

Bundeena Public School

Annual Report



2017



3765

Introduction

The Annual Report for **2017** is provided to the community of **Bundeena 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.

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School background

School vision statement

Bundeena Public School operates in partnership with the community to provide a happy, caring and inspiring environment where curiosity and creativity support the development of well-rounded global citizens. Our students are encouraged to become self-motivated and cooperative learners while striving for personal excellence in their academic, cultural, physical and social development.

School context

Bundeena Public School is the centre of a unique community situated in the heart of the Royal National Park on a coastal peninsula. Our quality education is enhanced by the use of the stunning environment. The school has strong community ties and is supported by a dedicated Parents and Citizens Association and our Aboriginal parent body – 'The Mob'. Our school motto 'Live for Life' encapsulates our belief in developing students who are well prepared for the challenges that lie ahead. Bundeena Public School has an enrolment of 204 students with diverse learning needs. Our highly qualified and approachable school staff provide personalised learning to meet the academic, social and emotional needs of all students. Our school provides positive learning experiences with a strong focus in all teaching and learning programs to build students' literacy and numeracy skills. The school integrates the use of a wide variety of technology within learning areas to increase student skills and engagement. Bundeena Public School offers a variety of creative and performing arts opportunities and students also engage in a challenging sports program. The school has an active Learning Support Team that coordinates a holistic approach to assisting students with specific needs such as Gifted and Talented students and students with disabilities. This is further supported through a strong ethos of student leadership, wellbeing and a playground where children of all ages socialise together.

Strategic Direction 1

Student Learning

Purpose

To provide a learning environment that has high expectations and adds value to all students' literacy and numeracy levels so that they are productive and ethical users of technology equipped with the skills required for the 21st century. Students will be nurtured to become resourceful, empathetic, critical thinkers and resilient lifelong learners in all learning areas.

Overall summary of progress

66% of Stage 2 students have shown growth in Statistics and Probability from internal pre to post testing. Teachers who attended the Quality Numeracy Workshop lead Professional Learning for staff in designing lessons for all stages. A bank of resources are available for all staff to use. 54% of Kindergarten students have shown an increase of 2 or more clusters in Phonemic Awareness, Comprehension and Aspects of Speaking on the literacy continuum after the PAIR reading program. Parents were informed of these results. Students not reaching minimum benchmarks were given literacy packs to take home to reinforce skills that had been introduced in the classroom. Parents were trained as tutors. Decodable reading resources were purchased to supplement the kindergarten reading program and to reinforce student knowledge of phonics. The kindergarten transition program was positively received with 100% of parents finding the sessions useful. Stage 2 and 3 staff have participated in the Writing in the Middle Years workshops to implement modelled, guided and independent writing strategies. Students have been using skills to plan, edit and increase their confidence when completing writing tasks. Teachers are using a planned, systematic approach to explicitly teach writing skills. Through focusing on quality texts, students set goals to improve their writing using more sophisticated vocabulary and grammatical features. Individual needs were met through scaffolding and instant teacher feedback. Formative assessment strategies enabled the students to have a clear vision of what was expected in their writing and through self and peer editing were able to reflect on their progress and future goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Most students achieve at high levels of performance on external performance measures	Cas days– \$3000 PL– \$2500	After teachers attended Quality Numeracy workshop they implemented open ended tasks in the Statistics and Probability strand. Students were pre and post tested. Lesson observations occurred and teachers gave each other feedback. Teachers presented findings in a presentation to other schools at conference.
Parents have an understanding of what their children are learning and receive regular information to support progression to the next level	Cas days– \$7000	PAIR reading introduced to Kindergarten students at end of Term 1 after parent information session. Kindergarten students were post tested. Pre-Kindergarten transition program was implemented. Teachers update PLAN information at the end of each term.
The school has developed explicit processes to collect, analyse and report internal and external student and school performance	PL– \$3800 Resources– \$1000	2 staff members attended Writing in the Middle Years PL. Stage meetings 3 times per term were then dedicated to PL for Stage 2 and Stage 3 teachers. 1 teacher attended writing workshop and provided for PL for all staff in using types of texts. PLAN was updated by all staff at the end of each term. Student work samples were used to gauge and monitor student achievement.

