

2020 Annual Report

Bonnells Bay Public School



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Introduction

The Annual Report for 2020 is provided to the community of Bonnells Bay Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

Wow, what a year! Who could have imagined back in January that we would spend time learning at home for seven weeks? The COVID-19 pandemic highlighted what a fantastic team of teachers we have working at Bonnells Bay Public School as they rose to the challenge of developing and delivering online learning supported by take home learning packs. All of a sudden we were talking about meeting with students on Zoom, delivering lessons through Google Classrooms and supporting parents as they guided their children in learning from home.

The return to school was still a very different experience as we implemented a range of strategies to keep students and staff safe. Parents were no longer permitted on site without an appointment, age groups were separated in the playground, students needed to use hand sanitiser throughout the day, sports equipment needed cleaning after use and the normal activities and events completed at school each year were either cancelled or heavily modified.

As a school, we thank you, our parents and community for your support during what was a very challenging year. You did an amazing job of ensuring that our students continued to learn while at home, you engaged with teachers through Class Dojo and you were very understanding and supportive as we implemented COVID-19 restrictions. We look forward to the opportunity to have you back on site and involved in school activities in 2021.

Despite the challenges posed by the pandemic, we continued to work towards achieving our school targets. Classes had additional support through an increase in learning and support time, an increase in the number of School Learning Support Officers and through two off-class assistant principals providing support as needed. Teachers and School Learning Support Officers completed professional learning to further develop their skills in providing current educational practices to support student achievement.

Bonnells Bay Public School expanded to include two support classes in 2020. An MC and an ED class were formed to support students with additional learning and behavioural needs. It was a pleasure to see the students from these classes developing the skills and confidence during the year that enabled them to join in with whole school events such as an athletics carnival in Term 4.

In Semester 2, we completed a thorough situational analysis of where the school sits currently on a range of measures. This information will be used to develop a new school plan to drive improvement in 2021-2024.

Message from the school community

P&C PRESIDENT REPORT 2020/2021

I would like to take this opportunity to thank the community of BBPS for allowing me to represent the P&C for another year. As you are aware, this will be the last year that I plan on playing in this role and I would like to thank each and every volunteer that has assisted the P&C over the last 2 years. The P&C (and more importantly, the school community)

appreciate all the time and effort that you have contributed. You are all invaluable and we are very grateful to have your support.

My 2nd Year as President has been an interesting year to say the least!

After postponing our outdoor movie night in 2019 due to excessive smoke, we held the event in torrential rain. We had great support from the community and were thankful that people attended.

We have struggled our way through Covid and have still managed a pretty successful year in terms of fundraising.

We squeezed in a sausage sizzle at the school swimming carnival not long before we went into lockdown.

Unfortunately due to strict Covid guidelines, we were not able to hold our annual easter raffle for 2020 but have been able to prepare the new executive team for the 2021 raffle. Our volunteers were busy this week arranging approximately 50 prizes for the raffle with over \$1200 worth of easter treats being donated by our families.

The P&C had to think outside the box this year and took to social media to run stalls for Mothers' Day and Fathers' Day. With minimal outlay, we have been able to clear out the store room of old stock.

Our Mothers' Day Stall stock has been ordered and hopefully we will be able to hold our stall on school grounds in 2021.

We ran a "super silver challenge" and were blown away by how easy it can be to make some money when we encourage a little bit of competitive encouragement between classes.

The P&C tried something new this year and signed up with "Dinkleboo" fundraising. This was a nice easy fundraiser where we didn't have to dedicate too much of our time and received a small amount into the account simply by our community shopping.

Our Canteen was the "Saving Grace" for 2020 and kept the P&C afloat for the year with \$10 000 being transferred into the main P&C account. A huge thank you to Linda, Kerry and the volunteers who prepare meals and serve our students with a smile.

Our Uniform shop and its volunteers have had a very busy year adapting to predominantly utilising our online store for uniform purchases. Thank you to Kylie, Nat and the few volunteers that assisted with the smooth running of the uniform shop for this year.

