

2022 Annual Report

Bonnells Bay Public School



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Introduction

The Annual Report for 2022 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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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 396. Of these students, 22% identify as Aboriginal and/or Torres Strait Islanders and 6% are from language backgrounds other than English. The school has 16 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.

In 2021, the school participated in the external validation process, and these results, along with self-evaluative practices at the end of the year, led to an update of the 2021-2024 plan. Through our situational analysis we have identified a need for a focus on belonging and positive wellbeing strategies, for professional development in best pedagogical practices and data driven practices, as well as ensuring that staff remain current with curriculum and technology.

The whole school community, involving students, staff, parents, and the local Itji-Marru Aboriginal Education Consultative Group, have been consulted with and contributed to, the formation of the school plan.

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>

Self-assessment using the School Excellence Framework

Elements	2022 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	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
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

QTSS release: \$68,952.00

Professional learning: \$3,000.00

Summary of progress

Quality Teaching K-6

In 2022, the new position of Assistant Principal Curriculum and Instruction (APC&I) was established. The APC&I worked with the leadership team to deliver high impact professional learning across the school and to introduce new systems of explicit teaching that supported the school's involvement in the Guided Support project.

As a result, Bonnells Bay Public School teachers have improved their use of Learning Intentions and Success Criteria (LISC) and explicit teaching practices in whole class reading lessons. Teachers have engaged in High Impact Professional Learning (PL) on how to structure explicit literal and inferential comprehension lessons, how to monitor student understanding using engagement norms and have immersed themselves in short, targeted and specific teaching and learning sprints based on the Simon Breakspear model focussing on literal and inferential comprehension.

Teaching, learning, assessment, and planning documents were developed that reflect current evidence-based practices and were used systematically and consistently school wide. Classroom observations, document analysis and student focus groups, together with demonstration lessons and team-teaching opportunities, provided valuable feedback and support throughout the teaching and learning sprints and supported the implementation of practices covered in PL.

In 2023, the 'brain training' literacy initiative will be expanded to include Stage 3, with support for new staff to be successful in their implementation. The teaching sprint model of professional learning will continue and will be based on NAPLAN results.

Data Informed Practice

School leaders and classroom teachers continued to develop their understanding of evaluative practices through involvement in the Leading Evaluation, Evidence and Data (LEED) project. This included structured observations, student focus groups, document analysis and triangulation of data sets. As a result of the evaluation process, targeted professional learning focused on ensuring that staff had a deep understanding of LISC and how to embed it into their teaching programs and daily practice.

The APC&I and the Guided Support team analysed student comprehension data together with analysis of teaching practice before and after the delivery of each teaching sprint. Teachers reported changes to their practice including; using a new strategy, adopting engagement norms and being more explicit in their teaching. As a result, there were measurable improvements in students engagement and comprehension skills.

In 2023, the whole school assessment schedule will be formulated in collaboration with staff ready for implementation in Term 2. This will be supported by the introduction of a whole school data system for tracking student achievement.

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 to be at or above 35.4% (lower bound system-negotiated target).	30.85 % of students scored in the top two bands in NAPLAN for reading, nearing the lower bound target of 35.4 %.
The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases to be at or above 26.7% (lower bound system-negotiated target).	18.39 % of students scored in the top two bands in NAPLAN for numeracy, nearing the lower bound target of 26.7 %.
School self assessment of the School Excellence Framework (SEF), element 'Data Skills and Use' indicates improvement from Delivering trending towards to Sustaining and Growing	Self-assessment against the School Excellence Framework shows the school currently maintaining at Delivering in the element of 'Data Skills and Use'.
The proportion of Year 5 students achieving expected growth in NAPLAN reading increases towards 69.8%.	Student achievement data is unavailable for this progress measure in 2022 with the absence of comparison data from the 2020 cancellation of NAPLAN.
The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases towards 66.3%	Student achievement data is unavailable for this progress measure in 2022 with the absence of comparison data from the 2020 cancellation of NAPLAN.

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

Socio-economic background: \$185,888.00

Aboriginal background: \$20,000.00

Summary of progress

Attendance

The school completed an attendance audit with Lake Macquarie West Home School Liason Officer (HSLO). This audit clearly showed what we are doing well in all areas of attendance and highlighted areas that need refinement. Fortnightly meetings were held with the HSLO and this was a good opportunity to identify students who needed extra support around their attendance, provide whole school guidance around attendance issues including new initiatives by the DoE and utilisation of the Attendance Matters website.

In 2023, the school will collectively work towards improving whole school attendance with a particular emphasis on maximising the number of students attending at over 90%. This will be achieved through regular newsletter updates regarding attendance, continued fortnightly meetings with HSLO, attendance lotto at assembly each day and staff being encouraged to complete professional learning that promotes attendance and can be accessed through @MyPL.

