

Bundeena Public School

Annual Report



2018



3765

Introduction

The Annual Report for **2018** 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 community empowers students to be self-motivated and confident life-long learners equipped to meet the challenges of an ever changing world. Expert teachers build creative and critical thinking in an inclusive, inspirational environment where curiosity, respect and kindness are pivotal.

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. Our highly qualified and approachable school staff provide personalised learning to meet the cognitive, physical, social emotional and spiritual 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 as well as challenging sports programs. The school has an active Learning and 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 students of all ages socialise together.

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.

In the domain of **Learning**, Bundeena Public School is described as *Sustaining and Growing*. The school has in place a comprehensive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of our students that measurably improves individual and collective wellbeing. The kindergarten transition program has been expanded to include school readiness sessions as well as an orientation day. Our high school transition program starts at the beginning of the year with opportunities for Year 6 students to visit their local high school, teachers and parents to liaise with year advisors and the LaST for students at risk, and culminating in an orientation day. The school continues to implement Positive Behaviour for Learning and the active PBL team meets regularly to ensure all goals in the action plan are fulfilled. The collection of data from outdoor areas has helped target problem areas of the playground. The counsellor and the chaplain have worked closely together to develop the Strengths Program for Stage 3 students. The Fathering Project was launched at the beginning of the year that led to a marked increase in community participation in school events. The Tiered Fidelity Inventory showed an improvement in our universal PBL features of teams, implementation and evaluation. Teachers used the SENA, Best Start and PLAN for consistent and reliable student assessment and continuous tracking of student progress and achievement. Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of students. The staff have developed a set of formative assessment expectations. Seesaw was introduced this year to share students' work samples with parents. The new and improved online Personalised Learning Pathways for our indigenous students has allowed clear information to be communicated to parents on their child's progress and how they can continue to support their learning.

In the domain of **Teaching**, Bundeena Public School is described as *Sustaining and Growing*. The literacy focus this year has been on effective reading and writing strategies in the early years. Three teachers have been trained in the L3 program and are using these strategies in their classrooms. Literacy data is collected every 5 weeks and used to target students not reaching expected benchmarks. Executive have familiarised themselves with the Learning Progressions and are planning staff development for 2019. Appropriate resources have been purchased to support effective reading strategies. The school has collaborated with outside agencies to target kindergarten students and their development of phonemic awareness. Professional learning in 2018 through the Learning Sprints process, STEM and Building Blocks for Mathematics has promoted the most effective strategies to improve teaching and learning. Teachers have collaborated with other schools through the Southern Sydney Governance Group- Formative Assessment in STEM project. Our

school's action plan for the implementation of the new Science and Technology syllabus beginning in 2019 was shared with colleagues from other schools to embed effective practice.

In the domain of **Leading**, Bundeena Public School is described as *Sustaining and Growing*. The leadership team ensured that the implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements through their role as instructional leaders. The instructional leadership model was used to collect and analyse student data, model good practice, coach and mentor team members through their PDP goals and provide feedback after classroom observation. The leadership team meet regularly to ensure the School Plan successfully delivers ongoing, measured improvement in student progress and achievement. All staff are encouraged to join project teams and contribute to evaluations and future planning. The school has collaborated with the local Play Group and the Community Gardens to allow access to school assets and resources, delivering benefit to both the school and community. The leadership team measures student, teacher and parent satisfaction with the Tell Them From Me surveys and shares its analysis and actions in response to the findings with its community via assemblies, staff meetings, newsletters and P&C meetings.

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

Expert teachers who foster an inspirational environment

Purpose

Our purpose is to build teacher capacity through focused Professional Learning that creates a culture where teachers use high impact teaching strategies that are evidence based and add value to all students literacy and numeracy results.

