

# Bonnells Bay Public School

## Annual Report



2016



2532

## Introduction

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

Karin Hird

Principal

### School contact details

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### Message from the Principal

2016 has been a year of change for Bonnells Bay PS. The greatly admired Mr Mark Stiller retired during Term 1. The occasion was marked with a fun fundraiser where the students paid to tape Mr Stiller to a pole and a commemorative plaque was hung near the computer lab. Mrs Jodie Corrigan then did a great job of relieving as principal for the remainder of Semester 1.

I had the honour of becoming the new principal for Bonnells Bay PS at the beginning of Term 3. Education Week open day, the K–6 athletics carnival and the Christmas Concert were some of the highlights, clearly demonstrating the productive and supportive relationships between the staff, students and community. These relationships extend beyond the school through the very strong Western Shores Learning Alliance. Collaborative practices between the six primary schools and Morisset High School benefit everyone.

There are many things to be proud of at Bonnells Bay PS.

Walking around the school I am met with an array of smiling faces. In classes, students are hard at work and focused on their learning.

Our staff members are hard-working professionals who genuinely care about the students.

We are grateful for the help of our highly supportive parents who contribute to our programs through such things as the P&C, assisting in classrooms, helping out at carnivals and on excursions and through fundraising initiatives.

## School background

### School vision statement

Bonnells Bay Public School seeks to engage the broader school community to develop all of our students into lifelong learners with advanced literacy, numeracy, technology and social skills. Our school should be safe and environmentally friendly. It should be a place where everyone has fun, learns and takes pride in achieving quality outcomes.

### The Melbourne Declaration

“Promotion of equity and excellence.

Our students become successful learners, confident and creative individuals and active /informed citizens” (ref Melbourne Declaration, 2008)

This reform reflects the staff and community discussions around the new planning process 2015–2017.

### School context

Bonnells Bay Public School is located on the western edge of Lake Macquarie and has an enrolment of 428 students, including 48 Aboriginal students. The school has 17 classes and is dedicated to maximising student outcomes through quality teaching and learning programs. The staff is supported to integrate technology into classroom practice. Differentiation of literacy and numeracy programs is a school priority. Our school has a dynamic staff who share a genuine partnership with positive students, an active and supportive parent body and the wider community. The school and the community have high expectations of students and value the provision for a variety of innovative learning opportunities.

## 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.

The school assessed the following areas and achieved results as follows:

#### Learning

In the domain of learning, the school has utilised many programs that address curriculum and learning, learning culture and assessment and reporting. The school focused on programs to support literacy development through the incorporation of L3 (Language, Learning and Literacy) across a number of K–2 classrooms and engaging Focus on Reading comprehension strategies to enhance literacy programs in Stage 2 and Stage 3. Improvement in learning cultures included refined Personalised Learning Pathways (PLPs), introduction of Parent/Teacher interviews to support community connections and surveying students on the culture of learning through the 'Tell Them From Me' survey. Assessment and reporting processes were a major focus under the domain of learning through the introduction of highly effective collaborative planning days to ensure stage lesson delivery and assessment procedures were streamlined, revolved around consistent teacher judgement and formation of 'Powerful Learning Accountable Teaching' (PLAT) markers to guide progression.

#### Teaching

In the domain of teaching, school programs focused on collaborative practice, learning and development as well as professional standards. Collaborative practice was enhanced through termly Stage based collaborative planning days. Professional practice was emphasised through ongoing training sessions, mentoring and classroom collegial observations to support the implementation of L3 and Focus on Reading. Teacher capacity was developed through the systematic practice of Professional Development Plans for all staff with individualised specific targets to meet the Australian Professional Teaching Standards.

## Leading

In the domain of leading, leadership and management practices and processes was emphasised through a range of inclusive processes. Networking opportunities were provided across the Western Shores Learning Alliance (WSLA) resulting in increased collaboration, sharing of professional knowledge and leadership opportunities. Management practices and processes were strategically improved through enhanced community collaboration and communication, class/stage newsletters, parent/teacher interviews, Facebook and web updates.

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

Enhancing the quality of student learning

### Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities; which develops them as both learners and leaders and prepares them for life in the 21st century.