Wellbeing

Zones of Regulation continued to be used in classrooms and was used in conjunction with the whole school PBL systems. The school funded an off-class position for an Assistant Principal to facilitate wellbeing initiatives. The position had the responsibility of working towards school improvement in the areas of: attendance, behaviour management strategies and positive wellbeing. All these initiatives were reviewed to ensure they were aligned with departmental policies.

In 2023, the Assistant Principal Wellbeing position will continue with a major focus on reviewing all matters relating to student wellbeing. This includes student, staff and parent forums to critically analyse current systems and work together to develop new initiatives that promote positive wellbeing and positive student outcomes across the school. The specific areas under review include but are not limited to: positive reinforcement, restorative practice, consistency of behaviour management and professional development/coaching around supporting students with additional needs.

Additionally, a second Assistant Principal will focus on Learning and Wellbeing. This role will include applications for funding support, liaising with parents and external providers to provide a wrap around approach to student support and the streamlining and strengthening of school procedures and practices.

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	The number of students attending greater than 90% of the time or more has

attending 90% of the time at or above 74.6%	decreased by 29.18 %. This figure was significantly affected by public health orders and easing travel restrictions.
Increase the percentage of students reporting positive wellbeing (expectations of success, advocacy and belonging) at or above 87.9%	73.7 % of students reporting positive wellbeing outcomes decreased by 1.17 % across the positive wellbeing measures. Tell Them from Me data shows an increase in Sense of Belonging of 6 %.
School self assessment of the School Excellence Framework (SEF), element 'Wellbeing' indicates maintaining Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently maintaining at Sustaining and Growing in the element of 'Wellbeing'.

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: \$19,500.00

Summary of progress

Curriculum Innovation

In 2022, K-2 staff participated in a range of professional learning opportunities as a part of the engagement phase for introducing the new curriculum for English and mathematics. Staff had the opportunity to use the new outcomes in their planning in the latter half of the year. Resources were sourced in Semester 2 in preparation for teaching in 2023.

100% of all staff and executive K-2, have enrolled and engaged with online learning in preparation for the syllabus implementation, 2023.

Staff survey responses indicated a reasonably high score of 8 on a scale of 10 for staff preparedness for 2023 implementation, 7.5 and 8 for impact of training modules. Staff indicated regular Stage time set aside for new syllabi discussions, with a rating of 7.

Changed content that will influence and change literacy teaching practice in 2023, included the use of decodable readers, multi-modal texts, and the emphasis on phonological knowledge. In mathematics, the most notable changes included the interconnectedness of the strands and the increase in student exploration and reasoning.

In 2023, K-2 staff will transition to the enact phase of the new curriculum reform, with the support of the APC&I and their Stage Assistant Principals. Staff will be provided with additional release from face-to-face teaching in order to have the time to deepen their knowledge of the new curriculum and to prepare for the implementation of the new units of work. Considerable school based resourcing and training will also need to focus on effective teaching strategies in the use of decodable texts. Teachers in Years 3-6 will embark on the engage phase, becoming familiar with the newly released curriculum in preparation for the enact phase in 2024.

Visible Learning

This year, staff continued their professional learning journey with Corwin. This included a School Development Day on Feedback. This is an area of focus that will require further development in 2023. Staff also participated in executive led professional development to reinforce prior learning on LISC. Surveys and observations showed that there was inconsistency across the school and also a lack of confidence in using LISC effectively. Liaising with our Corwin coach, identified areas of strength and areas for improvement with writing LISC. His feedback was put into practice and resulted in an increase in staff confidence. 90% of staff are regularly embedding LISCs and on the most recent walk through, LISC was evident in 82% of classrooms.

Staff confidence from SDD Term 3 to mid Term 4, increased from 38% to 79% of staff indicating they were 'Fairly Confident' or 'Very Confident' to implement LISC on a daily basis. Greatest growth was evident in staff rating themselves as 'Very Confident'. Data indicated a higher level of daily implementation in English, rather than mathematics.

