Bondi Public School

2019 Annual Report

7407

Introduction

The Annual Report for 2019 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.

School contact details

Bondi Public School
Wellington St
Bondi, 2026
www.bondi-p.schools.nsw.edu.au
bondi-p.school@det.nsw.edu.au
9130 6998

School background

School vision statement

At Bondi Public School we are committed to the pursuit of excellence through quality teaching and learning. We create an environment where positive relationships underpin our school culture. 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.

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 598 students across 24 classes, including 26% from a Language Background Other Than English (LBOTE). There are four assistant principals and a 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 and technology, and gifted and 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 music, sport and Positive Behaviour for Learning. The school has an extremely strong sense of community and is supported by an active Parents and Citizens Association.

Self-assessment and school achievement

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

Increased growth in spelling, writing and number (K–6) will be recorded and monitored by Planning Literacy and Numeracy software (PLAN/2) with all students moving along the learning progressions.

Increase the number of students achieving expected growth in National Assessment Program – Literacy and Numeracy (NAPLAN)

Progress towards achieving improvement measures

Process 1: Implement systems and practices that lead to regular consistent teacher judgement sessions and analysis of data to improve student outcomes.

Evaluation	Funds Expended (Resources)
Have students showed growth? Numeracy – students have shown strong growth in numeracy K–3. NAPLAN and Progressive Achievement Test (PAT) results show that the growth still plateaus from Years 4–5. Results show a focus on reading scales, reading fractions, ordering decimals, number lines, location and transformation and using units of measurement. Where to next? Teachers to continue working within the Targeted Early Numeracy (TEN)/Targeted Numeracy Initiative (TNI) Framework. A shift is needed to refocus on lessons within other areas of numeracy. It has been reported that as a school we lack the necessary resources so that students can complete the hands–on components of the lesson, E.g. scales, measurement, measuring etc. Writing We have significant growth in the area of writing across the school: 10% more in Year 3 and 20% more in Year 5 in the top two bands in NAPLAN 2019. Previously less then 60% of students achieved expected growth in the area of writing but in 2019 69% achieved this. Where to next? A focus on: Vocabulary, Text structure, sentence structure, punctuation. Assistant Principals to develop writing rubrics that will be used for consistency across the school.	• Teacher resources – technology • Casuals • PAT online assessment software $10 000

Process 2: Targeted tiered interventions implemented across the school in literacy and numeracy

Evaluation	Funds Expended (Resources)
What areas have been identified as needing further intervention? As a school we will continue to focus on the areas of writing and numeracy.	• 1 x casual day – $500 • Seven Steps to Writing Subscription • 1 x casual release day for K–6

Progress towards achieving improvement measures	
Our students are making growth but we would like this to improve further and for our achievement levels to be sustained. What has improved? Our spelling results have shown significant growth. We will continue to implement a whole school approach to the teaching of spelling.	Spelling demonstration lessons – $500 • 2 x casual days Learning and Support Training – $1000

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.

Improvement Measures

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.

All staff meeting professional goals through professional learning and feedback with negotiated observations and feedback to improve professional knowledge and practice.

Tell Them From Me (TTFM) survey indicates that teachers are supported to trial evidence–based, future–focused practices.

Progress towards achieving improvement measures

Process 1: Develop teacher capacity to meet their individual needs through a structured Performance and Development Plan (PDP) process.

Evaluation	Funds Expended (Resources)
How do we know that all teachers have participated in Personal Development Plan (PDP) process? A review of our PDP process was undertaken. Teachers reported that they wanted a clear process that was well supported by their Assistant Principals (AP). All teachers worked through the process with their APs and worked towards achieving their goals. Where to next? Teachers will need to complete PDP tracking sheet to monitor their progress. This will be used during meetings with supervisors. All AP's will turn one of their goals into an action research project so that they can work through it with the Principal.	

Process 2: Quality Teaching, Successful Students (QTSS) mentor to build staff capacity using Formative Assessment strategies with a focus on literacy and numeracy.

