

Bronte Public School

Annual Report



2017



1372

Introduction

The Annual Report for 2017 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 2017 at Bronte Public School.

Melinda Sikora

Principal

School contact details

Bronte Public School

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Bronte, 2024

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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 Guidelines and Procedures. 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. This year we have continued to strengthen our 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.

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 continuation of the non-teaching Instructional Leader Assistant Principal position, and Early Action for Success participation.

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

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). 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, and accreditation procedures.

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 collaborates with key stake holders in the development of the school vision, strategic directions and project ideas.

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.

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For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Creative Curriculum Implementation

In 2017 the school participated in some Mathematics professional learning with Michelle Trigoning. The three hour workshop focussed on differentiation, problem solving and working mathematically. They also participated in a three hour English sharing session, where all teachers shared their expertise on how they run a literacy session, from guided reading to using quality texts to achieve outcomes.

Through the creation of an Instruction Leadership AP non-teaching role at Bronte Public School, in 2017 we gained access to the Early Action for Success program to improve the students literacy and numeracy skills through a targeted approach in the early years of schooling.

Technology Engagement Project

At Bronte Public School we aim to continually enhance our technology programs through update and purchase of equipment, and ongoing teacher training. A flexible learning space was created in the library with new furniture and 30 Chromebooks introduced to enable two classes to use the space in a team-teaching environment. This learning space has allowed the library to become a research centre for all students and provide valuable professional learning opportunities for all teachers. STEAM-based projects will be explored in this space in the future. iPads continue to be used in all classrooms to promote student engagement and differentiate the curriculum. In 2018, Google Apps will be exclusively used to store student's work and teachers will begin using Google classroom to enhance their teaching programs.

CoSiES

Our relationship with CoSiES (Community of Schools in the Eastern Suburbs) continues to develop. 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)	Funds Expended (Resources)	Progress achieved this year
To raise NAPLAN Spelling results for both Years 3 and 5 to reflect those of Reading and Writing by 2017.	\$10 000	The 2017 NAPLAN Spelling results indicate a closing of the gap between Reading, Writing and Spelling. In Year 3 68% of students achieved the top two bands for Reading. It was 71% in Spelling, and 80% in Writing.
To raise Year 5 NAPLAN Number	\$5 000	The Year 5 2017 NAPLAN growth in Number was

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
growth, as shown in SMART, from 50% of students achieving expected growth in 2014, to 55% by 2017.		70%, an increase of 20%.

Next Steps

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.

The school planning process for the 2018 – 2020 School Plan for Bronte Public School has seen this strategic direction modified, and new projects attached. The purpose for the Success, Confidence and Creativity strategic direction is now that 'students have the essential skills in literacy and numeracy, are creative and innovative, collaborative and motivated, appreciate quality literature and informative text, can think and question mathematically and scientifically, and are productive users and developers of technology.'

The two projects to achieve this are;

1. Embed Quality Teaching, with specific focus on intellectual quality, quality learning environment, significance, literacy, numeracy, learning progressions, Instructional Leader AP, formative assessment, feedback, team teaching, creative writing and Visible Learning strategies.
2. Deliver STEAM – Science, Technology, Engineering, Art & Mathematics.

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

Quality Feedback

Bronte Public School promotes excellence and equity through programs which support a connected community and provide opportunities for all students to demonstrate their talents. All teachers have been involved in the Performance Development Plan cycle, participating in coaching sessions to develop goals and developing their own plans. With the support of an Instructional leader, teachers have participated in peer observations and co-teaching experiences to collaboratively identify student needs to inform future teaching. Teachers have participated in professional development to promote the use of formative assessment strategies with many teachers continuing to trial Bump It Up Walls this year (particularly in writing). The parent survey indicates high levels of reporting and communication; In the area of Reporting, "The student-led conferences support parent understanding and engagement in school life" (86% parents agree).

Social Justice

A group of motivated Year 6 students called the Social Justice Crew organised a disco to support girls education in Malawi. With the support of the Principal, the Social Justice Crew, with their families' support, sold tickets before and after school. The disco was a great success, both in bringing K–6 students together after school and raising money for a charity identified by the students.

The SRC initiated positive changes to the whole school recycling of paper. They were nominated to oversee and manage all recycling into the large school recycling bins and ensuring they taught their class mates how to do it correctly. Primary SRC buddied up with Kindergarten and Year 1 to support these classes. The result was that students were empowered to be change-makers in the school and have been successful in monitoring recycling and significantly reducing paper waste in the playground by up to 90%. The Bronte SRC went on an excursion. They returned to Bondi Public School to meet up with a different SRC and build relationships and share ideas across schools.

