

2021 Annual Report

Bonnells Bay Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 school community

I would like to thank all the members of Bonnells Bay P&C, as well as the school teaching staff and our community for allowing me to represent the P&C for my first year as president.

Although COVID stopped a few of our plans, we still snuck in an Easter Raffle, a Mother's Day Stall, a disco and an election BBQ.

We also got to contribute back to the school via the concreting to the back gate & outdoor mud kitchens.

Thankfully our Canteen & Uniform Shop were still able to be run via online orders, which was definitely our saving grace. A massive thank you to Linda, Kerry, Nat and all the other volunteers who work everyday to help serve our kids.

We achieved a huge clean out of our storage room and organised it all, to make it much easier to find stock for stalls, BBQs etc.

Fingers crossed that in 2022 we have a full 12 months without COVID disrupting any plans, to be able to have a successful year of fundraising & giving our kids at BBPS the best learning environment we can.

Georgia Brindle

P&C President

School vision

Safe, Respectful, Engaged Learners

The Bonnells Bay Public School learning community has high expectations and fosters personal growth and success. Students thrive in a safe, supportive and inclusive environment, and are immersed in future focused learning.

School context

Bonnells Bay Public School is located on the western edge of Lake Macquarie NSW and has a student enrolment of 435. Of these students, 17% identify as Aboriginal and/or Torres Strait Islanders and 5% are from language backgrounds other than English. The school has 17 mainstream classes and three support classes and is dedicated to maximising student outcomes through quality teaching and learning. The school culture is that of inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence. The Western Shores Learning Alliance (WSLA) provides opportunities for students and staff to collaborate in a variety of activities beyond the school community. Extra-curricular opportunities in sport, technology, and creative arts, enable our students to excel through a range of different experiences.

The whole school community, involving students, staff, parents, and the local Itji-Marru Aboriginal Education Consultative Group, contributed to a thorough situational analysis leading to the development of our strategic improvement plan. Through our situational analysis, we have identified a need for increased professional development and understanding of well-being practices, data driven teaching and learning, as well as a deepening understanding of innovative curriculum delivery.

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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To create a stimulating and engaging learning environment that caters for the holistic needs of all students to ensure that they are aspirational, successful and provided with the opportunities to achieve their full potential.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Teaching K-6
- Data Informed Practice

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$58,862.00

QTSS release: \$85,322.00

Socio-economic background: \$64,993.63

Professional learning: \$4,678.18

Summary of progress

Quality Teaching K-6

The school was a part of the Lake Macquarie West Guided Support Reading project. Through this professional learning we determined to use Simon Breakspear's Teaching Sprints as the model for whole staff professional learning. In Term 4, a teaching sprint on Connecting Ideas - pronoun referencing was delivered in Years 1- 6 with the support of AP mentors. Teachers were supported with professional learning related to the teaching of comprehension skills and understanding pronoun referencing. This was followed by in-class support from AP mentors with demonstrations, team teaching and the teacher delivering a lesson with the mentor observing. Teachers embraced the process and reflected on their improved collegiality and stage approach to planning teaching content. Students were assessed for understanding pre and post lesson delivery and an improvement in understanding was evident.

In 2022, we will continue with teaching sprints. The new position of Assistant Principal, Curriculum and Instruction will support the process and be used to continue delivery of professional learning in effective teacher pedagogy, including explicit teaching methods.

Data Informed Practice

Members of the school executive participated in the Leading Evaluation, Evidence and Data (LEED) project through 2021. This developed an improved understanding of data analysis, including triangulation of data, and supported AP mentors in having the skills to lead their stage teams in analysing data and using this to drive teaching programs.

The school participated in External Validation in 2021. This identified the need for a whole school assessment schedule and formulating this will be a priority in 2022. There will also need to be professional learning around analysing data and using data from Check-in assessments and PAT assessments to drive teaching and intervention programs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading increases above baseline towards 35.4%.	Data indicates that 29.13 % of students in top 2 bands reading showing growth of 1.25 % from baseline data.
The proportion of Year 5 students achieving expected growth in NAPLAN reading increases at or above to 69.8%.	The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased by 0.95 %.