Evaluation	Funds Expended (Resources)
Formative Assessment classroom audit conducted by executive across all classrooms in the school. High evidence of implementation in the following areas: LEARNING INTENTION and SUCCESS CRITERIA that are visible in classrooms – 50% Specialist staff have implemented some elements including LEARNING INTENTION, Bump it up walls	Embedding Formative Assessment Professional Development Pack – $495

Progress towards achieving improvement measures	
EXIT SLIPS – 50% of staff are embedding them in their practice	
Where to next?	
From completing the audit the following aspects are areas to work on moving forward:	
Up–skilling new teachers in FA strategies and techniques	
Focus on the effective implementation and use of BUMP IT UP walls in writing	
Embedding HINGE POINT questions into programs	

Process 3:   Effective school–wide systems are established for documenting, referencing and providing evidence for meeting the Australian Teaching Standards.

Evaluation	Funds Expended (Resources)
Were staff going through the accreditation process well supported?	
All staff who were working through the accreditation process in 2019 were well supported by their supervisors and mentors. Staff engaged in the process documented their weekly meetings and felt well supported.	
Where to next?	
Continued support for New Scheme teachers working on their accreditation.	
Encouraging staff to work towards higher levels of accreditation.	

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.

Improvement Measures

A whole–school approach to maintaining student and staff wellbeing strategies within the school.
All students to display and reflect positively on their behaviour.

Progress towards achieving improvement measures

Process 1:   Develop a consistent approach to student behaviour through implementing Positive Behaviour for Learning (PBL).

Evaluation	Funds Expended (Resources)
What has been successful? The Positive Behaviour for Learning (PBL) team was welcomed by the school community. They worked in consultation with the P&C and student body to identify needs within the school as well as identify rewards that students will be motivated to achieve. How do we know the students are engaged in the system? All of our students can identify what our school wide expectations are. They participate in explicit lessons on school wide expectations and are actively seeking to achieve tokens by doing the right thing in the playground. Where to next? We are aiming to enhance the systems we have in place. We need to formalise the signage around the school.	$1800 for plastic tokens $720 token box $500 for signage **Funding Sources:** • PBL Internal coaching ($1200.00)

Process 2:   The learning needs and views of the community are evaluated through regular community consultation and addressed through appropriate workshops.

Evaluation	Funds Expended (Resources)
How do we know if we engaged our parent community in 2019? Our principal passed away this year and unfortunately it disrupted much of what was planned. The school worked very closely with the P&C to coordinate a memorial service that was attended by over 1000 guests. In addition to this, we held some workshops for our parents. Some of these were around PBL and our High Potential and Gifted Education Policy.	$4500 – memorial costs

Process 3:   Improve communication structures between home and the school, in areas such as school programs, school news and events and whole school direction.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

| Has communication to parents improved in 2019?

The feedback from our community highlights an increase in the number of posts received. It was decided that in 2020 we will:
　1. Cease the P&C weekly dojo update
　2. Cease class parent weekly update to parents
　3. Decrease the messages sent through the School Story | |

Bondi Public School 7407 (2019)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$2 711	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 and Islanders Day Observance Committee (NAIDOC) celebrations.
English language proficiency	$16 968	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	$104 465	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)	$104 582	Throughout the year our 'Lead' teachers worked with teaching staff on our focus areas of spelling, numeracy and writing. They worked shoulder–to–shoulder with classroom teachers providing demonstration lessons, observations, team teaching opportunities and feedback related to our focus areas. There was a continued focus on embedding formative assessment practices and techniques in all lessons.
Socio–economic background	$7 939	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	$36798	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

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	294	282	285	302
Girls	301	290	300	294

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	95.2	95.4	93.2	95.4
1	94.6	93.9	94.6	94.9
2	94.2	95.4	93.3	94.7
3	94.5	94.4	94.1	92.7
4	93.7	94.9	93.2	91.8
5	95.4	95	94.7	93.8
6	93.6	93.8	92	94
All Years	94.5	94.7	93.7	93.9
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.07
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Our professional learning in 2019 included four Twilight sessions and weekly professional development.