All Year 6 students participated in an excursion to the Kokoda Track Memorial Pathway and participated in a guided tour that supported their understanding and empathy of Australian involvement in Papua New Guinea during the Second World War.

Gifted and Talented Education

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 2017: Maths Olympiad, Public Speaking, Debating, Premier's Spelling Bee, Dance Ensembles, Gateways nominations and attendance, Coding, Chess, Sport Gala days and participation in Regional and State competitions. A maths extension group has been introduced into Stage 1 and with the support of an instructional leader, differentiated grouping in Literacy sessions is consistent practice in K–2. Stage 2 debating has continued to grow and The Bronte Stage 2 team won the Stage 2 local public schools competition. A Stage 3 student won the regional finals and went on to represent Bronte at the State Public Speaking Finals. Two out of four, Stage 3 debating teams proceeded to local finals in the district competition. Stage 1 and 2 students participated in the GATEWAYS programs. Parents and the school coordinator received positive feedback from the programs organiser on our nomination process and the strong capabilities of our students in the areas of history, writing, mathematics and science. A group of Stage 3 students attended the Brainwaves day at Glenmore Road Public School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$5 000	In 2017 overall average growth in all NAPLAN areas was 75%, and increase of 20%.
Teachers provide explicit, specific and timely formative feedback to students on how to improve. EF Students demonstrate empathy and a sense of place and purpose.	\$10 000	The staff satisfaction survey indicated that 100% of teachers routinely use evidence of learning, including a range of formative and summative assessments to inform their teaching, adapt their practice and meet learning needs of students. The student satisfaction survey indicated the 94% of students believe that their achievements are recognised and celebrated. 94% indicated that they work hard to achieve their learning goals.

Next Steps

The school planning process for the 2018 – 2010 School Plan for Bronte Public School has seen this strategic direction clarified, and new projects attached. The purpose for the Equity and Excellence strategic direction is now that 'the school promotes excellence and equity through wellbeing programs which provide opportunities for all students to develop and value their talents and character, and that support positive friendships, resilience and RESPECT.'

The two projects to achieve this are;

1. Deliver Philosophy, which emphasises quality questions and higher order discussions.
2. Implement The Friendship Project, which includes UR Strong, Mindfulness, Peaceful Kids, Restorative Practice, Bounce Back and values program, and social skills.

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

Philosophy

The development of Philosophy as a core curriculum feature at Bronte Public 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. 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. 70% of teachers now regularly teach philosophy lessons in class. Our aim is for this to be 100% by the end of 2020.

Social Skills, Values and Sustainability Initiatives

In the Social Skills, Values, and Sustainability Initiatives area we have a well-established Bounce Back and Values Program which 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. 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. Staff and students use Restorative Practice to resolve conflict and ensure students take ownership of their choices. Throughout the year we have recognised and participated in Harmony Day, NAIDOC Week, RUOK Day, and White Ribbon. 'Respect' is an integral part of our three school rules at Bronte and our students are developing personal values and attributes such as honesty, resilience, responsibility, empathy and respect for others. Our SRC have taken on new responsibilities with the initiation of the Citizenship Awards.

The Green Team has been working hard to care for the expansive vegetable gardens, recycling and the introduction of new compost bins and several worm farms. The new 'Bronte (heart)s our Earth' Sustainability Team, consisting of enthusiastic parents and staff, is driving efforts to make Bronte 'plastic-free' in 2018 by providing information sessions, offering reusable alternatives and leading by example to encourage whole school change.

Sister School Project

Our sister school is located in Chaiphum, a very poor area of Thailand. The school is a wonderful facility, built and managed by The Beaumont Foundation Partnership. It provides a quality education for its students, who mostly live in homes with no running water or electricity.

In the Sister School Project we have developed a well-established video conferencing roster, where all class take turns to link up with Beaumont Ruam Pattana School, Chaiphum, in Thailand. These video conference have helped our students and our sister school's students become responsible global citizens, able to relate to and communicate across cultures. Both schools have exchanged art works and Christmas Cards.

In 2016, a group of 12 Year 6 students, accompanied by 9 parents, along with Mrs Sikora and Miss Black, visited 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'.

