

2020 Annual Report

Bondi Public School



7407

Introduction

The Annual Report for 2020 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.

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School vision

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

Set on a spacious and historical site, Bondi Public is a school of 570 students who engage with quality and innovative learning programs. 26% of students have a language background other than English. Our dedicated and enthusiastic staff demonstrate a wide range of expertise, with high expectations underpinning strong academic performance. Achievements in Literacy and Numeracy are supported by specialist-led additional programs including STEAM and Creative Arts. Wellbeing practices are at the forefront and our Learning Support team is highly active - we believe it is of utmost importance to create a happy, positive and inclusive environment where students feel safe and valued.

Our school integrates the Stephanie Alexander Kitchen Garden Program across all curriculum areas and highly values the messages around fresh produce and healthy eating that the program teaches. Philosophy for Children is embedded K-6 and has a dedicated philosophy teacher. The school focuses on embedding quality teaching with a strong focus on literacy, numeracy and Formative Assessment. Students are supported through High Potential and Gifted Education practices as well as intervention programs. Our implementation of the Positive Behaviour for Learning framework ensures students understand their own responsibility in being active and engaged learners, as well as global citizens who positively contribute to a dynamic society.

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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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)
<ul style="list-style-type: none">Professional Learning for all staff on implementing learning progressions had a positive impact on how teachers programmed units of work, assessed students and developed learning intentions. Assessment has been more strongly embedded as a reflection tool for forming classes and informing term planning.	QTSS funds for planning time

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Improved processes in the development and implementation of personalised learning plans has seen increased contact between home and school. Data conversations are ensuring that teachers are adjusting classroom programming to support students.	QTSS funds for planning time

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)
Staff participated in the PDP process. They considered their goals and reflected on achievements and progress they have made towards their goals.	Release for staff to participate in formal meetings with their supervisors.

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)
High evidence of implementation of Formative Assessment strategies across classrooms has been observed by supervisors. The main focus has been on Learning Intentions and Success Criteria, in addition to the use of Exit Slips.	QTSS funds to release staff to attend professional learning and classroom walk throughs.

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

Evaluation	Funds Expended (Resources)
All staff who were working through the accreditation process in 2020 were well supported by their supervisors and mentors. Staff engaged in the process documented their weekly meetings and felt well supported. Staff are encouraged to work towards higher levels of accreditation.	QTSS and Beginning Teacher funding to release teachers to work collaboratively.

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.

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)
Positive, respectful relationships are evident through regular feedback from students and staff. Student learning is supported through the implementation of classroom behaviour expectations matrix and explicit teaching and learning of expectations. Data analysis revealed a decrease in major behaviours occurring on the playground and the next steps involve: consistent signage around the school; developing whole school behaviour classification system including proactive strategies, minor behaviours, major behaviours; reflective practices for undesirable behaviours and a behaviour response flow chart to ensure consistent practices across the school.	QTSS and Professional Learning funds for planning time

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)
Parent views were addressed via school surveys and Tell Them From Me data. Planned parent workshops were placed on hold due to COVID -19.	

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)
Feedback from the community indicates that they are very much looking forward to attending events and assemblies at school once COVID-19 restrictions ease.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$2 033.00) 	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	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$23 837.00) 	An English as Additional Language or Dialect (EAL/D) teacher was funded to work with identified students one day per week. Funding was accessed to support New Arrival students with an additional EAL/D teacher hired for up to 2 days a week. Support was provided through individual and small group sessions to develop student's English language skills.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$106 833.00) 	A Learning and Support Coordinator was funded three days per week and four School Learning and Support Officers (SLSOs) were employed. SLSO support was provided in the classroom and on the playground. Students from K-6 were supported through reading intervention programs (MiniLit and MacqLit) and social/emotional sessions. Any student who required additional support was discussed with the Learning Support Team.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$111 025.00) 	Throughout the year our 'Lead' teachers 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	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$8 519.00) 	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	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$28 962.00) 	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	2017	2018	2019	2020
Boys	282	285	302	285
Girls	290	300	294	286