We had a little bit of fun along the way by supporting the Premiers Sporting Challenge by rewarding top performing students with a complimentary canteen lunch and running a colouring in competition for Halloween with the prizes of gift cards being donated by our local Bunnings. All stages were also given funds to put toward their end of year party day.

Cheralee Steel

P&C President

School vision

Safe, Respectful, Engaged Learners

The Bonnells Bay Public School learning community will:

Have high expectations and aspire to personal excellence;

Immerse students in future focused learning;

and Thrive in a safe, supportive and inclusive environment

School context

Bonnells Bay Public School is located on the western edge of Lake Macquarie and, at the end of 2020, has an enrolment of 430 students. 18% of students identify as Aboriginal and Torres Strait Islander and 5% are from language backgrounds other than English. The school has 19 classes and is dedicated to maximising student outcomes through quality teaching and learning programs. The staff are supported to integrate technology into classroom practice. Differentiation of literacy and numeracy programs is a school priority. Our school has a dynamic staff who share a genuine partnership with positive students, an active and supportive parent body and the wider community. The school and the community have high expectations of students and value the provision for a variety of innovative learning opportunities.

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

Self-assessment and school achievement

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 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.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Analysis of the SEF S-aS has identified key elements and themes for consideration in the School Improvement Plan (SIP). This process highlights the components within the statements to be addressed as a critical need for school improvement.

Delivering in Data skills and use and in Student performance for the past two years. Theme level drilldown shows that although teachers have good practices in collecting data there is a deficit in effectively using data to drive further teaching. The development of consistent data practices, including a self-assessment schedule for K-6 has been identified as a need.

Although the on-balance judgement for Assessment is sustaining and growing, a drilldown into the themes identified formative assessment as a deficit. Professional learning is required to develop teacher capacity to establish formative assessment as a part of daily practice.

Learning and development dropped from sustaining and growing to delivering in 2019. The theme of collaborative practice was identified as an area for improvement in the What Works Best survey and in staff forums. Explicit systems to address this need will be covered across several elements including effective classroom practice, curriculum and data skills and use.

Staff understanding of the SEF S-aS has developed through professional engagement with the tool over the past three years and has allowed for a more accurate on-balance judgement against each statement of excellence. Therefore, a potential influence of a drop to delivering in various elements.

The school will undertake external validation in 2021.

Strategic Direction 1

High Expectations & Personal Excellence

Purpose

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

Improvement Measures

Progress and achievement of equity groups, including ATSI students, within the school is equivalent to the progress and achievement of all students in the school.

Student growth matches or exceeds state expected growth in reading, writing and numeracy.

School data demonstrates that all students achieve one year's growth for one year's learning

Progress towards achieving improvement measures

Process 1: Professional Learning

Embedded and explicit systems facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

Evaluation	Funds Expended (Resources)
<p>Capacity building has been a priority, particularly in the area of literacy. Our School Learning Support Officers (SLSO's) are now being utilised in a more meaningful way to maximise impact on student achievement.</p> <p>The Learning and Support Teacher (LaST) has taken on a bigger role this year with a focus on instructional leadership which has been of benefit to all of our staff, regardless of their experience.</p> <p>Visible Learning was introduced to the staff in Term 3 and this was followed up with a range of data collecting surveys and forums. Two leadership days were also held to analyse results and determine the path forward.</p> <p>Implications:</p> <ul style="list-style-type: none">• SLSO program delivery will be continued in 2021, including a Kindergarten sight words program.• Having an instructional leadership model has been a success. To continue this in 2021, two assistant principals will be off class and will be supported by a classroom teacher three days a week.• Visible learning will be a major professional learning focus for the coming school plan cycle.	<p>SDD - \$8800</p> <p>Leadership days x 2 = \$7480</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$16280.00)

Process 2: Teaching pedagogy

Evidenced based teaching methods optimise learning progress for all students, across the full range of abilities.