In 2023, staff will continue to deepen their knowledge of Visible Learning through professional learning focused on Surface and Deep Transfer of understanding. New staff will be provided additional support to ensure that they are able to effectively deliver Visible Learning strategies within their classrooms. In consultation with our external delivery team at

Corwin, we will continue to focus on building staff capacity in refining practice and implementation across all 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 reporting reporting a positive sense of wellbeing (TTFM survey) from baseline of 83.4% towards lower bound target of 87.9%.	73.7 % of students reporting positive wellbeing outcomes has decreased by 1.17 % across the positive wellbeing measures. Tell Them from Me data shows an increase in Sense of Belonging of 6 %.
School self assessment of the School Excellence Framework (SEF), element 'Curriculum' indicates improvement above Delivering towards Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently maintaining Sustaining and Growing in the element of 'Curriculum'.
School self assessment of the School Excellence Framework (SEF), theme 'High Expectations' indicates improvement above Delivering towards Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently maintaining at Sustaining and Growing in the theme of 'High Expectations'.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$220,254.00</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"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students • 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 following impact: 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. This was done in consultation with parents and carers and with external support agencies. Funded students are included in discussion at Learning and Wellbeing meetings and the impact of support is monitored and adapted as needed.</p> <p>After evaluation, the next steps to support our students will be: Continuing to submit applications for funding in a timely manner and in response to student need. Ensuring adequate and appropriate professional learning for School Learning Support Officers, enabling them to implement programs that meet the needs of the students they are working with. The continuation of programs to support students through active and targeted intervention to ensure they are involved in all aspects of school life including the curriculum, social-emotional and extra-curricular activities.</p>
<p>Socio-economic background</p> <p>\$185,888.00</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> <ul style="list-style-type: none"> • Positive Wellbeing • Attendance <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 support Zones of Regulation program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Improved outcomes for identified students in the areas of literacy /numeracy, wellbeing, cultural connections, identified by Check in assessments, internal school behaviour data, Tell Them From Me surveys, Community feedback and staff professional learning feedback. Attendance monitoring has increased the attendance levels of students with identified attendance concerns. The funding also ensured that all students could participate in extra-</p>

<p>Socio-economic background</p> <p>\$185,888.00</p>	<p>curricular activities that broadened their experiences and enhanced their wellbeing.</p> <p>After evaluation, the next steps to support our students will be: Continue professional development of staff through Positive Behaviour for Learning and Zones of Regulation to support student learning. Continue the employment of additional staff such as Aboriginal School Learning and Support Officer to support Cultural program implementation. Continue the employment of an off class Assistant Principal to monitor attendance and to support students with behaviour and wellbeing concerns.</p>
<p>Aboriginal background</p> <p>\$20,000.00</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 <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 through cultural programs • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Improved outcomes for identified students in the areas of literacy, numeracy, attendance and wellbeing as identified by Tell Them From Me Data, community feedback and internal data. Teachers have reported that they have increased their knowledge and capacity to teach Aboriginal perspectives. The number of families engaging with the school through 'Yarn Up' meetings and PLP meetings has increased. The design of a Yarning Circle to be completed in 2023.</p> <p>After evaluation, the next steps to support our students will be: Continue employment of additional staff to deliver cultural support for Aboriginal students such as Dhinewan mentoring. Continue employment of specialist additional staff (SLSO) to support Aboriginal students and to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. Continuation of termly 'Yarn Ups' and WSLA cultural events. The creation of a Yarning Circle with stomping ground.</p>
<p>English language proficiency</p> <p>\$5,030.00</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"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: The funds supported students who had recently arrived in Australia and had no, or low levels of English proficiency. This funding has ensured that</p>

<p>English language proficiency</p> <p>\$5,030.00</p>	<p>students have progressed along the EALD scales.</p> <p>After evaluation, the next steps to support our students will be: To improve teacher capacity to deliver effective EALD approaches of support in class to ensure continuation of student's acquired language skills. In addition, the school will continue to ensure effective resourcing of staff to enable English language support for targeted students.</p>
<p>Low level adjustment for disability</p> <p>\$187,310.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention in reading to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Improved outcomes for identified students in the areas of learning and wellbeing identified by learning and wellbeing team minutes, Tell Them From Me, Learning Progressions and internal school data.</p> <p>After evaluation, the next steps to support our students will be: Continue engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting.</p>
<p>Professional learning</p> <p>\$54,745.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Data Informed Practice • Curriculum Innovation • Visible Learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employing casual teachers to release staff enabling them to participate in professional learning. • engaging external company, Corwin, to deliver professional learning in the area of "Visible Learning" • attendance at conferences to build leadership capacity <p>The allocation of this funding has resulted in the following impact: Improved outcomes for identified students in the areas of literacy as identified by professional learning feedback and learning progressions. Use of whiteboards and engagement norms are having a positive impact on student engagement and behaviour through differentiation and immediate feedback. Improved practice and consistency in explicit instruction as evidenced by executive walk-throughs and document analysis. Introduction to the new K-2 English and mathematics curriculum.</p>