### Overall summary of progress

Bonnells Bay Public School achieved significant progress in our strategic direction in enhancing the quality of student learning. Early Stage One and Stage One teachers began training in L3. Training teachers implemented L3 strategies in their own classroom. Two teachers trained in Focus on Reading and began implementing the program in their classrooms. They provided teacher development school wide. This program will be ongoing in 2017.

Classes in Stages 2 and 3 followed our differentiated model where classes were formed to take into account individual learning levels in literacy, numeracy and spelling. This allows for differentiated learning. Children are benchmarked in these subjects every 5 weeks and adjustments to groups is then driven by this data.

Teachers familiarised themselves with PLAT markers, data collection and ways of assessing students. Teachers also focussed on ways to use assessment data to drive future teaching. This will be ongoing in 2017.

PDP's were implemented throughout the school. They were reviewed and reflected on by teachers and executive.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>NAPLAN growth for year 3 and 5 at state levels.</li></ul>	73.3% of year 5 students had greater than expected growth in Reading.  66.7% of Year 5 students had greater than expected growth in Numeracy.	Nil
<ul style="list-style-type: none"><li>Benchmark testing in Literacy and Numeracy improved using PLAN data in Years K–2.</li></ul>	PLAN data was collected and reviewed twice a term for all K–2 students.	Nil
<ul style="list-style-type: none"><li>Suspension rate reduced by 10%</li></ul>	This target was not achieved in 2016.	Nil
<ul style="list-style-type: none"><li>Student engagement increased by differentiated class groups catering for individual differences.</li></ul>	This strategy achieved mixed results. Engagement increased across Stage 2 and Stage 3, especially in the higher ability classes. All classes will be mixed ability in 2017.	Nil
<ul style="list-style-type: none"><li>Screening data used to develop remedial programs at school.</li></ul>	Screening data was used widely with the training of School Learning Support Officers (SLSOs) in Occupational Therapy activities for use in the school. New OT equipment was purchased and OT programs were implemented in all K–2 classes.	\$10,224

### Next Steps

In 2017, through consultation with Principal, the school executive and the self-evaluation team, we will review Strategic Direction 1 to make the improvement measures specific and measurable.

2017 will see the continuation of the in-school screening program in vision, hearing, Occupational Therapy and Speech. OT groups will continue to be implemented by classroom teachers K–2.

Professional development for PLAT will occur for all staff. A consistent data recording format will be developed. The collection of data and intervention strategies for identified students will be reviewed in 5 weekly cycles.

The reading recovery program will be replaced by an Early Intervention teacher, supported by equity funds, to provide 4 days a week of support. This teacher will be responsible for supporting students who are not reaching set benchmarks in K-2 classes.

New Learning and Wellbeing processes and procedures will be established. A centralised system will be set up to track students needs.

Collaborative stage planning days will continue in 2017 to ensure consistency across stages and maximising targeting learning goals for all students. Professional development for all K-6 staff will continue.

PBL is being introduced in 2017 in the hope that a school wide program will provide behavioural direction and reduce suspension rates.

## Strategic Direction 2

Develop strategic community learning partnerships.

### Purpose

To build inclusive collaborative teams and school networks, through quality community networks that work together to position the school, the students, staff and families at the forefront of community aspirations and priorities. font-family.

### Overall summary of progress

This has been a successful direction in 2016. There was a significant development in the process of PLP's. A new format was introduced to record goals for students in consultation with the AECG and WSLA. Staff engaged with students and parents to develop PLP's.

The communication lines between community and school were strengthened. The Skool Bag App and Facebook remain successful. The weekly newsletter continues to be an excellent source of information and highlights students work and success as its focus. Stage/ class newsletters were introduced.