Evaluation	Funds Expended (Resources)
<p>All stages participated in stage discussions in regards to the learning progressions. Stages sat together and plotted students together and discussed consistent teacher judgement. This has helped to support the development of targeted teaching and learning programs and to set clearer learning goals for individual students based on their individual needs.</p> <p>The Literacy and Numeracy Strategy Advisor (LANSA) supported Stage 3 teachers during Term 4. As a result teachers developed a greater</p>	<p>LANSA attending Stage meetings for Stage 3 during Term 4. No cost.</p>

Progress towards achieving improvement measures

understanding of the learning progressions for creating texts and developed learning sprints based on data.

Implications:

- Understanding of the learning progressions will be supported in 2021 by the Visible Learning model that the school has initiated in 2020.
- Teachers will focus on the development of Learning Intentions and Success Criteria to guide students in understanding the purpose of what they are learning.

Process 3: Data

Teachers use data to identify student achievements and progress in order to reflect on their practice and inform future directions

Evaluation	Funds Expended (Resources)
<p>Data is now being used to inform future teaching practice and target students at their individual point of need. The improvement has also allowed teachers to identify students who may require intervention quickly and also to identify our students who are achieving above expected benchmarks and plan future lessons accordingly.</p> <p>The utilisation of reading data has been particularly important and is continually being monitored. Students at risk of not meeting stage expectations are now passed onto the LaST through a referral process and discussed at Learning and Well-being (LaW) meetings that are occurring twice per term for each stage.</p> <p>The use of data was also highlighted in the NSW DoE CESE publication <i>What Works Best-2020 Update</i>, which staff covered during TPL sessions.</p> <p>Staff self assessed the school as being Delivering in the area of Data Practice in the SEF.</p> <p>Implications:</p> <ul style="list-style-type: none">• Continued professional development on the analysis of data.• Increased emphasis on sharing analysis of student data by school leaders.• Professional learning on using data to drive teaching.	<p>Planning days for each Stage once a term. RFF teachers and some casual teachers (3 per term) are used to cover teachers being released for planning days.</p>

Next Steps

In the 2021-2024 school plan there will continue to be a focus on improving teacher practice through professional learning.

The implementation of Visible Learning will maintain the focus on high expectations and supporting students in achieving their personal best.

Strategic Direction 2

Future Focused Learning

Purpose

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

Improvement Measures

Evidence of future focussed teaching and learning practices in all teaching programs.

Increase the percentage of students in the top two bands in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Outstanding Literacy and Numeracy programs

A coordinated approach to literacy and numeracy teaching ensures that there is an expectation of improvement in literacy and numeracy standards across the school.

Evaluation	Funds Expended (Resources)
<p>Originally Bonnells Bay Public School was involved in the Community of Practice which targeted professional learning based around mathematics. The COVID-19 pandemic made the planning of this TPL difficult and the delivery model was changed several times.</p> <p>Implications:</p> <ul style="list-style-type: none">• Revisit this TPL in 2021.• Continued focus on literacy and numeracy pedagogy through visible learning and the use of assistant principals as mentors in 2021.	

Process 2: Future Focused Pedagogy

Teachers draw on research to develop and implement future focused teaching and learning strategies.

Evaluation	Funds Expended (Resources)
<p>This year saw the continuation of programs initiated in 2019.</p> <p>As a result of our future focused group work, recycling has been a major project.</p> <p>Our waste is now sorted into relevant categories including paper and plastic, whilst our students are sorting items that can be used for <i>Earn and Return</i>. Within a six month period we raised \$265 with the money to be used on future purchases involved with this program.</p> <p>The school has also purchased green bins for our compostable waste and the students have been enthusiastic participants in this process.</p> <p>Implications:</p> <ul style="list-style-type: none">• Professional development on the learning modes to deepen staff understanding of future focused pedagogies.• Continued focus on gardening and recycling through lunch time activities.	