<p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases to be above baseline towards 26.7%.</p>	<p>Data indicates that 17.74 % of students in top 2 bands numeracy showing decline of 1.56% from baseline data.</p>
<p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases above baseline towards 66.3%.</p>	<p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has decreased by 23.05 %.</p>
<p>School self assessment of the School Excellence Framework (SEF), element 'Data Skills and Use' indicates improvement above Delivering towards Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element of 'Data Skills and Use'.</p>

Strategic Direction 2: Connect, Succeed and Thrive

Purpose

Excellence in Wellbeing Practices to enable all students to connect, succeed and thrive by ensuring that every student is known, valued and cared for.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Positive Wellbeing
- Attendance

Resources allocated to this strategic direction

Low level adjustment for disability: \$12,461.00

Socio-economic background: \$122,150.00

Aboriginal background: \$20,000.00

School support allocation (principal support): \$23,906.00

Summary of progress

Positive Wellbeing

All staff received professional learning in Zones of Regulation strategies and in using Smiling Mind as whole school programs to support positive wellbeing. Small groups of students were identified as needing additional support, through our analysis of PBL incident data. These students received regular small group intervention using Zones of Regulation strategies and tailored to support their needs at the time. Students with a higher level of need were supported with individualised interventions, including daily check-ins and playground plans.

In 2022, the school's positive wellbeing strategies will be reviewed in light of the new Inclusive Education Reform. Staff will receive professional learning and processes will be updated to reflect the new guidelines.

Attendance

The Assistant Principal responsible for attendance and wellbeing, developed and maintained systems for regular tracking, monitoring and analysis of attendance data. Attendance was discussed at Learning and Wellbeing (LaW) meetings each week with monitored students tracked and supports for families put in place. The Assistant Principal met regularly with families that were being supported and, in consultation, developed attendance plans resulting in improved attendance for individual students.

In 2022, the Assistant Principal Welfare will continue to maintain existing systems and will enhance these systems through improved communication with families of students with attendance concerns.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students reporting positive wellbeing (expectations of success, advocacy and belonging) at or above baseline towards 87.9%	Data indicates that 74.87 % of students are reporting positive wellbeing. This is an increase of 1.84% from 2020.
Increase the percentage of students attending 90% of the time above baseline towards 74.6%	Data indicates that in Semester 1, 63.4% of students were attending 90% of the time.
School self assessment of the School	Self-assessment against the School Excellence Framework shows the

Excellence Framework (SEF), element 'Wellbeing' indicates improvement at or above Sustaining and Growing towards Excelling

school currently performing at Sustaining and Growing in the element of 'Wellbeing'.

Strategic Direction 3: Developing Future Focused Learners

Purpose

To prepare our students across all curriculum areas with skills and capabilities to thrive in a rapidly changing and interconnected world.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Curriculum Innovation
- Visible Learning

Resources allocated to this strategic direction

Professional learning: \$18,890.00

Socio-economic background: \$2,450.00

Summary of progress

Curriculum Innovation

A curriculum innovation team was formed and undertook a series of professional readings to further develop their understanding of the modes of learning. They started to implement these strategies within their own classrooms and provided some resources to all teachers on the modes and what they are. Full implementation has been delayed. Following evaluation, our focus in 2022 will shift towards explicit teaching pedagogies and this will incorporate modes of learning.

In 2022, the new K-2 English and Mathematics syllabi will be released for implementation in 2023. In 2022, staff will undertake professional learning to familiarise themselves with these new documents and will begin to implement some of the content in their teaching programs. Teachers will have the opportunity for collaborative planning and reflection to support their teaching practice in implementing the new syllabi.