The school engaged the community in learning programs and whole school events. Education week was moved back to include school based performance and open classrooms. Parents and students completed the 'Tell Them From Me' survey.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Monitor use of: <ul style="list-style-type: none"><li>• Newsletter</li><li>• Website</li><li>• Email</li><li>• Facebook</li><li>• SchoolBag</li></ul>	The school Facebook page and skool bag app, controlled by the school has been well used and appreciated.  The weekly newsletter remains an excellent source of information.	\$440 for Skoolbag
<ul style="list-style-type: none"><li>• Community Survey – Tell them from me</li></ul>	Participated in the Tell Them From Me survey for the first time. Limited response.	Nil
Data on attendance at school events	New initiatives, including Education Week open classrooms, encouraged parents to become involved in their child's education and resulted in an increase in parents visiting the school.	Nil
Increased participation in the PLP process	PLP's were held for all students. An AECG member was a part of the process.	10 days @ \$331 per day = \$3310

### Next Steps

In 2017, through consultation with the Principal, the school executive and the self-evaluation team we will review Strategic Direction 2 to make improvement measures specific and measurable.

Forums and courses will begin in 2017 to up-skill parents as tutors and classroom support. It is hoped that we will utilise parent expertise to support school programs. This will involve parents in reading groups, maths groups and sporting activities.

2017 will see a change in our P&C. A new president has been elected and meeting times will change in the hope of attracting a varied group of parents. The P&C is a great forum for discussion and to give the school feedback on parent opinion. The work of the P&C is invaluable and all parents are encouraged to attend and voice their ideas.

## Strategic Direction 3

Foster the development of sustainable, innovative and collegial practices across Western Shores Learning Alliance.

## Purpose

For the advancement of educational, social, cultural and emotional outcomes for all of our students, through innovative educational programs to build stronger relationships within WSLA by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

## Overall summary of progress

WSLA Aboriginal Education team has been formed working together with the AECG. Education Week celebrations included a static display of student work in Morisset Square and an awards ceremony to recognise the work of students, staff and school community members. An inaugural Showcase evening was held at Morisset HS. Combined professional learning meetings were held to meet the needs of staff and to introduce PBL to all schools.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All WSLA schools have a representative on the Aboriginal Education Team	All WSLA schools have a representative on the Aboriginal Education Team working alongside AECG reps. The team has met each term, including two full days of professional learning on Aboriginal Education.	3 days @\$331 a day Costs met by Morisset HS
All WSLA Yr 6 and 7 Aboriginal students have a PLP on MGoals	BBPS staff received training in MGoals in preparation for having PLPs uploaded in 2017.	Nil
To increase the level of achievement on the Middle Years (5–9) Transition Matrix in Well-being and Pedagogy Focus	The WSLA schools are currently working within Level 4 for Pedagogy which is an increase from Level 3 in 2015 (Level 1 in 2013). Stage 3 & 4 teachers collaborated to develop and implement a unit of work for writing; developing student skills in constructing an effective paragraph using the TXXXC scaffold taught in Stage 4 at Morisset HS. Differentiated and personalised learning is evident across all WSLA schools. During 2016 we have consolidated practices within Level 4 of Wellbeing. One initiative was executive from all schools worked collaboratively on a wellbeing initiative aimed at using the new wellbeing policy to identify areas for improvement.	Stage 3 unit writing 2 days @ \$331 = \$662 Leading student well-being 8 days @ \$331 = \$2648

## Next Steps

- WSLA Aboriginal Education Team to implement programs across the school in three focus areas of transition, culture and professional learning.
- Investigate combining the Education Week awards assembly and the Showcase evening with performances from all the WSLA schools
- Expand our combined WSLA professional learning to include SASS and Support staff.
- Introduce PBL across all WSLA schools with 3 common expectations.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	All Aboriginal students were supported through the Aboriginal SLSO who worked in classrooms and with withdrawal groups.	\$24714 (2 days a week SLSO and resources)  \$2390 (Norta Norta funding)
<b>English language proficiency</b>		Nil
<b>Low level adjustment for disability</b>	SLSOs worked across the school to support students in classrooms. Programs included withdrawal groups for low achieving Stage 3 students to improve their literacy skills in preparation for high school; intensive support for unfunded individual students with autism; and playground programs for students needing social skills support.	\$136634
<b>Quality Teaching, Successful Students (QTSS)</b>	Assistant Principals had time to work with their Stage each week, including opportunities to make observations; organisational matters; student welfare; and to collaborate on programs.	\$15303
<b>Socio-economic background</b>	<p>All students entering Kindergarten were screened by vision, hearing, Occupational Therapists and Speech Therapists. Results were used to support parents and teachers in meeting the needs of students.</p> <p>Additional SLSO time to ensure all classes receive support.</p> <p>Purchase of technology to support learning and ensure that all students have the opportunity to develop ICT skills.</p> <p>Financial support for individual families in need – book packs, uniform, excursions</p>	\$88018
<b>Support for beginning teachers</b>	<p>Two staff were in their first year of permanent employment and two staff were in their second year.</p> <p>Staff received support according to their needs including team teaching and planning days with a mentor; days to attend professional learning; additional release time; and days to support them with report writing.</p>	\$30837