Overall summary of progress

All staff completed each module in the Building Blocks for Numeracy online program. The pre survey indicated that most staff members enjoyed teaching mathematics and were confident to do so. All teachers use the syllabus and numeracy continuum to plan for maths lessons. The sample scope and sequence featured in Building Blocks module 1 was used by all staff in 2018. All staff are now assessing students using the SENA and updating results into PLAN at the end of each term. Learning Sprints were trialed by selected staff in term 2. Their feedback was used by the executive in the implementation of professional learning for the whole staff in the Learning Sprints process. Extra professional learning sessions were given for setting up the first Learning Sprint to ensure staff were familiar with the process and the tools. Two Learning Sprint cycles were completed by staff and pre and post test data was collected. The L3 training for 3 teachers was intensive but growth in student reading, comprehension and writing exceeded all expectations. 77% of kindergarten students increased between 8–15 RR levels. 91% of Kindergarten students finished the program in cluster 3,4, or 5 for comprehension and 86% in cluster 4 or 5 for writing (Cluster 4 is the expected level at the end of Kindergarten). 89% of Year 1 students increased between 10–14 RR levels. 73% of Year 1 students finished the L3 program in cluster 6, 7 or 8 for comprehension and 58% in cluster 6 or 7 for writing (Cluster 6 is the expected level at the end of Year 1).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students achieving in the top 2 bands in literacy and numeracy and the school achieves excellent value added results, above the value added by the average school.	\$2000 for Exec to train in Learning Sprints	All staff completed each module in the Building Blocks program. Staff implemented the new mathematics scope and sequence. All staff are now assessing students using the SENA and updating results into PLAN at the end of each term. Learning Sprints were implemented and staff targeted students in small groups in literacy aspects of punctuation and grammar, and numeracy aspects of whole number. Teams worked collaboratively to collect data that shows impact on student learning.
Students are achieving higher than expected growth in internal and external data showing an increasing proportion of students meeting and exceeding targets in literacy and numeracy.	\$8000 L3 Training for 3 teachers	Exec completed training in Learning Progressions and PLAN2. Two teachers and one exec trained in L3. Data was collected from Kindergarten and Year 1 students every five weeks in aspects of reading, comprehension and writing. L3 teachers using L3 programming template to program daily. Targeted students receiving support from LaST to address gaps in their learning.

Next Steps

- Staff have committed to 6 cycles of Learning Sprints in 2019. Targeted students will be those achieving in the middle bands in literacy and numeracy
- Executive participate in Learning Sprints Conference to continue professional learning.
- Sessions of Professional Learning will be devoted to using the Learning Sprints Tools.
- The PDP whole school goal will focus on teachers collecting reliable evidence that shows the impact targeted programs have on student learning.
- Pre– and post–test Sprint data/evidence of learning will be recorded in PLAN2.
- The role of student–centred leadership will continue to provide the staff with support in data collection and best teaching practice.

- Year 2 of L3 training (OPL) for 3 staff members– expanded from 2 classes to 3 classes.
- Kindergarten students will be assessed using the new Best Start procedures.
- CISP screening will be used for all Kindergarten students and speech therapy for targeted students.
- Lexile Home Reading program expanded to Years 3 and 4
- New SENA assessments will be used K–6.
- Decodable readers will be introduced K–2.
- Home Reading resources for K–2 to be updated



Strategic Direction 2

Confident, life-long learners

Purpose

Our purpose is to provide a learning environment that is innovative, relevant and engaging so students are productive and equipped with the skills for future focused learning.

Overall summary of progress

At the beginning of 2018, when surveyed, most teachers had a sound understanding of formative assessment strategies and techniques. 70% used these strategies often depending on their role in the school. During the year, staff found professional learning useful as well as the modelling of techniques from instructional leaders. Staff felt more time was needed to make resources and continue professional learning to share best practice. When surveyed at the beginning of the year, most students were still using the teacher as their main resource to activate learning, especially if content was not understood. Students were able to identify areas of concern but were unsure of their next step in reaching their learning goal. A list of must do/could do Formative Assessment Expectations were developed in consultation with the staff. Teaching staff shared formative assessment techniques that they had tried in their classrooms. More collaborative work on activating students as owners of their own learning to assist with goal setting was identified as an area of improvement for staff. The introduction of the Learning Progressions will be used to support this. Teachers identified, by a survey, their desire to observe peers using these strategies. Teachers also discussed the desire to have identified teaching mentors so formative assessment techniques could be continually discussed. At the end of the year 67% of students reported using WALT, WILF and two stars and a wish formative assessment techniques in their classroom (TTFM student survey). Staff engaged in a range of STEM workshops with schools from the Southern Sydney Governance Group and were enthusiastic about many of the programs they saw. Staff engaged in a collaborative assessment of the school's current understanding with STEM and developed a plan for future directions. Future directions include remodeling a space for robotics and other digital technologies to be taught (a multi-purpose room), developing expertise in robotics and digital technologies across the staff and updating our science scope and sequence. Explicit coding lessons for students commenced during Term 3. Demonstration STEM lesson took place during National Science Week as professional learning for staff and to promote STEM within the community. The introduction of Seesaw as a tool to share student work samples proved to be very popular with parents. 55% of students surveyed in years 4,5 and 6 (TTFM 2018) enjoyed sharing their school work with their parents on Seesaw and 34% of students shared their work on Seesaw daily. We are hoping to increase this in 2019 by having an upgraded iPad system and a Seesaw subscription that has improved functions for the teachers to access.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase of teachers using general capabilities across learning areas evident in scope and sequences, programs and observations.	\$2000 for SDD	STEM team begin planning Action Plan for teaching and learning of STEM, SDD– Whole Staff at Bankstown Leagues Club– Action Plan developed for whole school, New science scope and sequence designed to be used in 2019
Increasing range of assessment strategies that optimise learning are evident through observations, programs and reflections.	\$1000 classroom resources	All five formative assessment strategies have been implemented. Staff have developed a set of FA expectations that will be reviewed yearly and shared with new staff.
Increase in the area of student intellectual engagement from TTFM Student baseline 2017	\$10000	Scope IT coding was introduced, and selected students participated in the Top Coder competitions.
Increase in the areas of Technology and Parent Involvement from TTFM Teacher survey baseline 2017	\$2500	Seesaw was introduced as a tool to share work samples with families. Teachers developed a set of expectations for parents and staff to follow when using seesaw