Visible Learning

This year, the school has continued its professional learning journey with Corwin. The focus for 2021 was on developing teacher understanding of Learning Intentions and Success Criteria (LISC) and to use these in their daily teaching. Staff undertook professional learning including two staff development days and were supported by Assistant Principal mentors to implement LISC in their classrooms. Evaluations undertaken in Term 4 revealed that this is an area that continues to require support in 2022.

In 2022, staff will continue to be involved in professional learning around the implementation of LISC and on providing feedback to students. Through the guided support project, there will be structured observations of teaching, document analysis of teaching programs and student forums to evaluate their understanding of LISC.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students reporting learning relevance at or above baseline towards 8.5.	Data indicates a school mean of 6.6, which is a reduction from 2020 of 1.1.
Increase the percentage of students reporting interest and motivation in learning at or above baseline toward NSW Government Norm.	Data indicates that there has been a reduction in the number of students reporting that they are interested and motivated in learning, with a reduction to 38%.
School self assessment of the School	Self-assessment against the School Excellence Framework shows the

<p>Excellence Framework (SEF), element 'Curriculum' indicates improvement above Delivering towards Sustaining and Growing.</p>	<p>school currently performing at Sustaining and Growing in the element of 'Curriculum'.</p>
<p>School self assessment of the School Excellence Framework (SEF), theme 'High Expectations' indicates improvement above Delivering towards Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the theme of 'High Expectations'.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$8,880.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Bonnells Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employ specialist teachers to provide intensive English language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in: student data analysis indicated an increase in two levels on the ESL scales in reading and responding, writing and oral interaction.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding expires at the end of 2021. In 2022, the student will be supported with an in class program to further support English development.</p>
<p>Integration funding support</p> <p>\$264,888.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bonnells Bay Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • supplementary staffing to assist students with additional learning needs • staffing release for targeted professional learning • staffing release to build teacher capacity • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and wellbeing team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$324,221.63</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bonnells Bay Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Socio-economic background</p> <p>\$324,221.63</p>	<ul style="list-style-type: none"> • Quality Teaching K-6 • Positive Wellbeing • Attendance • Visible Learning • Data Informed Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Zones of Regulation initiative to support identified students with additional needs • supplementation of extra-curricular activities including Scope IT and MultiSport. • professional development of staff through SMART Spelling and Visible Learning to support student learning <p>The allocation of this funding has resulted in:</p> <p>Increased teacher understanding of synthetic phonics and the teaching of literacy, to support the learning of all students. Reducing the equity gap, and increasing student participation, through the funding of whole school sport programs and through providing financial support for students to attend excursions and wear the correct uniform.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to utilise funding to support students in their learning and their wellbeing. Due to an overspend in 2021, it was decided to source some more cost effective options for sport. and for Zones of Regulations, small group intensive interventions to be taught by the Assistant Principal Welfare.</p>
<p>Aboriginal background</p> <p>\$98,451.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bonnells Bay Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff to support cultural lessons for all students and specific programs for Aboriginal students <p>The allocation of this funding has resulted in:</p> <p>an increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue with the Dinewhan mentoring program one day a week and with Bro Speak and Sista Speak for Stage 3 students in Terms 2 and 3. SLSOs will be employed to work with Aboriginal and Torres Strait Islander students in classrooms to support them in their learning.</p>

<p>English language proficiency</p> <p>\$2,673.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bonnells Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • purchase of additional EAL/D resources to support classroom differentiation. <p>The allocation of this funding has resulted in: 100% of identified mainstream EAL/D students are achieving at Stage outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support student learning through the LaST allocation and EAL/D funding. Continue to assess students on the EAL/D progressions to monitor students' English progress.</p>
<p>Low level adjustment for disability</p> <p>\$184,507.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bonnells Bay Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$14,089.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bonnells Bay Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy during learning from home • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy

<p>Literacy and numeracy</p> <p>\$14,089.00</p>	<ul style="list-style-type: none"> • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, this funding is ceasing and will be absorbed into the new position of Assistant Principal Curriculum and Instruction (AP C&I)</p>
<p>QTSS release</p> <p>\$85,322.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bonnells Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching K-6 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use LISC and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. teacher survey results</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,862.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bonnells Bay Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching K-6 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Literacy and numeracy intervention</p> <p>\$58,862.00</p>	<p>funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$116,537.32</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - focus areas included comprehension, phonological awareness and whole number • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals. 86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2 82% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	246	222	231	241
Girls	225	214	199	189

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.9	93.3	92.8	92.7
1	92.8	92	92	90.9
2	91.1	92.5	91.1	92.2
3	91.2	90.6	91.5	92
4	91.8	90.5	89.2	88.2
5	91.6	90.9	92.5	87.2
6	88	88.4	92.6	87.8
All Years	91.2	91.1	91.7	90.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	5
Classroom Teacher(s)	18.57
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Administration and Support Staff	6.62

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	210,961
Revenue	5,504,824
Appropriation	5,376,760
Sale of Goods and Services	2,422
Grants and contributions	124,509
Investment income	332
Other revenue	800
Expenses	-5,618,405
Employee related	-5,092,746
Operating expenses	-525,659
Surplus / deficit for the year	-113,581
Closing Balance	97,380

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.

	2021 SBAR Adjustments (\$)
Targeted Total	186,274
Equity Total	590,723
Equity - Aboriginal	98,576
Equity - Socio-economic	304,967
Equity - Language	2,673
Equity - Disability	184,507
Base Total	3,691,570
Base - Per Capita	108,758
Base - Location	0
Base - Other	3,582,812
Other Total	392,024
Grand Total	4,860,591

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.

Parent/caregiver, student, teacher satisfaction

Student Results

118 students in Years 4 - 6 were surveyed using Tell Them from Me, which is a tool that is used by schools across NSW to measure student satisfaction and to provide insight which can guide future planning.

Data collected in November 2021, indicates that 74.87 % of students are reporting positive wellbeing. This is an increase of 1.84% from 2020. Another area of strength was that the number of students reporting that they have been a victim of bullying in the month prior to the survey was 7% below the NSW government norm.

The survey was completed post lockdown and the impact of lockdown was reflected in student responses. In 2022, we will focus on activities that promote students' sense of belonging as well as their interest and motivation in learning.

Parent / caregiver Results

In 2021, the Tell Them From Me parent / caregiver survey was not conducted. In lieu of this we conducted a parent phone survey in December 2021.

105 families were phoned. Of these 73 completed the survey (including 14 Aboriginal and Torres Strait Islander families and 2 families of students who receive additional funding for disability); 2 did not want to participate; 23 voicemail messages were left; and 7 didn't answer the call.

Results:

On a scale of 1-5 (not likely - very likely), 77% of parents would be very likely to recommend BBPS to other families looking to enrol their child.

On a scale of 1 - 5 (not likely - very likely), 1.3% of parents would be unlikely to recommend BBPS to other families looking to enrol their child.

67% of families use Dojo to get information. 2.7% of parents don't like Dojo or Facebook and want more notes sent home.

When asked what we are doing well, 22% of parents said communication, 15% said everything, 13.7% said kids were happy, 13.7% said the activities / opportunities. Other responses included: support, teachers are helpful, Indigenous education, learning from home, kids are happy and safe, online ordering for canteen and uniforms.

12% of parents mentioned that they felt supported during learning from home and that communication was good during COVID.

Parents identified a few areas for improvement. Pedestrian crossing and back gate safety was mentioned by 4 families as was communication. Other suggestions were made by one parent each: dealing with bullying, social acceptance, sign language interpreters, cultural activities, smaller classes, more art, fulltime counsellor, more sport, more activities, better communication from OOSCH.

Teacher Results

School planning has focused on providing opportunities for increased collaboration. This was reflected in the Teacher TTFM survey where the school mean was 0.4 above the NSW government norm.

Data informed practice has been a focus for teacher professional learning. Since TTFM was last completed in 2019, there has been an increase in teacher confidence of 0.2.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.