

Bondi Public School Annual Report



2016



7407

Introduction

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

Michael Jones

Principal

School contact details

Bondi Public School

Wellington St

Bondi, 2026

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

bondi-p.School@det.nsw.edu.au

9130 6998

School background

School vision statement

Bondi Public School strives to provide '*Excellence in Education*' for the whole child. A diverse, rich, creative and innovative curriculum is paramount to meeting the academic, social and emotional needs of our learners.

Educational reforms, particularly the *School Excellence Framework*, the *Quality Teaching Framework*, *Great Teachers*, *Inspired Learning* and *The Melbourne Declaration* will underpin our vision to create "successful learners, confident and creative individuals and active and informed citizens" (Melbourne Declaration, 2008). Through a holistic approach we aim to develop children for a dynamic future where critical and creative problem solving skills will be essential to their success.

School context

Bondi Public School is a large urban beachside primary school located in the eastern suburbs of Sydney. It was established in 1883 and has had a long and continuous history in public education. The *Values of Public Education* underpin our school context.

Student enrolment has recently experienced exponential growth due to innovative programs. There are now a total of 564 students across 23 classes. The staff body comprises of mostly young and highly enthusiastic teachers. There are four on-class assistant principals, one of which is a job share, and a non-teaching deputy principal.

Bondi Public School integrates the Stephanie Alexander Kitchen Garden Program across all curriculum areas and highly values the messages around fresh produce and healthy eating that the program teaches. Philosophy for Children is embedded K–6 and has a dedicated philosophy teacher. Enrichment classes in each stage cater for the needs of gifted and talented students. The school focuses on embedding Quality Teaching, Literacy, Numeracy, Science & Technology and Gifted and Talented education.

The dedicated and dynamic staff demonstrates a wide range of expertise. High expectations underpin strong academic achievement. Achievements in Literacy and Numeracy are excellent and are supported by additional programs including Mandarin, Italian, Music, Sport and BounceBack.

Bondi Public School is supported by a focused and active Parents and Citizens Association.

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. Our staff at Bondi Public School discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Staff were given time during staff meetings to reflect on the progress being made across the school.

The self-assessment process confirmed that within the Learning domain there is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Our school has positive, respectful relationships that promote student wellbeing and ensure good conditions for student learning. We continue to implement the Bounceback and Philosophy programs which ensure our students develop the coping skills required to respond positively to the complexities of their everyday lives. The school has developed explicit processes to collect, analyse and report internal and external student and school performance data. Students regularly use assessment and reporting processes to reflect on their learning.

In the Teaching domain, our teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Our staff regularly participate in team teaching sessions or are given the opportunity to observe their colleagues in the classroom as a means of reflecting on and improving their own classroom practice. The school has processes in place for teachers' performance and development and they are actively engaged in planning their own professional development to improve their performance. Our teachers consistently work beyond their classrooms to contribute to many broader school programs. Some of these are: choirs, band, Technology Club, Dancesport, Creative Arts Club and the Intra-School Sports Competition.

In the Leading domain, our school is committed to the development of leadership skills in staff and students. Our school's leadership strategy promotes succession planning and distributed leadership. All of our staff are encouraged to take on various leadership and organisation roles within the school. There is a broad understanding of school expectations and aspirations for improving student learning across the school community. There are opportunities for students and the community to provide feedback on school practices and procedures.

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

Literacy and Numeracy

Purpose

Improving Literacy and Numeracy across all Learning Areas (LAs) is our core business. Literacy and Numeracy needs to be embedded in all LAs with a focus on quality work. We will continue to drive Literacy and Numeracy forward to ensure continuous development, improvement and refinement of quality educational programs, sustained improvement in student outcomes and excellence in primary education.

