

# Bonnells Bay Public School

## Annual Report



2532

## Introduction

The Annual Report for **2018** 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

Bonnells Bay Public School

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### Message from the school community

#### 2018 P&C President's Report

2018 has been a busy year. We have held some fundraisers for profit and others that have been not for profit to help the community and children in the school. In Term 1, School Remembered was run in conjunction with Kindy O, we held our first disco for 2018 and had our annual Easter Eggtravaganza. We were grateful to have had an amazing number of donated products which helped lower our purchase costs for our Mother's Day and Father's Day stalls. In Term 2, we had our Entertainment book fundraiser (and saw the class that returned all their books the quickest and with the most sales enjoy a paddle pop party), Mother's Day Stall and a Bunnings BBQ for the students representing us in Star Struck. Having the BBQ at Bunnings helped reduce the costs for Star Struck performers. We were also involved with several community events: we assisted with the combined event for The Biggest Morning Tea and Cupcakes for Kids with Cancer in May and we co-ordinated the bi-annual book swap in June. In Term 3, we held a Thompson's Pie and cake drive, Term 3 Disco, Father's Day Stall and started organising drawings for our Personalised Stage Tea Towels. Term 4 was a fun term and we saw our Personalised Stage tea towels come together, making a beautiful keepsake for all who purchased one. For the first time, we offered our Year 6 students the opportunity to buy signature products (photo frames, bears/owls, autograph books) which offset our contribution to the Year 6 yearbook. We also presented all of our new 2019 Kindy's with 2 books and a magnetic puzzle at their final orientation day. Finally, we organised a Mega Community Christmas Raffle with donations from our local community in excess of \$7,600. We are forever grateful to our amazing community for all their support. We also assisted with the second Book Swap in November. With the money from previous and current fundraisers we have been able to provide support for students as well as upgrading and/or replacing many items around the school. To support our students we have purchased three new blazers to add to the blazer pool for the student leaders, debaters and or any other children representing Bonnells Bay, new zone singlets, paid for cross country volunteer survival packs, donated \$100 to help assist lower the costs for each student who made it to State, assisted with ensuring every Year 6 student gets a Year 6 yearbook and assisted with reducing costs for our Starstruck performers. For the school, we have purchased and installed a new 900mm stove/oven for the canteen, installed a new audio system, projector and wiring in the hall, replaced the spider net on the 3-6 playground, purchased three smart boards to go in to classrooms and bought new teardrop sports banners for all four sports teams. Other achievements include establishing bylaws to help keep P&C organisation uniform (these can be changed with 28 days' notice), setting up the square for payments in the uniform shop and our fundraisers, which has proven to have increased sales in both fields, increasing the use of flexi schools for ordering in the canteen and we have begun developing new policies and procedures for the uniform shop. Thank you to the committee, volunteers, parents/carers, supportive staff and the broader community for making this year an amazing one.

Kylie Whitlam BBPS P&C President

## School background

### School vision statement

#### Safe, Respectful, Engaged Learners

The Bonnells Bay Public School learning community will:

Have high expectations and aspire to personal excellence;

Immerse students in future focussed learning;

and Thrive in a safe, supportive and inclusive environment

### School context

Bonnells Bay Public School is located on the western edge of Lake Macquarie and has an enrolment of 472 students. 13% of students identify as Aboriginal and Torres Strait Islander and 5% are from language backgrounds other than English. The school has 19 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.

The Western Shores Learning Alliance (WSLA) provides opportunities for students and staff to collaborate in a variety of activities beyond the school community.

## 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

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

the school has focused on developing the elements of Learning Culture, Wellbeing and Curriculum. Within Learning Culture the new school plan highlights the need for high expectations of all students and the importance of effective transition programs. This has been particularly evident in the strengthening of relationships between the school and its feeder pre-schools. The school is sustaining and growing in these two areas. Within Wellbeing the school has been focused on developing a planned approach to wellbeing, while ensuring that individual needs are being monitored and reviewed regularly. Positive Behaviour for Learning (PBL) has continued to be implemented and has had a positive impact on behaviour across the school. At the end of the year the principal coordinated a whole school self evaluation of wellbeing processes. Expertise from within the Departments was used to facilitate the process and to maintain neutrality when analysing results. Suggestions will be used to drive change and improvement in 2019–2020. We judge ourselves to be sustaining and growing in this area. In Curriculum, the school has focused on ensuring differentiation of content and process. SSP and THRASS have been used in K–2 and 3–6 respectively to support students in their acquisition and utilisation of phonics knowledge when spelling, reading and writing. Staff have completed the Focus on Reading professional learning package and these comprehension skills are being taught across the school. Staff have also been upskilled on the new Science and Technology curriculum in preparation for full implementation in 2019. We judge ourselves to be sustaining and growing in this area of the learning domain.