Process 3: STEAM

Inquiry based learning opportunities enable students to be collaborative, creative and critical thinkers through real world problem solving opportunities.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>COVID-19 restrictions prevented cross-Stage groups from working on projects as has been done in previous years. Instead Stages completed their own projects. These included:</p> <p>Stage 3 completed a unit of work which showcased Science Technology Engineering Art Mathematics (STEAM) activities. This provided the students with the opportunity to work in small groups constructing various objects with a <i>Sideshow Alley</i> theme. To further consolidate their skills, the students also provided a verbal explanation of what they had created, what obstacles they had encountered and what they liked about the activity.</p> <p>Early Stage One and Stage One completed a unit of work on <i>Robots</i>. This involved working in small groups, coding, problem solving and the oral explanation of what they had achieved.</p> <p>Implications:</p> <ul style="list-style-type: none">• ScopeIT to run digital technologies program for 20 weeks in 2021. This is to develop student and staff understanding and confidence with these technologies and their application.	

Next Steps

In the 2021-2024 school plan there will continue to be a focus on ensuring that we are developing our students into being creative and collaborative individuals who can solve real world problems. Through aiming to achieve our targets we will increase the number of students achieving in the top two bands in NAPLAN.

Strategic Direction 3

Wellbeing

Purpose

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

Improvement Measures

A well-being self assessment tool demonstrates improved learning culture.

TTFM well-being data demonstrates an increase in the number of students who feel a sense of belonging and that they have an advocate within the school.

Progress towards achieving improvement measures

Process 1: Whole School Well-being Practices

Implement a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Positive Behaviour for Learning (PBL) continues to be a focus at Bonnells Bay Public School. Students are taught the skills necessary to be safe, respectful and engaged learners. The school has funded the release of teachers on the PBL team to formulate plans and strategies to ensure the ongoing success of this program.</p> <p>Behavioural data is continually being analysed and lessons are planned and delivered based on what the data is indicating. Tier 2 PBL strategies are expected to begin in 2021 and this will be aimed at our students who continue to experience behavioural difficulties whilst at school.</p> <p>The COVID-19 pandemic made it difficult to make accurate data comparisons to previous years.</p> <p>Implications:</p> <ul style="list-style-type: none">• All classes will teach Zones of Regulations during 2021.• An SLSO will be employed 3 days a week to run intensive Zones of Regulation groups for Tier 2 students.• The behaviour consistency chart will be updated as needed.	<p>2 days for 2 teachers to be trained in Tier 2 strategies = 4 casual days</p>

Process 2: Learning and Well-being Support Processes

Planning for learning is informed by sound holistic information about each student's well-being and learning needs in consultation with parents/carers.

Evaluation	Funds Expended (Resources)
<p>LaW meetings were held twice each term for each stage at 5 week intervals.</p> <p>These meetings were attended by teachers, LaST staff, school counsellor and the school principal.</p> <p>Agendas were formulated in the week proceeding each meeting and staff could add any items they felt relevant.</p> <p>Topics covered included attendance, welfare, academic achievement, behaviour and social skills.</p>	<p>LaST teacher - full time</p> <p>Two teachers for 3 days a week in a LaST role.</p>

Progress towards achieving improvement measures

These meetings provided a forum for teachers to raise concerns ensuring that *Every student is known, valued and cared for*.

Implications:

- Based on feedback from staff this process will continue in 2021.

Process 3: Transition

Engage in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points.