Next Steps

- Review of BPS Assessment Schedule.
- Stage 3 to trial student goal setting and 3–way reporting.
- Stage 3 and Kindergarten to trial new reporting style.
- Implementation of the new Science syllabus and trialling STEM units to include Digital Technologies. School has purchased resources such as Spheros and Beebots to compliment these units of work.
- All students K–6 to participate in the Young Engineers program.
- Teachers to complete online PL– Flexible Learning Spaces.
- Classrooms to be equipped with Flexible furnishings.
- Purchase Zulu desk for upgraded system to synchronise and streamline school iPads.
- Staff to participate in the SSGG Introduction to the new PDHPE syllabus.
- One stage to trial new English unit using English Textual Concepts and Learning Processes and attend professional learning
- Staff to participate in PL in Google Suite, Seesaw and new applications available in Sentral.
- Upgrade Seesaw subscription to add new functions.
- Introduction of the online programs Literacy Planet K–2, Matific K–6 and Literacy Pro 3–6. training to be provided as part of professional learning



Strategic Direction 3

Leading with the community

Purpose

Our purpose is to develop a culture of high expectations and embedded student wellbeing to cater for the range of equity issues through a shared responsibility with the parent community.

Overall summary of progress

The PBL outdoor matrix scope and sequence was introduced and class teachers taught each area and the expectations. This is now included in the Wellbeing Policy and stated that it will be taught or revised at the beginning of each year. Large PBL signs are now displayed prominently in the school's major thoroughfares. All classes have created their own expectations and they are displayed with the Behaviour Thermometer. All classes participated in weekly Mindfulness lessons in Term 1 with the external provider, Life Skills. These lessons proved not to be very popular with the students in Stage 3. Initially they were interested and thought Mindfulness would be helpful in their lives. Most students did not practise Mindfulness on their own but believed it could help them on hot days. 33% of students surveyed felt Mindfulness made them more empathetic. After 10 weeks 32% of students found it boring. Mindfulness will be integrated into classroom teaching practices when felt necessary by the teacher. The PBL coach has been working closely with the team to achieve targets in the PBL Action Plan. The PBL team meet monthly to work through the Action Plan and report back to staff on behaviour playground problems. The Fathering Project has attracted fathers to school events, encouraging them to spend quality activity time with their child/children. The Fathering Project team of dads liaised with other schools to offer ideas and support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of family involvement in school events including parent involvement in workshops, response to surveys, and membership of P&C from 2017 baseline.		Champion dads group established, Paper Planes evening, Fathering Project info evening held, Father's Day Breakfast organised by Champion dads, Activities and schedules designed for 2019
Increased proportion of students who feel confident and resilient towards their learning from TTFM survey baseline data 2017.	\$8000 Life Skills program \$ 20000 chaplaincy program	Mindfulness lessons held weekly with Life Skills external providers. Chaplain led programs include Strengths Stage 3. Social Skills Years K and 1
Increase of staff and students using school wide expectations.	\$2000 outdoor signage \$2000 Staff training for PBL coach/mentor	PBL meetings held monthly. Action Plan implemented, classroom, PBL scope and sequence developed, expectations developed for classrooms, lessons for outdoor settings designed and taught

