

Bondi Public School

Annual Report



2018



7407

Introduction

The Annual Report for **2018** is provided to the community of Bondi 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.

Michael Jones

Principal

School contact details

Bondi Public School

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Bondi, 2026

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School background

School vision statement

At Bondi Public School, every class is an enrichment class. An integrated, comprehensive, explicit and creative curriculum is paramount to meeting the academic, social and emotional needs of our learners. Our staff lead innovative quality teaching practices with consistent collaboration and professional learning. We strive to ensure that the focus of our school provides a strong sense of social awareness and responsibility as well as clear, consistent and efficient communication, which ultimately improves student outcomes. The continual development of positive respectful relationships between students, parents, community and staff is paramount at Bondi Public School. All stakeholders recognise the importance of embedding appropriate values and manners. Through a holistic approach we aim to develop children for a dynamic future where critical and creative problem solving skills will be essential to their success. These ideals underpin everything we do.

School context

Bondi Public School is a large urban beachside primary school, located in the eastern suburbs of Sydney. It was established in 1883 and has had a long and continuous history in public education. Bondi Public School has a current enrolment of 586 students across 24 classes, including 26% from a Language Background Other Than English (LBOTE). There are four on-class assistant principals and a non-teaching deputy principal.

Bondi Public School focuses on delivering quality teaching across all learning areas with high expectations underpinning strong academic achievement. The school focuses on providing outstanding literacy, numeracy, science & technology, and gifted & talented education. Enrichment classes in each stage cater for the needs of students. Bondi Public School has a dedicated philosophy teacher and Philosophy for Children is embedded across K–6. The Stephanie Alexander Kitchen Garden Program is integrated across all curriculum areas, and the school highly values the messages around fresh produce and healthy eating that the program teaches. Additional programs offered at Bondi Public School include Mandarin, Italian, Music, Sport and BounceBack. The school has an extremely strong sense of community, and is supported by an active Parents and Citizens Association.

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 we are **sustaining and growing** in the six elements.

In the domain of Teaching we are **sustaining and growing** in the four elements.

In the domain of Leadership we are **sustaining and growing** in the four elements.

GOALS:

- Implement Formative Assessment strategies effectively across the school to enhance student academic achievement and engagement levels. Promote ourselves as a 'Lighthouse' school to our community of schools so that we can support them in their own Formative Assessment journey.
- Over 80% of all students reach minimum expected growth between Y3 to Y5 and Y5 to Y7 (currently 70%).
- Increase achievement in numeracy across the school through implementing Targeted Early Numeracy (TEN) and Targeted Numeracy Initiative (TNI) K–6.

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

Delivering a comprehensive, balanced curriculum

Purpose

Our school is committed to enhancing student outcomes, particularly in Literacy and Numeracy. Students will participate in programs that are differentiated and engaging to ensure they are successful and develop as lifelong learners. We will provide meaningful learning opportunities to support and equip all students with the qualities and skills that enable them to become responsible and respectful members of the community.

Overall summary of progress

Staff deepened their knowledge of curriculum through participating in training on the Literacy and Numeracy Progressions and the leadership team identified target areas that will be a K–6 focus 2018–20. The Targeted Early Numeracy program (TEN K–2) and The Numeracy Initiative (TNI 3–6) continued to be implemented across the school. All new staff members were provided with training and all staff were supported in their classrooms through team teaching and peer observation opportunities. Timely feedback of classroom pedagogy was provided to staff during each session.

A whole school focus on spelling was launched this year and staff participated in professional learning to refresh pedagogy and metalanguage. Staff contributed to developing school-wide resources and participated in lesson observations to refine their practice. A new spelling scope and sequence was introduced.