Evaluation	Funds Expended (Resources)
<p>A successful start to school transition program was made available to all students who intended to commence Kindergarten in 2021. Students attended two 40 minute Coming Up to Big School (CUBS). Additional CUBS sessions were offered to students requiring further transition. During Big School Week (BSW) each student attended four 2 hour transition sessions over consecutive days. A parent information session was conducted via Zoom to ensure we met the restriction guidelines. Online communication tools and platforms were utilised to ensure all relevant information was communicated in a timely manner. A virtual tour of the school was created in lieu of face to face school tours, to assist families in getting to know our school.</p> <p>Due to COVID-19 restrictions, all of the Kindergarten 2021 transition was conducted in Term 4. The impact of the intensive transition program enabled students to build their confidence in attending school and becoming familiar with the environment and teachers. Parents expressed they were feeling confident and under the circumstances we were bound by, their child was excited to be starting school. Parents also praised the effective and timely communication methods that were used to ensure they had all the information they needed. We look forward to a successful start to Kindergarten 2021.</p> <p>Orientation for students starting High School in 2021 was greatly reduced due to the impact of COVID-19 restrictions. The Aboriginal Education Officer from Morisset High School (MHS) visited with Stage 3 Aboriginal and Torres Strait Islander students. Students with additional needs were permitted to attend two orientation sessions. One catering for their needs and the other as part of the whole WSLA transition. MHS provided a 'Road Show' during Term 3 where they visited us twice, giving students a taste of high school subjects. The whole WSLA visited MHS at the end of Term 4 to mix with the Year 7 cohort for 2021. MHS found the road show to be so successful they are intending to continue with it for the 2022 cohort.</p> <p>Implications:</p> <ul style="list-style-type: none"> • CUBS will run in Term 3 as one session per week • Big School Week is timetabled Term 4 • Face to face parent information sessions will commence in Term 3 • Face to face school tours will be conducted on a needs basis • Online platforms will be used for communication in conjunction with face to face meetings • The WSLA high school transition team will meet Week 4 of each term to plan a more extensive and supportive transition plan. 	<p>CUBS sessions - 1 classroom teacher per session</p> <p>CUBS sessions - 2 SLSO - sign in and in room support</p> <p>BSW sessions - 3 classroom teachers (5 days)</p> <p>BSW session - 3 LaST / SLSO staff for observations, support</p>

Next Steps

In the 2021-2024 school plan, there will continue to be a focus on ensuring that school processes enable students to thrive in a safe and supportive environment. We will continue to provide Tier 2 interventions for students needing additional support to regulate their emotional responses to situations. Transition programs to Kindergarten and to High School have been developed and will now be consolidated and adjusted as needed. LaW processes will also be

consolidated with induction processes developed to support new staff members.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>SLSO three days a week</p> <p>SLSO two days a week</p> <p>Classroom teacher for 2 hours a week during BroSpeak and SistaSpeak</p> <p>Dhinewan mentoring</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$73 896.00) 	<p>Programs to support all Aboriginal and Torres Strait Islander students included the introduction of a mentoring program through Dhinewan mentoring as well as the continuation of programs, BroSpeak and SistaSpeak. Another new initiative was the compilation of our K-6 Aboriginal and Torres Strait Islander students writing about something they considered to be <i>deadly</i>. The students each received a copy of the book to take home. Funds were used to release staff to run the programs.</p> <p>SLSOs were employed to provide in class and playground support for students as needed. This included organising social skills programs for girls in Stage 3, listening to students read each week, assisting students develop social skills in the playground, supporting individual students with emotional regulation, attending sporting and transition events with students and working with groups of students in the playground.</p> <p>As evidenced by TTFM data, the robust cultural programs now offered at BBPS are achieving positive results. 2020 data shows 88% of students feel good about culture compared to 69% in 2019 while 75% students feel teachers understand their culture up from 64% in 2019.</p> <p>Implications:</p> <ul style="list-style-type: none"> Dhinewan mentoring to be expanded to include lessons in all classes in 2021. BroSpeak and SistaSpeak to run in Terms 2 and 3 and will include an excursion to a site of significance. Continue to employ SLSOs to support students with programs as needed.
<p>Low level adjustment for disability</p>	<p>\$72239 was flexible funding with the remainder being for a Learning and Support Teacher (LaST).</p> <p>The flexible funding was used to employ two part time teachers at three days a week each.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$181 773.00) 	<p>In 2020 one full time and two part time teachers were employed to support student learning and wellbeing. The focus areas were reading, writing, wellbeing and administrative roles. Stage leaders and the Learning Support teachers worked constructively to use data to identify students to be included in their five or ten week programs. Students were withdrawn individually, in groups or supported in the classroom. Learning and Support Teachers supported and collaborated with classroom teachers to adjust programs for students with learning needs in literacy and numeracy, demonstrated reading and writing lessons in the classroom, presented at the Learning and Wellbeing stage meetings, implemented the school new initiative social program, Zones of Regulation, National Consistent Collection of Data, Access Requests and Functional Behaviour Analyses of students. Students who were included in the reading programs all displayed growth and some students displayed significant growth. The average increase of reading</p>