Overall summary of progress

All staff have continued to utilise their analysis of NAPLAN data to improve the results of all students in Literacy and Numeracy. Classroom teachers used SMART data from NAPLAN to identify areas of strength and weakness. Targeted support was provided for students in Year 3 as identified from analysis of NAPLAN. All staff participated in professional learning on the numeracy continuum to develop a better understanding of the descriptors within the continuum. There was also a focus on how students progress from using simple to increasingly sophisticated strategies in order to solve number and measurement problems.

Learning intentions, success criteria and providing effective feedback has continued to be a focus in 2016. Teachers have been linking visible learning strategies to their teaching and learning programs to ensure that students are maximising every opportunity to achieve academic success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improve NAPLAN results in Literacy and Numeracy – 4% growth in the number of students achieving at proficiency in all NAPLAN assessment areas.	Staff continued to participate in professional learning on SMART data, differentiation and individualised learning.	\$3500
Formal stage based assessments used to improve learning outcomes, data collection, school based and validated by NAPLAN.	Introduction of PAT–R assessments in Years 1–6. Staff used the data to assist in the development of class and stage groupings. Staff utilised the data to differentiate lessons.	\$4000
All students show progression on the Literacy and Numeracy continuums.	Professional Development with Bronte Public School on the Numeracy Continuum and using PLAN software. All teachers were provided with copies of the Literacy and Numeracy Continuums.	\$3800

Next Steps

- Continue to monitor NAPLAN growth.
- Develop and introduce observational checklists that link with PLAN data to ensure consistency across data entry.
- Staff to receive professional learning and support in the development and implementation of student learning goals and data walls within the classroom.
- Staff develop a deeper understanding of continuous assessment and how to best utilise this to plan differentiated lessons for the individual students in their class.

Strategic Direction 2

Science and Technology

Purpose

To ensure teachers and students are aware of the global influences of change in Science and Technology and the impact of this on the learning of our students. Teachers will develop their capacity to deliver engaging, challenging, quality programs through supportive and innovative leadership initiatives.

Overall summary of progress

Our Science based teaching and learning programs reflect a focus on student driven investigations and professional learning for staff has been ongoing. The date of our annual Science Fair has been changed so that it is now an event within National Science Week. Our school entered one team into the UNSW Young ICT Explorer program and the students involved achieved 2nd place. Hack Club has continued during lunchtimes. The program aims to connect students who are passionate about coding.

We have focused on increasing our technology resources this year. We now have three laptop trolleys with a total of 93 devices and a total of 29 laptops. The P&C funded five new Ipads in 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
TTFM staff growth in relevant areas	Ongoing teacher professional development	\$5600
Baseline data established and improved on	Implementation of standardised whole school assessments including PAT – R	\$1700

Next Steps

- Continue to work closely with the P&C to ensure adequate funding for technology resources
- Continue to build and equitably distribute resources in line with Science and Technology scope
- Enter student contributions in Young Scientist and Young ICT Explorer programs
- Facilitate students accessing ICAS
- Provide relevant professional development in differentiating Science and Technology lessons.
- Continue to develop whole school scopes (outcomes, assessments, rubrics)



Strategic Direction 3

Achieving Equity and Excellence

Purpose

Through high expectations of staff and students, we will ensure that everyone will be meeting their full potential and becoming "successful learners, confident and creative individuals and active and informed citizens" (Melbourne Declaration, 2008). Our motto that 'every class is an enrichment class' will ensure those achieving at or beyond expectations will be challenged and those who are below expectations will be engaged and supported. The Stephanie Alexander Kitchen Garden program (SAKGP) will remain a valued part of our school.

Overall summary of progress

Enrichment classes in Stages 1–3 continued in 2016. These classes were formed using a combination of teacher, parent and peer nominations, assessment data and in-class observations. Our staff continue to have high expectations of all students and have adopted the motto 'Every Class is an Enrichment Class'. The enrichment class in Stage 3 had a positive effect on the retention rates in upper primary. Ten of our students were successful in gaining a place in a selective high school and four students in various opportunity classes.