#### Teaching

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

the school has focused on developing the elements of Effective Classroom Practice, Data Skills and Use and Learning

and Development. For effective classroom practice, QTSS funding has been used to support the Assistant Principals in providing in class support for teachers within their area of supervision. This has included supporting observations within the PDP process and for teachers working towards accreditation. We judge ourselves to be sustaining and growing within this element. For data skills and use, staff were upskilled at the Term 1 School Development Day on using Excel formulas and graphs to better analyse data collected with pre and post testing. BBPS is a supplementary school for the Learning Progressions and staff received ongoing training in understanding and using the learning progressions to support their teaching. Data was collected related to Creating Texts and Additive Strategies. We judge ourselves to be delivering within this element. For Learning and Development, 'Green Time' each Monday gave teams of teachers the opportunity to collaborate on projects related to the school plan. These included a PBL team, a future focused learning team, a curriculum team and a data team. Teams were able to set and monitor milestones, develop projects for implementation, visit other schools to learn from their experiences, research current pedagogies and prepare resources for other staff to use. Staff have received ongoing professional learning to meet all mandatory requirements, have completed Focus on Reading, Seven Steps to Writing Success, understanding brain development, learning progressions, Aboriginal Education, the new Science Syllabus and deepening understanding of SEF and the school planning process. We judge ourselves to be sustaining and growing within this element.

## **Leading**

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

the school has focused on School planning, Implementation and Reporting as well as Management Practices and Processes. Regular reflective staff meetings have increased staff familiarity, confidence and ownership of the school planning process. Feedback from these meetings has been used to guide milestones for the next period. The Executive have also had the opportunity to develop their understanding of the process and to use the SPaRO online platform more effectively. We judge ourselves to be delivering within this element. In the element of Management Practices and Processes strategic decisions have been made to effectively use RAM funding to support the operation of the school and the needs of students. Administrative staff have all completed the PDP process in 2018 and have set goals to further improve their skills in light of recent changes implemented by the DoE. We judge ourselves to be sustaining and growing within this element.

Our self-assessment 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

### High Expectations & Personal Excellence

#### Purpose

To ensure a high expectations learning environment where all students and staff are given opportunities to reach their full potential, are motivated to strive for excellence and to be life-long learners.

#### Overall summary of progress

The new Literacy and Numeracy Learning Progressions were introduced to Bonnells Bay Public School staff in 2018. This DoE initiative is used to track student learning and to develop learning goals for individual students, encouraging students to achieve to their full potential. Staff engaged in professional learning by examining the role of the Progressions and PLAN2 in supporting formative assessment as part of the teaching-learning cycle. They learnt and became more confident in the ways in which the Progressions function to support NSW syllabus outcomes.

All staff completed professional learning in the Seven Steps Writing Program and have begun implementing this across the school. This program aims to transform how writing is taught in classrooms. The professional learning provided was valuable in linking research to pedagogy to allow teachers to develop a greater understanding of the writing cycle and enables them to guide their students to become powerful and skillful communicators.

All staff demonstrated personal responsibility for maintaining and developing their professional standards, by using them as a reference point for improvement and development of practice. The school's leadership team implemented principles of evaluative thinking and continually monitored the impact of programs and approaches used by its teachers.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Progress and achievement of equity groups, including ATSI students, within the school is equivalent to the progress and achievement of all students in the school.	SLSO 5 days a week to support ATSI students  SLSO 5 days a week to support low SES students and students with low level disability	The number of ATSI students has increased this year.  In Year 3 the gap has reduced in numeracy, reading and writing and is the closest since pre 2013.  In Year 5 the gap has remained constant with improvement in reading. There was a disparity in writing this year.  Students in the lowest SES quartile in Year 3 have equal growth to other students. In Year 5, this is an area that needs further improvement.
Student growth matches or exceeds state expected growth in reading, writing and numeracy.	LaST teacher delivered programs to Year 3 & Year 5 students in Term 1 targeting reading skills in preparation for NAPLAN.	Year 5 students exceeded state growth in reading and writing. Numeracy will be a focus in 2019–2020.
School data demonstrates that all students achieve one year's growth for one year's learning		Professional learning for staff in tracking progress using the literacy and numeracy progressions. Staff tracked 'creating texts' and 'additive strategies'.

#### Next Steps

During 2019, Bonnells Bay Public School will provide further development for all staff in data collection processes. We will endeavour to embed formative assessment practices across the school to encourage students to become increasingly reflective on their learning and ensure teachers are using the feedback from students to improve teaching and learning programs. Our goal is to strengthen the relationship between the school and parents by sharing more information about improvement measures, comparative data, understanding of outcomes and how to support further

progress.

Moving forward, the school aims to promote a consistent and practical school-wide approach to the assessment and reporting process. This can be achieved through the provisions of team planning and reflective days. This will allow teachers to collaborate on lesson planning to facilitate professional dialogue and enable consistent teacher judgement for assessment and reporting processes.



## Strategic Direction 2

### Future Focused Learning

#### Purpose

To equip students with the skills to become collaborative, creative and critical thinkers who effectively communicate their ideas in a diverse and dynamic technology driven society.

#### Overall summary of progress

Throughout 2018 our goal was 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 incorporating future focused learning.

A team of teachers was established to research pedagogy involved in future focused learning that utilised resources provided by the NSW Department of Education including the examination of other schools' journeys. Members of the team visited other schools to view their programs. Teachers attended professional learning to update knowledge and these skills were shared with the wider staff during later sessions.