Next Steps

- The role of the instructional leader will be trialled with the focus in 2018 on numeracy strategies and quality assessment.
- The program Building Blocks will be used for Professional Learning opportunities for all staff.
- Staff will be trained in Learning Sprints to target students not achieving minimum benchmarks.
- CISP program will be introduced for Kindergarten students to support oral language and vocabulary skills in Term 2 2018.
- Staff will begin to use PLAN 2 and learning progressions to assess student growth.
- Teachers will use effective classroom management strategies to improve engagement in all classrooms.
- Assistant Principal, Kindergarten Year 1 teachers will be trained in L3
- 2018 Intensive Reading Program to be trialed in place of Reading Recovery funding.



Strategic Direction 2

Quality teaching and leadership

Purpose

To further develop the quality of teaching and leadership demonstrated by all staff through professional learning and collegial support in order to maximise student outcomes.

Overall summary of progress

All teachers have been involved in the PDP process. This has included collaboration with whole staff on school goals, mentoring and coaching from executive on personal goals, mid-way review and annual review. The process has given staff a greater understanding of the strategic directions and professional responsibility. Staff have received professional learning in the following formative assessment strategies– clarifying and sharing learning intentions and criteria for success, engineering effective classroom discussion, questions and learning tasks that elicit evidence of learning and providing feedback that moves learners forward. Staff demonstrated these techniques with peer observations and gave feedback to one another on how these strategies are affecting practice in their classrooms. Executive attended training day in Evaluation Essential processes. Data and evidence was collected from a current program – Positive Behaviour for Learning and evaluated using the logic modelling processes. This information was shared with staff. These processes were further enhanced at our Community of Schools executive training days where feedback and coaching conversations, using Scout and developing shared goals were on the agenda. Logic Modelling was used to justify new programs that would be included in the next school plan and evaluate programs in the last school plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers provide explicit, specific and timely formative feedback to students on how to improve.	• Quality Teaching, Successful Students (QTSS) (\$1000.00)	Professional learning on formative assessment strategies PL was implemented for all staff. Techniques were trialed in classrooms. Teachers collected evidence to support their PDP goal.
Teachers are committed to their ongoing development as members of the teaching profession	Quality Teaching, Successful Students (QTSS) (\$1500.00)	School and personal goals developed. Classroom observation protocols and pairing of teachers established. 2 rounds of lessons observations were conducted relating to goals.
Links exist with communities of schools, other educational providers and other organisations to support the schools programs.	Quality Teaching, Successful Students (QTSS) (\$2500.00)	Executive attended Evaluation essentials workshop. Skills were used to evaluate existing programs. Executive attended PL with Community of Schools

Next Steps

- More time will be given to teachers for planned coaching conversations for personal goal setting. All PDP goals will be linked to the the Australian Institute for Teaching and School Leadership standards.
- Staff will receive PL in formative assessment strategies; activating students as owners of their own learning and activating students as instructional resources for one another. Instructional leaders will model formative assessment techniques when working collaboratively in classrooms. Teachers will work with students to develop personal learning goals and share with parents during 3 way reporting. Parents will receive regular updates on student achievements using the App Seesaw
- Instructional leaders will update PLAN/2 data every 5 weeks and feed back to staff. Adjustments will be made accordingly to cater to individual learning needs. Evidence of learning and data collection of projects running in the school will be saved in SPARO. All executive will contribute to SPARO when evaluating the projects they are leading.
- STEM will be introduced K–6

Strategic Direction 3

Wellbeing

Purpose

To ensure Bundeena Public School provides a comprehensive and inclusive framework to support the cognitive, social, emotional, physical and spiritual wellbeing of students, which improves individual and collective wellbeing. To encourage students, staff and parents to actively contribute to the school, the community and the society in which they live.

