

# 2021 Annual Report

## Bondi Public School



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# Introduction

The Annual Report for 2021 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 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.

## School contact details

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Bondi Public School

Wellington St

Bondi, 2026

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## School vision

Bondi Public School is a strong, connected community committed to a nurturing and holistic approach to inclusive education. There is a shared responsibility in developing kind and collaborative students who are creative and critical thinkers in a culture of high expectations. With extensive and unique student learning opportunities, our school contributes globally in response to a dynamic society.

## School context

Set on a spacious and historical site, Bondi Public is a school of 567 students who engage with quality and innovative learning programs. 26% of students have a language background other than English and 2% of students identify as Aboriginal or Torres Strait Islander. 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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success. We will implement evidence informed practices and further develop data driven teaching practices that are responsive to the learning needs of all individual students.

### 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.

- Evidence-Informed Programs and Practices
- Collaborative, Data Driven Practices
- High expectations and personalised learning for all students

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$108,473.26

**English language proficiency:** \$20,835.52

**Integration funding support:** \$71,691.00

**Literacy and numeracy intervention:** \$47,089.56

**QTSS release:** \$108,081.75

**Literacy and numeracy:** \$33,811.29

**Professional learning:** \$23,553.73

### Summary of progress

In 2021 the school focused on numeracy where the whole staff took part in the Statewide Numeracy Professional Learning - Starting Strong and Working with the Big Ideas to learn about current best practice in the teaching of numeracy. The staff worked collaboratively to analyse and monitor classroom data with a focus on high expectations, differentiation and personalised learning. This program continued through periods of remote learning.

The impact of the numeracy quality teaching can be seen in observations of teacher practice and programs where data is more fully informing what to teach next. As we are at the beginning of this program, results are yet to be seen in student outcome data. The biggest impact was teachers better understanding how to differentiate in their classroom.

Where to next: In 2022 the school will employ an APC&I 2 days per week, specialising in numeracy to work shoulder to in classrooms modelling and teaching best practice in classrooms.

### 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 achieving in the top two bands in NAPLAN numeracy from 57.2% to above baseline towards 64.7%.	• Data indicates 51.06% of students are in the top two skill bands for numeracy which is a decrease against baseline data of 7%.
Increase expected growth in numeracy from 58% to above baseline towards 62.9%.	• The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has decreased by 10% from baseline.
Increase the percentage of students achieving in the top two bands in NAPLAN reading from 70.3% to above baseline and towards 76.7%.	• Data indicates 69.54% of students are in the top two skill bands for reading which is equivalent to baseline data.
Increase expected growth in reading from 71.4% to above our baseline and	• The proportion of Year 5 students achieving expected growth in NAPLAN reading has decreased by 18% from baseline.

towards our lower bound target of 73.0%	
<p>increase the teacher TTFM response to leadership over all</p> <p>School leaders have provided me with useful feedback about my teaching.</p> <p>School leaders have helped me improve my teaching.</p>	<p>leadership over all =7.4 which is greater than NSW state norm 7.1.</p> <p>School leaders have provided me with useful feedback about my teaching.= 6.6</p> <p>School leaders have helped me improve my teaching= 7.1</p>

## Strategic Direction 2: Wellbeing, Inclusion & Engagement

### Purpose

To ensure that all students are able to connect, succeed, thrive and learn, with a planned approach to developing whole school processes that support high levels of wellbeing, inclusion and engagement.

### 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.

- A Whole School, Planned Approach to Wellbeing

### Resources allocated to this strategic direction

**Per capita:** \$23,674.85

### Summary of progress

In 2021 the school refined and enhanced our PBL practices through the teaching of explicit lessons and consistent expected behaviours. In response to wellbeing issues identified through COVID, where a sense of belonging and motivation were identified as priority, the school trialed Grow Your Mind in 10 classes for a period of 10 weeks. The positive impact of this program was evidenced by the use of students using positive language and their ability to identify their emotions and self regulate. This was reported by teachers and parents.

Where to next: In 2022 Grow Your Mind will be implemented across all classrooms and a parent information session will be held to enhance the use of the program at home and school.

### 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 percentage of students attending school 90% of the time from baseline towards 90%.	The number of students attending greater than 90% of the time or more has decreased by 2.47%
Increase percentage of students reporting positive wellbeing to above baseline from 85.2% towards 89.7%	Students reporting positive wellbeing outcomes has decreased by 2.2% across the positive wellbeing measures from baseline.
Increase in students reporting sense of belonging from 75%, towards above NSW Govt norm of 81% (TTFM + internal K-3 equivalent survey).	In 2021 69% of students reported a positive sense of belonging Compared to NSW Govt norm of 81%. This remains an area of priority and has been impacted by periods of COVID 19 remote learning.
Increase students reporting an interest and motivation to learn from 60% towards equal NSW Govt norm of 78% (TTFM + internal K-3 equivalent survey).	In 2021 58% of students in years 4-6 reported they were interested and motivated to learn compared to NSW government state norm of 78%. This remains a priority area for the school.
Reduction in negative incident logs and low level, repeated incident logs on Sentral (PBL/Sentral)	In 2021 there was an 11% reduction in negative incidents and low level repeat incidents in Sentral. This data has been impacted by a period of remote learning.
Increasing positive results as measured by the People Matter Employee Survey in the domains of: Employee Engagement, Job Satisfaction, Wellbeing health and safety and Senior	In 2021 this survey was not completed by a significant number of staff and the data can not be reported.

