

# Bonnells Bay Public School

## Annual Report



2017



2532

## Introduction

The Annual Report for **2017** 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

2017 has been a year of achievement and improvement for Bonnells Bay Public School.

In Term 2 all the schools within the WSLA launched Positive Behaviour for Learning (PBL) with the three expectations of be safe, be respectful and be an engaged learner. Explicit lessons and consistency amongst staff are ensuring that the students have a thorough understanding of what is expected of them, leading to a reduction in inappropriate behaviours across the school. New signage promotes the PBL expectations to everyone who comes into the school. Thank you to Narelle Stokes, Dayna Wood and the PBL team for their leadership in this area.

In Term 3 the school undertook an extensive self evaluation process for External Validation. This process provided valuable information for identifying areas where we are performing well and areas that need further improvement. This added to data that was used when determining the strategic directions for the new school plan 2018–2020. Thank you to community member, Anna Mason, for her valuable insights as a part of the External Validation team.

Aboriginal Education continues to be a school focus. The report on page 16 outlines our achievements. Thank you to Kristie Hamilton for her leadership in this area.

I have been very proud of the achievements this year and look forward to the continued journey next year.

### Message from the school community

#### PRESIDENT'S REPORT 2017

My role as 2017 President began in late 2016 when we wrapped up the 2016 end of year raffle that raised just shy of \$5000. Thank you to all involved with the organising and sale of these tickets. This money was used to purchase a new 2 door upright freezer and salad bar at a cost of \$5313.34 in our canteen in early 2017.

I attended the P&C Federation forum at Bolwarra Public School on March 7 2017. This was a very enlightening event on many P&C matters. I found this very beneficial as a new president.

2017 has been an exciting year with all new faces on the committee, a new Assistant Principal and new members as well. This year we have been focused on working with the wider community (way more to come in 2018), the school's needs and following through on the projects started in previous years. Approval for scoped works has taken longer than expected. However, work will soon be completed.

The canteen renovation was smaller than first planned although everyone is happy and we were able to keep the

canteen open for use all year round. Thank you to Bunnings for the paint donation and the volunteers who donated their time to freshen up the canteen. Thank you to Aaron Truman and Anthony Carmichael (volunteers in the canteen) who laid the vinyl tiles over the exposed concrete floor. The new stove is currently in the hands of Asset Management and will be installed as soon as approval is given.

We have had a lot of parent suggestions this year that in collaboration with the school we have been able to make happen. Such suggestions included all children making Easter hats and gates at entry points in the school.

We have had many local business/people donate items and/or money to events throughout the year. We appreciate all support and donations.

The P&C have hosted or assisted in many events this year including our Easter Raffle, Mother's and Father's Day Stalls, K-2 Athletics carnival afternoon tea, a joint event for the Biggest Morning Tea raising funds for both Cupcakes for Kids with Cancer and the Cancer Council, Kindy orientation where we presented 2018 Kindys with a book-pack containing 15 books.

The P&C provided funding for the children who represented the school in Starstruck. This funding was provided to both the dancers and the choir to assist with their costume expenses. We also offered \$100 for all children who represented BBPS in a State sporting event.

We have worked with the wider community including Outback Jacks with a rewards dining program which gave back to the local schools, our book swap which will now be an annual event run through all our local schools in WSLA and also transporting the non perishable donations out to Southlakes Marketplace for their Christmas hampers.

We have formed a Financial Planning Team to help with the analysis, forecasting and to prioritise the importance of what the school needs and wants. This will help in our future fundraising events.

The P&C have created 5 mins with..... for the weekly newsletter giving us an inside look at the lives of our staff and volunteers around the school.

We have used P&C raised funds to replace the K-2 playground platforms, fully fund the Yr 6 yearbooks, new blazers, new projector and screen in the hall, new upright freezer and salad bar in the canteen with a stove on the way and the purchase of new zone singlets.

We have approved the PA system that will hopefully be completed by the time we return to school next year.

Visions for 2018 are a cookbook, school community fun day, yearbooks and much more.

I just want to say a massive thank you to the amazing committee members, volunteers, parents/carers, wider community, teachers and our principal, Karin Hird for all your support throughout 2017. I am so grateful that I have had the opportunity to work with you all. Without your help and support we couldn't do the things we have done and pre planning for 2018.