Students completed Tell Them From Me Surveys (TTFM) in 2016. The results assisted us in focusing our efforts on specific areas to ensure maximum student engagement levels.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Sentral data shows decrease in reports of negative incidents. Sentral is used to establish baseline data for positive incidents and used to track positive incidents.	Professional Learning in 'Using Sentral' was offered to all staff members. Negative incidents in the classroom and playground decreased by 16.8% from 2015 to 2016. Teacher concerns decreased by 28%.	\$6000
Tell Them From Me survey indicators on sense of belonging, effort, skills – challenging and being interested and motivated (social-emotional outcomes) increase.	Kids Matter was implemented across the school in conjunction with the Bounceback program K–6. Students still identified Intellectual Engagement as an area to focus on.	\$10500

Next Steps

- Professional development on the 'National Safe Schools Framework' and Wellbeing Framework'
- Continue to implement the Professional Development Framework with all teaching staff.
- Continue with school wide implementation of the 'Kids Matter' initiative
- Comprehensive tracking of student academic, social and behavioural data is ongoing. Possibility of upgrade to software from Sentral to EBS4
- Continue to implement TTFM

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students have a Personalised Learning Plan that was developed with input from students, carers and the teacher. Stages included the study of texts with aboriginal perspectives within a variety of integrated units. All students participated in NAIDOC celebrations.	\$1 131
English language proficiency	An EAL/D Teacher is funded to work to support targeted students within classrooms to enhance their attainment of the English language. Reading TUTOR Program was also implemented to assist the development of reading skills for targeted students.	\$9238.45
Low level adjustment for disability	All students requiring adjustments are catered for in the classroom and playground. Funding for Learning and Support Teachers (LaST) was utilised to implement the Reading Tutor Program and a Targeted Numeracy Program.	\$13 208
Quality Teaching, Successful Students (QTSS)	This funding has been used to develop collaborative practices. Staff have been provided opportunities to observe and provide feedback to colleagues, to jointly develop units of work and to assess and analyse student data.	\$22 500
Socio-economic background	This funding is utilised to support student access to teaching and learning programs through the provision of resources and additional support.	\$3 894.12
Support for beginning teachers	All beginning teachers appointed to the school and on temporary blocks were provided access to additional support, professional learning and mentoring time with their supervisor.	\$59 445.92



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	240	267	281	294
Girls	223	248	276	301

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

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.8	97.1	94.7	95.2
1	96.3	96.2	94.1	94.6
2	97.1	97	93.2	94.2
3	96.5	96.5	94.3	94.5
4	95.7	96.4	95.3	93.7
5	97.3	95.6	94.5	95.4
6	96	96.6	92.5	93.6
All Years	96.6	96.6	94.2	94.5
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

Class sizes

Class	Total
KM	20
KL	20
KD	20
KB	21
KV	20
1/2/W	25
1W	21
1I	22
1D	22
1B	22
2S	25
2R	24
2P	24
3B	28
3/4W	32
3P	27
3M	26
4H	33
4A	32
5M	26
5H	25
5/6S	32
6G	25
6F	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.09
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation 2013 requires schools to report on the Aboriginal composition as a proportion of their school's workforce (on the basis of the information available to them)

Bondi Public School had 1 staff member that identified as being Aboriginal or Torres Strait Islander in 2016.

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	75

Professional learning and teacher accreditation

A significant amount of professional learning was undertaken by the staff at Bondi Public School in 2016. Our focus was for all staff to develop a deeper understanding of differentiation within the specific areas of literacy, numeracy and science. All of our staff attended the COSIES workshops on the Staff Development Day in Term2.

Seven staff members are currently working towards accreditation at the proficiency level, four are existing teachers that began their service pre-2004 and all others are maintaining accreditation.