Leaders.



### Strategic Direction 3: Positive Partnerships in Leading Learning

#### Purpose

To build a collaborative and reflective culture, with all stakeholders taking responsibility and ownership of learning, growing and striving for ongoing excellence across the school. Students and staff alike will be leaders of their own learning and strong partnerships will be forged between staff, students and the community to achieve positive outcomes and personalised learning goals.

#### 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 School-Home Partnerships
- Culture of Collaboration and Trust
- Autonomy in Learning

#### Resources allocated to this strategic direction

**Professional learning:** \$10,000.00

**Aboriginal background:** \$1,401.23

**Socio-economic background:** \$6,278.52

#### Summary of progress

This strategic direction was significantly impacted by COVID as we could not have parents on site for a large portion of the year. The school successfully conducted parent/teacher/conferences in term 1. Through the opportunities of remote learning parents deeply involved in student learning through live teaching and video lessons prepared by teachers. There was enhanced collaboration and trust with parents through the opportunity of working closely with their child. The impact of this enhanced relationship was evidenced through numerous positive emails and feedback around quality of the support the school provided.

Where to next: In 2022 we will begin student led conferences, use staff and community survey data to finalise the school uniform review and survey parents about enhanced engagement with the school.

#### 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 in the percentage of parents reporting they feel welcome at school to equal or surpass NSW Govt norm (TTFM).	Parents feel welcome in 2021 was rated at 6.4 which is less than NSW government norm of 7.4. Only 16 parents completed this survey so data is not fully reflective of parent opinion.
Increase the number of students reporting they value schooling outcomes from 86%, to meet the NSW Govt norm of 96% (TTFM).	In 2021 88% of students reported they value school outcomes compared to NSW Govt norm of 96%. this remains an area of school priority. This is a 2% positive increase.
Increase in positive work habits and achievement as indicated on school reports.	In 2021 84.9% of students achieved positive work habits on their school reports (marked consistently or usually on end of year report data).
Upward attendance trend at student/parent/teacher Goal Setting meetings and Student Led Conferences by 2024.	In 2021 more than 90% of parents attended student/parent/teacher conferences. Student led conferences will commence in 2022.
Increased percentage of staff reporting improved skill acquisition and deeper	In 2021 over 90% of parents attended the initial student/parent/teacher goal setting meeting. Student led conferences will commence in 2022.

conceptual understanding in relation to professional learning that supports SD1-3	
Increased number of PLSP reviews due to goal achievements	The collection of this data was significantly impacted by remote learning and will commence in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$71,691.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bondi Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-Informed Programs and Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students with additional needs supported in their PLSP through SLSOs ensuring successful learning to meet their learning needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> 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 support 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>\$6,278.52</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bondi Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Autonomy in Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staff release to increase community engagement</li> <li>• additional staffing to implement Mini/Maqalit to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 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><b>After evaluation, the next steps to support our students with this funding will be:</b> Meaningful engagement with PLSPs (student/parent/staff collaboration) to ensure student outcomes are met.</p>
<p>Aboriginal background</p> <p>\$1,401.23</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bondi 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Aboriginal background</p> <p>\$1,401.23</p>	<ul style="list-style-type: none"> <li>• Autonomy in Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of this funding has resulted in Aboriginal families engaging in the PLSP process and, more importantly, conversations became more authentic.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding will continue to be used to support effective PLSP processes.</p>
<p>English language proficiency</p> <p>\$20,835.52</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bondi Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-Informed Programs and Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> EAL/D identified students achieving increased literacy outcomes and engaging more fully with the curriculum.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school will continue to engage with the integrated approach to supporting EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$108,473.26</p>	<p>Low level adjustment for disability equity loading provides support for students at Bondi Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-Informed Programs and Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The program has allowed students with additional needs to be supported through positive growth in Mini Lit and MaqLit assessments.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Increasing the LaST allocation from 0.6FTE to 0.8 FTE to further support successful implementation of programs for students with additional needs.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bondi Public School</p>

<p>\$33,811.29</p>	<p>from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-Informed Programs and Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased teacher understanding of best practice in numeracy with a focus on differentiation to meet the needs of students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employing an APC&amp;I (0.4 FTE) to work shoulder to shoulder with teachers to implement the learnt strategies.</p>
<p>QTSS release</p> <p>\$108,081.75</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bondi Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-Informed Programs and Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Assistant Principals working shoulder to shoulder with teachers to implement effective strategies in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employ an APC&amp;I (0.6 FTE) to work shoulder to shoulder in the classroom to implement best practice in numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bondi Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-Informed Programs and Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice</li> <li>• engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice</li> </ul> <p><b>The allocation of this funding has resulted in:</b> teacher two days per week supporting the implementation of new teaching</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>practices in numeracy as identified through the professional learning. The impact was noted in observation of practice and teacher programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Providing teacher release for quality numeracy programming across the school.</p>
<p>COVID ILSP</p> <p>\$22,616.22</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 14 students supported in literacy through Mini Lit and Maqlit, showing strong student growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Funding has continued for 2022, small group instruction will continue.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	285	302	285	279
Girls	300	294	286	272