KylieWhitelam

BBPS P&C President 2017

## 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 50 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

### Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

In the domain of learning, the school has focussed on developing the elements of Learning Culture, Wellbeing and Curriculum and Learning. The evaluation team's judgement in each of these elements is Sustaining and Growing. In Learning Culture this has been achieved by developing efficient processes within the Learning and Wellbeing (LAW) team for identifying, addressing and monitoring student learning needs. The school community has focussed on strengthening and delivering on school priorities. The introduction of Positive Behaviour for Learning (PBL) has been a major focus within the school and has enhanced processes and procedures within the element of Wellbeing. Focus on Reading (FoR) and Powerful Learning Accountable Teaching (PLAT) have continued to be focus areas within Curriculum and Learning. Strategies for identifying and addressing student learning needs have been enhanced and processes to support successful transitions to Kindergarten and to high school have been implemented.

Following the External Validation panel, the school's evidence in the element of Student Performance Measures indicated that the school is operating at the Sustaining and Growing stage (an increase from the school's determination of Delivering).

### Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

In the domain of teaching, school programs focused on Data Skills and Use, Collaborative Practice and Learning and

Development. The evaluation team's judgement in each of these elements is Sustaining and Growing. Developing teacher proficiency in Data Skills and Use has been a focus of many professional learning activities. Successful implementation of PLAT relies on teachers being able to effectively collect, analyse and use data to support student learning. Data skills will continue to be a professional learning focus in the 2018–2020 school plan. Collaborative Practice is highly valued at BBPS and occurs across the school, within Stages and across the WSLA community. A future direction will be to increase opportunities for staff to develop mentoring and coaching skills. In Learning and Development, teachers are increasingly being actively engaged in planning their own professional development in order to improve their practice. More deeply, drawing on evidence-based research will be a focus for future professional learning.

Following the External Validation panel, the school's evidence in the element of Professional Standards indicates the school is operating at the Sustaining and Growing stage (an increase from the school's determination of Delivering).

## **Leading**

The results of this process indicated that in the School Excellence Framework domain of Leading:

In the domain of leading, School Planning, Implementation and Reporting and Management Practices and Processes have been the focus. There has been a significant change in executive over the past 12 months with a new Principal and three new Assistant Principals being appointed. There have also been significant changes in teaching staff. Professional learning has focussed on developing awareness and understanding of the school planning and milestone documents, the School Excellence Framework and the External Validation expectations. As the school moves into writing the 2018–2020 School Plan, students, staff and the community are being given opportunities to provide constructive feedback and to make suggestions for moving forward. The school is currently Delivering within the Leading domain.

Following the External Validation panel, the school's evidence in the element of School Resources indicates the school is operating at the Sustaining and Growing stage (an increase from the school's determination of Delivering).

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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

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

Significant measures have been introduced to enhance the quality of student learning at Bonnells Bay Public School over the past three years. In particular, enhancements to Learning Support processes and programs, the use of data to inform practice and the introduction of PBL. These improved practices will continue to be implemented and refined over the coming three years.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>NAPLAN growth for Year 5 at state levels.</li> </ul>	Nil	<p>In reading and numeracy, student growth was above state levels.</p> <p>In writing, student growth was below state levels (55.1 State, 43.2 school). Writing will be a focus in the new school plan.</p>
<ul style="list-style-type: none"> <li>Benchmark testing in Literacy and Numeracy improved using PLAN data in Years K–2.</li> </ul>	Nil	<p>Teachers have been using PLAN and PLAT data to inform teaching. Regular five weekly data collection and monitoring for all K–2 students by the classroom teacher, supervisor and principal.</p> <p>The Data and Assessment team trained K–2 staff in PLAN software and the effective use and implementation of the literacy and numeracy continuums across K–2. Student achievement K–2 was tracked using PLAN data, monitored every five weeks in order to provide explicit teaching at point of instructional need to students and to report student growth.</p> <p>There has been significant improvement in this area and it will continue to be a focus in 2018. with the introduction of the new Learning Progressions.</p>
<ul style="list-style-type: none"> <li>Suspension rate reduced by 10%</li> </ul>	Nil	<p>Suspensions have fluctuated over the three years. In 2017 there were 26 suspensions which is a reduction from 39 in 2016 but similar to 27 suspensions in 2014.</p> <p>Enrolments have also increased from 376 in 2014 – 453 in 2017.</p>
<ul style="list-style-type: none"> <li>Student engagement increased by differentiated class groups catering for individual differences.</li> </ul>	Nil	<p>Student Tell Them from Me survey results indicate an increase in student engagement from 2016. Quality instruction has grown from 7.6 to 8.4.</p> <p>Positive teacher–student relations has grown from 8.1 to 8.7.</p> <p>High quality instruction has grown from 8.8 to 9.5.</p>
<ul style="list-style-type: none"> <li>Screening data used to develop</li> </ul>		Students are screened at the beginning of the year