Overall summary of progress

Positive Behaviour for Learning behaviour expectations have been implemented through PL for staff and signage and lessons for students. Community awareness about PBL was delivered through parent forums. The TFI (Tired Fidelity Inventory) conducted by our PBL coach found 78% of staff could list our school wide expectations, 50% of staff have taught behaviour expectations to students this year and 78% of staff have given tangible rewards in the last two months. 93% of students could list school wide expectations and 43% of students have received tangible rewards in the last two months. This data is the driver for our new PBL action plan which will be implemented and regularly evaluated over the next 3 years. The introduction of the school chaplain offering pastoral care services as well as strategies that support the emotional wellbeing of the broader community has had a positive effect on pro-social behaviours in the classroom and on the playground.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school consistently implements a whole –school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.	\$10000	Outside behaviour matrixes have been established and are frequently referred to. Gumnut tokens have been implemented and used to reinforce our behaviour expectations. Mindfulness lessons have been introduced K–6. The behaviour thermometer has been implemented. Chaplaincy program was introduced and used to support students with social/emotional learning programs. Staff members have been trained in PBL coaching. Staff members led a session at SDD on Mindfulness for the community of schools in the South Sydney Governance Group. PBL meetings are held regularly with the team and Sentral data is discussed to identify problem areas of the playground. PBL team have attended a conference and implemented new strategies. External PBL coach has visited school to help with future directions.
Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development	\$4100	Spec savers , Life Education and the Mobile dentist van have visited the school to complement our school based health education program. sStaff members completed White Ribbon training and developed an action plan. Parents have been involved in community events such as Harmony Day, Grandfriends day, White Ribbon focus group, Art of Living performances, Fathering project, Gunyah Day club performances, Anzac ceremony and Remembrance Day service. Students have been involved with community projects to make dolls for refugees and signage pillows for Year 6. Students have had opportunities to perform with CAPA and SSSMF opportunities.

Next Steps

- Signage needs to be displayed on entry to the school. Behaviour expectations need to be displayed in all classrooms. Behaviour thermometer will be modified to suit inside and outside behaviours. Classroom behaviour will be updated in Sentral as well as positive behaviour incidents.
- An eight week Mindfulness progress will be introduced in Term 1 by an external agency
- Chaplaincy program will continue in 2018, 2 days per week
- Students will visit Gunyah Day club residents once per term
- Fathering project will be introduced to support school events and encourage more participation by fathers/father figures in school /community events



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$3 531.00) 	2017 saw the opening of the Dharawal culture trail in our bush setting. This was done in collaboration with the Mob and the DoE Aboriginal Education team. Teachers also worked with the Environmental Education Team to create a resource to assist teachers to teach Aboriginal perspectives using the school environment. The school received and Ultimo network Award commending this outstanding project. PLPs were reviewed throughout the year with their families to help attain their individual learning goals.
English language proficiency	<ul style="list-style-type: none"> • English language proficiency (\$17 743.00) 	Individual needs were established by discussions with the classroom teacher, previous tests, position on clusters of the literacy continuum and anecdotal records. Equal time was given throughout the year to each class with EALD students. Support was provided in whole class settings where individuals were assisted with classroom tasks as needed or given the opportunity to further practise literacy skills. Small group work enabled immediate and individual feedback and the opportunity to monitor student progress. Progress is indicated by 100% of students moving up clusters on the literacy continuum and 58% of students progressing to the next phase of EALD Learning Progressions. Having reflected on this initiative this year, the support allocation will be based on student position on the Learning Progressions and their previous report grade for literacy. This model will provide more equitable support.
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability (\$64 518.00) 	Additional hours were paid to the LaST, and release provided for staff to attend to professional learning activities, administrative and planning tasks. These activities were associated with providing quality support for students with a disability including development of health care and learning plans, social skills and transition programs, and managing NCCD data.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$14 220.00) 	Additional teaching hours allowed staff to be released to observe peer lessons and engage in the feedback and reflection process. These activities allowed 100% of staff to complete their PDP.
Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$6 752.00) 	Additional half day per week of salary paid to employ Learning and Support Teacher (LaST) to increase hours per week to support students. Funds were made available for students in need and used for excursion, learning items and uniform costs. Students demonstrated improved confidence and skills in literacy.
Support for beginning teachers	<ul style="list-style-type: none"> • Support for beginning teachers (\$13 450.00) 	Our beginning teacher had one day off class each week starting Term 2, focusing on developing effective program methods and teaching practices. Teachers would regularly meet with their mentor to discuss current