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.2	95.4	95.1	95.6
1	94.6	94.9	95.9	95.2
2	93.3	94.7	93.9	94.7
3	94.1	92.7	93.4	93.5
4	93.2	91.8	94.5	92.6
5	94.7	93.8	93.2	93.3
6	92	94	93.7	92.7
All Years	93.7	93.9	94.3	94.1
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

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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)	22.01
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	549,133
<b>Revenue</b>	5,150,545
Appropriation	4,790,560
Sale of Goods and Services	2,925
Grants and contributions	355,935
Investment income	926
Other revenue	200
<b>Expenses</b>	-5,053,881
Employee related	-4,561,985
Operating expenses	-491,896
<b>Surplus / deficit for the year</b>	96,664
<b>Closing Balance</b>	645,797

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	71,691
<b>Equity Total</b>	136,705
Equity - Aboriginal	1,401
Equity - Socio-economic	5,995
Equity - Language	20,836
Equity - Disability	108,473
<b>Base Total</b>	4,155,338
Base - Per Capita	140,761
Base - Location	0
Base - Other	4,014,576
<b>Other Total</b>	291,878
<b>Grand Total</b>	4,655,612

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

To evaluate parent/caregiver satisfaction this year, we invited our staff and the community to participate in a survey about Home Learning to help inform our future direction. There were 230 responses with some excellent constructive feedback. One of the key messages that came from the survey is that one approach does not suit every family. We strive to support our families through the Learning from Home phase and we made the following changes as a result of feedback from the staff and community.

### Summary of the Home Learning Survey

#### Positives:

##### Most helpful features of online learning:

1. Daily Slides (91.7%)
2. Daily Zooms (73.9%)
3. Explicit teaching videos (67.8%).

##### Other key themes from written responses

1. Teachers are engaging and doing a great job
2. Online learning is better than in 2020
3. Slides and Zooms are beneficial (repeated, as above).

#### Things we could tweak:

##### Least helpful features of online learning:

1. Weekly Overviews/timetables (34.6%)
2. Google Classroom comment/question function (17.5%)
3. Additional online programs ie Reading Eggs (15.8%)
4. Daily Overview Videos (15.4%).

##### Other key themes from written responses

1. 37% of respondents requested longer/more Zoom lessons with teachers
2. 25% of respondents requested no changes
3. 1% of respondents voiced that there was too much content being provided

We collated staff and community feedback to develop a manageable happy medium for our students, staff, and families.

A high proportion of respondents requested more live Zooms, but a high proportion also asked that we don't change anything. We value all voices in our community, equally. It is essential that we provide programs that are equitable and that we trust the professional judgement of our teachers and staff for the benefit of our students. Our students are at the centre of all the decisions we make.

Guided by staff and community feedback, the following initiatives were removed from the Bondi Public School Home Learning Program:

- Weekly Overviews/Timetables
- Daily Overview videos
- Some explicit lesson videos (replaced with live Zoom lessons - see below).

The following initiatives were adjusted/added to the Bondi Public School Home Learning Program:

- Targeted 30-45min literacy/numeracy Zoom lessons, 4 times a week.
- 1 shorter 15-20 minute Zoom session on the 5th day (when teachers are on-site supervising students)
- Friday Fun Zooms - Games and quizzes will become part of the regular Friday Zooms
- Learning Packs K-2 - collected fortnightly on Fridays
- Wellbeing day was initiated. Regular tasks will be collapsed and wellbeing activities for the whole family will be provided.

Teachers and team leaders will be followed up with more details around Zooms. Furthermore, we encouraged families to reach out to their child's teacher to have a check-in phone conversation in addition to learning conversations which were already scheduled.

To evaluate student satisfaction this year, we used the Tell Them From Me survey tool. Our student measures for effective learning time, teaching and feedback, and positive student-teacher relationships were near or above the NSW average. Students reflected that we have a positive school climate and victims of bullying are considerably below the NSW State average. We are continuing to focus on articulating expectations for success, building a sense of belonging and explicit teaching practices and feedback for students.

To evaluate teacher satisfaction this year, we used the Tell Them From Me survey tool. All teachers reported measures that were at or well above the NSW average for the 8 drivers of student learning - Leadership: Parent Involvement; Inclusive School; Technology: Data Informs Practice; Learning Culture and Collaboration. An area to focus on is the use of technology to enhance practice. Some strengths to highlight were our teachers' high expectations for students and their willingness and ability to collaborate with colleagues to share strategies for increasing student engagement.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.