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	\$
Balance brought forward	250 759.14
Global funds	360 894.18
Tied funds	277 557.37
School & community sources	394 473.42
Interest	5 665.14
Trust receipts	3 804.75
Canteen	0.00
Total income	1 293 154.00
Expenditure	
Teaching & learning	
Key learning areas	190 842.56
Excursions	95 358.63
Extracurricular dissections	119 341.24
Library	0.00
Training & development	0.00
Tied funds	183 080.94
Short term relief	73 663.16
Administration & office	74 772.82
School-operated canteen	0.00
Utilities	52 092.95
Maintenance	22 836.36
Trust accounts	16 441.32
Capital programs	33 609.99
Total expenditure	862 039.97
Balance carried forward	431 114.03

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	466 612.37
(2a) Appropriation	422 989.03
(2b) Sale of Goods and Services	200.00
(2c) Grants and Contributions	43 169.80
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	253.54
Expenses	-283 134.36
Recurrent Expenses	-283 134.36
(3a) Employee Related	-169 181.42
(3b) Operating Expenses	-113 952.94
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	183 478.01
Balance Carried Forward	183 478.01

	2016 Actual (\$)
Base Total	3 845 068.69
Base Per Capita	30 319.22
Base Location	0.00
Other Base	3 814 749.47
Equity Total	116 157.32
Equity Aboriginal	2 262.66
Equity Socio economic	7 788.23
Equity Language	18 476.90
Equity Disability	87 629.53
Targeted Total	56 290.01
Other Total	48 644.77
Grand Total	4 066 160.79

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.

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.