Next Steps

- Implementation of the Bundeena PS Anti Bullying Plan.
- PBL Action Plan.
- Focus on PBL in classroom settings.
- Chaplaincy program to continue.
- Staff to participate in PL on suicide awareness– SafeTalk presentation.
- Development of Homework guidelines.
- Sessions organised through the Fathering Project for Fathers/Father Figures.
- Fathering Project to expand and network with other learning communities.
- Fathering Project to take on Veggie Garden project.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3589	Personalised Learning Pathways (PLPs) completed using new online format. Goals shared with parents in 3– way interview. Students attended NAIDOC week at Endeavour HS. Whole school NAIDOC Week celebrations where students engaged in activities to further extend their understanding of Aboriginal culture. PLPs reviewed at the end of the year– 100% of identified students have achieved their
English language proficiency	\$18010	Two teachers have completed the EaLD course and further differentiated between LBOTE and EaLD students. From this, both teachers have provided EaLD support in class in an attempt to address student–specific needs. Timetabling has been addressed and more time allocated to those requiring further support.
Low level adjustment for disability	\$18407	Students identified who need learning adjustments through LaST meetings. In consultation with the LaST teacher, classroom teacher and parent/carer, ILPs are developed. Discussion of progress monitoring and assessment results linked to Semester 1 reporting. Review/evaluation of Term 3 goals. Interim assessments regarding Term 4 goals. Check–in with teachers throughout the year. Progress update communicated to parents. Data collection of ILP goal achievement and future directions for students in 2019.
Quality Teaching, Successful Students (QTSS)	\$35711	Coaching by Instructional Leaders to develop personal PDP goals. Classroom observations linked to PDP goal. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.
Socio–economic background	\$7950	Instructional Leader role established to support classroom teachers in the collection of literacy and numeracy data.
Support for beginning teachers	\$27000	The beginning teachers both have established well–formed routines in their classroom. They assessed and reported on the students in their class through interviews and written reports. Both have attended professional learning for beginning teachers and also towards their specific learning goals. Accreditation process completed and reviewed by supervisor.
Targeted student support for refugees and new arrivals	\$21000	Students assessed and withdrawal program timetabled. English and mathematics reported on using ESL scales and EaLD progressions. English report prepared by support teacher. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.
Location	\$23247	Mindfulness Program– Life Skills external agency. All students K–6 to participate. CISP program for Kindergarten. Jellybeans Music

Location	\$23247	Program K–6.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	92	94	106	97
Girls	95	95	98	93

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.9	96.1	93.9	96.6
1	94.2	92.5	96.8	92.9
2	96	95.4	94.4	94.7
3	95.8	94.3	94.6	93.8
4	95.5	94.7	96	93.5
5	95.9	94.2	94.3	94.9
6	95.7	93.5	94	91.3
All Years	95.5	94.4	94.9	93.9
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

At the beginning of each year staff are informed about 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 the Principal or executive and investigated. Corrections are made to rolls accordingly.

Rolls are retained for 3 years or until the year a student reaches the age of 25 if an accident is recorded. Information detailing a student's 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 take 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 school's implementation of the Schools Attendance

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.98
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2018 there were no Aboriginal members of staff at Bundeena Public School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	63
Postgraduate degree	37

Professional learning and teacher accreditation

All staff completed a minimum of three goals as part of their Performance Development Plan. These goals were aligned with the policies, aims and strategic directions of the Department and our school plan, and are clearly related to the Australian Professional Standards for Teachers. Professional learning priorities included all staff completing the Numeracy for Building Blocks online modules, L3 training for ES1 and S1 teachers and formative assessment strategies. The executive staff continued to participate in professional learning days with the Community of Schools, developing their skills with Dr Simon Breakspear and the Learning Sprints process. The executive also trained in PLAN2 and the Learning Progressions. ES1 teachers completed training in delivering the new Best Start assessment. Professional learning during staff development days and as part of weekly professional learning sessions has included training in the Code of Conduct, Corruption Prevention training, CPR, child protection, anaphylaxis, developing Individual Education Programs, using SCOUT, developing STEM units of work and the introduction of Learning Sprints to all staff. All staff are deemed proficient.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	159,976
Revenue	2,046,725
Appropriation	1,929,893
Sale of Goods and Services	-398
Grants and Contributions	115,096
Gain and Loss	0
Other Revenue	0
Investment Income	2,134
Expenses	-1,917,885
Recurrent Expenses	-1,917,885
Employee Related	-1,620,696
Operating Expenses	-297,188
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	128,840
Balance Carried Forward	288,817

Bundeena Public School uses the procedures set out in the FISH (Finance in Schools Handbook) to ensure

- accuracy, reliability and integrity of accounting and administrative transactions
- safeguarding of assets
- efficient and effective operation of accounting and related administrative systems.