<p>Low level adjustment for disability</p>	<p>\$72239 was flexible funding with the remainder being for a Learning and Support Teacher (LaST).</p> <p>The flexible funding was used to employ two part time teachers at three days a week each.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$181 773.00) 	<p>levels were four to five levels over a ten week program.</p> <p>Implications:</p> <ul style="list-style-type: none"> • Continue effective use of data to drive targeted support. • Additional LaST time won't be possible in 2021, however, students will be supported through the Intensive Learning Support Program (ILSP) funding and through assistant principals working as mentors in classrooms.
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Two assistant principals off class</p> <p>Classroom teachers to release on class leaders for four days a week through the RFF timetable.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$82 476.00) 	<p>Having an assistant principal for student wellbeing has had a positive impact and will continue in 2021. Evidence includes:</p> <ul style="list-style-type: none"> • in 2019 there were 19.4% of students attending over 90% of the time. In 2020 this increased to 66.9% of students attending over 90% of the time. • consistent practices when supporting students with their behaviour. • 94% of students had one or none incidents in Term 4 2020. <p>An assistant principal for learning and wellbeing had a positive impact and will be expanded upon in 2021. Evidence includes:</p> <ul style="list-style-type: none"> • success in obtaining funding and class placements for students needing additional support due to disability. • successful transition and ongoing support for students moving into our newly established support classes. • development of streamlined processes for LaW meetings within each Stage to meet twice a term. This team approach enables more students to be supported in a timely manner. • supported and led LaST team in providing in class support for improving teacher pedagogy. <p>On class assistant principals and grade coordinators were able to support their team and fulfil their leadership duties. Evidence includes:</p> <ul style="list-style-type: none"> • Professional Development Plan (PDP) process completed successfully for all staff. • accreditation at proficiency finalised for two classroom teachers. • successful transition to school and to high school practices developed. • wellbeing support for students across the school. <p>Implications:</p> <ul style="list-style-type: none"> • In 2021 QTSS funding will be further supplemented with funding from socio-economic to enable three assistant principals to fulfil an off class role. This will be one for student wellbeing and two as curriculum advisors and mentors supporting staff in the classroom. • On class assistant principals to be provided with time to support staff in developing their pedagogy and to support student wellbeing.
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic 	<p>Full funding of curriculum activities including sport and an incursion, ensured that all</p>

<p>Socio-economic background</p>	<p>background (\$283 162.00)</p>	<p>students could attend.</p> <p>During the learning from home phase of the COVID-19 pandemic, SLSOs created a variety of resources to support the acquisition of sounds, sight words, number facts and problem solving. These resources were used to provide targeted intervention to students individually and in small groups.</p> <p>An increase in the number of SLSOs ensured that students were supported as they returned to school after the uncertainty of learning from home. There was an increase in challenging behaviour from a small number of students following the return to school, increased SLSO time minimised the impact on other students.</p> <p>Families needing financial assistance were supported in ensuring their child has a positive start to their new school with a new uniform.</p> <p>Implications:</p> <ul style="list-style-type: none"> • In 2021, we will continue to support students' participation through full funding of sport programs and an anti-bullying show. We will also provide partial funding to ScopeIT digital technologies program. • Three assistant principals will be off class with part of this being funded through QTSS and part through socio-economic. • An SLSO will be employed three days a week to deliver a Tier 2 intervention program, Zones of Regulation, to support students with challenging behaviours to develop strategies that will enable them to manage their responses. • Financial support will continue to be provided to families in need to ensure equity.
<p>Support for beginning teachers</p>	<p>Classroom teacher to provide time as a part of the RFF timetable. 4 hours a week RFF for the beginning teacher and 1 hour a week for their mentor.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 481.00) 	<p>One teacher received first year beginning teacher funding. She received weekly support from her mentor and was able to develop her understanding of the accreditation process in order to achieve proficiency next year.</p> <p>Implications:</p> <ul style="list-style-type: none"> • Second year funding for the above teacher with her mentor supporting her with accreditation. • Support any new beginning teachers as needed and ensure that adequate induction processes are in place.
<p>Targeted student support for refugees and new arrivals</p>		<p>There were no new arrivals or refugees at Bonnells Bay Public School in 2021.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	238	246	222	231
Girls	215	225	214	199