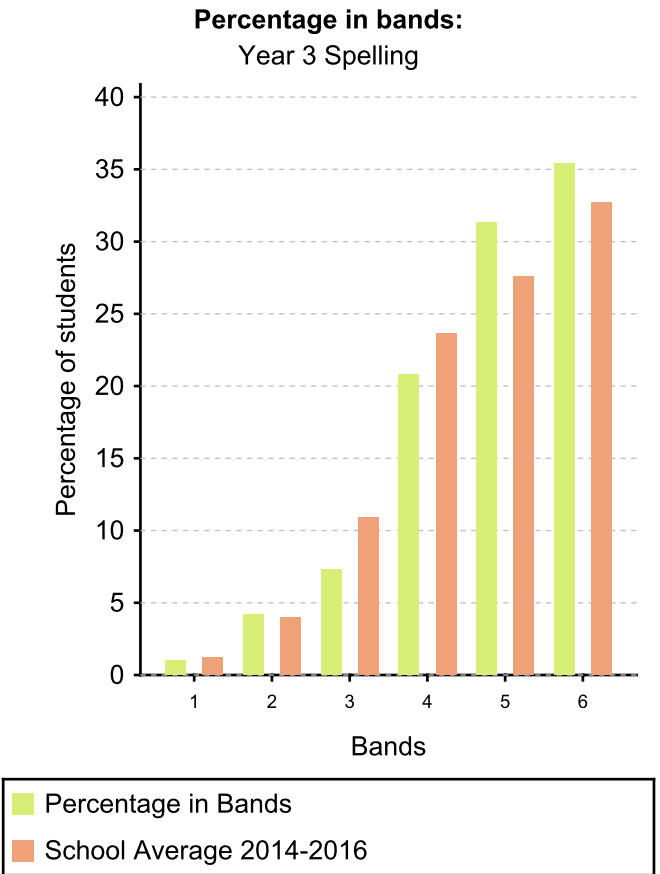
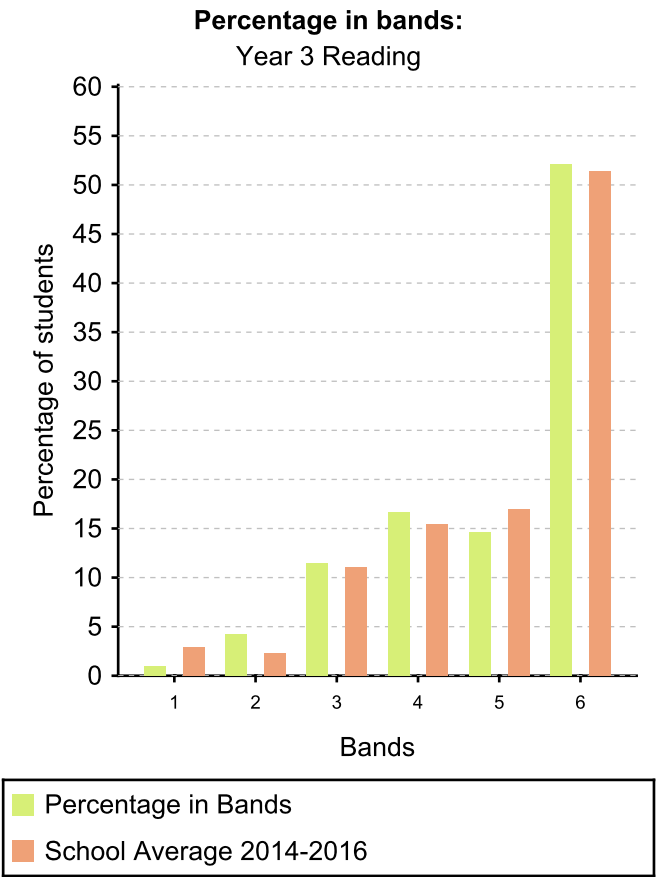
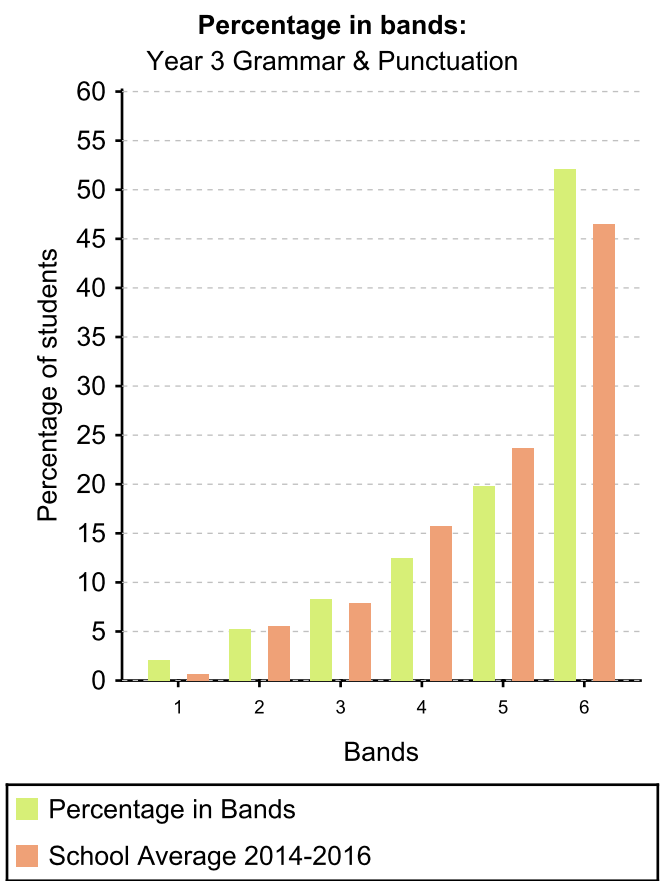
Financial summary equity funding

