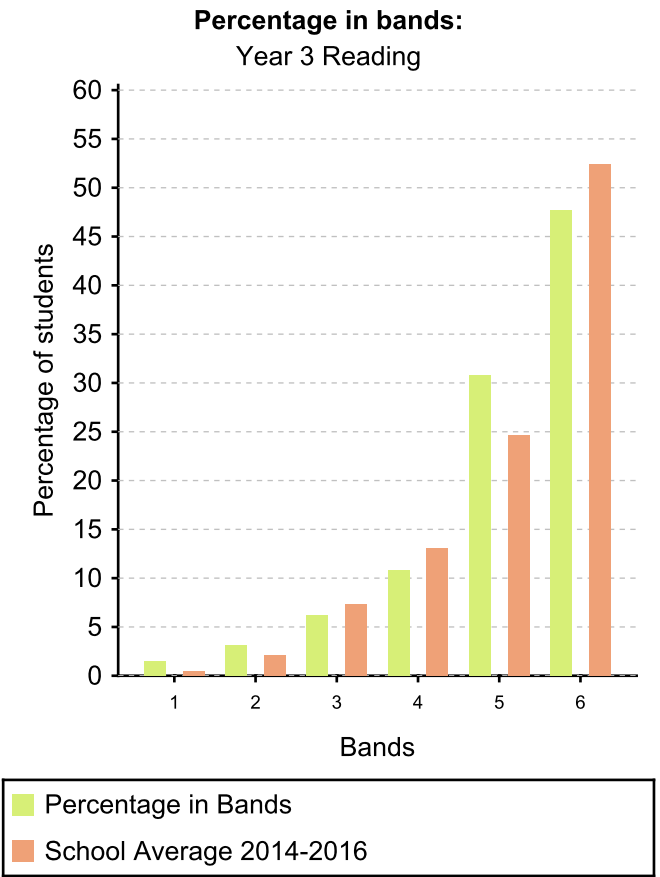
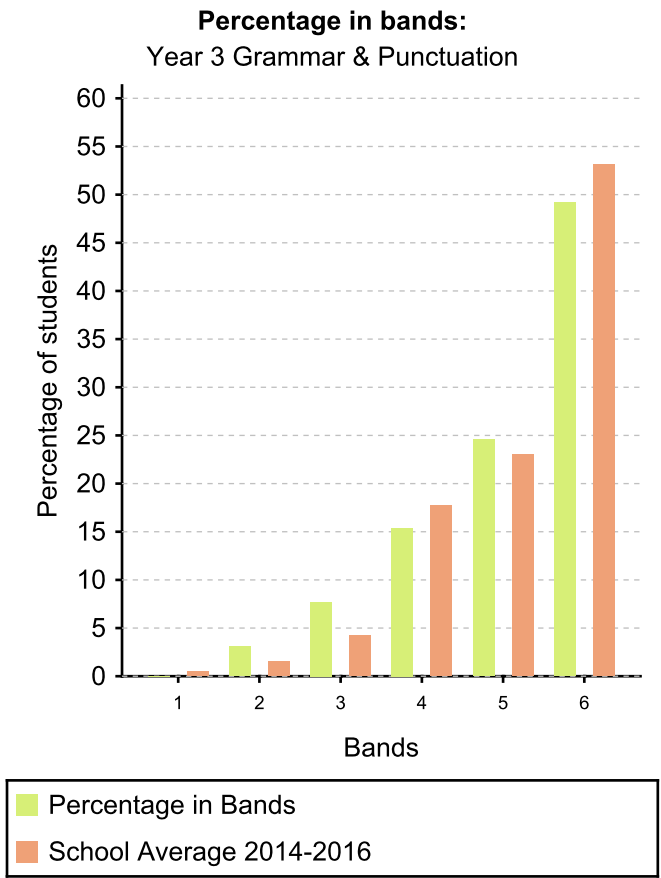
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.