A review of our Learning and Support procedures ensured that we were able to refine our current structure. Two School Learning Support Officers (SLSO) were employed to support the learning needs of students across the school. Our Learning and Support Teacher provides MacLit training to all SLSOs and a Community Tutor program was developed and implemented across the school.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| Increased growth in spelling, writing and number (K–6) will be recorded and monitored by Planning Literacy and Numeracy software (PLAN/2) registration with all students moving along the learning progressions. | \$18 000 | Staff participated in Professional Learning on both PLAN2 and the Literacy and Numeracy Progressions. Our Assistant Principals supported their teams to ensure that teachers were focused on our target areas. |
| Increase the number of students achieving expected growth in National Assessment Program – Literacy and Numeracy (NAPLAN) | \$5000 | Teachers used the Literacy and Numeracy progressions to track student achievement K–6. Staff have continued using Progressive Achievement Tests (PAT) to validate student learning across the school. |

Next Steps

- Continue to focus on writing, spelling and numeracy across the school.
- Refine the implementation of TEN and TNI across the school and provide ongoing training and coaching for teachers K–6.
- Teacher to be trained as a Seven Steps to Writing coach to support teachers within classrooms.

Strategic Direction 2

Staff leading Quality Teaching practices

Purpose

Our school prioritises a culture where teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. Teachers regularly use school-wide student assessment data to identify student achievements and progress in order to inform future school directions. Through the sharing and collaboration of programs and teacher expertise, training and professional learning, we promote inclusive and positive relationships within the school and learning environments. Our teachers demonstrate curriculum innovation, quality teaching and leadership capability that inspire learning and cater to students' needs. The consistent use of feedback and reflection leads to student success as a direct result of these processes.

Overall summary of progress

A committee to review the school's Performance Development Process (PDP) policy was developed and staff were surveyed. Opinions were analysed and used as the basis for ensuring that a new policy would reflect the needs of the teaching staff at Bondi Public School. A new Quality Teaching Successful Students (QTSS) role was implemented at Bondi Public School. The role was to focus on the implementation of Formative Assessment (FA) pedagogy across the school by supporting staff inside their classrooms. All classrooms utilise talking sticks and no-hands up posters are visible in each classroom. A professional learning plan was implemented that allowed all teachers to become the experts using one of the five FA strategies. Each stage presented their new knowledge during a professional learning session. Our QTSS teacher has supported the implementation of FA across our Community of Schools in the Eastern Suburbs (CoSiES) schools by creating a Formative Assessment Network.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|---|
| Improved teacher survey data reflecting that teachers provide explicit, specific and timely feedback related to defined success criteria through the use of formative assessment technique | \$10 000 | Tell Them From Me (TTFM) Survey data showed that 60% of staff members are using FA techniques in the majority of their lessons each day. All staff have engaged with the text <i>Embedded Formative Assessment</i> and have developed themselves as the 'expert' using one of the techniques from a particular strategy. |
| All staff meeting professional goals through professional learning and feedback with negotiated observations and feedback to improve professional knowledge and practice | \$2000 | TTFM data reflects that an average score of 7 out of 10 was achieved when staff were asked if school leaders had provided them with useful feedback about their teaching. A shift in the learning culture across the school is taking place. There are many opportunities for school leaders and colleagues to observe the teaching of others and to provide them with feedback that assists them to reflect on their practice. |
| TTFM survey indicates that teachers are supported to trial evidence-based, future-focused practices. | \$5000 | 100% of staff say that they feel supported in trialing evidence based and future-focused practices. Staff appreciated demonstration lessons as well as observations. |

Next Steps

- PDP policy to be implemented across the school and collaborative sessions are to be included.
- QTSS role to continue supporting staff across the school.
- Grow the Formative Assessment CoSiES school network.
- Provide the school community with opportunities to respond to surveys and be involved in focus groups.

Strategic Direction 3

Positive respectful relationships and high expectations

Purpose

Bondi Public School provides a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. Positive and respectful relationships are fostered between all students, parents, community members, and school staff. We are further developing strong, strategic and effective management in the school leadership team which fosters exemplary practice within the school community and will further a school wide culture of shared responsibility and high expectations.