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
remedial programs at school.		<p>or when they start Bonnells Bay Public School. Students are identified who need targeted programs in reading, writing, maths or social skills.</p> <p>This year our LaST and Early Intervention teachers have participated in professional learning to build their capacity in programming, assessment and lesson delivery in SSP. Targeted lessons are taught step-by-step, conducted at the student's pace and student progress is reviewed every five weeks.</p> <p>Targeted programs are delivered either within the classroom, team teaching with the classroom teacher with a focus on the necessary students or withdrawal of small groups.</p>

## Next Steps

PBL and other positive well-being practices will underpin one of the new strategic directions for 2018–2020. This will lead to not just a reduction in suspension rates, but in a reduction in all negative behaviour referrals.

In 2018–2020 we will focus on having high expectations of students and in ensuring that they achieve personal excellence. Writing skills will be developed through the Seven Steps Writing program leading to improved growth in NAPLAN results in this area. The new Learning Progressions will be used to track student learning and to develop learning goals for individual students. Professional learning around the Learning Progressions will further develop teacher understanding of stages of development in student learning in literacy and numeracy.

Learning and Wellbeing team practices and programs will continue to be refined with an emphasis on working with parents and agencies to support students in their learning. SSP will be implemented K–2 and will also be used to support students with learning difficulties K–6.

## 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.

### Overall summary of progress

Communication structures have improved over the course of the 2015–2017 school plan. An electronic newsletter is enabling better sharing of video and photos. The P&C have become invested in the process and have started initiatives such as "5 minutes with..." for various staff members. A member of the P&C is on the PBL committee making valuable contributions to the development of ideas. There has been an increase in engagement through social media and school events regularly receive positive feedback from the community. The school, with the support of Aboriginal staff members, has worked closely with the Aboriginal community through the PLP process and through involvement with the local AECG.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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>	Skoolbag – School Website –	Engagement with Facebook has increased with posts regularly reaching over 500 users. The newsletter is being accessed through Facebook, Skoolbag and the school website. There are now 1163 Skoolbag users, 877 Facebook followers and an average of 843 people access the website each month.
<ul style="list-style-type: none"><li>• Community Survey – Tell them from me</li></ul>	Nil	There were 13 responses to the parent Tell Them from Me survey, which is the same response rate as in 2016. Parents are informed improved from 5.1 to 5.8.  School supports learning improved from 6.7 to 6.9.  School supports positive behaviour improved from 7.7 to 8.1.
Data on attendance at school events	Nil	School functions continue to be well attended. Changes to organisation have enabled more parents to attend some events – split athletics carnival and presentation day into K–2 and 3–6. The P&C have worked hard to garner support for initiatives and have offered new opportunities such as Book Swap.
Increased participation in the PLP process		Parents were supportive of the PLP process and meetings are now an expectation within the community.

### Next Steps

To implement strategies that increase engagement with the parent Tell Them From Me survey so that we have a more accurate indication of parent opinion. The newsletter will continue to improve through incorporation of more student work and sharing of learning across the school. Engagement of the ATSI community will continue to be a focus. We will continue to refine practices and work towards achieving a school-wide responsibility for student learning and growth for all students. This will include strategies to support cognitive, emotional, social, physical and spiritual wellbeing and strategies to further engage the parent community.