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	200	192	218	218
Girls	169	184	203	219

School enrolments have continued to increase over the past five years leading to an increase in the number of classes.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.5	95.5	95.1	96.2
1	91.4	95.4	95.2	92.8
2	93.2	95.4	94.7	95.2
3	94.2	95.4	94.3	94.2
4	92.5	96.1	93.5	93.5
5	91	95.8	95.1	92.6
6	92.1	94.1	95.2	93.7
All Years	92.8	95.4	94.7	94
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

### Management of non-attendance

Our attendance continues to be better than state in most year groups. We encourage good attendance through the publishing of items in the newsletter and recognising children with excellent attendance. We use a range of strategies to support regular attendance including telephone and letter contact with parents, Learning Support Team meetings and the Home School Liaison Officer. Non-attendance strategies are aligned with DoE policies and processes.

### Class sizes

Class	Total
KS	18
KM	18
KK	17
KD	17
1C	23
1M	22
1L	22
2B	26
2/3M	19
2C	26
3/4W	27
3/4R	29
3/4P	27
3/4H	29
5/6L	24
5/6K	26
5/6G	27
5/6F	27
5/6N	26

### Structure of classes

Various class structures have been used to suit the age and learning needs of the students. K–2 classes are all mixed ability. Years 3 and 4 were in streamed classes but stayed with the same teacher throughout the day. Years 5 and 6 classes were streamed for English and Mathematics then mixed ability for the other KLA's. Evaluations showed that there were positives and negatives to each structure and as a result there will be changes to class structures in 2017.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	16.56
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Administration & Support Staff	3.78
Other Positions	0.15

\*Full Time Equivalent

Bonnells Bay PS is fortunate to have two SLSOs and three teachers who identify as Aboriginal.

### Teacher qualifications

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

### Professional learning and teacher accreditation

#### Focus on Reading

Focus on Reading is an intensive professional learning program for teachers to support the explicit teaching of comprehension and draws from a sound research base. A Stage Two and a Stage Three teacher were the school based trainers for Focus on Reading. All teachers K–6 engaged in the program under their guidance, began the process of examining, reflecting on and refining current practices and taking on new understandings and practices in relation to the teaching of reading. As we are in the initial stages of implementing Focus on Reading we look forward to seeing improvement in student learning next year and beyond.

#### L3 Program

4 teachers began the Language, Learning and Literacy (L3) journey. 2 teachers in Kindergarten and 2 in Stage 1. Teachers attended training, implemented strategies and were regularly observed by external mentors.

#### School Planning and the School Excellence Framework

Staff deepened their understanding of the school planning process and of evaluative thinking using the School Excellence Framework and Milestones. All staff

were involved in determining the school's level of achievement and in developing directions for 2017.

### Teacher Accreditation

Two teachers completed the accreditation process in 2016 and one teacher completed maintenance at proficiency.

## 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>116 112.95</b>
Global funds	130 473.59
Tied funds	186 737.16
School & community sources	53 886.56
Interest	1 588.33
Trust receipts	3 975.95
Canteen	0.00
Total income	492 774.54
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	23 376.49
Excursions	17 025.33
Extracurricular dissections	13 831.29
Library	9 462.69
Training & development	0.00
Tied funds	217 740.42
Short term relief	30 946.05
Administration & office	35 227.07
School-operated canteen	0.00
Utilities	26 745.04
Maintenance	14 628.40
Trust accounts	5 275.77
Capital programs	0.00
Total expenditure	394 258.55
<b>Balance carried forward</b>	<b>98 515.99</b>

The information provided in the financial summary includes reporting from 9 June to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	461 449.33
(2a) Appropriation	389 947.10
(2b) Sale of Goods and Services	3 291.91
(2c) Grants and Contributions	67 606.17
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	604.15
<b>Expenses</b>	-394 604.11
Recurrent Expenses	-394 604.11
(3a) Employee Related	-255 388.73
(3b) Operating Expenses	-139 215.38
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	66 845.22
<b>Balance Carried Forward</b>	66 845.22

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.