The **twilight sessions** focused on:
- Reflection on practice

- External Validation
- Using data with confidence
- Future focused immersion experience

Our weekly professional development plan focused on the following areas:
- ADHD
- Down Syndrome
- Positive Behaviour for Learning
- School planning: Milestoning
- Data conversations
- CPR
- Attendance and roll marking
- Numeracy and literacy planning and data analysis
- Professional Learning Communities (PLC) which focused on embedding formative assessment

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	235,354
Revenue	5,258,117
Appropriation	4,746,938
Sale of Goods and Services	1,659
Grants and contributions	493,890
Investment income	3,748
Other revenue	11,882
Expenses	-5,077,771
Employee related	-4,463,265
Operating expenses	-614,505
Surplus / deficit for the year	180,347

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	77,990
Equity Total	132,084
Equity - Aboriginal	2,711
Equity - Socio-economic	7,939
Equity - Language	16,968
Equity - Disability	104,465
Base Total	4,136,221
Base - Per Capita	137,263
Base - Location	0
Base - Other	3,998,957
Other Total	282,508
Grand Total	4,628,802

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

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 2019 the school community, including students, staff and parents, were involved in the Tell Them From Me (TTFM) surveys and an evaluation of our Specialist programs (Mandarin, Philosophy, Library, Science Technology Engineering Mathematics (STEM) and Music).

Tell Them from Me

In 2019 a total of 201 students from Years 4,5,6 participated in the TTFM surveys. The responses highlight our results on measures that are based on the most recent research on school and classroom effectiveness.

Feedback from the **student** TTFM indicated the following;
- 74% had a positive sense of belonging (down on 2018)
- 87% participated in sport (up on 2018)
- 91% do not get in trouble for disruptive or inappropriate behaviour (up on 2018)

170 **parents** responded to the Parents in Learning survey. Our school mean results indicated the following:
- 5.9 Parents supporting learning at home (minimal growth up by 0.1 on 2018)
- 7.4 school supports learning (up on 2018)
- 6.8 parents are informed (same as 2018)

Parents feel welcome at Bondi Public School and recognise how the school supports positive behaviour.

Staff identified a strong collaborative culture at the school. Indicating that they regularly work with other teachers to develop learning opportunities and to talk about strategies to increase student engagement. Teachers indicated that in most of their classes they discuss the learning goals of the lesson and are continuing to work on setting challenging learning goals in collaboration with their students. Staff have identified that school leaders have helped them improve their teaching and establish a safe and orderly school environment.

Specialist review

During 2019 the school conducted a review of our Specialist Programs (Mandarin, Science, Music, Philosophy and Library). All key stakeholders were provided the opportunity to give feedback on the programs through surveys and focus group sessions. The results are detailed below:

307 **students** from grades 2–6 were surveyed and our Student Representatives from each class were part of a focus group discussion.
- 70% of the students indicated that the Science/STEM program was most valuable to their education
- 48% of the students indicated that if one program were to collapse it should be Mandarin

137 **parents** were also surveyed and a number of parents were further involved in a focus group discussion about our Specialist Programs.
- 41% of the parents indicated that the Science/STEM program was most important
- 53% of the parents indicated that if one program were to collapse it should be Mandarin
- 27% of parents wanted to have all five Specialist Programs operating

57% of the **staff** indicated that the Mandarin program should be collapsed with some indicating that there isn't enough time for students to learn a language efficiently. Similar to the students and parents, staff indicated that STEM was the most valuable program and that it should continue.

As a result of our evaluative process and considering all key stakeholders the decision was made that for 2020 our Specialist Programs would consist of: Science/STEM, Music, Philosophy and Library. The school has made arrangements for an external group to provide a Mandarin class after school in 2020 if there is enough interest.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

The Bondi Public School Aboriginal Education Team celebrated several milestones and achievements in 2019. The Aboriginal Education team consisted of a 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.

An initiative was worked on for the first half of the year that involved the team, school captains, Indigenous students and a local Aboriginal Elder. All people involved learned a lot about one another and collaborated together to determine four meaningful names to represent our school buildings that would pay respect to the land on which our school stands. The names decided on were Arabanoo – named after a knowledgeable Aboriginal man, Bibola – meaning sunrise, Cooee – to describe coming together and Dharug – the local dialect. They enlisted Indigenous artist, Zac Bennet Brook from Saltwater Dreamtime, to create four artworks that matched the building names and were displayed in each entrance. These were unveiled during our Education Week celebrations and the community now refers to each building by their new name.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.