Overall summary of progress

A Positive Behaviour for Learning (PBL) committee was established and had representatives from both the parent and teaching community. An action plan was developed and two internal coaches were identified and provided with training.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| A whole school approach to maintaining student and staff wellbeing strategies within the school. | \$15 000 | A regular committee meeting time was established with a dedicated team. The team gathered feedback from the school community and divided the committee into smaller working groups. Internal coaches attended network training sessions and visited other schools to understand the implementation process. Expected behaviours were compiled into a behaviour matrix and presented to the school community for consideration. |
| All students to display and reflect positively on their behaviour. | \$1000 | Students have received clear expectations about the way in which they enter and exit assembly areas as a starting point in our PBL journey. All teachers have reported an increase in engagement levels and a decrease in students requiring redirection from inappropriate behaviour. |

Next Steps

- Implementation of behaviour matrix across the school.
- Create posters that compliment the behaviour matrix that will be on display around the school.
- Create and implement a 'fast and frequent' system to ensure that teachers are providing regular positive feedback to students.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--------------------|--|
| Aboriginal background loading | \$ 7 580 | All Aboriginal students have a Personalised Learning Plan that was developed with input from students, carers and classroom teachers. All stages embedded the study of texts with Aboriginal perspectives within a variety of integrated units. All students participated in National Aborigines Islanders Day Observance Committee (NAIDOC) celebrations. |
| English language proficiency | \$21 374 | An English as Additional Language or Dialect (EAL/D) teacher was funded to work with identified students one day per week. All staff participated in professional learning on how to best cater for the needs of EAL/D students in the classroom. |
| Low level adjustment for disability | \$99 092 | A Learning and Support Teacher was funded four days per week and two School Learning and Support Officers were employed. Students from K–6 were supported in both literacy and numeracy. These interventions were tiered and discussed at Learning and Support Team meetings. |
| Quality Teaching, Successful Students (QTSS) | \$104 113 | An Assistant Principal was released from class five days per week. This 'Lead' teacher worked inside classrooms, shoulder-to-shoulder with classroom teachers providing them with demonstration lessons, observations, team teaching opportunities and feedback. Our QTSS teacher placed a focus on embedding FA techniques in all lessons. |
| Socio-economic background | \$7 580 | The school funds excursions and paid programs for students from low socio-economic backgrounds. This enables equity in terms of access to school programs and curriculum for all students. |
| Support for beginning teachers | \$63 474 | Beginning Teacher Support is used to fund additional support for early career teachers who are in their first two years of being permanent or temporary members of staff. The school uses these funds to provide the teachers with additional release time to work with identified mentors. |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2015 | 2016 | 2017 | 2018 |
| Boys | 281 | 294 | 282 | 285 |
| Girls | 276 | 301 | 290 | 300 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 94.7 | 95.2 | 95.4 | 93.2 |
| 1 | 94.1 | 94.6 | 93.9 | 94.6 |
| 2 | 93.2 | 94.2 | 95.4 | 93.3 |
| 3 | 94.3 | 94.5 | 94.4 | 94.1 |
| 4 | 95.3 | 93.7 | 94.9 | 93.2 |
| 5 | 94.5 | 95.4 | 95 | 94.7 |
| 6 | 92.5 | 93.6 | 93.8 | 92 |
| All Years | 94.2 | 94.5 | 94.7 | 93.7 |
| 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

The rate of student attendance at Bondi Public School has consistently been above the state average.