In 2017, Bonnells Bay PS moved from Oasis to LMBR as the method for managing school finances. The principal, in consultation with the SAM and the executive, determines the school budget and focus areas for expenditure.

### Financial summary equity funding

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

	2016 Actual (\$)
<b>Base Total</b>	2 841 361.05
Base Per Capita	22 675.42
Base Location	0.00
Other Base	2 818 685.63
<b>Equity Total</b>	251 755.95
Equity Aboriginal	27 104.36
Equity Socio economic	88 017.72
Equity Language	0.00
Equity Disability	136 633.88
<b>Targeted Total</b>	107 230.00
<b>Other Total</b>	72 871.09
<b>Grand Total</b>	3 273 218.09

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.

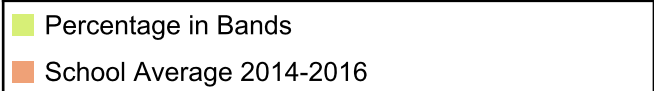
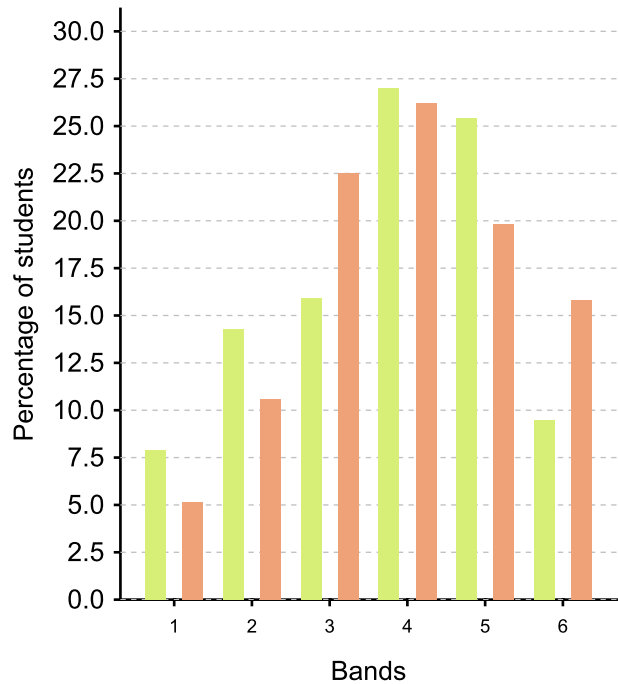
## School performance

### NAPLAN

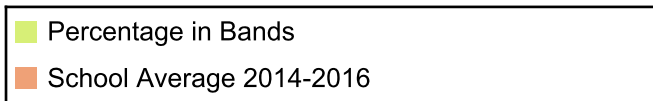
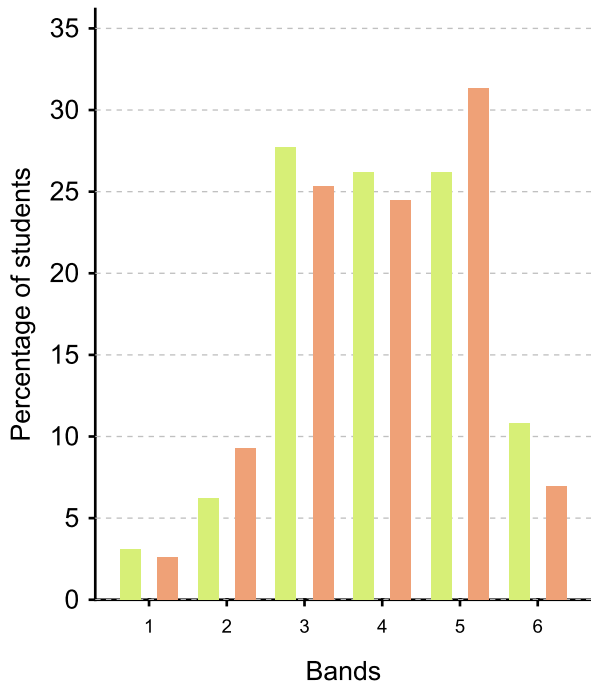
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 5 students performed well in reading and Year 3 students performed well in writing. 73.3% of Year 5 students achieved greater or equal to expected growth in reading and 74.6% in spelling. We continue to have fewer students in the top two bands than the state average. A range of strategies will be introduced in 2017 that will support students in achieving results in the higher bands.