## 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

The Western Shores Learning Alliance (WSLA) Principals are collaborating regularly to improve outcomes across the community of schools. Attendance at term professional learning meetings has improved with more teachers taking on leadership roles. Attendance at the WSLA Education Week celebration improved in 2017 and parents are regularly engaging with the WSLA P&C. The Aboriginal Education team, working in consultation with the AECG, has embedded a strong focus on K–12 improvement through professional learning, cultural understanding and an extensive transition process.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
WSLA Aboriginal Education team to implement 3 initiatives in 2017	2 x Casual Days each to release 2 staff = \$1600  (Aboriginal background loading)	Aboriginal Education team established 3 committees: transition, culture and professional learning.  Culture team facilitated the Jarjum Soar cultural day for all WSLA Schools. This initiative was funded by a donation from Broadspectrum.  Transition team organised a Stage 3–6 WSLA NAIDOC celebration at MHS. Establishment of Aboriginal Education Officer visits to WSLA schools.  Professional Learning Team coordinated a combined SDD for all WSLA staff on Aboriginal Education at Myuna Bay.
All WSLA Yr 6 and 7 Aboriginal students have a PLP on MGoals	Release of staff to hold PLP meetings twice a year with parents and AECG representatives = \$2400  (Aboriginal background loading)	This was achieved with all Bonnells Bay ATSI students from Years 4–6 have their PLP on MGoals.
Improved community awareness of WSLA and engagement in WSLA events	WSLA funds (held at Wyee PS) used to:  –purchase new tear drop flags for all WSLA schools (\$1277)  – advertise all schools in the Lakes Mail (\$1200)	WSLA logo included in all school newsletters and on school websites.  Education week Award ceremony at MHS had increased community attendance due to all schools having a performance item showcased on the evening. Recognition of student, staff, non-teaching staff and community members plus new teardrop flags were displayed from all schools at the Awards ceremony.  WSLA schools continued the Education Week displays at Morisset mall promoting each school to

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved community awareness of WSLA and engagement in WSLA events		the broader community.
SASS and Support staff to attend combined WSLA Professional Learning meetings		This has started with SLSOs attending WSLA PL meetings where relevant. The SAMs have had their first network meeting.
All schools initiate the implementation of PBL with 3 common expectations	Signs – \$1130 Training – 4 days casual (\$1600)	This has been a great success. All schools have launched PBL. At BBPS we added 'learners' to the three common expectations "safe, respectful, engaged".

## Next Steps

In the 2018–2020 school plan, WSLA initiatives will be embedded in each school's three strategic directions. These initiatives are providing enriching activities for our students and staff. Writing has been identified as an area that requires improvement across the WSLA and will be a focus for collaborative professional development. Further opportunities for collaboration between the schools, Aboriginal Education initiatives and enhanced transition processes will also be a focus.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$51733	All ATSI students were supported with the Aboriginal SLSO for three days a week. In Term 3 an additional SLSO was employed two days a week. BroSpeak was implemented in Term 4 and was greatly enjoyed by all the boys involved.
<b>English language proficiency</b>	\$616	The LaST provided support as needed.
<b>Low level adjustment for disability</b>	\$148084	<p>SLSOs worked across the school to support students in classrooms. Programs included withdrawal groups for literacy and numeracy; intensive support for unfunded individual students with disability; and playground programs for students needing social skills support.</p> <p>Teachers and SLSOs completed the Sue Larkey online Autism course.</p> <p>SLSOs completed Management of Actual or Potential Aggression (MAPA) training</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$34027	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. In addition they supported the principal through leadership responsibilities. These included PBL implementation, curriculum, self-evaluation processes and data.
<b>Socio-economic background</b>	\$209193	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. Significant additional SLSO time to ensure all classes receive support. Purchase of laptops, iPads and interactive boards to support learning and ensure that all students have the opportunity to develop ICT skills. Financial support for individual families in need – book packs, uniform, psychological assessments, excursions and camp.
<b>Support for beginning teachers</b>	\$21576	Two teachers were in their second year and two temporary teachers were in their first year. Teachers received weekly support through additional release time and time with a mentor. Teachers working towards accreditation also had support from the Teacher Quality Adviser.
<b>Targeted student support for refugees and new arrivals</b>	1 day a week to support new arrival.	A new arrival was enrolled during Term 2 and received the equivalent of one day a week in support. By the end of the year the student was able to respond to general social questions in English. He will continue to receive support in Term 1, 2018.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	192	218	218	238
Girls	184	203	219	215

The school has continued growing, particularly in the second half of the year. We started the year on 428 students and finished with 453. An additional teacher was employed in Term 3 and the school will start 2018 with 18 classes.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.5	95.1	96.2	93.5
1	95.4	95.2	92.8	93.2
2	95.4	94.7	95.2	92.5
3	95.4	94.3	94.2	91.5
4	96.1	93.5	93.5	94
5	95.8	95.1	92.6	92.3
6	94.1	95.2	93.7	93.1
All Years	95.4	94.7	94	92.9
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

### Management of non-attendance

- Staff have been made aware of their responsibilities in regards to attendance at communication and stage meetings. Every classroom teacher was made aware of the Department of Education's attendance policy and their expectations as staff members.
- The school has placed information in the school newsletter outlining the Phone Intervention

Program (PIPS) that we are currently using.