Student attendance is monitored weekly at Bondi Public School. Students who have been identified as an attendance concern are discussed weekly at the Learning and Support Team meeting. Parents of students whose attendance drops to below 85% are contacted by the classroom teacher to discuss ways in which the school can help support the family to increase attendance rates. If there is no or little improvement, a formal letter from the school is sent home and a follow up conversation from the school occurs. The Home School Liaison Officer intervenes if the school is unable to improve attendance rates.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 23.09 |
| Teacher of Reading Recovery | 0.42 |
| Learning and Support Teacher(s) | 0.6 |
| Teacher Librarian | 1.2 |
| School Administration and Support Staff | 4.06 |

*Full Time Equivalent

No members of staff identify as being Aboriginal or Torres Strait Islander in 2018

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

In 2018 all staff were required to complete the Disability Standards Course 1 and 2 in addition to the annual mandatory training requirements. Many of our staff also attended Positive Behaviour for Learning (PBL) training throughout the year. Other significant courses that staff attended were; iPad Cluster Program, Writing Workshops, ICT Writing Workshop, Science & Technology, Literacy and Numeracy Progressions, Assistant Principal Induction, Five Steps of Writing, Visible Learning, Maqlit, School Excellence, Self Assessment and Leading Improvement, Best Start and one of our staff members completed the Leadership Development Initiative.

- 78% of staff are maintaining accreditation at proficient level.
- 11% of staff are achieving proficient teacher level.
- 4% of staff are achieving Lead teacher level.
- 7% of staff are conditional or provisional status.

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 | 72,314 |
| Revenue | 5,093,102 |
| Appropriation | 4,541,603 |
| Sale of Goods and Services | 2,699 |
| Grants and Contributions | 545,887 |
| Gain and Loss | 0 |
| Other Revenue | 100 |
| Investment Income | 2,813 |
| Expenses | -4,930,062 |
| Recurrent Expenses | -4,930,062 |
| Employee Related | -4,291,291 |
| Operating Expenses | -638,771 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 163,039 |
| Balance Carried Forward | 235,354 |

All purchases and payments are made within the guidelines of the DET Finance Policy and are audited by the NSW Department of Education and Training.

There was some unusual spending patterns in 2018 as we completed a refurbishment of the library and administration area.

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 | 4,058,799 |
| Base Per Capita | 110,607 |
| Base Location | 0 |
| Other Base | 3,948,192 |
| Equity Total | 130,692 |
| Equity Aboriginal | 2,647 |
| Equity Socio economic | 7,580 |
| Equity Language | 21,374 |
| Equity Disability | 99,092 |
| Targeted Total | 49,629 |
| Other Total | 151,992 |
| Grand Total | 4,391,113 |

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

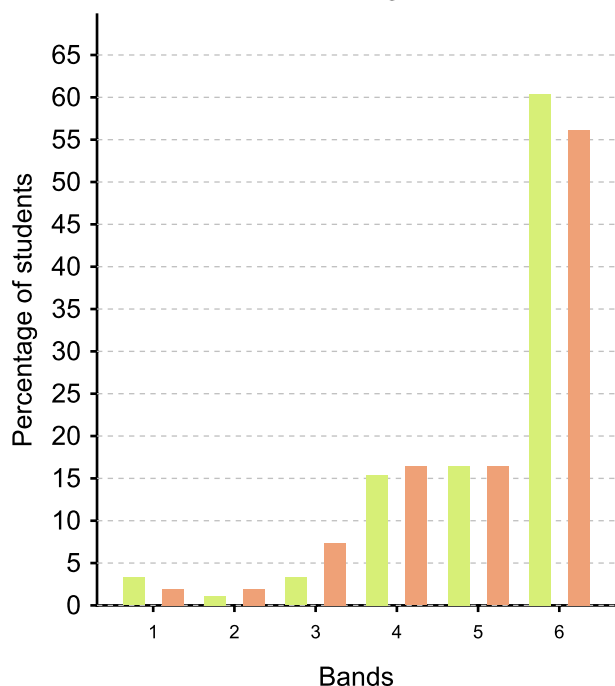
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