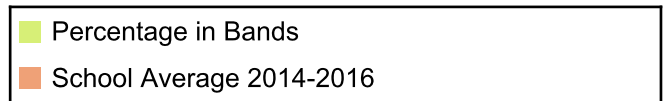
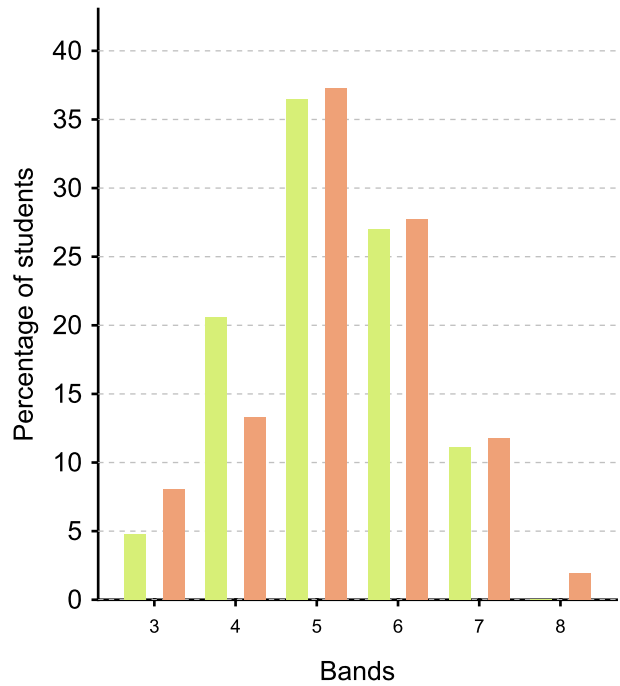
**Percentage in bands:**  
Year 3 Reading



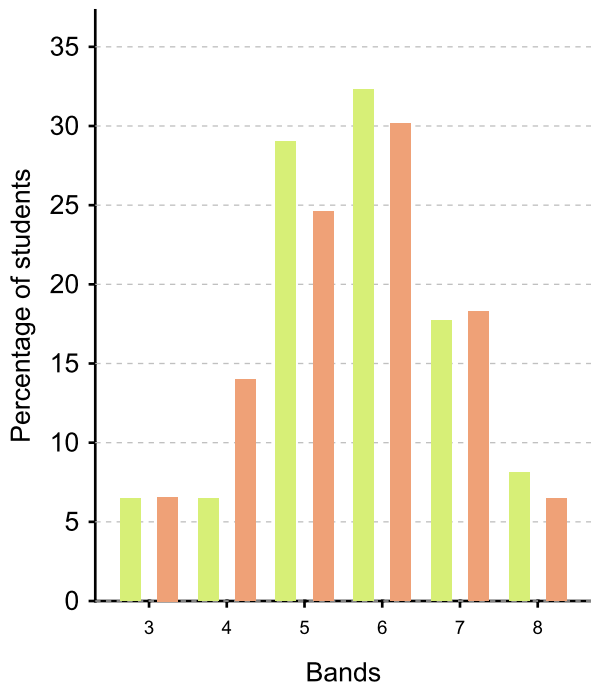
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Writing