In 2017 another group of Year 6 students and parents travelled to Thailand to visit our sister school. At the school we were involved in the teaching and learning programs and participated in community service activities around the school, leveraging the talents and skills of the teachers, parents and students travelling.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers engage in professional learning based on philosophy, and conduct a philosophy session with their class once a week by 2017.	\$5 000	70% of teachers report that they teach philosophy lessons on a regular basis. The remaining 30% have conducted a few. Confidence and enthusiasm is growing.
A significant decrease in social complications in the playground as measured by playground folder entries.	\$2 000	There has been a reduction in social complications as reported by teachers through the playground folders. There has been an increase in the amount of teachers who use the folders to report minor incidents. Follow up procedures have improved also.

Next Steps

The school planning process for the 2018 – 2010 School Plan for Bronte Public School has seen this strategic direction clarified, and new projects attached. The purpose for the Active and Informed strategic direction is now that 'students are responsible global and local citizens who are environmentally–conscious and socially–confident, can critically analyse, can recognise how they can contribute positively to society, and can relate to and communicate across cultures.'

The two projects to achieve this are;

1. Implement Bronte (heart)s our Earth, an environmental initiative which includes a plastic free initiative, composting, solar, worm farming, gardening and the green team.
2. Embed Social Justice, which includes SRC initiatives, community service, Thailand sister school, Northern Territory sister school, Social Justice Crew (SJC) and charity support.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1 334 • Aboriginal background loading (\$1 334.00)	This money was used to support student fees.
English language proficiency	\$6 473 • English language proficiency (\$6 473.00)	All students requiring support have access to the LaST (Learning and Support Teacher).
Low level adjustment for disability	\$72 917 • Low level adjustment for disability (\$72 917.00)	<p>With this money we; established a Learning Support Team , an SLSOs (School Learning Support Officers) was employed full time, and LaST (Learning and Support Teacher) timetables were developed.</p> <p>Weekly Learning Support Team Meetings took place to assess program adjustments, not only for students accessing integration funds, but for all students requiring adjustment.</p>
Quality Teaching, Successful Students (QTSS)	\$32 097 • Quality Teaching, Successful Students (QTSS) (\$32 097.00)	This money was spent on creating a full time, off class, instructional leader AP position.
Socio-economic background	\$2 392 • Socio-economic background (\$2 392.00)	This money helped maximize student opportunity and participation in all aspects of school life.
Community Participation	\$111 000	From P&C. This money was spent on; human resources, technology, playground infrastructure, books, furniture, awards & solar panels.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	199	203	217	216
Girls	175	194	213	202

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.7	96	96.6	96.4
1	96.7	94	95.7	96.3
2	96.9	95.6	96	96.3
3	97.5	94.6	96	95.9
4	96.9	97	95.8	95.8
5	96.8	96.3	97.3	95.8
6	95.2	94.8	96.1	96.2
All Years	96.9	95.4	96.1	96.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	14.73
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.12
Other Positions	0

*Full Time Equivalent

In 2017 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	20

Professional learning and teacher accreditation

Professional learning on School Development Days included: CPR; Anaphylaxis; Code of Conduct; Child Protection; Mindfulness; Early Action for Success initiatives in Literacy and Numeracy; and Quality Teaching sharing sessions.

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 Quality Teaching, and featured STEAM, feedback, and assessment.

With the introduction of a self-funded Instruction Leader non-teaching AP position, the school gained

access to the Early Action for Success program and the extensive professional learning involved with it.

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 fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	24,162
Revenue	3,457,299
Appropriation	3,004,782
Sale of Goods and Services	5,591
Grants and Contributions	446,190
Gain and Loss	0
Other Revenue	0
Investment Income	736
Expenses	-3,522,325
Recurrent Expenses	-3,522,325
Employee Related	-3,039,154
Operating Expenses	-483,171
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-65,026
Balance Carried Forward	-40,865

The over spend was predicted, and has been budgeted for in 2018.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,730,879
Base Per Capita	65,715
Base Location	0
Other Base	2,665,163
Equity Total	83,116
Equity Aboriginal	1,334
Equity Socio economic	2,392
Equity Language	6,473
Equity Disability	72,917
Targeted Total	43,049
Other Total	74,819
Grand Total	2,931,863

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School-based assessment

Early Action for Success (EAFS)

The Early Action for Success program (EAFs) supports quality teaching and collaborative practices across Bronte Public school through ongoing professional development. The school funds the Instructional Leader role, whereby, teaching in literacy and Numeracy is targeted to meet student needs and strengths. The outcomes of the program include;

- early identification of the level of attainment in literacy and numeracy of each individual child from Kindergarten to Year 2.
- differentiating teaching practice that focuses on the needs of the individual student.
- using targeted interventions in literacy and/or numeracy according to need.
- ongoing monitoring of student progress against the literacy and numeracy continuums or learning

progressions.