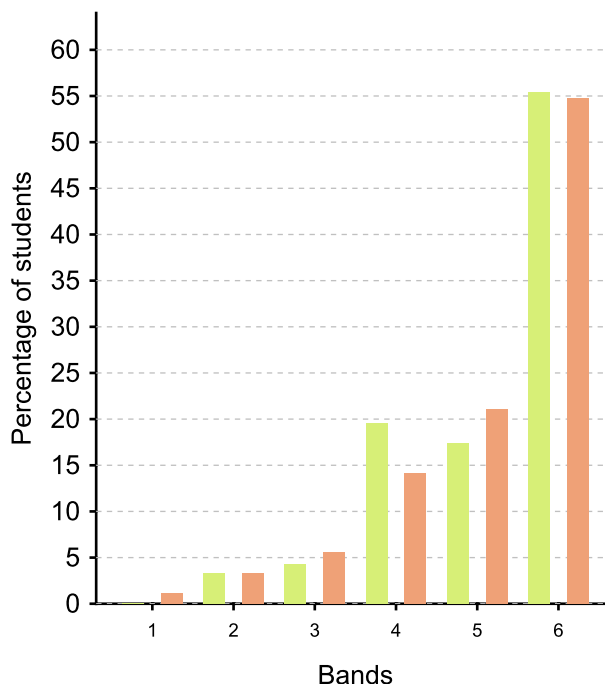
Our students achieved strong results in 2018. Our Year 3 students scored particularly well in reading and Grammar and Punctuation and our Year 5 students achieved above the state average across all areas. Our teachers received training and support in our focus areas of Spelling and Writing and we will be working towards improving these scores over the coming years.

Percentage in bands:
Year 3 Reading



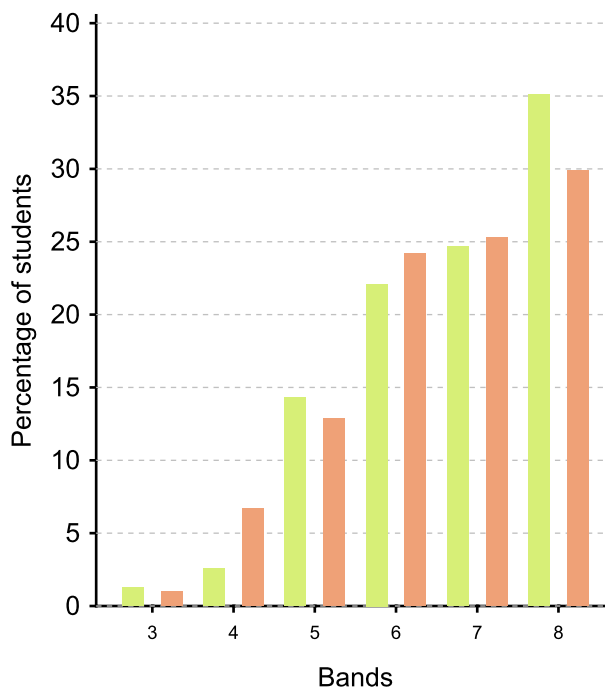
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Grammar & Punctuation



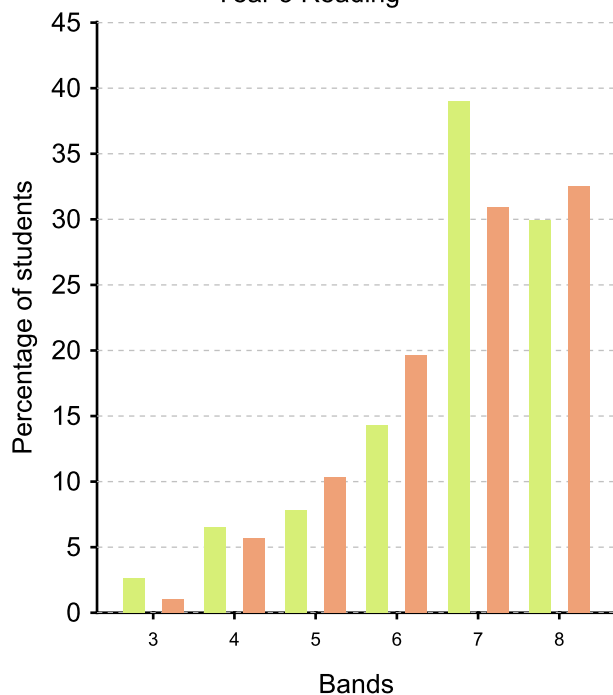
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