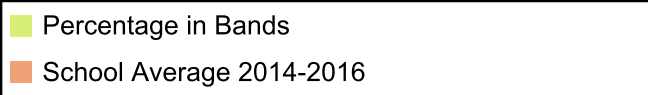
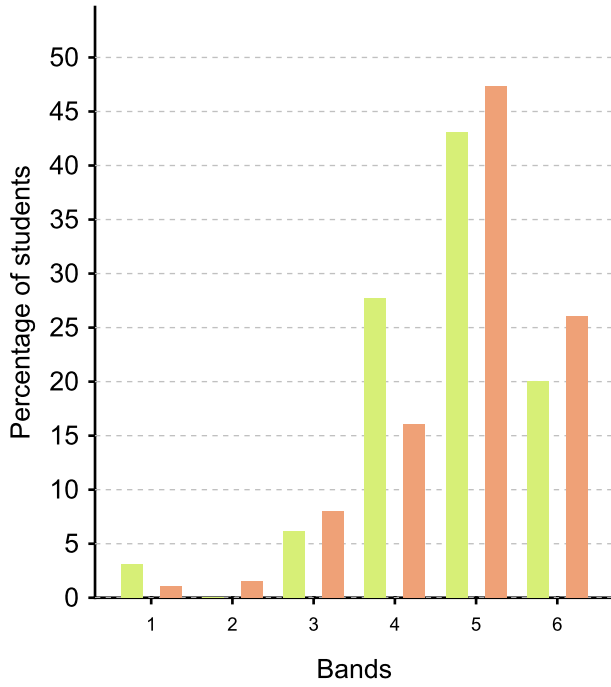
# School performance

## NAPLAN

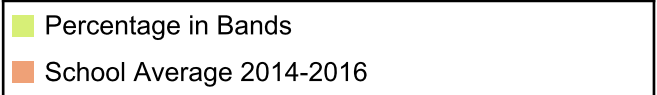
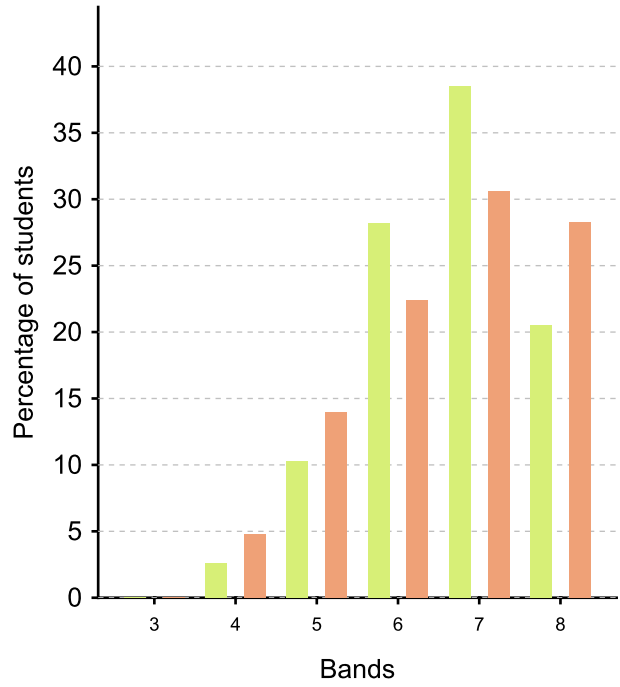
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



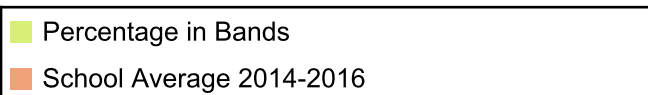
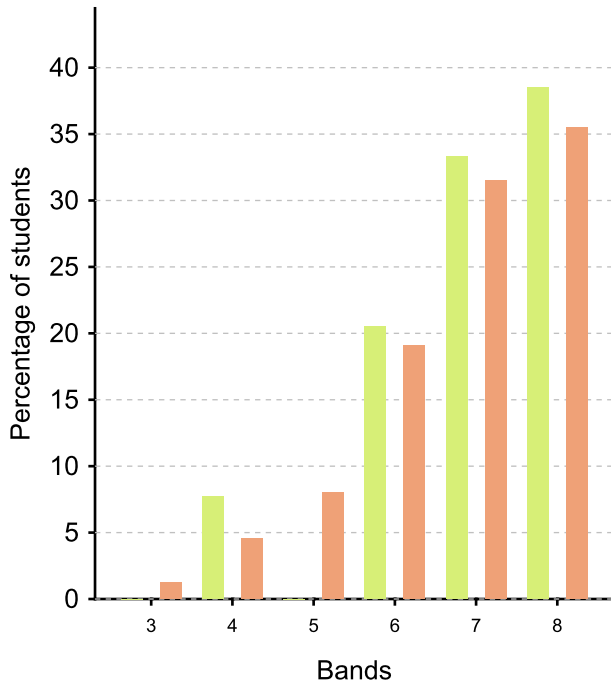
**Percentage in bands:**  
Year 3 Writing