- Student's attending school at less than 85% have been identified through the school's roll marking system and identified as an attendance concern. These students are monitored daily to improve their attendance rate. Students away 3 days in a row are identified and their parents/caregivers called regarding the situation.
- Records of contact with parents are kept. These records include date, person spoken to and the reason given for the absence.
- When appropriate, support is offered to parents/caregivers and students to help improve attendance.
- Students are referred to the Home School Liaison Officer for additional support as needed.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	14.75
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.62
Other Positions	0

\*Full Time Equivalent

Bonnells Bay Public School currently employs three permanent teachers and two School Learning Support Officers who identify as Aboriginal .

### 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	12

## Professional learning and teacher accreditation

All staff were involved in professional learning opportunities aligned to the Bonnells Bay Public School 2015–2017 school plan, professional learning goals identified in staff's Professional Development Plans and Department of Education initiatives and training requirements. Professional development was aimed to ensure improved student achievement and outcomes across all learning areas through the development and delivery of consistent, high quality teaching practice. Strong links and shared professional dialogue continued between schools in the Western Shores LearningAlliance (WSLA) at combined professional learning sessions.

Five teachers were working towards accreditation at Proficient, with five teachers maintaining their Proficient level of accreditation. From January 1st 2018 all teachers must be accredited by NESAs to start, continue or return to teaching in a school in NSW.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	66,845
<b>Revenue</b>	3,621,894
Appropriation	3,485,714
Sale of Goods and Services	2,168
Grants and Contributions	133,476
Gain and Loss	0
Other Revenue	0
Investment Income	537
<b>Expenses</b>	-3,666,201
Recurrent Expenses	-3,666,201
Employee Related	-3,263,315
Operating Expenses	-402,886
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-44,307
<b>Balance Carried Forward</b>	22,539

In 2017, Bonnells Bay Public School used the new LMBR finance system. The SAM and the principal met regularly to monitor income and expenditure.

Staff with significant health issues in the latter half of the year impacted on leave costs.

Additional funds were allocated to the employment of SLSOs to meet the needs of students.

We are carrying forward a minimum balance. This will be included in the budget for 2018.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,764,168
Base Per Capita	66,785
Base Location	0
Other Base	2,697,383
<b>Equity Total</b>	409,626
Equity Aboriginal	51,733
Equity Socio economic	209,193
Equity Language	616
Equity Disability	148,084
<b>Targeted Total</b>	133,984
<b>Other Total</b>	91,012
<b>Grand Total</b>	3,398,791

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

## NAPLAN

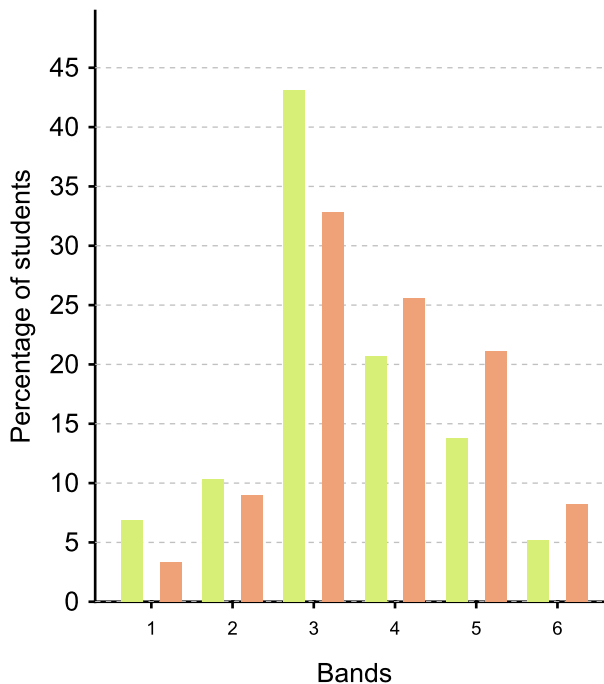
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Students in Years 3 and 5 performed better in reading than in writing. 30% of Year 3 students were in the proficiency bands in reading with 19% in the proficiency bands for writing. 19% of Year 5 students were in the proficiency bands in reading with 7% in the proficiency bands for writing.