Support for beginning teachers	<ul style="list-style-type: none"> • Support for beginning teachers (\$13 450.00) 	issues and focused topics. Observations of other teachers' effective teaching practices particularly for reading were found to be highly beneficial to the personal development of the teacher. They also visited another school to explore classroom structures, behaviour management techniques and how reading was organised.
Targeted student support for refugees and new arrivals	<ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$5 000.00) 	Individual needs were established by discussions with the previous NAP teacher, classroom teacher, testing, placement on the learning progressions and anecdotal records. Individual programs and goals were devised to ensure the support had maximum benefit. Time was allocated equally to both students. Withdrawal for individual support was beneficial to assist with completing class tasks which required an explanation of Australian and English language.
Location	<ul style="list-style-type: none"> • Location (\$22 372.00) 	All Kindergarten students participated in a 10 week speech and language program with a speech therapist once a week during Term 2.. The program focused on early intervention strategies such as articulation, cohesive sentence structure and development of vocabulary. Kindergarten teachers and LaST were also involved in the program and continued to apply these newly acquired skills to students needing further support throughout the year. PLAN data indicated greater than expected growth in Aspects of speaking and reading on the literacy continuum. Kindergarten students in 2018 will participate in the Collaboration of Schools Program (CISP) Speech Therapy program. These programs identify students that need early intervention. The funding was also used to supplement bus fares to the Athletics Carnival, Swimming Carnival and White Ribbon March.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	90	92	94	106
Girls	104	95	95	98

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.8	94.9	96.1	93.9
1	96.4	94.2	92.5	96.8
2	94.6	96	95.4	94.4
3	95.6	95.8	94.3	94.6
4	91.6	95.5	94.7	96
5	95.8	95.9	94.2	94.3
6	94.2	95.7	93.5	94
All Years	95.1	95.5	94.4	94.9
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

At the beginning of each year staff are informed in implementing the school's attendance procedures and professional learning is given in roll marking procedures.

Parents are reminded in the newsletter regarding these procedures.

Rolls are marked daily in Sentral (a third party system compliant with DoE requirements) by 9.30am. If a casual is on the class a paper copy of the roll is given and returned to the office for absences to be entered by SASS staff or SAM. A text message is sent to preferred contact if student is absent by SASS or SAM.

Class teachers enter reasons for absenteeism using approved codes only from the Attendance Register Codes. All partial absences are recorded on rolls with precise times of arrival or departure.

Special circumstance Registers are kept when required. Industrial disputes, public holidays and school development days are recorded on the roll.

Attendance is recorded for classes conducted in locations other than the home classroom.

Roll marking anomalies are sent to Principal or executive and investigated. Corrections are made to rolls accordingly.

Rolls are retained for 3 years or until the year a student reaches 25 if an accident is recorded. Information detailing a students' absence each year is kept until 7 years after the student has left or until the student turns 25 if an accident has occurred.

Records of written, verbal and electronic absence explanations are kept for two years from the date of absence. If the school does not receive an explanation of the absence from the parents within 7 days, the principal or executive takes all reasonable measures to contact the parents within 2 school days after the 7 day time frame has elapsed. Parents are notified promptly of fractional/whole day truancy promptly.

Attendance reports from roll checks are generated at least fortnightly and tabled at LST meetings for follow up by executive. Non attendance is referred to HSLO. Staff have training in the School Refusal package.

The schools implementation of the Schools attendance policy is reviewed at the end of each year.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	6.78
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.37
Other Positions	0

*Full Time Equivalent

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	0

Professional learning and teacher accreditation

All staff completed a minimum of three goals as part of their Performance Development Plan. These goals reflect the professional learning our school participated in as a whole school and as individuals. Professional learning priorities included embedding formative assessment, strengthening writing in the middle years, Well being strategies such as mindfulness and Positive Behavior for Learning. The executive staff continued to participate in professional learning days with the Community of Schools, developing their skills in using data, giving feedback and evaluation strategies. Two staff members furthered their training to become PBL coaches and another 2 staff members trained in a Critical and Creative thinking workshop. Professional learning during staff development days and as part of weekly professional learning sessions has included training in CPR, child protection, anaphylaxis, using PLAN data, looking for evidence using the School Excellence Framework and completion of the Kids Matter modules 3 and 4. We were also successful in our application for a grant, allowing two staff members to attend a series of professional learning opportunities called Improving Numeracy Outcomes Project across Stages 2–5. Two teachers are beginning their accreditation process and all others are deemed proficient.

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.

44% of Year 3 students are in the top 2 bands for reading and 44.5% of Year 5 students. 71% of students in Year 5 show above expected growth in reading. 44% of Year 3 students are in the top 2 bands

for spelling and 27.3% in Year 5. 68% of Year 5 students show above expected growth in spelling. 48% of Year 3 students are in the top 2 bands for Punctuation and Grammar and 21.2 % in Year 5. 56% of Year 5 students show above expected growth in punctuation and grammar. 44% of Year 3 students are in the top 2 bands for writing and 15.1% of Year 5 students. 62% of Year 5 students show above expected growth in writing.