- Team teaching across all grades promoting consistent teaching judgement of students needs and strengths and formative assessment practices.

The collection of reading data from Kindergarten to Year 2 every five weeks provides teaching staff with information on student progress which promotes a focus on individual students and is linked to professional learning for teachers. Reading groups, where students are matched to books at their reading level, are consistent practice in all classes K–2. Year 2 teachers participating in a EAFs project, co-planned literacy lessons to develop students' vocabulary through the use of quality texts. Team teaching in every class during Mathematics lessons promotes mental computation skills for all students K–6.

Through Reading Recovery and reading group activities we support individual students to reach potential reading levels. At the end of Kindergarten we had 91% of students reading at or above state benchmark levels. At the end of 2017, 98% of Year 1 were reading at/or above state benchmark levels. At the end of 2017, 96% of Year 2 were reading at/or above state benchmark levels.

Numeracy assessment results at Bronte Public school in 2017 in the area of forward number sequence were as follows.

Assessing forward number word sequence, data demonstrates 99% of Year 3 students and 80% of Year 2 students were at/or above state benchmark levels. In the area of forward number word sequence, 87% of year 1 students are above or beyond their benchmark level.

ICAS (UNSW Competitions)

Mathematics:

- 29% of year 2 students participated. Of these,14% achieved Merit; 23% achieved Credit; 18% achieved Distinction and 5%,
- 70% of year 3 students participated. Of these,7% achieved Merit; 27% achieved Credit and 18%, Distinction.
- 58% of year 4 students participated. Of these,3% achieved Merit; 32% achieved Credit and 5%, Distinction.
- 41% of year 5 students participated. Of these,5% achieved Merit; 47% achieved Credit and 5%, Distinction.
- 75% of year 6 students participated. Of these,13% achieved Merit and 30%, Credit.

English:

- 24% of year 2 students participated. Of these,6% achieved Merit; 22% achieved Credit and 28%, Distinction.
- 59% of year 3 students participated. Of these,8% achieved Merit; 21% achieved Credit; 8% achieved Distinction and 5%, HighDistinction.

- 61% of year 4 students participated. Of these,11% achieved Merit; 25% achieved Credit; 19% achieved Distinction and 6%,
- 52% of year 5 students participated. Of these,8% achieved Merit; 33% achieved Credit and 13%, Distinction.
- 68% of year 6 students participated. Of these,11% achieved Merit; 18% achieved Credit and 21%, Distinction.

Spelling:

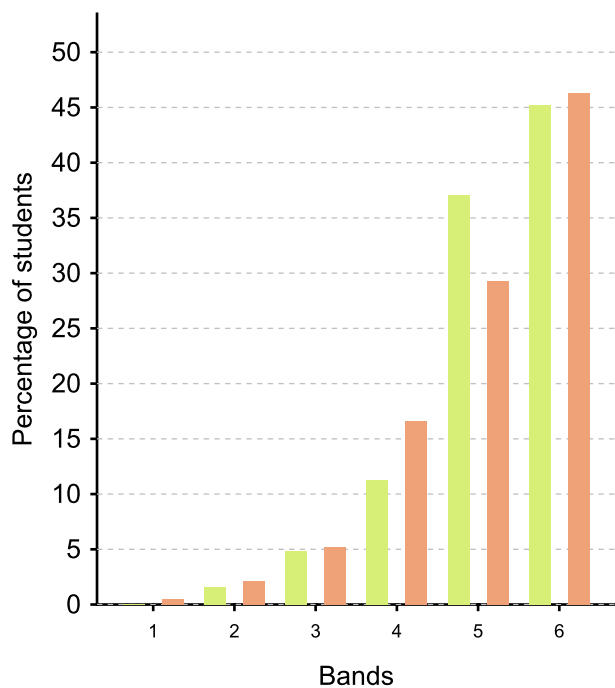
- 23% of year students participated. Of these, 6%achieved Merit; 35% achieved Credit; 6% achieved Distinction and 6%, HighDistinction.
- 61% of year 3 students participated. Of these,10% achieved Merit; 26% achieved Credit and 5%, Distinction.
- 74% of year 4 students participated. Of these,6% achieved Merit; 15% achieved Credit; 9% achieved Distinction and 3%, HighDistinction.
- 48% of year 5 students participated. Of these,18% achieved Merit; 32% achieved Credit and 5%, Distinction.
- 61% of yea 6 students participated. Of these,85%achieved Merit and 24%, Credit.