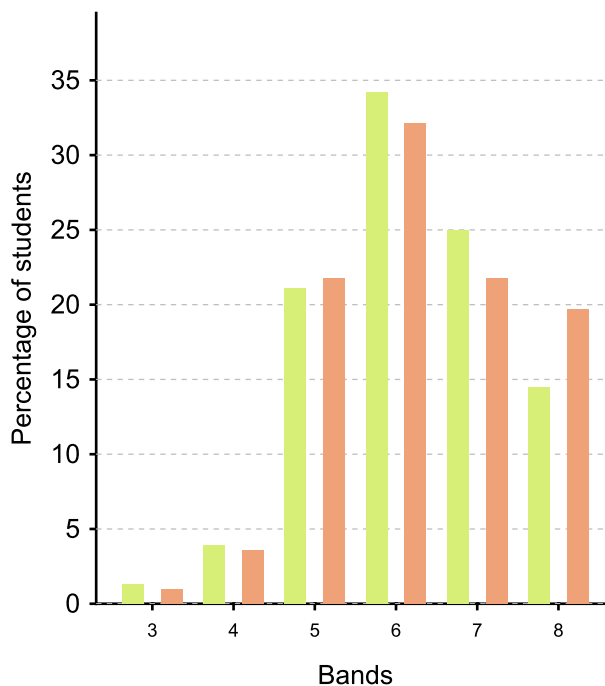
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Our numeracy results were well above the state average in both Years 3 and Year 5. We implemented streamed Stage Math groupings across Years 1–6 and coordinated a whole-school program to ensure a high level of consistency. All of our classroom teachers were provided with ongoing numeracy training and support within classrooms with the aim of continually improving student achievement levels.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

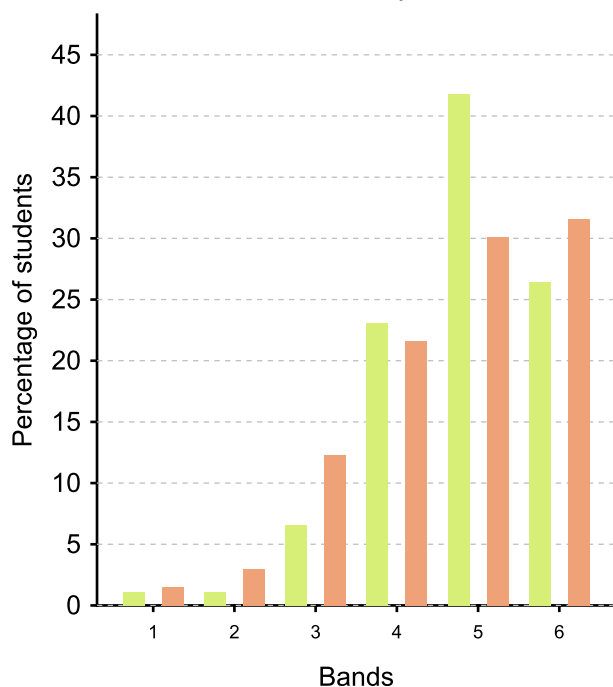
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access Bondi Public School's data.

In accordance with the Premier's Priorities: *Improving education results*, schools are required to report on student performance. Staff at Bondi Public School have high expectations of all students and they work hard to ensure that all students are achieving at their potential.