40% of Year 3 students are in the top 2 bands in numeracy and 21.1% of Year 5 students. 20 Year 5 students out of 34 students show above expected growth in numeracy. 59% of Year 5 students show above expected growth in numeracy.

In 2017 no Aboriginal students completed NAPLAN at Bundeena Public School.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. During 2017, students, teachers and parents were invited to participate in the *Tell Them From Me* survey.

The student survey was completed by students in Years 4, 5 and 6. Sixty nine students completed the survey in April and seventy three students completed the survey in September. The student survey was based on the most recent research on school and classroom effectiveness. The survey report provides highlights based on student responses.

- 82% of students participate in sports, the NSW Government norm for these years is 83%
- 53% of students participate in extracurricular activities; the NSW Government norm for these years is

55%

- 87% of students had positive behaviour; the NSW Government norm for these years is 83%

- 88% of students tried hard to succeed; the NSW Government norm for these years is 88%

- 48% of students had scores which placed them in the desirable quadrant with high skills and high challenge; the NSW Government norm for these years is 53%

4 parents responded to the parent survey in 2017 making it difficult to gather very accurate data. The survey includes 7 separate measures of parents' perceptions of their children's experiences at home and school. The key responses are outlined below:

- parents feel welcome at Bundeena Public School
- parents are informed

All staff completed the learning survey, the survey is grouped to assess 8 of the most important drivers of student learning and four dimensions of classroom and school practices. The key responses are outlined below:

- distribution of teacher scores across the 8 important drivers of school learning was rated highly across all drivers, especially leadership, collaboration, learning culture, data informs practice, teaching strategies and inclusive school

- distribution of teacher scores across the 4 dimensions of classroom and school practices was rated highly across all dimensions, being challenging and visible goals, planned learning opportunities, quality feedback and overcoming obstacles to learning

- In all of the areas, teachers have rated Bundeena Public School as performing higher than the average rating of teachers in NSW who completed this survey.



Policy requirements

Aboriginal education

Bundeena Public School is committed to providing opportunities to further enhance aboriginal education at our school. In 2017 we continued to have cross curriculum priorities embedded into teaching and learning programs with particular emphasis in the Learning Areas of History and English. As a school we continue to use the 'Acknowledgement of Country' and sing Advance Australia Fair including a verse in Dharawal at all assemblies and formal occasions. In Term 3 Aboriginal and Torres Strait Islander Day helped celebrate aboriginal culture by having a guest performer teach the student body about aboriginal perspectives.

100% of our Aboriginal students were able to attend Koori Kids excursion which included a reflective smoking ceremony. Students then explored the local environment to make connections to culture. Our primary students engaged in a fishing experience whilst our Stage 1 students explored the wetlands and participated in art and science activities. This excursion also further enabled these students to make connections with other schools in our network and with Aboriginal culture.

Another highlight of the year was the awarding of a 'Deadly Award' to a Year 2 student for his consistent effort and hard work at school. This was a proud moment for the student, his family and the school. 2017 saw the opening of the Dharawal culture trail in our bush setting. This was done in collaboration with the Mob and the DoE Aboriginal Education team. Teachers also worked with the Environmental Education Team to create a resource to assist teachers to teach Aboriginal perspectives using the school environment. The school received an Ultimo network Award commending this outstanding project.



Multicultural and anti-racism education

At Bundeena Public School we promote a shared vision of Australia based on intercultural understanding and community harmony. Within our school, approximately 13% of students have a language background other than English. Teachers in the school program and assess using the English curriculum, with units that focus on cross curriculum priorities and general capabilities that encompass intercultural understanding. EALD teachers work closely to support class programs by team-teaching or withdrawing students with additional needs. They program using the ESL scales, in line with the English syllabus, to ensure that students develop the necessary language required to access the academic language of class programs. We celebrated Harmony Day earlier in the year through a variety of activities to develop understanding of the diverse cultural, religious and language backgrounds of our students. Students were entertained on Harmony Day by a special performance, learning about effective strategies for dealing with bullies. As reported in the *Tell Them From Me* student survey, bullying at Bundeena Public School is well below the NSW Govt norm of 36%, 23% reported being victims of bullying. Our whole school approach to anti-bullying is a strategy to address multicultural education so that all students are provided with a safe and supportive school environment. One staff member has been designated to the role of Anti-Racism Contact Officer (ARCO) and is available to all members of the school community during the year to build understanding of cultural diversity and deal with any incidents that may arise.