Science:

- 23% of year 2 students participated. Of these,12% achieved Merit; 47% achieved Credit and 12%, Distinction.
- 66% of year 3 students participated. Of these,5% achieved Merit; 26% achieved Credit; 14% achieved Distinction and 2%, HighDistinction.
- 56% of year 4 students participated. Of these,15% achieved Merit; 33% achieved Credit and 15%, Distinction.
- 43% of year 5 students participated. Of these, 15%achieved Merit; 40% achieved Credit; 5%line-height:115%"> achieved Distinction and 5%, High Distinction.
- 73%of year 6 students participated. Of these, 17% achieved Merit; 40% achieved Credit; 7% achieved Distinction and 3%, High Distinction.

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.

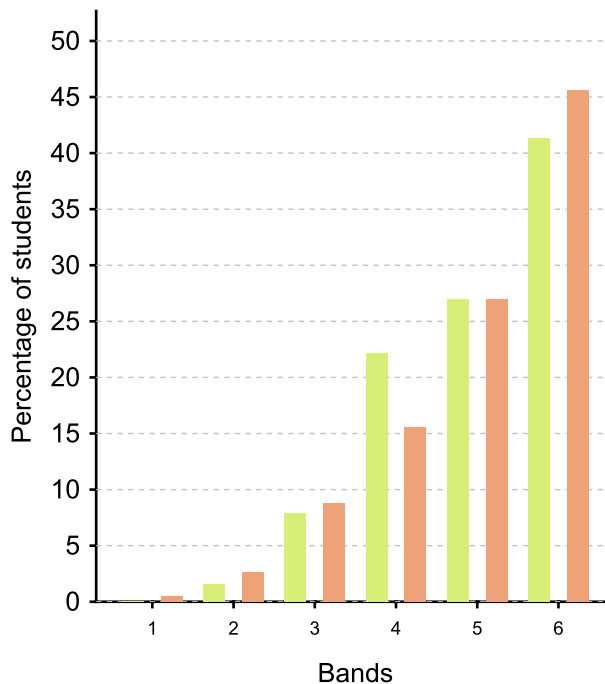
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	1.6	4.8	11.3	37.1	45.2
School avg 2015-2017	0.5	2.1	5.2	16.6	29.3	46.3

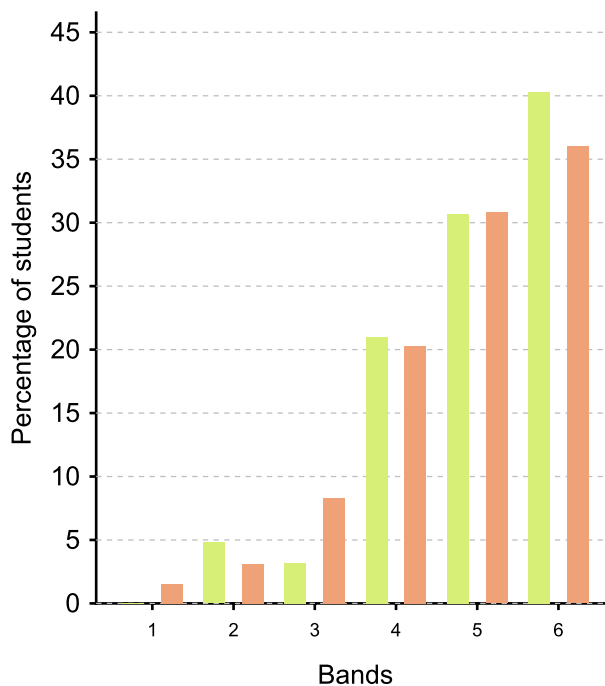
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	1.6	7.9	22.2	27.0	41.3
School avg 2015-2017	0.5	2.6	8.8	15.6	27.0	45.6