A Business Day was completed in Term 3 which involved all students from K–2. Groups were chosen at random and students from various grades worked together to complete the project. The students had the opportunity to use school currency to purchase objects that other groups had created. Feedback from the students was very positive.

A whole school STEAM Day was held in Term 4 where students worked in small K–6 groups to explore and develop solutions for a variety of engineering tasks.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of future focussed teaching and learning practices in all teaching programs.	Various teachers were given time off class to contribute to the organisation of Future Focused initiatives.	Business day was completed for K–2 and the day will be refined and improvements made for 2019.
Increase the percentage of students in the top two bands in literacy and numeracy.	10 hours of release for data team twice a term.	There has been some improvement but not in all areas. There has been a reduction in students in the bottom band.

#### Next Steps

A Microsoft team will be established to distribute professional readings based around future focused learning strategies to help develop staff knowledge.

Visiting other schools will be a major focus for 2019. This will help to identify what other schools are doing so that we can incorporate this into our teaching and learning programs.

Numeracy and mathematics will be a focus in 2019 with staff looking at classroom pedagogy and best practice in the teaching of mathematics.

## Strategic Direction 3

### Wellbeing

#### Purpose

To create a safe and supportive environment where each student thrives and is empowered to be successful emotionally, physically, socially and academically. Students will develop the skills to be independent, confident and successful global citizens.

#### Overall summary of progress

The Learning and Wellbeing team have put processes in place to ensure efficient methods are designed for supporting student learning. Meetings were streamlined to retain focus, TPL was provided to upskill staff on Access Request Submissions and processes developed to track referrals to ensure referrals were actioned in a timely manner.

Annual completion of the School Assessment Survey (SAS) is actioned by the PBL team to examine staff perception of the current status of the behavioural support systems in the school. The SAS has demonstrated that staff view 82% of our school wide settings are in place, 15% partially in place and 4% not in place. 77% of Non Classroom settings are in place, 21% partially in place and 2% not yet in place. Although we have not yet begun our Classroom Systems implementation, 77% of staff perceive systems are in place, 23% partially in place and 1% not yet in place.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A well-being self assessment tool demonstrates improved learning culture.	\$3000	The School Assessment Survey indicated significant improvement in the year 2017 to 2018. On our School Wide Systems we improved from 68% to 82% of expectations being in place. We also saw a 10% increase from 67% to 77% on Non Classroom Settings.
TTFM well-being data demonstrates an increase in the number of students who feel a sense of belonging and that they have an advocate within the school.	\$0	Our Tell Them From Me survey has shown a 6% increase of our student population Years 3–6, indicating they feel a positive sense of belonging at school. 77% of our students indicated positively to this question. 81% of our students 3–6 indicated that they form positive relationships at school.

#### Next Steps

An increase in our Tell Them From Me data shows we are working towards this goal, however, we would expect to improve upon 77% of our students indicating a sense of belonging. To build this, we will continue and improve upon the opportunities offered to students so that all students have a range of events that they can engage in to connect with the school. A sense of belonging will be increased through increased parent and caregiver contact to ensure holistic information about each student's wellbeing and learning needs are considered by all teaching staff. As a PBL school, the continuing focus will be on maintaining an effective learning environment with a focus on every child following our core values of being a safe, respectful and engaged learner. Our core values are designed to empower students to be successful emotionally, physically, socially and emotionally. In 2019 we will be moving towards implementing PBL classroom systems to support school procedures. In 2019 we will also be using the Wellbeing Assessment Tool to measure our success within the learning domain and use it to supplement the data received through our annual Self Assessment Survey.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>2 SLSOs employed – one for 2 days a week and one for 3 days a week</p> <p>\$ 60826</p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$6 250.00)</li> </ul>	<p>Increase in mentoring being offered to students., including BroSpeak being implemented across two terms.</p> <p>Increased focus and engagement in the classroom with one on one support in literacy and numeracy.</p>
<b>Low level adjustment for disability</b>	<p>Additional SLSO support in classrooms</p>	<p>Supporting transition to class for students with additional needs. Assisting with group work and providing one on one support.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>APs off class one day a week = 4 days a week</p> <p>\$80 000</p>	<p>PDP goals were achieved by staff with all staff having a minimum of two observations during the year.</p> <p>Teachers were supported in their classrooms with behaviour management strategies and best practice in their teaching.</p>
<b>Socio-economic background</b>	<p>Interactive panels</p> <p>Student assistance</p> <p>SLSOs</p>	<p>3 new panels enabling all classrooms to have effective technology</p> <p>Assistance for uniforms, Stage 2 camp and school events, resulting in increased levels of participation</p> <p>Ensuring that all classes received some support each week and that high needs students were fully supported, improving outcomes for all students in the class.</p>
<b>Support for beginning teachers</b>	<p>Additional 2 hours RFF and 1 hour mentoring time each week for four beginning teachers</p> <p>Beginning teacher conference held at school</p> <p>\$82716</p>	<p>Opportunity for support to meet individual career needs including; classroom observations, visits to other schools, support with programming and completing accreditation.</p> <p>Conference enabled access to further resources within the DoE and facilitated networking between local teachers.</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>1 day a week for 6 months to support new arrival</p>	<p>Increased language acquisition. Facilitated achievement in numeracy.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	218	218	238	246
Girls	203	219	215	225