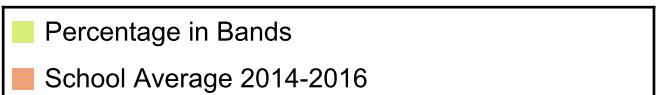
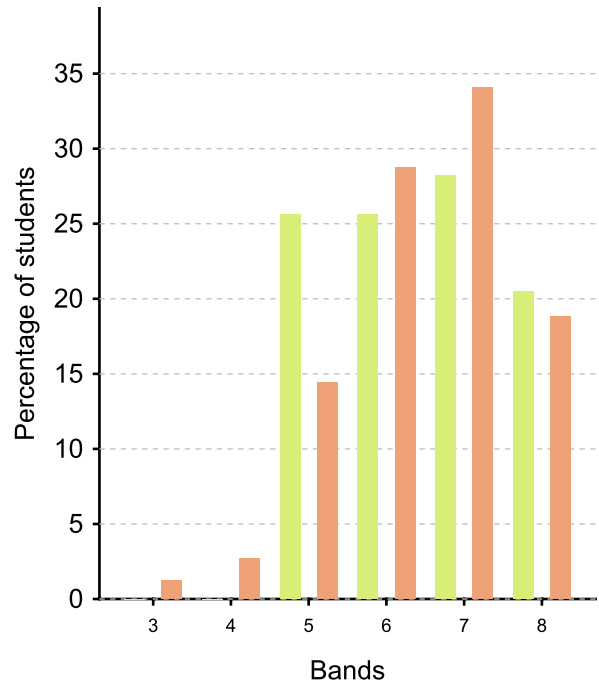
**Percentage in bands:**  
Year 5 Reading



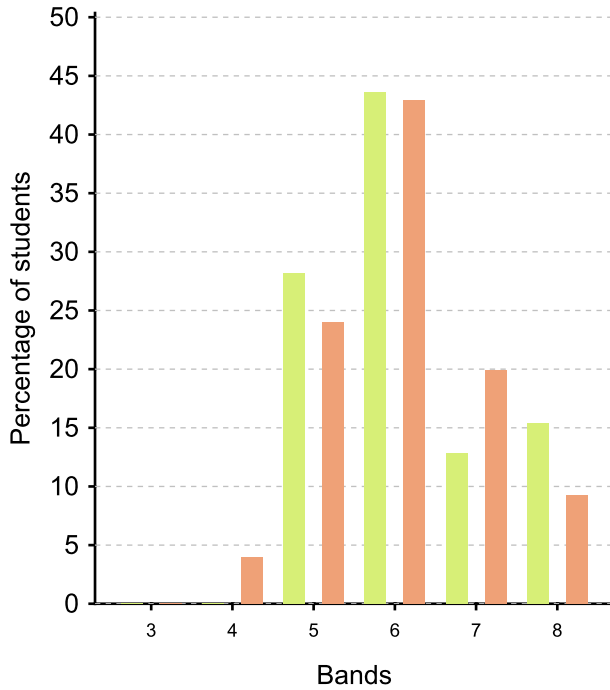
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling

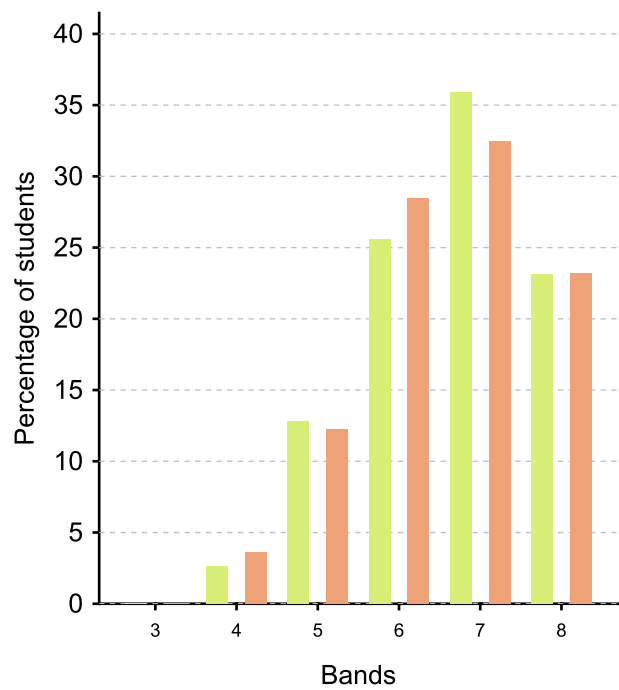


**Percentage in bands:**  
Year 5 Writing



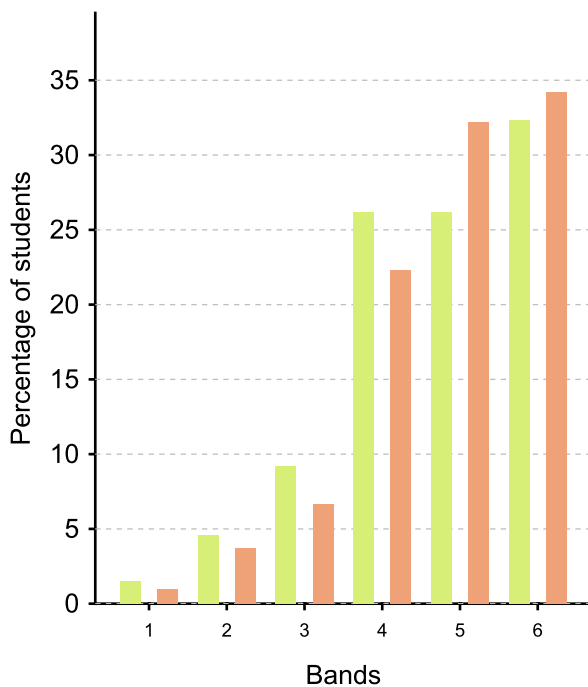
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <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

## Parents/Caregiver

Q1 Learning Culture: Bronte Public School is a productive learning environment with high levels of engagement from students, staff and the community. 97% agree or strongly agree (3 surveys said disagree).

Q2 Learning Culture: Bronte Public School teaches and promotes the core values of; integrity, excellence, respect, responsibility, cooperation, participation, care, fairness, and democracy. 97% agree or strongly agree.

Q3 Wellbeing: My child enjoys coming to school each day. 90% agree or strongly agree (9 surveys said disagree)

Q4 Wellbeing: The school is a friendly place, where cognitive, emotional, social, physical and spiritual wellbeing is fostered. 96% agree or strongly agree.

Q5 Curriculum and Learning: Student achievements are recognised and celebrated. 96% agree or strongly agree (4 surveys said disagree).

Q6 Curriculum and Learning: The school provides a variety of engaging and successful teaching and learning programs. 95% agree or strongly agree.

Q7 Assessment and Reporting: This year we changed our student reports to try and improve in this area. I like the new student reports. 81% agree or strongly agree (16 surveys said disagree).

Q8 Assessment and Reporting: This year we introduced student-led conferences to try and improve in this area. I became more aware of my child's learning by attending the student-led conference. 73% agree or strongly agree (17 surveys indicated that they were unable to attend).

Q9 Communication: This year we redeveloped the school's website and Skoolbag App to improve in this area. The weekly newsletter, school website and skoolbag App keeps the community informed about coming events and school achievements. 98% agree or strongly agree (2 surveys said disagree).

Q10 Communication: School staff respond to inquiries and requests in a friendly and prompt manner. 97% agree or strongly agree (3 surveys said disagree).

Q11 List what you see as the strengths of Bronte Public School.

- Strong community spirit
- Enthusiastic and dedicated teachers
- Friendly environment
- Strong leadership
- Active and motivated P&C

- A broad range of excellent learning opportunities
- Positive learning environment
- Good communication
- Public speaking
- Happy

Q12 List what you see as 'areas for further development' at Bronte Public School.

- Playground bullying
- Discipline and consistency
- More Creative and Performing Arts
- More 'green time'
- Catering for the middle

## Staff

Q1 Learning Culture: Bronte Public School is a productive learning environment with high levels of engagement from students, staff and the community. 100% agree or strongly agree.

Q2 Learning Culture: Bronte Public School teaches and promotes the core values of; integrity, excellence, respect, responsibility, cooperation, participation, care, fairness, and democracy. 94% agree or strongly agree (1 survey said disagree).

Q3 Wellbeing: I enjoy coming to work each day. 100% agree or strongly agree.

Q4 Wellbeing: The school is a friendly place, where cognitive, emotional, social, physical and spiritual wellbeing is fostered. 100% agree or strongly agree.

Q5 Curriculum and Learning: Student achievements are recognised and celebrated. 100% agree or strongly agree.

Q6 Curriculum and Learning: The school provides a variety of engaging and successful teaching and learning programs. 100% agree or strongly agree.

Q7 Assessment and Reporting: This year we changed our student reports to try and improve in this area. I like the new student reports. 100% agree or strongly agree.

Q8 Assessment and Reporting: This year we introduced student-led conferences to try and improve in this area. I became more aware of my child's learning by attending the student-led conference. 100% agree or strongly agree.

Q9 List what you see as the strengths of Bronte Public School.