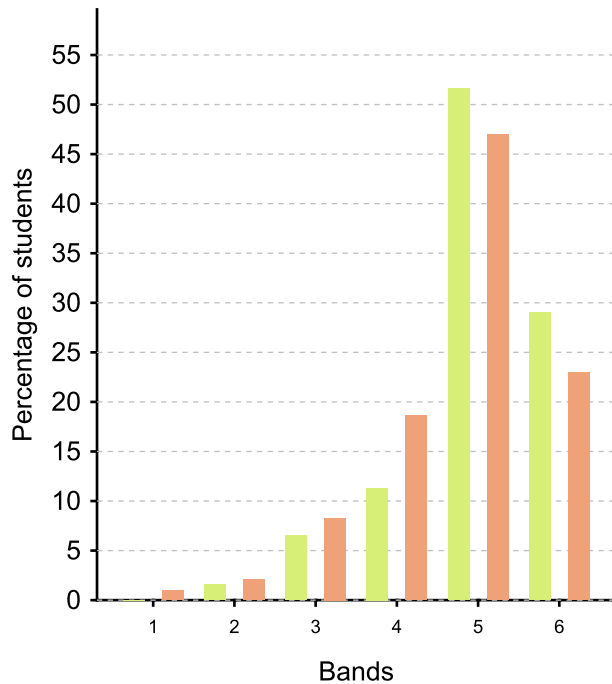
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	4.8	3.2	21.0	30.7	40.3
School avg 2015-2017	1.5	3.1	8.3	20.3	30.8	36.0

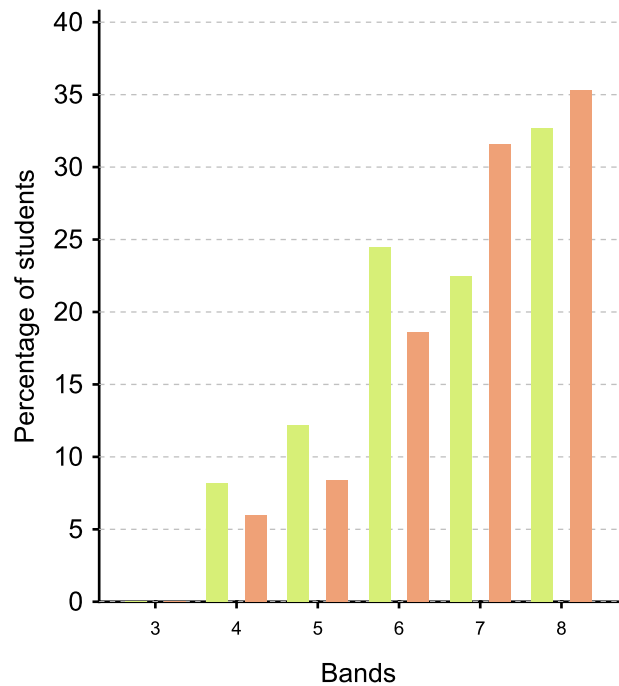
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	1.6	6.5	11.3	51.6	29.0
School avg 2015-2017	1.0	2.1	8.3	18.6	47.0	23.0

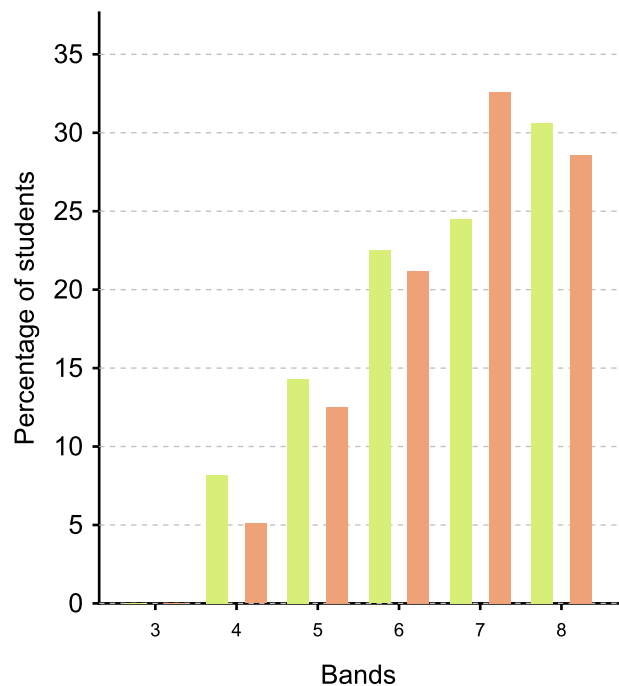
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	8.2	12.2	24.5	22.5	32.7
School avg 2015-2017	0.0	6.0	8.4	18.6	31.6	35.3