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

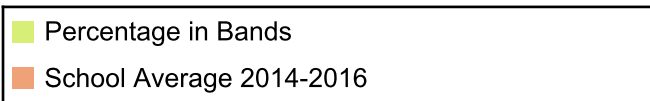
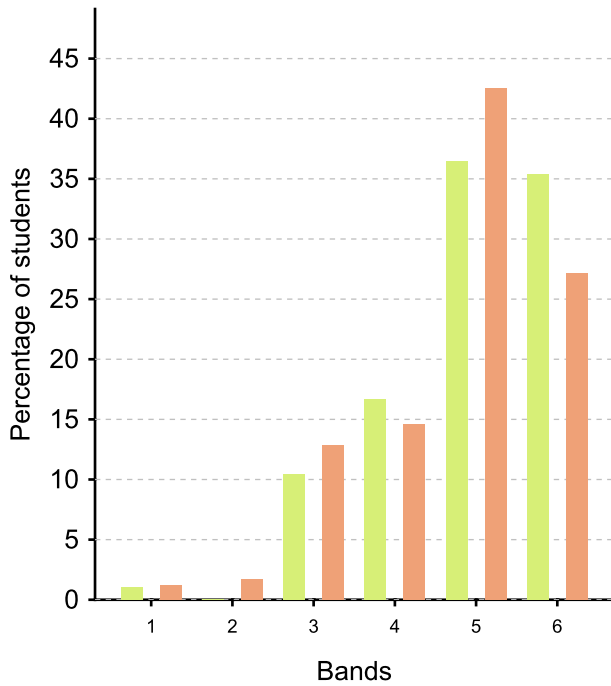
School performance

NAPLAN

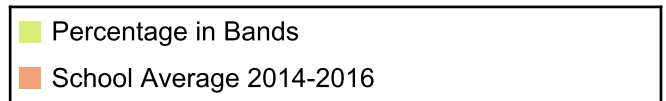
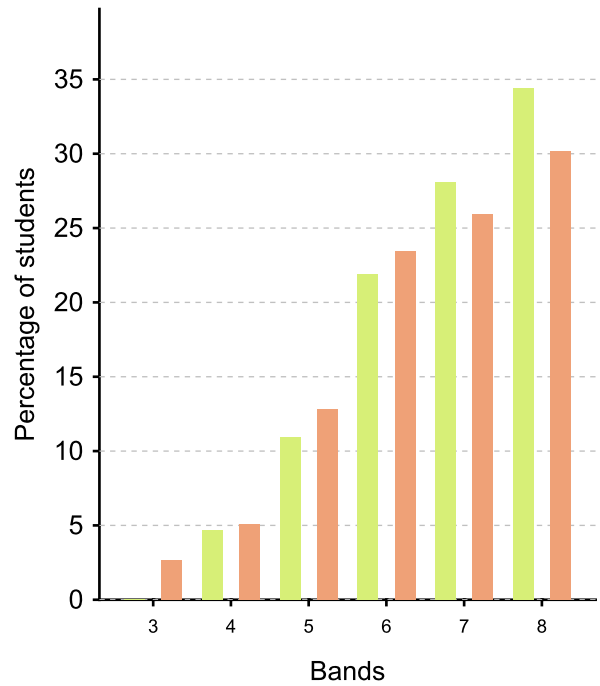
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