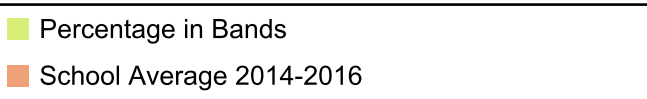
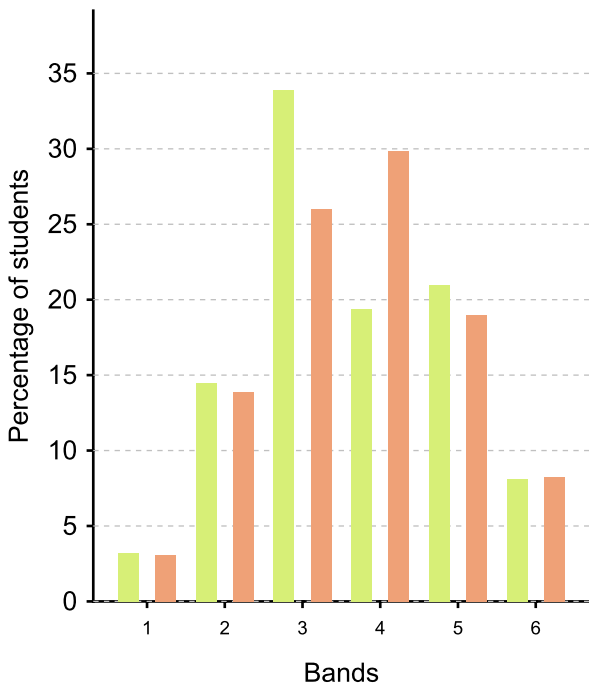
**Percentage in bands:**  
Year 5 Reading



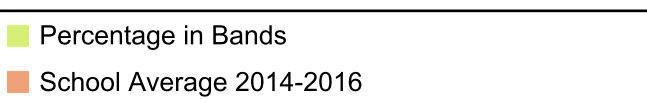
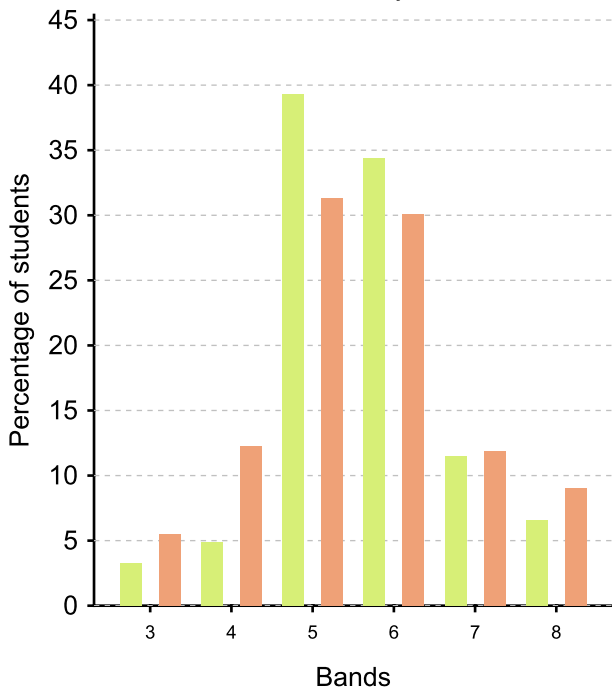
Since 2014, we have reduced the number of Year 5 students in the bottom band for reading and are working on moving students into the proficiency bands.

In Year 3, almost 35% of students were in Band 3 for numeracy, which is the national minimum standard. Over the coming two years we will be implementing strategies to move these students in to the higher bands.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



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 our school data.

We have fewer than 10 Aboriginal students in either Year 3 or Year 5. One student achieved Band 5 for Year 3 numeracy and one student achieved Band 8 in Year 5 reading and numeracy.

## Parent/caregiver, student, teacher satisfaction

In October 2016 parents, staff and students were surveyed using the online Tell Them From Me survey. There were 159 responses from students, 21 from staff and 13 from parents.

Highlights from students included: 83% identified that they exhibit positive behaviour (92% from Year 4); 91% said that they try hard to succeed and 42% expect to go to university.

Areas for improvement from students included: 65% indicated that they have a high sense of belonging compared to 81% from across the state; 35% find the work high skills and high challenge compared to 53% for the state; and 41% indicated that they had been victims of bullying in the previous month compared to 36% for the state.