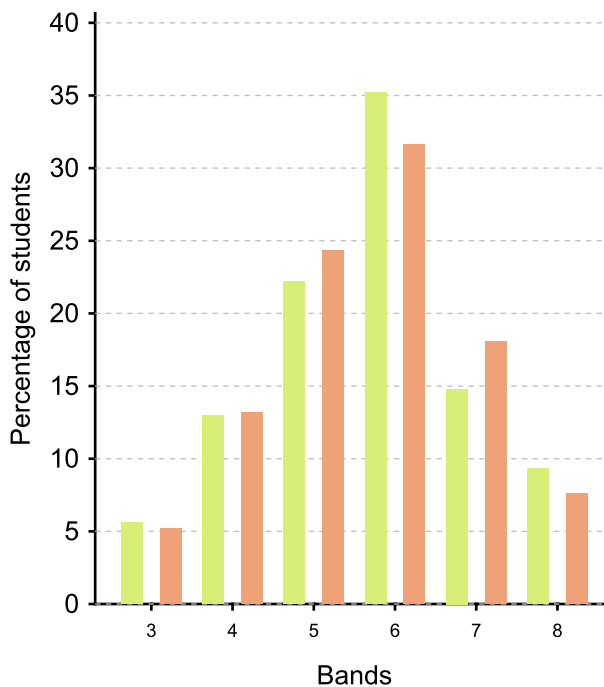
64.7% of Year 5 students had equal or above expected growth in reading and 50.9% in writing. This trend continued into high school with 70.4% of tracked students having equal or above expected growth in reading and 49.1% of students having equal or above expected growth in writing.

As a result, writing will be a focus in the school plan for 2018–2020, while we continue to place emphasis on reading and achievement of good results in this area.

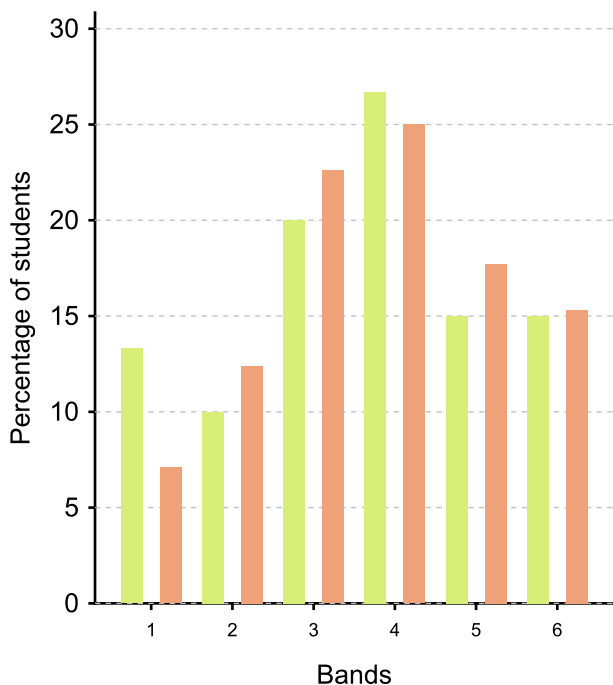
Percentage in bands:  
Year 3 Writing



Percentage in bands:  
Year 5 Reading

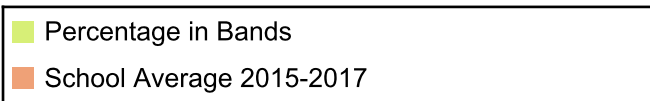
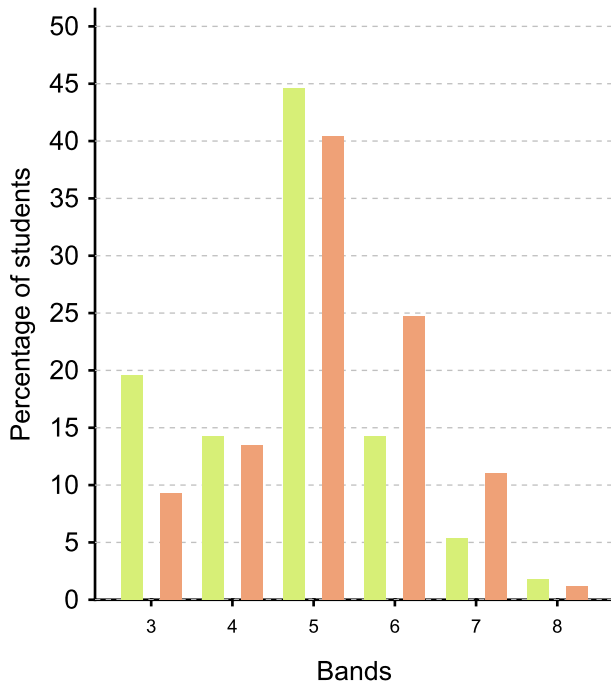