Professional learning \$54,745.00	<p>After evaluation, the next steps to support our students will be: Continue engaging with professional learning through Corwin. Implementing the new K-2 English and mathematics curricula and prepare for the introduction of the new curriculum for Years 3-6.</p>
QTSS release \$161,923.00	<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 • Other funded activities <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 • implementation of quality teaching rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: Mentor support has improved areas of teacher practice, including classroom routines, behaviour management, the introduction of hierarchical reading warm-ups and SMART spelling lessons.</p> <p>After evaluation, the next steps to support our students will be: Continue a model of mentoring by staffing a curriculum and instruction leader for Years 3-6. Continue to provide assistant principals with additional release time to support classroom programs.</p>
COVID ILSP \$243,624.00	<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 2022.</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 and educators to deliver small group tuition. • Releasing staff to analyse school and student data to identify students for small group tuition. • Providing targeted, explicit instruction for student groups in literacy and numeracy. • Employing and releasing staff to coordinate the program. • Development of resources and planning of small group tuition. <p>The allocation of this funding has resulted in the following impact: The majority of students across all Stages, who participated in the program achieved significant progress towards their personal goals. With the Support Unit, the students progress was evident as "qualitative". 33% - 200% progress was achieved by the Kindergarten students in the reading cycle. 100% of students displayed a significant improvement in the Phonic Diagnostic Assessment. All students made significant progress in each numeracy cycle. The numeracy assessments including IfSR, reflected strong improvement.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition</p>

COVID ILSP

\$243,624.00

using data sources to identify specific student need. The school learning and support processes provides regular monitoring of students as they transition back into the classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	222	231	241	228
Girls	214	199	189	172

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.3	92.8	92.7	84.0
1	92.0	92.0	90.9	82.8
2	92.5	91.1	92.2	84.3
3	90.6	91.5	92.0	82.8
4	90.5	89.2	88.2	83.0
5	90.9	92.5	87.2	82.9
6	88.4	92.6	87.8	77.9
All Years	91.1	91.7	90.1	82.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	6
Classroom Teacher(s)	17.48
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	6.62

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	97,380
Revenue	5,543,070
Appropriation	5,422,142
Sale of Goods and Services	14,357
Grants and contributions	104,789
Investment income	1,582
Other revenue	200
Expenses	-5,339,066
Employee related	-4,957,778
Operating expenses	-381,288
Surplus / deficit for the year	204,004
Closing Balance	301,384

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.

	2022 SBAR Adjustments (\$)
Targeted Total	233,662
Equity Total	690,772
Equity - Aboriginal	115,115
Equity - Socio-economic	382,604
Equity - Language	5,030
Equity - Disability	188,024
Base Total	3,640,488
Base - Per Capita	112,564
Base - Location	0
Base - Other	3,527,924
Other Total	503,160
Grand Total	5,068,082

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

Parent/Caregivers

A total of 66 parents/caregivers completed the Tell Them From Me (TTFM) online survey which covers a range of school operations including overall satisfaction, communication, inclusiveness, behaviour and safety. A goal for 2023 is for more parents/caregivers to complete the TTFM survey to help inform future directions and overall school planning.

*69% of parents/caregivers felt welcome when they visit the school.

*72% of parents/caregivers feel they can easily speak with their child's teachers.

*59% indicate that they are well informed about school activities.

*67% of parents/caregivers felt that teachers will listen to concerns they have.

*69% of parents/caregivers felt that written information from the school is in clear, plain language.

*53% indicated that parent activities are scheduled at times they can attend.

*71% of parents/caregivers felt that the school's administrative staff are helpful when they have a question or problem.

Students

125 students in Years 4 to 6 provided the school with feedback through the Tell Them From Me (TTFM) online surveys conducted in Terms 1 and 4, 2022.

*79% of students indicated they have friends at school they can trust and who encourage them to make positive choices.

*77% of students felt that they try hard to succeed in their learning.

*79% of students feel as though they do not get in trouble at school for disruptive or inappropriate behaviour.

*74% of students felt that they have someone at school who consistently provides encouragement and can be turned to for advice.

*29% of students feel like they have been the victims of bullying, this is compared to a state average of 36%.

Teachers

24 teachers from Bonnells Bay Public School completed the Tell Them From Me (TTFM) survey.

*81% of teachers work with parents to help solve problems interfering with their child's progress.

*84% of teachers indicated that they link previously mastered skills and knowledge when presenting a new concept.

*71% of teachers indicated that they have made changes to their teaching based on professional learning.

*84% of teachers surveyed felt that they have the skills and confidence to meet the needs of students with a disability or special needs.

*64% of staff have been teaching for more than 6 years.

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.

Multicultural and anti-racism education - School Statement

Our school welcomes students, families and community members from all cultural backgrounds. We appreciate difference and diversity and aim to provide a culturally inclusive and responsive environment that benefits all students.

Our teaching and learning programs develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens. Our school fosters student wellbeing and community harmony by implementing anti-racism and anti-discrimination strategies that encourage engagement by parents and carers from all backgrounds.