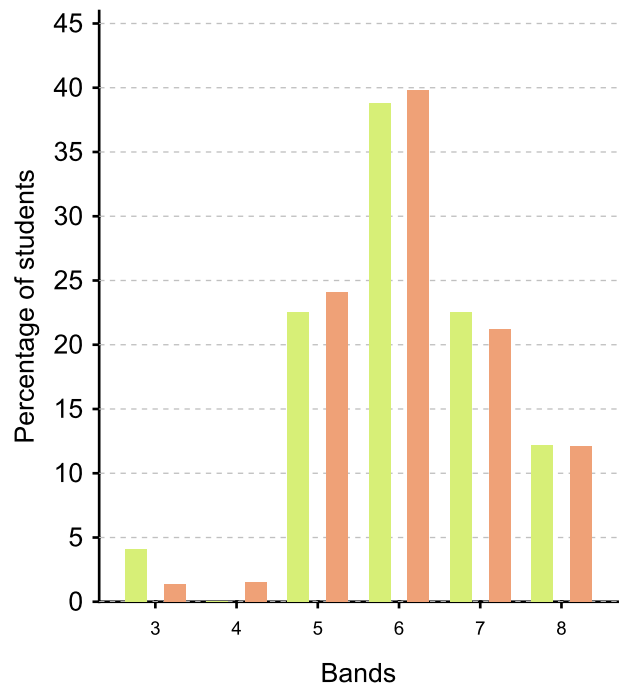
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	8.2	14.3	22.5	24.5	30.6
School avg 2015-2017	0.0	5.1	12.5	21.2	32.6	28.6

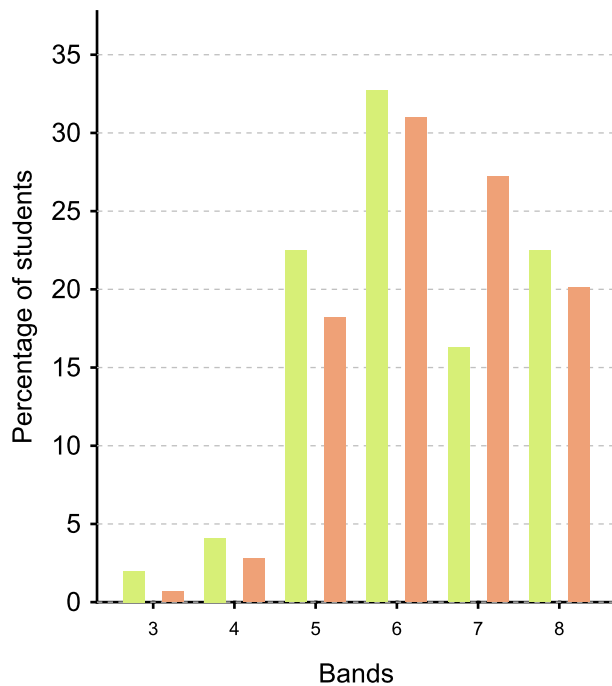
Percentage in bands:
Year 5 Writing



■ Percentage in Bands
■ School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	4.1	0.0	22.5	38.8	22.5	12.2
School avg 2015-2017	1.4	1.5	24.1	39.8	21.2	12.1

Percentage in bands:
Year 5 Spelling



■ Percentage in Bands
■ School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	2.0	4.1	22.5	32.7	16.3	22.5
School avg 2015-2017	0.7	2.8	18.2	31.0	27.2	20.1

Parent/caregiver, student, teacher satisfaction

School Satisfaction Surveys were created with Survey Monkey and distributed via email.

Parent Survey Findings (131 surveys were completed)

Q1 Learning Culture: Bronte Public School is a productive learning environment with high levels of engagement from students, staff and the community. 91% 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. 92% agree or strongly agree.

Q3 Wellbeing: My child enjoys coming to school each day. 91% agree or strongly agree.

Q4 Wellbeing: The school is a friendly place, where cognitive, emotional, social, physical and spiritual wellbeing is fostered. 93% agree or strongly agree.

Q5 Curriculum: Student achievements are recognised and celebrated. 96% agree or strongly agree.

Q6 Curriculum: Teaching and learning programs provide equitable and varied opportunities for all students. 83% agree or strongly agree.

Q7 Assessment: Students receive feedback on their learning. 78% agree or strongly agree.

Q8 Assessment: Students can articulate their learning. 83% agree or strongly agree.

Q9 Reporting: Student reports provide information about individual learning progress and achievement. 78% agree or strongly agree.

Q10 Reporting: The student-led conferences support parent understanding and engagement in school life. 87% agree or strongly agree.

Q11 Communication: The weekly newsletter, school website and skoolbag App, and Twitter account, keeps the community informed about coming events and school achievements. 97% agree or strongly agree.