Percentage in bands:  
Year 3 Reading



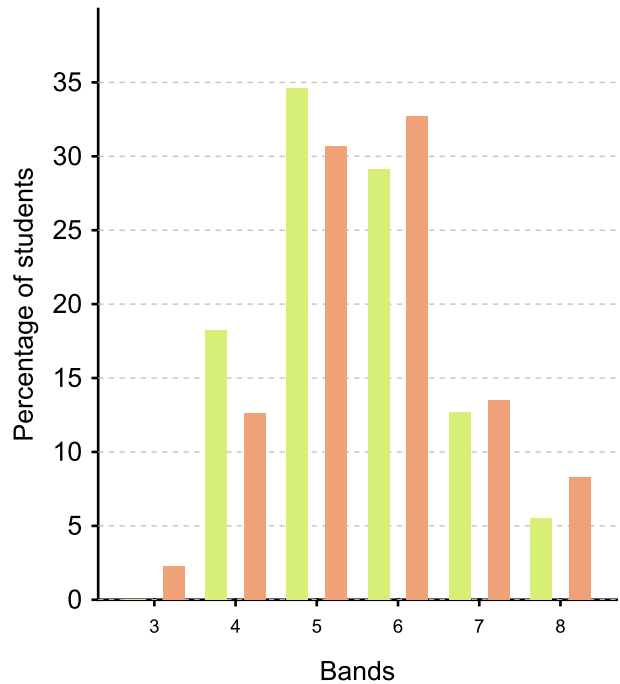


**Percentage in bands:**  
Year 5 Writing



It was very pleasing to see that only 2% of Year 3 students and no Year 5 students were in the lowest band for numeracy. 29% of Year 3 students and 19% of Year 5 students were in the proficiency bands. 66.9% of Year 5 students had equal or above expected growth in numeracy. This was continued on into high school with 63% of tracked students having equal or above expected growth in numeracy

**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The Premier has set a target of an 8% increase in the number of students achieving in the proficiency bands by 2019. To achieve this we are focusing on teacher quality through a range of professional development activities; data tracking to ensure that teachers know the areas that their students are performing well and where they need to improve; identification of students achieving just below the proficiency bands so that we can assist them in 'bumping up' their results; and using increases in funding to support the needs of students through the increased employment of School Learning Support Officers. We are set to show growth in results in 2018.

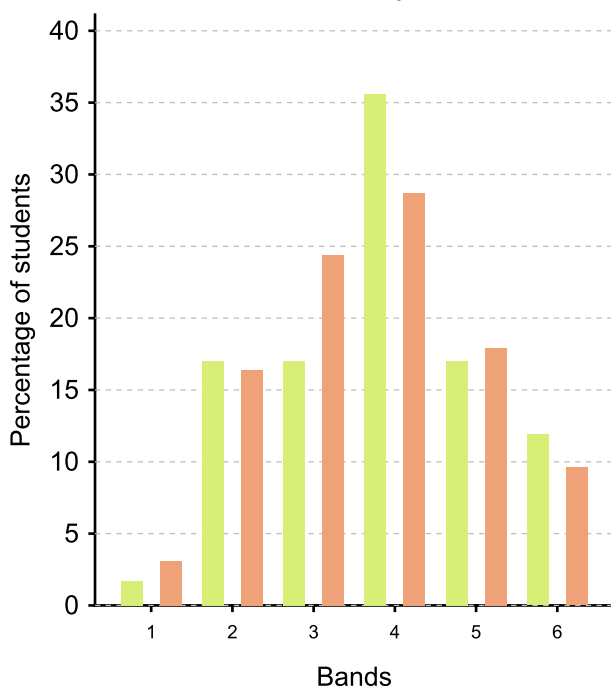
### Parent/caregiver, student, teacher satisfaction

In October 2017 parents, staff and students were surveyed using the online Tell Them From Me survey. There were 137 responses from students, 15 from staff and 13 from parents.

Highlights from students included: 89% indicate that they exhibit positive behaviour (an increase from 83% in 2016); 94% said that they try hard to succeed including 100% from Year 4 (an improvement from 91% in 2016); and 44% expect to go to university (an increase from 42% in 2016).

In 2016 we identified areas for improvement: a high sense of belonging – 65% in 2016 now 74%; work

**Percentage in bands:**  
Year 3 Numeracy



being high skills and high challenge – 35% in 2016 now 39%; being a victim of bullying in the last month – 41% in 2016 down to 36% in 2017 and matching the state average.