Student numbers increased to a 19th class with a new class being formed mid Term 1. Enrolment of boys has exceeded the enrolment of girls in 2018 and in 2017.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	96.2	93.5	91.9
1	95.2	92.8	93.2	92.8
2	94.7	95.2	92.5	91.1
3	94.3	94.2	91.5	91.2
4	93.5	93.5	94	91.8
5	95.1	92.6	92.3	91.6
6	95.2	93.7	93.1	88
All Years	94.7	94	92.9	91.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Bonnells Bay Public School has slightly lower levels of attendance than the state. In order to maintain and restore regular school attendance we have established sound attendance monitoring practices and regular follow-up of unexplained absences. A range of school based strategies are implemented to resolve attendance difficulties that have the welfare of the student as their focus. These include: student and parent interviews via phone calls, letters or parent and teacher interviews, referral to Assistant Principals and

referral to the school counsellor or the development of a school based attendance improvement program. If these interventions prove unsuccessful, support from the Home School Liaison Program is requested and a formal Attendance Improvement Plan may be put in place.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.32
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Administration and Support Staff	3.78

\*Full Time Equivalent

There are two teaching and two non-teaching members of staff 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

Throughout 2018, staff completed professional learning to support the implementation of the school plan and to ensure that all staff completed mandatory training.

Mandatory training included the Code of Conduct update, Child Protection update, CPR training and anaphylaxis for all staff as well as WHS inductions for any new staff members.

Writing was identified as an area of need for students. All teachers completed Seven Steps to Writing Success during the Term 2 School Development Day. Teachers collaborated to develop programs in narrative and persuasive writing incorporating the "seven steps".

"Green time" was introduced on Monday afternoons,

enabling teachers to work in teams to research and develop programs to meet the school's needs. These teams were for data, future focused learning, PBL and curriculum.

BBPS was identified as a supplementary school for the introduction of the learning progressions in literacy and numeracy. The principal and key staff attended training in the learning progressions and then presented relevant information to staff. The staff determined focus areas within the progressions for implementation and deepened their understanding and fluency with these areas. K–2 staff recorded data for all students in these areas, while Years 3–6 staff focused on 5 students in each class.

The future focused team developed programs within STEAM, leading to implementation of Business Day in K–2 and a whole school STEAM day later in the year.

The PBL team participated in online training throughout the year and attended training days with members from within the WSLA schools. The PBL team reported on behaviour data to the staff each term and continued to provide support with behaviour management systems.

The curriculum team attended training and presented information to the staff on the new Science and Technology Syllabus in preparation for implementation in 2019. The team researched ideas and developed a Scope and Sequence for K–6.

The school participated in the Got It! initiative – a collaborative venture between the DoE and the Department of Health. In Term 3, K–2 staff completed training on the implementation of the Fun Friends program and proceeded to implement it with their classes throughout the term. All staff received training in understanding the brain and the impact of trauma on brain function. The LaST worked with the Got It! team to deliver the intensive program to eight targeted students and their families each week throughout Term 3.

All teachers are now a part of the accreditation process as staff who began teaching prior to 2004 were absorbed into the system from January 2018. These teachers are now all working towards achieving maintenance in 2023. Two temporary teachers achieved accreditation at proficiency in 2018 and two teachers reached maintenance. The principal organised a Beginner Teachers Conference which was held at the school and involved beginning teachers from within BBPS as well as from the broader Lake Macquarie area. The conference was facilitated by input from the Teacher Quality Adviser and teachers and principals from the local area.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	22,539
<b>Revenue</b>	4,218,322
Appropriation	4,042,988
Sale of Goods and Services	7,667
Grants and Contributions	166,455
Gain and Loss	0
Other Revenue	0
Investment Income	1,212
<b>Expenses</b>	-4,003,518
Recurrent Expenses	-4,003,518
Employee Related	-3,623,580
Operating Expenses	-379,938
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	214,804
<b>Balance Carried Forward</b>	237,343

The Principal and the School Administration Manager meet on a regular basis to discuss the budget and to ensure that funds are being journalled correctly and regularly.

The majority of school funds is spent on salaries for staff, including over \$300 000 for School Support Learning Officers.

Unspent funds are being directed to student programs in 2019, including funding participation for all students in Sports in Schools programs (\$50000) and additional Learning and Support teacher for three days a week (\$60000). Some funds are put aside for capital works such as fencing of the school and replacement of equipment (\$80000 in 2018)

## Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	3,143,991
Base Per Capita	87,596
Base Location	0
Other Base	3,056,395
<b>Equity Total</b>	422,587
Equity Aboriginal	60,826
Equity Socio economic	203,507
Equity Language	3,876
Equity Disability	154,378
<b>Targeted Total</b>	174,301
<b>Other Total</b>	134,726
<b>Grand Total</b>	3,875,606