- Collaboration
- Strong and engaged parent community
- Rich and diverse learning opportunities
- Highly capable teachers
- The arts
- Philosophy

Q10 List what you see as 'areas for further development' at Bronte Public School.

- Discipline
- Playground
- Respect and responsibility

## Students

1. Student achievements are recognised and celebrated. (6 out of 7 classes agree or strongly agree)
2. My Learning at school is interesting and valuable. (6 out of 7 classes agree or strongly agree)
3. Teachers treat everyone fairly. (6 out of 7 classes agree or strongly agree)
4. I treat others fairly. (7 out of 7 classes agree or strongly agree)
5. I enjoy coming to school each day. (7 out of 7 classes agree or strongly agree)
6. What are your favourite things about Bronte Public School? – computers and iPads, art, excursions, playing, writing, drama, bug houses, learning, mufti days, teachers, maths, awards, craft, assemblies, the fort, library, free play, the playground, dance, canteen, Spanish, yoga, buddy sport, science, sport, community, camp, incursions, debating, public speaking, and video conferences with sister school.
7. What would make Bronte Public School better? – a pool, excursions every day, more playground equipment, clean up the rubbish, more grass, more shade, more respect, more Lego time, a climbing wall, more free play, better toilets with proper mirrors, more seats, a slide, a dance studio, no homework, new bubblers, soccer goals, playground games, student exchange with sister school, and more charity.

## Policy requirements

### Aboriginal education

Aboriginal education is an integral part of the Bronte curriculum. A key element in Aboriginal education is respect for Aboriginal and Torres Strait Islander culture and heritage, and, as such, the Acknowledgement of Country is made at the beginning of all assemblies and school events. In 2016 these were delivered by our Aboriginal students whenever possible, at their request.

In 2016 Bronte School staff members continued to develop collaborative Personalised Learning Pathways (PLP's) for our Aboriginal students in consultation with their families. This is to ensure that all of our Aboriginal students, in the present and future, continue to successfully participate in their education and achieve positive individual outcomes. These PLP's are revisited and collaboratively adapted each term. An appreciation and respect for the diversity and richness of Aboriginal culture was consistently integrated into all aspects of the curriculum. A whole-school focus embedding quality literature more deeply into collaborative programs, increasing understanding of Aboriginal and Torres Strait Islander culture and history throughout the wider community. Aboriginal values and ownership were promoted in various school events such as Sorry Day and Harmony Day, and celebrated during NAIDOC Week.

The theme for NAIDOC Week in 2016 was 'Songlines: The living narrative of our nation'. Students participated in a whole day of workshops exploring different aspects of Aboriginal and Torres Strait Islander culture including Aboriginal sport, storytelling, music, dance and art. Students across the school created a portfolio book of artworks inspired by the NAIDOC theme and their experiences throughout the day.

Aboriginal representatives from the local council attended regular afternoon teas, and staff collated an increasing range of educational resources to ensure our Aboriginal students benefit from relevant, significant and inclusive Quality Teaching.

### Multicultural and anti-racism education

The Bronte community and student population celebrates cultural diversity and works together with the common value of providing the best education for all children. Cultural richness and understanding is enhanced through cross-curricula programs which develop the knowledge, skills and attitudes of all students. The appointment of our Anti-Racism Contact Officer (ARCO) served to further develop intercultural understanding. Our inclusive teaching practices recognise and value the backgrounds of all students and promote an open and tolerant attitude towards different cultures, languages, religions and world views.

Community harmony is promoted through Bronte PS policies and practices. During the first few weeks of 2016 teachers participated in professional development to support their consistent understanding of the Bronte

Welfare Policy and develop lessons to teach explicitly what respect looks like. The SRC introduced a 'Citizenship Award'. The award winners were chosen by the class SRC representatives and presented by them at each Principal's Assembly. These awards promoted students as good citizens and supported positive relationships in the classroom and on the playground.

Our participation in Harmony Day activities encourages integration of key values and attitudes. In 2016 Bronte students moved around different classrooms to complete various workshops in order to better understand the Harmony Day celebration of belonging. Students experienced craft, song, dance and storytelling. All participating students wore a form of national dress in order to promote inclusion, interconnectedness and community participation.

Our K-6 Spanish language program extends students' knowledge and understanding of a culturally and linguistically diverse community. We continue to conduct weekly video conferences to deepen our collaborative partnership with the Beaumont Ruam Pattana School in Thailand. Through our parent-led Social Justice Committee, the school sponsors two World Vision children in Africa. We believe this reinforces the importance to our students of global responsibility to children less fortunate than themselves.