School strengths identified by staff included: collaboration 8.1 (7.8 in 2016); learning culture 7.9 (7.9 in 2016); inclusive school 8.4 (8.5 in 2016).

In 2016 we identified areas for improvement : technology 6.4 (6.5 in 2016); leadership 7.0 (6.9 in 2016); and quality feedback 7.3 (7.2 in 2016). The 2018–2020 school plan outlines improved processes for future focussed learning and achieving personal excellence which will lead to further improvement in these areas.

Parents were most satisfied with: school supports positive behaviour 8.1 (7.7 in 2016); school supports learning 6.9 and 84% indicated that they find the school newsletter useful or very useful.

Areas identified for improvement in 2016: parents are informed 5.8 (5.1 in 216); inclusive school 6.2 (6.2 in 2016); and parents feel welcome 6.1 (6.6 in 2016).

Parents also had the opportunity to express their satisfaction through a homework task: what do you like about the school? what would you like to see in 2018? and what programs do you value? There were 76 responses. Overwhelmingly parents indicated that they like the teachers, the community feel of the school and PBL. Areas where parents have concerns are around parking and sporting programs. Many parents asked for greater emphasis on sport in 2018.



## Policy requirements

### Aboriginal education

All staff at Bonnells Bay Public School have a collective responsibility for Aboriginal and Torres Strait Islander students learning and success. Aboriginal perspectives are embedded into classroom teaching and learning programs to ensure students develop a deep understanding of Aboriginal culture, aligned to the Department of Education's Aboriginal Policy.

This year we have 52 Aboriginal and Torres Strait Islander Students.

Personalised Learning Plans (PLP's) are developed in

collaboration with Aboriginal students and their families to ensure they reach their potential and achieve the State's priority to increase the percentage of Aboriginal students in the NAPLAN proficiency bands in reading and numeracy. The PLP's recognise the individual strengths, needs and goals of Aboriginal students. In 2018, MGoals will be used in conjunction with PLP's.

Teachers collaborate with members of the local Aboriginal community to help teach and implement broader school programs that educate and inform all students of different aspects of Aboriginal and Torres Strait Islander culture. These programs have included the Possum Skin Cloak presentation, the Bush Tucker/Artefacts information session, Cultural Art programs K–6, Dion Drummond performance and WSLA cultural event – Jarjum Soar. Teachers and students across K–6 celebrated NAIDOC week and participated in a wide range of activities. Bro Speak ran during Term 4, which is a program designed to help young Aboriginal boys to be strong in their Aboriginal identity. These broader school programs have complimented and expanded upon programs run in class, providing students with a deeper understanding of the content being taught.

### Multicultural and anti-racism education

Multicultural education continued to be embedded in teaching and learning programs during 2017 in order to promote a shared vision of Australia based on intercultural understanding and community harmony. Our school celebrates our diversity by participating in Harmony Day, Multicultural Perspectives Public Speaking Competition 3–6 and Multicultural Day K–2.

An Anti–Racism Contact Officer (ARCO) was identified to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism and provide support when required. Multicultural education and anti–racism will continue to be a focus in 2018.

## Other school programs

### **English as an Additional Language/Dialect (EAL/D) program**

The English as an Additional Language/Dialect (EAL/D) program at Bonnells Bay Public School provides specialist language teaching support to K-6 students from linguistically diverse backgrounds, enabling them to develop their Standard Australian English language competence to ensure equitable learning outcomes.

The program provides explicit teaching of target language with consideration to students' cultural background and present capacity to achieve school learning outcomes.

### **Creative and Performing Arts**

Students at Bonnells Bay Public School participate in a wide and varied number of Creative and Performing Arts activities. Programs in Dance, Choir, Visual Arts, Music, Public Speaking and Debating are available to students.

Students represented the school by performing in Star Struck, which is a performing arts extravaganza presented by the Hunter area of the NSW Department of Education.

We also had students represent the school in the Hunter Inter-Schools Primary Public Speaking Competition (K-6), the Multicultural Perspectives Public Speaking Competition (3-6) and Debating (Stage 3).

### **Positive Behaviour for Learning**

This year Bonnells Bay Public School became a Positive Behaviour for Learning (PBL) school community. In consultation with staff, students and community members we implemented whole school behaviour expectations. Our three core values are Safe, Respectful and Engaged Learners. Through explicit lessons we ensured that every student was aware of the school expectations, developing an inclusive and safe learning culture.