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

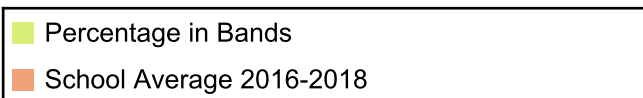
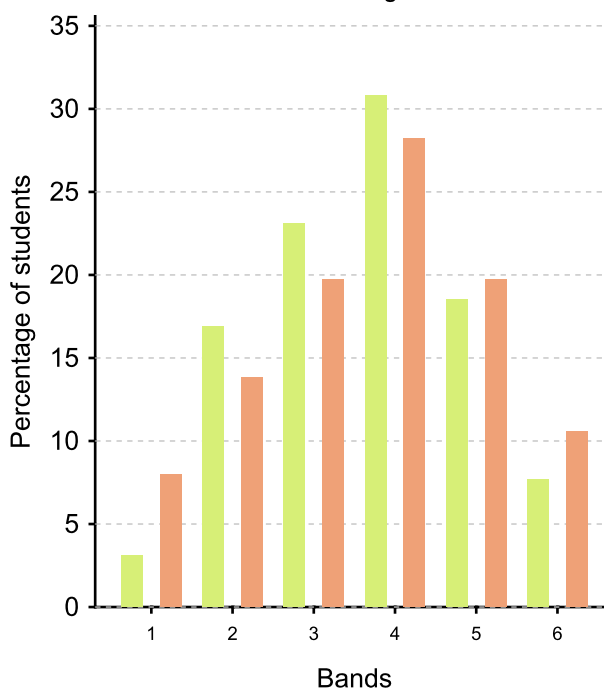
Year 5 NAPLAN results in 2018 show that 30% of our

students achieved within the top two proficiency bands. This is 5% higher than our averaged results over the last 3 years. We have shown a growth in students from Band 4 into Band 5, indicating positive growth across the cohort. We had no students in Bands 1 and 2 and reduced our percentage of students in Band 3. This demonstrates 98% of our students met or exceeded minimum national standards in 2018.

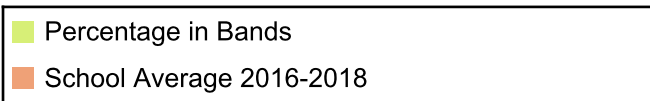
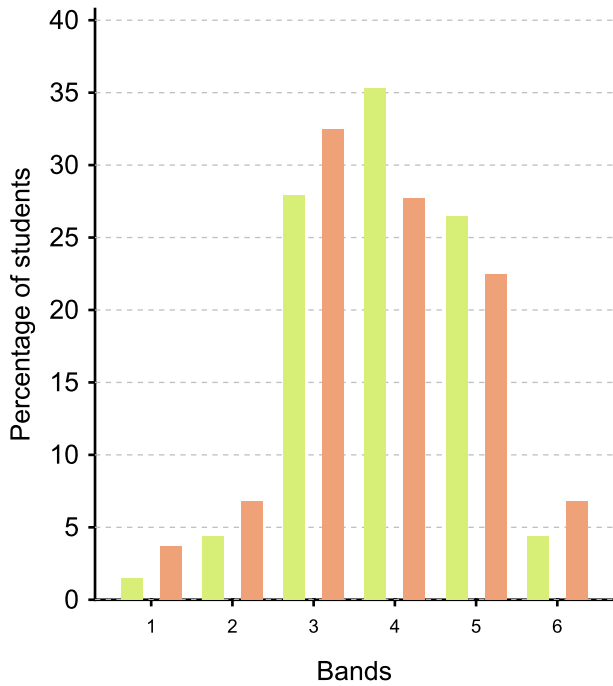
Year 5 Writing results show 10% of our students achieved results within the top two proficiency bands. The Band 1 result is an indication of a non attempt by a student. 88% of our cohort met or exceeded minimum national standards in 2018. Writing is a targeted strategy across the school, through the implementation of the Seven Steps to Writing program, in an attempt to move the results in 2019 and 2020 into the higher bands.

Year 3 NAPLAN results in 2018 show that 20 % of our students achieved in proficiency bands 5 and 6 for reading. There was a significant reduction in the number of students achieving at band 1 level compared to the previous year. This could be attributed to the school's commitment to literacy programs including Focus On Reading and the SSP spelling program utilised in K–2 classrooms. Whilst, 30% of students achieved proficiency in bands 5 and 6 of writing, with a reduction in the number of students achieving in the lower 2 bands.

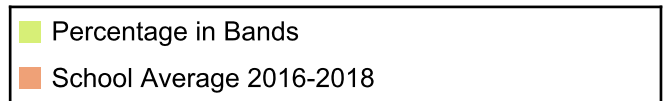
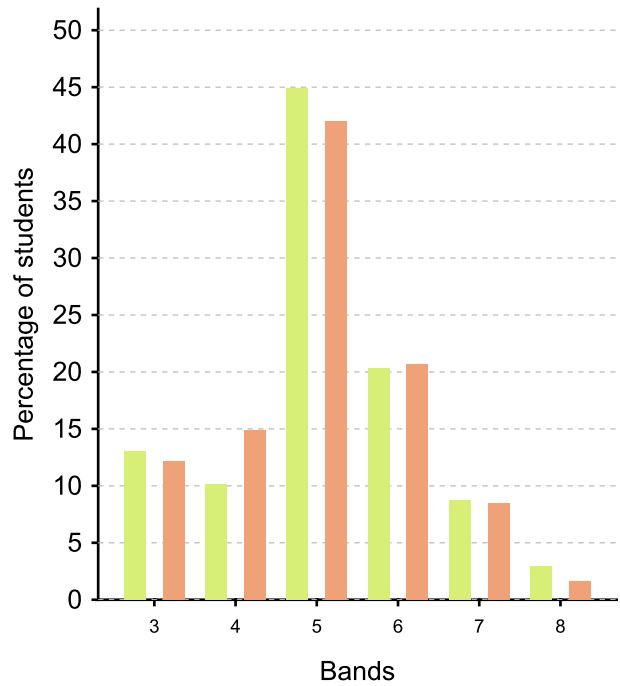
Percentage in bands:  
Year 3 Reading