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.5	91.9	93.3	92.8
1	93.2	92.8	92	92
2	92.5	91.1	92.5	91.1
3	91.5	91.2	90.6	91.5
4	94	91.8	90.5	89.2
5	92.3	91.6	90.9	92.5
6	93.1	88	88.4	92.6
All Years	92.9	91.2	91.1	91.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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
Assistant Principal(s)	4
Classroom Teacher(s)	18.34
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	5.62

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	408,752
Revenue	4,720,442
Appropriation	4,619,051
Sale of Goods and Services	4,414
Grants and contributions	93,226
Investment income	651
Other revenue	3,100
Expenses	-4,918,233
Employee related	-4,285,538
Operating expenses	-632,695
Surplus / deficit for the year	-197,791
Closing Balance	210,961

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.

	2020 Approved SBA (\$)
Targeted Total	169,879
Equity Total	539,474
Equity - Aboriginal	73,896
Equity - Socio-economic	283,162
Equity - Language	644
Equity - Disability	181,773
Base Total	3,385,515
Base - Per Capita	104,860
Base - Location	0
Base - Other	3,280,655
Other Total	347,082
Grand Total	4,441,950

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Bonnells Bay Public School welcomes feedback from all of our relevant stakeholders. We make changes where possible based on the information provided in the annual Tell Them From Me (TTFM) Survey.

The survey allows us to celebrate what is working well and make refinements based on areas identified.

To ensure accuracy in the collection of data, one teacher completed the survey with all students. This was completed one class after another over a one week period. The dialogue was the same each time and clarifications were consistent.

The student survey completed in September 2020 indicated the following:

- 81% of students feel that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. This is comparable to a state average of 82%.
- 77% of students find classroom instruction relevant to their everyday lives. State average was 79%.
- 35% of students felt they were victims of bullying which is 1% below the state average.
- 82% of students felt their teachers had high expectations for their success which is a 3% increase on the previous years results.
- 53% of students felt a positive sense of belonging and this is 28% below the state average. As a result we will be implementing strategies such as a gardening group, girls' group and boys' group in 2021 to help students have a more positive sense of belonging.
- 88% of our Aboriginal and Torres Strait Islander students felt good about their culture which is a 19% increase from the previous year's results.
- 75% of our Aboriginal and Torres strait Islander students felt that teachers understood their culture which is an 11% increase from the previous year.

Parent feedback is important at Bonnells Bay Public School and we are continually seeking input from the community.

The parent survey completed in 2020 indicated the following results.

- 63% of parents indicated that they felt welcome when they visited the school. This is 20% lower than the previous year. A reason for this reduction could have been as a result of the COVID-19 pandemic where parents were not able to visit the school. We will focus on providing a more welcoming environment as restrictions ease.
- 71% of parents indicated they were informed about their child's behaviour, whether positive or negative. A future goal is to ensure that parents are contacted when their child's behaviour is positive. Often this can be overlooked and we need to improve in this area.
- 37% of parents indicated that they had been contacted more than 3 times by their child teacher which was a 15% increase from the previous years results.

Over the last two years we have had a large difference in the number of parents completing the survey and a future goal is to increase the number of participants annually.

Teachers completed a survey as part of Bonnells Bay Public School's involvement in the Leading Evaluation, Evidence and Data (LEED) project.

The results indicated the following:

- 85% of teachers use data to inform future teaching practice.
- 83% of staff use a variety of data sources.
- 92% of teachers feel the school is a positive learning environment.

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.

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.