In the 2018 NAPLAN, 69% of Year 3 students and 40% of Year 5 students achieved in the top 2 bands for Numeracy.

In the 2018 NAPLAN, 77% of Year 3 students and 69% of Year 5 students achieved in the top 2 bands for Reading.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018



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. In 2018 the school executive lead tea and coffee sessions with our community to discuss different issues relevant to our school. In addition to this all stakeholders were invited to complete the Tell Them From Me surveys.

Almost 80% of students feel accepted and valued by their peers and by others at their school. 89% of students identified that they do not get in trouble for disruptive or inappropriate behaviour. The school mean for students who feel as they have someone at school who consistently provides encouragement is 7.4. The school mean of 8.1 reflects the view that most staff emphasise academic skills and hold high expectations for all students.

Our parents highlighted the fact that two-way communication improved in 2018. Over 80% of parents engage in regular conversations and meetings with classroom teachers and school executive. Interestingly the school mean for parents supporting learning at home was 5.8, which is considerably lower than the state average. 60% of parents acknowledged that the school had sought input into or about school planning, school policy, teaching practices and/or curriculum areas.

Staff once again identified that there was a strong learning culture within the school. Classroom teachers closely monitor the progress of individual students and assessments are used to inform lesson planning. Teachers across the school plan collaboratively and lessons are differentiated to meet the individual needs of students.

Policy requirements

Aboriginal education

The Bondi Public School Aboriginal Education team celebrated many milestones and successes in 2018. The Aboriginal Education team consisted of a wide range of staff from most Stages. They met every three weeks to come up with and discuss ideas and works related to embedding Indigenous perspectives at our school.

A teacher representative attended a course called 'Leading Aboriginal Education at your School' to build connections with Aboriginal Elders and specialists in schooling, gain a deeper insight into teaching students with Aboriginal backgrounds and learn more about incorporating Aboriginal culture, history and perspectives into learning.

During our NAIDOC week celebrations all students at our school were involved in a whole school, full day incursion. This included a whole school assembly with special guests, cultural dance performances from the

Koomurri Management Group, a smoking ceremony, a variety of interactive cultural workshops and performance featuring one of our Indigenous students.

In 2018 the Junior and Senior Choirs focused on some Indigenous songs and performed these to the whole school. Students participating in the Stephanie Alexander Kitchen Garden Program used traditional Aboriginal ingredients and learned about Aboriginal food to create recipes. Students at Bondi Public School also celebrated Reconciliation and Harmony Days in conjunction with the Student Representative Council.

Students participated in the Pauline McLeod Primary Schools Art competition. This art competition aimed to raise awareness of Reconciliation and enabled students to consider and express what Reconciliation means to them. The theme for the art competition was 'Our Living Cultures'. Successful finalists from our school were selected to attend an awards night where their art works were displayed. A teacher representative and some students attended the awards night at Ashfield Civic Centre and one class received an award for 'Highly Commended' in the group category.

Teachers were also provided with documentation at the start of the year outlining significant information about syllabus recommendations in the cross curriculum priority, the Eight ways of learning, resource links and ideas as well as key points about who the local Aboriginal people are in our area and the Acknowledgement of Country personalised by the captains. Teachers of Aboriginal students completed Personalised Learning Pathways for their students and half yearly and yearly assessment data was collected to track overall results.

At the end of the year the team discussed the possibility of naming the school buildings with words that acknowledge the traditional custodians of this land and have an Indigenous mural represented in the school. Some initial ground work was done to ensure this will be a focus and completed in the year going forward.

Multicultural and anti-racism education

Our school has culturally inclusive practices embedded across the school. All stages have implemented teaching and learning programs that foster students' understandings of culture, cultural diversity, racism and active citizenship within a multicultural and democratic society.

Our students are involved in weekly Mandarin and Italian lessons where they are able to learn a new language and build knowledge of Chinese culture.

All students celebrated Harmony Day and participated in class based activities around multiculturalism.