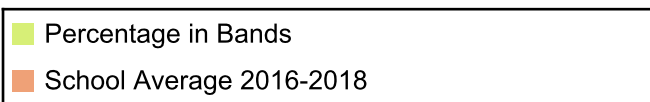
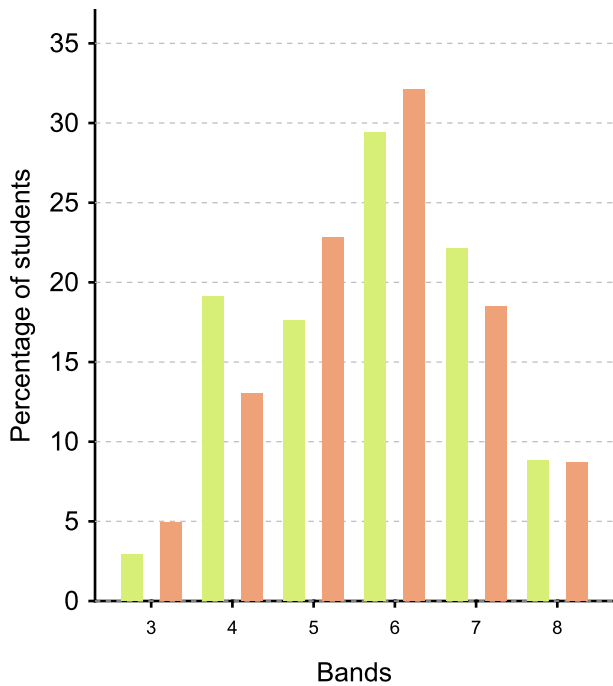
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Writing

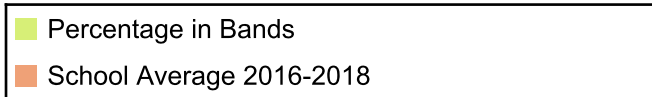
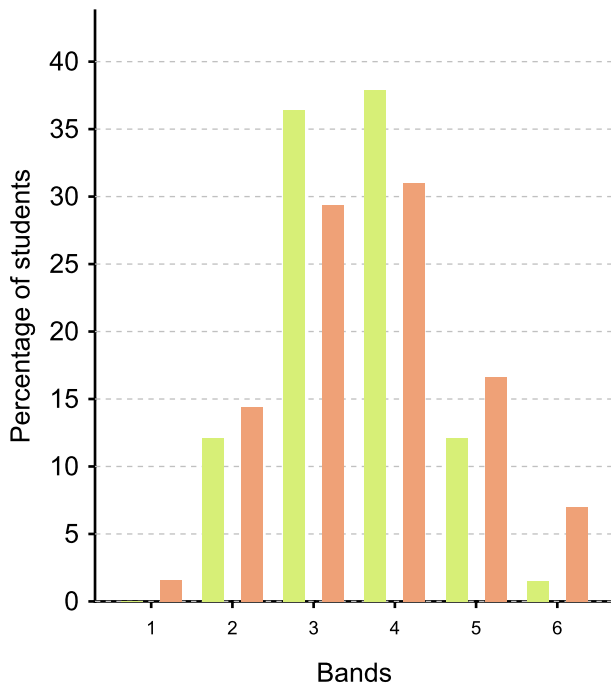


**Percentage in bands:**  
Year 5 Reading



Year 3 NAPLAN results in Numeracy showed considerable growth from the previous year. Results indicate that zero students placed in the band 1 category and we also had a reduction in the number of students in band 2. 2018 results indicate that 50 % of students achieved at a band 4 level or higher. Mathematics has been identified as an area that will be targeted in 2019 through the allocation of TPL opportunities to ensure that we are meeting our students' needs and working towards achieving growth in all areas of mathematics.

**Percentage in bands:**  
Year 3 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.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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## Parent/caregiver, student, teacher satisfaction

The school continues to enjoy frequent and open communication with parents/caregivers and the majority of feedback is positive, with parents seemingly appreciative of the school's efforts to help students reach both their academic and social potential. There is constant communication between the school and parents/caregivers with an increasing level of email and phone applications being utilised.

The Tell Them From Me survey measures a variety of indicators based on the most recent research of school and classroom effectiveness.

The student survey conducted at Bonnells Bay Public School in 2018 for students in years 4–6 showed:

- 95% of students believed that schooling is useful in their everyday life and will have a bearing on

their future.