Q12 Communication: School staff respond to inquiries and requests in a friendly and prompt manner. 89% agree or strongly agree.

Q13 What do you think of the DRAFT School Plan for 2018 to 2020 so far? From 68 respondents, 62 comments were very positive (good, great, excellent, solid, positive, comprehensive, happy, and clear). Suggestions included; higher academic aspirations, stronger discipline to back it up, good on paper.

Q14 List what you see as the strengths of Bronte Public School.

- Strong community spirit
- Strong school spirit
- Enthusiastic and dedicated teachers
- Friendly environment
- Supportive network
- Strong leadership
- Communication
- Active and motivated P&C
- A broad range of excellent learning opportunities
- Positive learning environment
- Good communication
- Public speaking
- Fundraising
- Celebrates success
- Inclusive
- Happy
- BAC

Q15 List what you see as 'areas for further development' at Bronte Public School.

- Discipline and consistency
- Higher expectations
- Aboriginal connections
- Bullying
- No homework, just reading
- More playground equipment
- Communication about classroom programs
- Less awards
- Safety

Staff Survey Findings (19 surveys were completed)

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. 95% agree or strongly agree (just one disagreed).

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

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

Q7 Assessment: Teachers routinely use evidence of learning, including a range of formative and summative assessments to inform their teaching, adapt their practice and meet learning needs of students. 100% agree or strongly agree.

Q8 Assessment: Our students can articulate their learning goals. 100% agree or strongly agree.

Q9 Please rate the following proposed projects.

- STEAM – 79% of staff rated this with 4 or 5 stars.
- Philosophy – 57% of staff rated this with 4 or 5 stars.
- The Friendship Project – 72% of staff rated this with 4 or 5 stars.
- Bronte (heart)s our Earth – 79% of staff rated this with 4 or 5 stars.
- Social Justice – 79% of staff rated this with 4 or 5 stars.

Q10 List what you see as the strengths of Bronte Public School.

- Dedicated staff, beautiful children, committed parents
- Community
- Creative
- Fun
- Large range of activities
- Collaborative
- Leadership
- Small and dynamic

Q11 List what you see as 'areas for further development' at Bronte Public School.

- Cooperative planning
- Team teaching
- Consistent behaviour management
- Respect
- Discipline
- Playground rubbish
- Sustainability

Q12 Professional Learning: List the professional learning you have enjoyed the most this year.

Mindfulness, literacy session peer sharing , Mathematics, classroom visits, kapla, and Teachers Federation course days.

Q13 Professional Learning: List any professional learning you would like to look into next year.

Classroom management, more sharing sessions, co teaching, EAfS connections, PDHPE, more opportunities to observe colleagues, Learning Progressions, STEM/STEAM, Programming tips, and creative writing.

Student Survey Findings (55 surveys were completed)

Q1 My achievements are recognised and celebrated. 94% agree or strongly agree.

Q2 My learning at school is interesting and valuable. 95% agree or strongly agree.

Q3 I know my learning goals. 91% agree or strongly agree.

Q4 I work hard to achieve my learning goals. 94% agree or strongly agree.

Q5 I enjoy coming to school each day. 89% agree or strongly agree.

Q6 What are your favourite things about Bronte PS?

- Community
- Teachers
- Friends
- Dance
- Gardens
- Sport
- Lunch
- Technology
- Learning

Q7 What would make Bronte Public School Better?

- Better bathrooms
- More playground activities
- More seating areas
- Looking after our environment more

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 2017 these were delivered by a variety of our students as well as our Aboriginal students whenever possible. In 2017 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 2017 was 'Our Languages Matter'. Students participated in a whole week 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 continued to collate an increasing range of educational resources to ensure our Aboriginal students benefit from relevant, significant and inclusive Quality Teaching. The Aboriginal Education Committee has collaborated closely with our Aboriginal families and stakeholders to initiate a visit in 2018 to an Aboriginal sister School in Yipirinya, Alice Springs, for Year 6 students and their parents. Our main focus would be to meet and support the community, establish a dialogue between our schools and undertake some volunteer work where appropriate. Connecting with and supporting the Yipirinya School community will be invaluable for deepening our awareness and understanding of Aboriginal culture and ways of learning.

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 and ongoing training 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 2017 teachers participated in professional development to support their consistent understanding of the Bronte Public School Student Wellbeing Guidelines and Procedures, and develop lessons to foster an appreciation and understanding of other cultures. The SRC's 'Citizenship 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 2017 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 and have taken large groups of students to visit the school and experience Thai culture.