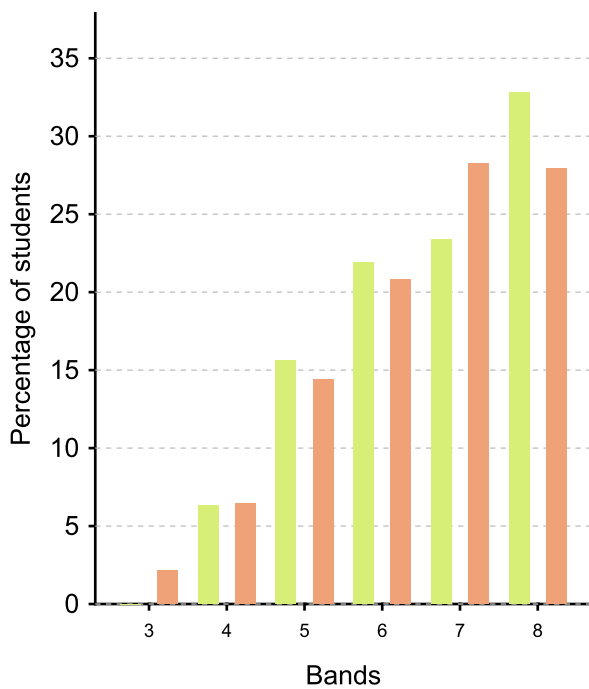
Percentage in bands:
Year 3 Writing



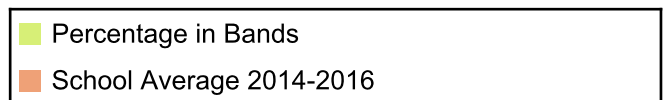
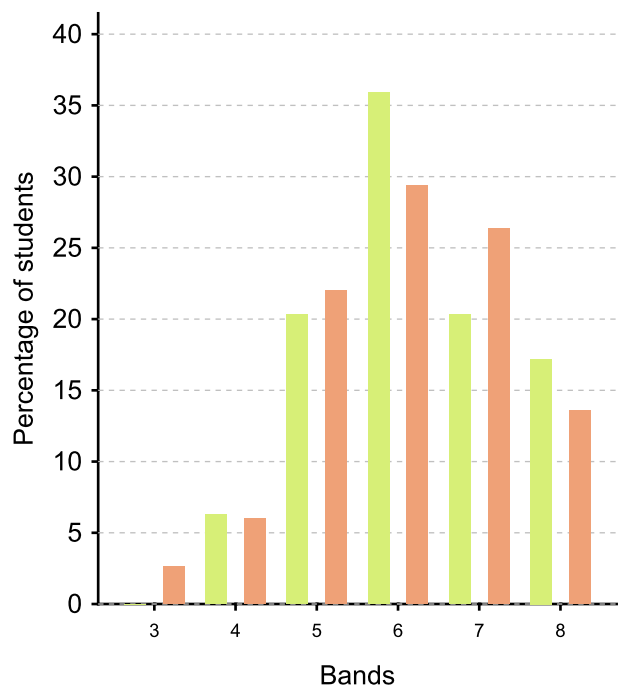
Percentage in bands:
Year 5 Reading



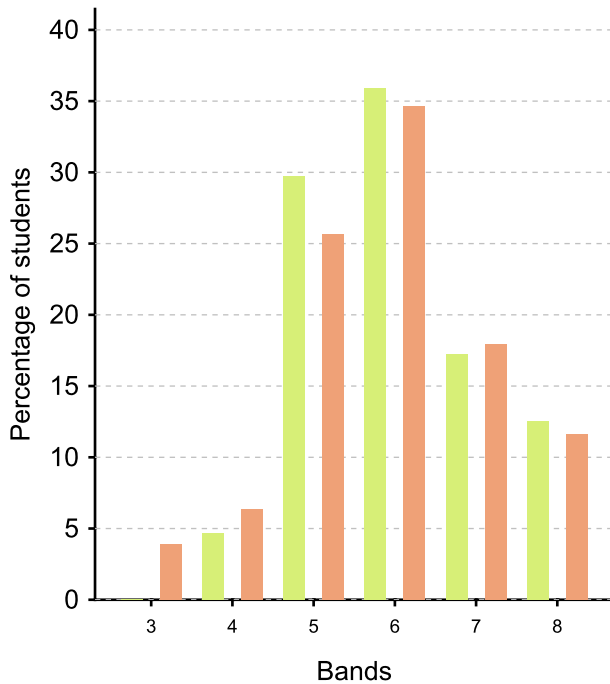
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