School strengths identified by staff included: inclusive school 8.5; learning culture 7.9 and collaboration 7.8.

Areas for improvement included: technology 6.5; leadership 6.9 and quality feedback 7.2

Parents were most satisfied with: school supports positive behaviour 7.7; parents support learning at home 7.3; and safety at school 6.9.

Areas for improvement included: parents are informed 5.1; inclusive school 6.2; and parents feel welcome 6.6.

These surveys will be repeated for students in Term 1 and for students, staff and parents in Term 3, 2017.

## Policy requirements

### Aboriginal education

2016 saw our Aboriginal Education lessons continue during class time. We had a definite increase in student engagement which allowed us to deliver more substantial cultural material to a greater range of students across all stages of the school. Varying numbers, generally around 30+ students (of all ages), attended each week and enjoyed the class. Children participated in various activities such as art, boomerang making, lessons on commemorative days and a final term of dance. This led to a very successful performance at our end of year concert, where we had up to 50 Indigenous dancers perform. We continued to work with our North North tutor, Cecilia on a Friday each week. Cecilia was available to visit indigenous students in small groups around the school and across all stages. We finished planting our new bush tucker garden with many different species of native plants. The Aboriginal Education group continue to maintain the garden. We successfully implemented our new

Personalised Learning Plans via WSLA Placemat and Sentral. Aaron from MGoals (a program we will be implementing in 2017) visited our school at a Staff Development Day and demonstrated the program to teachers preparing them to implement MGoals for our Year 6 students as part of a Year 6 to high school transition program. Term 2 again saw our Aboriginal children participate with the rest of our school in our annual NAIDOC week celebrations where we have a great time sharing our culture with our non-indigenous students.

### **Multicultural and anti-racism education**

A new anti-discrimination officer was selected in 2016 and as such, completed the mandatory training to undertake the role within the school. Along with executive support, this officer needed to negotiate concerning issues regarding racial statements being used inappropriately amongst students. Through this negotiation, parent involvement and staff support, issues were resolved.

Multicultural education was supported across the school context in the celebration of Harmony Day. The Day coincides with the United Nations International Day for the Elimination of Racial Discrimination. Each class teacher devised a range of activities on the day to provide for cultural learning, tolerance and support of differences, under the theme 'everyone belongs'. According to age and maturity, a range of online resources and books were selected to support this learning opportunity. The day was visually supported by the wearing of orange mufti. Traditionally, orange signifies social communication and meaningful conversations. It also relates to the freedom of ideas and encouragement of mutual respect.

### **Other school programs**

#### **Summer Spectacular 2016**

In December 2016 we held our bi-annual school performance, the Summer Spectacular. Held on our school oval with a Christmas/Summer theme, it was an enjoyable afternoon for the students, teachers, parents and families of Bonnells Bay PS. Each class spent weeks perfecting their performance item, and together it culminated in an outstanding show. Food and drink vans provided the audience with refreshments and the local Morisset Lions Club donated their time and resources to run a BBQ, raising funds that helped to cover the costs associated with putting on the show. It was a lovely, fun afternoon that had a relaxed, community atmosphere. Feedback from parents and staff was extremely positive and we look forward to holding it again in 2018.

#### **Choir**

In 2016 there was a significant increase in the number of students joining the school choir, with around 40-50 students enjoying singing together on Friday afternoons. Mrs McDonald was the choir coordinator,

and Miss Hamilton helped out instructing the choir through the year. Some students participated in the Star Struck Choir, which was held in June and provided an amazing opportunity for these students to learn specific singing techniques and experience a professional performance. During the year the school choir performed at the ANZAC Day service, Education Week assembly, Summer Spectacular show, Presentation Day and a number of other assemblies. The school choir also represented Bonnells Bay PS by performing at the Bonnells Bay Salvation Army Christmas Carols. This performance provided the choir with the opportunity to showcase the talent and hardworking nature of Bonnells Bay PS students. A number of community members came to congratulate the choir on such an excellent performance. In 2017 Miss Hamilton will become the choir coordinator while Mrs McDonald is on maternity leave.