At Bundeena Public School we use an integrated set of programs that include:

- Student Administrative and Learning Management (SALM) incorporating: Student wellbeing, Student management
- Schools Finance system
- Interim Enterprise Financial Planning Tool (eFPT)
- Schools HR/payroll.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,528,877
Base Per Capita	39,447
Base Location	23,247
Other Base	1,466,182
Equity Total	110,423
Equity Aboriginal	3,589
Equity Socio economic	7,950
Equity Language	18,010
Equity Disability	80,875
Targeted Total	44,241
Other Total	81,885
Grand Total	1,765,426

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.

40% of Year 3 students are in the top 2 bands for reading and 46.2% of Year 5 students. 75% of students in Year 5 show at or above expected growth in reading. 33.3% of Year 3 students are in the top 2 bands for spelling and 38.5% in Year 5. 68.8% of Year 5 students show at or above expected growth in spelling. 33.3% of Year 3 students are in the top 2 bands for punctuation and grammar, and 46.2% in Year 5. 59.4% of Year 5

students show at or above expected growth in punctuation and grammar. 30% of Year 3 students are in the top 2 bands for writing and 23.1% of Year 5 students. 65.6% of Year 5 students show at or above expected growth in writing.

44.4% of Year 3 students are in the top 2 bands in numeracy and 23.1% of Year 5 students. 62.5% of Year 5 students show at or above expected growth in 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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Four Aboriginal students completed NAPLAN online in 2018. 12.5% of Aboriginal students at Bundeena Public School obtained results in the top 2 bands of reading compared to 45.26% for the rest of the state. Targeted programs and Personalised Learning Pathways in consultation with parents have been implemented to improve student results.



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 2018, 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. Eighty students completed the survey in April and 70 students completed the survey in September. The student survey was based on the most recent research on school outcomes and climate. The survey report provides highlights based on student

responses.

- 89.5% 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%
- 80% of students had a positive sense of belonging. This increased by 13% from the first survey; the government norm is 81%
- 89% of students had positive relationships; the NSW Government norm is 85%
- 38% of students have positive homework behaviours; the NSW Government norm is 63%. This will be addressed with a Homework Review in early 2019.
- 85% of students had positive behaviour; the NSW Government norm for these years is 83%
- 59% of students are interested and motivated to learn. This increased by 6% in the second survey. This was due to the increase in STEM activities—including robotics and coding and the increase in opportunities for extra curricular activities.

11 parents responded to the parent survey in 2018 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 and can easily access their child's class teacher. Parents also found the administrative staff helpful when they had a question or problem
- parents support their children at home by asking about any challenges their child might have as well as encouraging them to do well at school and praising their child for their achievements
- parents felt there are clear rules and expectations for school behaviour and their child felt safe at school
- 55% of parents agreed that P&C activities help in improving the school
- 36% of parents surveyed would be interested in attending a workshop after school hours on Cyber bullying. This will be organised with Police Liaison Officer in early 2019.

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 2018 we continued to have cross curriculum priorities embedded into teaching and learning programs with particular emphasis in the learning areas of English and history. 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. Whole school celebrations were organised early in Term 3 to correspond with NAIDOC week and its theme. Students engaged in an afternoon of cultural activities to further extend their understanding of Aboriginal culture.

Three students attended NAIDOC celebrations at Endeavour HS. Students made connections with Aboriginal and Torres Strait Island culture. It acted as great professional learning for our staff as they were able to incorporate new ideas into our Action Plan.

The Personal Learning Pathways online individual learning programs were completed for each Aboriginal student in consultation with their teacher and parents. This streamlined process allowed the students to monitor the achievement of personal learning goals in literacy and numeracy.



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. EaLD teachers work closely to support class programs by team-teaching or withdrawing students with additional needs. They program using the ESL progressions, in line with the English syllabus, to ensure that students develop the necessary language required to access the academic language of class programs. We celebrate Harmony Day through a variety of activities to develop understanding of the diverse cultural, religious and language backgrounds of our students. As reported in the *Tell Them From Me* student survey, bullying at Bundeena Public School is below the NSW Govt norm of 36%, 29% reported being victims of bullying. Our whole-school approach to anti-bullying also addresses 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.