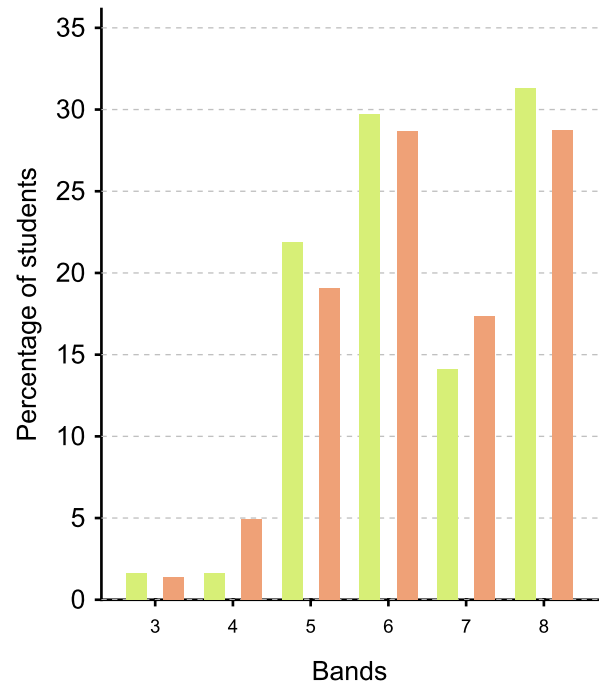


Percentage in bands:
Year 5 Writing



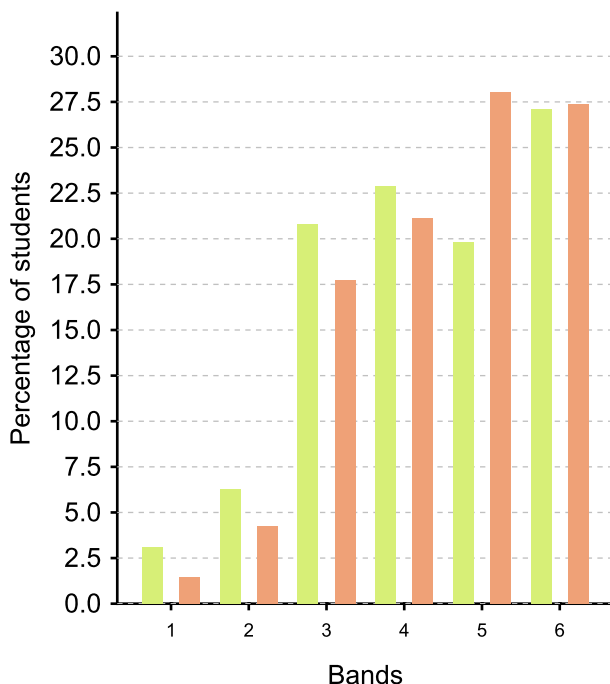
Percentage in Bands
School Average 2014-2016

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

Parent/caregiver, student, teacher satisfaction

Each school year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2016 the school utilised the Tell Them From Me Surveys. The results showed:

More than 80% of our students participate in a range of sports and clubs and as a result feel a sense of belonging at school. These students also identified as having developed positive relationships at school and are actively involved in the life of the school.

90% of our students value schooling outcomes. They feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour.

The majority of students surveyed agreed that their effort and quality of instruction offered at school is high.

Policy requirements

Aboriginal education

A teacher representative attended the local Aboriginal Education Consultative Group Meetings (AECG) to meet with Aboriginal community members, teaching professionals, directors and Aboriginal Engagement Officers to discuss how schools are currently addressing Aboriginal Education policies.

During our NAIDOC week celebrations all students at our school was involved in an assembly where Aboriginal elder, Aunty Fay was in attendance along with Rachel Perkins from Blackfella Films. Koomurri Management Group performed dances, a smoking ceremony, dance concert and they ran a variety of interactive workshops with the students.

In 2016 our CAPA club focused on Aboriginal drama and art. They performed an Aboriginal Dreamtime story to the whole school and students participating in the Stephanie Alexander Kitchen Garden Program used traditional Aboriginal ingredients and recipes during NAIDOC week.

Students at Bondi Public School celebrated Reconciliation and Harmony Days in conjunction with the Student Representative Council.

Multicultural and anti-racism education

Our school has culturally inclusive practices embedded across the school. All stages have implemented teaching and learning programs that foster students' understandings of culture, cultural diversity, racism and active citizenship within a multicultural and democratic society.

All of our students are involved in Italian or Mandarin lessons each week. As well as developing proficiency in a second language, they are also building their knowledge and understanding of Chinese or Italian culture.

Our students participated in Harmony Day celebrations this year.