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.4	93.2	95.4	95.1
1	93.9	94.6	94.9	95.9
2	95.4	93.3	94.7	93.9
3	94.4	94.1	92.7	93.4
4	94.9	93.2	91.8	94.5
5	95	94.7	93.8	93.2
6	93.8	92	94	93.7
All Years	94.7	93.7	93.9	94.3
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.07
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
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, 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	415,700
Revenue	5,089,171
Appropriation	4,731,412
Sale of Goods and Services	2,565
Grants and contributions	353,087
Investment income	1,807
Other revenue	300
Expenses	-4,955,738
Employee related	-4,392,504
Operating expenses	-563,234
Surplus / deficit for the year	133,432
Closing Balance	549,133

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	115,885
Equity Total	141,222
Equity - Aboriginal	2,033
Equity - Socio-economic	8,519
Equity - Language	23,837
Equity - Disability	106,833
Base Total	4,108,135
Base - Per Capita	143,340
Base - Location	0
Base - Other	3,964,795
Other Total	258,235
Grand Total	4,623,478

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

In 2020, the school sought the opinions of parents/carers, students and teachers about the school through Tell Them From Me Surveys. Information and satisfaction data in regards to community engagement, wellbeing and teaching practices was gathered. 63 parents/carers completed this survey and reported that they feel welcome when they visit the school. Most respondents indicated that they can easily speak with their child's class teacher or the principal, the administrative staff are helpful when they have a question or problem, and they are well informed about school activities. Most respondents reported that they were kept informed of their child's learning progress and behaviour, although there could be improvement in the information provided regarding the social and emotional development of students and progress in school subjects. All parents/carers who completed the survey had spoken with their child's teacher throughout the year. A significant number of respondents reported that they encourage their child to do well at school and praise them for doing so. Students in Years 4, 5 and 6 participated in the Tell Them From Me Student Surveys where average school results were comparable to the NSW Government Norm in most areas, including relevance (students find classroom instruction relevant to their everyday lives) and expectations for success (school staff emphasise academic skills and hold high expectations for all students to succeed). 92% of students who completed the survey reported that they have friends at school they can trust and who encourage them to make positive choices, compared to 85% for the NSW Government Norm. 76% of students reported that they feel accepted and valued by their peers and by others at their school, compared to 81% for the NSW Government Norm. 56% of students are interested and motivated in their learning, compared to 78% for the NSW Government Norm. 87% of students try hard to succeed in their learning, compared to 88% for the NSW Government Norm. 53% of students reported a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee, compared to 55% for the NSW Government Norm. The Tell Them From Me teacher survey was completed by 31 teachers on the 8 Drivers of Student Learning. The results are scored out of 10. School leadership - 6.0 compared to the state norm of 7.1. Collaboration - 7.7 compared to the state norm of 7.8. Learning culture - 7.7 compared to the state norm of 8. Data informing practice - 7.9 compared to the state norm of 7.8. Teaching strategies - 7.7 compared to the state norm of 7.8. Technology - 5.9 compared to the state norm of 6.7. Inclusive school - 7.9 compared to the state norm of 8.2. Parent involvement - 6.6 compared to the state norm of 6.8. Four Dimensions of Classroom and School Practices Challenging and Visible Goals - 7.1 compared to the state norm of 7.5. Planned learning opportunities - 7.3 compared to the state norm of 7.6. Quality Feedback - 6.4 compared to a state norm of 7.3. Overcoming obstacles to learning - 7.3 compared to a state norm of 7.7.

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 and Torres Strait Islander Education Team celebrated several milestones and achievements in 2020. The team consisted of a range of staff from across the stages. They met every three weeks throughout the year to discuss ideas and events related to embedding Indigenous perspectives at our school. The team worked with their stages in designing quality integrated teaching and learning programs that focused on Indigenous perspectives across a range of Key Learning Areas including History, Geography, CAPA and PDHPE. They enlisted Indigenous artist, Zac Bennet Brook from Saltwater Dreamtime, to create a mural on the school's Top Field which represented all of the families at BPS coming together as one big, united family. As NAIDOC Week was moved to Term 4 due to COVID restrictions, students in years K-2, and 3-6 met separately in November to recognise the start of NAIDOC Week with a member of the Koomurri Management Group leading the school in a welcome to country, smoking ceremony and traditional didgeridoo performance. Students in K-6 participated in various NAIDOC Week lessons throughout the week, allowing them to incorporate their knowledge surrounding Indigenous Australian history.

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.