- 86% of students have friends at school they can trust and who encourage them to make positive choices.
- 82% of students do not get in trouble at school for disruptive or inappropriate behaviour.
- 83% of students try hard to succeed in their learning.
- 81% of students believe that important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives.

Bonnells Bay Public School was proactive in seeking feedback from parents and as a result we had 85 parents/caregivers completing the Partners in Learning Parent Survey. The survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

The results from the survey showed:

- 81% of parents/caregivers felt that they could easily speak with their child's teacher.
- 82% of parents/caregivers encourage their children to do well at school.
- 78% of parents/caregivers felt that their child is encouraged to do his/her best work.
- 88% of parents/caregivers believe that their child is clear about the expectations for school behaviour.
- 74% of parents/caregivers were of the opinion that teachers listen to concerns that they have.

The Focus on Learning Teacher Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms.

One is 'effective schools' which has identified the most important correlates of student outcomes.

The second paradigm, related to Dimensions of Classroom and School Practices.

The results from the survey showed:

- 82% of teachers felt that school leaders have supported them during stressful times.
- 85% of teachers have talked with other teachers about strategies that increase student engagement.
- 80% of teachers help students set challenging learning goals.
- 87% of teachers use two or more teaching strategies in most class periods.
- 86% of teachers discuss assessment strategies with other teachers.

## Policy requirements

### Aboriginal education

Student Personalised Learning Plans (PLPs) were completed in Term 1 with either Lewina Gambrill (SLSO and AECG member) or Kristie Hamilton (teacher and AECG member) in attendance for support. PLP's were



reviewed during Term 3 and finalised during Term 4.

Karin Hird, Kristie Hamilton and Lewina Gambrell attended AECG Meetings throughout the year to discuss what BBPS was doing for Aboriginal Education at our school. Michael Green (teacher) attended some meetings to discuss Bro Speak.

WSLA Aboriginal Education Team Meetings were attended by Karin Hird and Kristie Hamilton. The final WSLA Aboriginal Education Team meeting was also attended by Michael Green, where Kristie Hamilton informed them that she will be at a different school in 2019 and that Michael would be joining the team for BBPS.

During Term 2, on Thursday 28 June 2018, Lucas Proudfoot performed at BBPS. He is a member of the Tweed Coast Bundjalung/South Sea Islander Community with a background in professional surfing, music and traditional Aboriginal dance.

Lucas is an 'Australian Indigenous Education Ambassador' with DEEWR and has performed in over 25 countries worldwide, merging his many talents into a one-man performance that is highly interactive and informative about Australian Indigenous cultures. He does this in a dynamic, fun and informative show where students learn about different aspects of Australian Indigenous culture through a contemporary and interactive musical performance. This solo performance features guitar, stomp box and didgeridoo plus other indigenous instruments including clap sticks and boomerangs. The format is interactive with audience participation a key component. The songs performed in the show are all original compositions by awarded songwriter, Lucas Proudfoot. Two 1 hour shows were held, a K-2 session and a Years 3-6 session. The cost was \$5 per student.

NAIDOC Day Activities were held in the last week of Term 2. There was a day of celebration where Years 3-6 rotated through four activities each in the morning and K-2 rotated through three half hour activities each in the middle session. We had Aboriginal community members attend to run some of the activities: Dance, Artefacts, Elder Storytelling, Weaving and Aboriginal Art. We had student teachers (from university) who were trained in the Indigenous Games activities to run two group rotations with teacher support. Two student teachers also ran an Awabakal Language rotation that was run via a PowerPoint that had been made in Term 2 with the support of Anthony Cain, (Aboriginal language teacher who taught language in Term 2 at BBPS). A face painting activity was also run by a student teacher with support from a teacher. The total costing of the day was approximately \$4000.

During Term 1, Aboriginal students went on a Site Excursion to the Awabakal Environmental Education Centre. K-2 students had the opportunity to investigate the connection of people to places and the location of places along with elements of the weather. They also took a short walk to Little Swamp to learn about the cultural heritage at this location and participate in a cultural play and did an investigation and examination of traditional tools used by the Awabakal people.

Students in Years 3-6 walked through Awabakal Nature Reserve focusing on the change in the area over time including Aboriginal history and the influence of European settlement including sand and coal mining. They examined practices and traditions of the Awabakal people, particularly food, water, shelter and plants the Awabakal people use. The day concluded with a classroom activity where all students looked at examples of tools and weapons used by Aboriginal people.

During Term 2, students participated in an Aboriginal Language workshop with qualified Aboriginal Language teacher, Anthony Cain, where students learnt how to do the Acknowledgement of Country in language, as well as participating in activities where they had the opportunity to learn other Awabakal language.

During Term 3, we had presenters from Speaking in Colour come to teach our students a Dance to be used for the Term 4 performance night. There was a male and a female dancer and they choreographed a dance for K-6 Aboriginal and Torres Strait Islander students. This cost approximately \$1100.

Year 4-6 boys participated in a Boys Didge Group every Monday morning for approximately 45 minutes. This was with the didge group from Morisset High School, and was run with Jake McDonald (MHS teacher). They had the opportunity to learn how to play the didgeridoo and really enjoyed the experience.

Aboriginal and Torres Strait Islander boys in Years 3 - 6 were given the opportunity to participate in Brospeak. This program was running every Tuesday afternoon from 1:20pm - 3:30pm and started on Tuesday 24th July and continued until week 10 of Term 3. This group was run by Mr Michael Green who is a teacher at the school and part of the Aboriginal and Torres Strait Islander team and Mr Cory Wright, who is an School Learning Support Officer. Cory assisted in teaching and mentoring the students. This program was to build stronger connections to Indigenous Australian culture by working on a range topics such as getting to know you, ground rules, connecting to country, self esteem, goal setting, time management, conflict resolution, relationships, leadership, career and celebration.

Bonnells Bay were the organisers for the WSLA event Jarjum Soar, which was held at Myuna Bay Recreational Centre. The aim of this day is to build the cultural knowledge and understanding of all students within our community of schools, through a range of cultural activities like storytelling, art and music. This event helps to form relationships between our local community of students as all Aboriginal and Torres Strait Islander students in Years 4 - 8 are invited to attend and are given the opportunity to bring a friend along. We were able to gain sponsorship through Centennial Coal, for \$2000 along with approximately 200 show bags, as well as having the Bonnells Bay bakery donate many loaves of bread and Black Pepper Butchery donate sausages at cost price. The day was a huge success with students ending the day with a swim in the pools.

## Multicultural and anti-racism education

Teaching and learning programs are in place to develop intercultural understanding, promote positive relationships and enable students to participate as active Australian and global citizens. Teachers deliver inclusive teaching practices which recognise and respect the cultural, linguistic and religious backgrounds of all students and promote an open and tolerant attitude towards cultural diversity, different perspectives and world views. Additional to the syllabus outcomes achieved, students participated in activities that promoted multicultural education and anti-racism. NAIDOC Week celebrations offered opportunities for students to engage in Indigenous culture through artwork, dance and storytelling. Harmony Day experiences enriched Multicultural education through the celebration of diversity and enhancing the sense of belonging for all cultural groups.

An Anti-Racism Contact Officer (ARCO) continues to be the contact between students, staff, parents and community members who wish to raise issues regarding racism and provide support when required. Multicultural education and anti-racism will continue to be a focus in 2019.

## Other school programs

### Public Speaking

Bonnells Bay Public School participated in two competitions, The Multicultural Perspectives Public Speaking Competition and Hunter Inter-Schools Primary Public Speaking Competition 2018. The purpose of these competitions is to build students' confidence in public speaking skills and to provide each student the prospect to share their thoughts, experiences and views on a variety of topics. The school set a high standard from both these competitions as speakers exhibited their skills in vocal projection, timing, gestures and persuasion. A successful combination of all these skills saw two students from each stage present their speech at the next level of the competition with one student moving on to the finals.

### Debating

In 2018, Bonnells Bay Public School participated in two debating competitions, The Premier's Debating Challenge and the Western Shores Learning Alliance Debating Cup. Debating is an optional activity open to all students in Stage 3. Students commit to attending lunch-time debating sessions once a week where they refine their skills in arguing at its finest. Students were provided the opportunity to attend two debating workshops with other local primary school children. Students concentrate on three areas of debating: matter, manner and method. These are transferable skills to debating in high school and future studies. The school was pleased to celebrate our Year 5 and Year 6 debating team successes and excited to learn Year 6 had won their zone debating competition.

## PMI Music

Bonnells Bay Public School offers students the opportunity to be involved in innovative and creative music programs run by external music teachers. Working in small group tutorials or individualised learning sessions, students can develop their talents in a variety of musical specialties such as guitar, keyboard and vocal skills.

### Step Back in Time

In December 2018, Bonnells Bay Public School held its biennial school performance, Step Back In Time. The theme of the concert saw classes perform dances from the 1950s to today. Held on school grounds, the evening was enjoyed by students, teachers, parents and families. Devoted staff and children spent weeks fine tuning their performance, creating their costumes and learning their songs. Everyone worked well together to produce a dazzling show and the positive community atmosphere was amplified during the whole-school finale. Extremely favourable feedback from parents and staff was expressed about the afternoon and we look forward to holding our next school performance in 2020.

### Star Struck

Students auditioned to represent Bonnells Bay in the performing arts extravaganza Star Struck in 2018. Talented dancers and singers from our school showcased their remarkable skills on stage at the Newcastle Entertainment Centre, in front of thousands of people. Presented by the Hunter area of the NSW Department of Education, Star Struck assembles over 3500 students from more than 120 Hunter primary and secondary public schools to generate this professionally presented regional event.

### STEAM Day

In Term 4 2018, the school held its first whole-school STEAM Day. STEAM is an approach to learning and development that integrates the areas of science, technology, engineering, arts and mathematics. Through STEAM, students develop key skills including problem solving, creativity, critical analysis, teamwork, independent thinking, initiative, communication and digital literacy. Our day consisted of mixing our students together to create 19 classes of children from Kindergarten to Year 6. Classes rotated between four STEAM challenges throughout the day, culminating in reflection time and a fabulous photo slideshow of the day's events. Our STEAM day was well-received by students and teachers and was a great approach to promote STEAM activities at Bonnells Bay Public School.