

2022 Annual Report

Bondi Public School



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Introduction

The Annual Report for 2022 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.

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Bondi Public School

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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 School students 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>

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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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

Professional learning: \$31,864.40
Literacy and numeracy intervention: \$48,266.82
Literacy and numeracy: \$33,811.29
QTSS release: \$108,255.58
Integration funding support: \$113,886.00
Socio-economic background: \$6,278.52
Low level adjustment for disability: \$109,908.78
Aboriginal background: \$1,401.23
English language proficiency: \$15,790.01

Summary of progress

During 2022, in Numeracy the school formalised pre and post testing in Stage 1. The Assistant Principals conducted classroom observations of the APCI while also trialing Essential Assessment. The quality of these activities is evidenced by the initiation of targeted teaching in Stage 1 and with the allocation of the APCI. In Stage 1, Term 2 PAT data show that most of the students were sitting in band 6+ and there is evidence of increasing student enjoyment and engagement. Stage 3 continued with the teaching of innovative maths projects. Evidence from the student survey showed they enjoyed the assignments and Stage 3 completed maths assignments at the end of a unit where students designed their own race track with LEGO using angles, measurement, money.

Impact in numeracy is yet to be seen in NAPLAN data however teachers are using improved Mathematics teaching practices.

Where to next? In the next phase of this work, we will:

- use a targeted and consistent approach with a streamlined lesson approach across the school
- provide staff with professional learning in additive & multiplicative strategies
- purchase resources and allocate as an admin task (SLSOs)
- purchase teacher technology (laptops)
- cater for all learners in mathematics with essential assessment and pre/post testing
- add assessment schedule to scope & sequence plus PLAN
- targeted Professional Learning and team teaching
- program consistency, revision/fast 4 warm ups with whiteboards
- timetabling stages to program in 3 week cycles
- 9:00am-10.30am numeracy time (morning session)

-LaST utilised as a SWEEP to build up those who are identified and needing extra support after post test fortnightly

Literacy- Sound Waves/ Reading Literacy

In 2022 the school implemented projects in SoundWaves and in K- 2 Effective Reading in the Early Years

In SoundWaves the school ran staff professional learning, purchased and distributed classroom resources, introduced school-wide implementation, and used diagnostic assessments to identify ES1 students for PreLit.

In K-2 Effective Reading in the Early Years, K-2 staff engaged in Professional learning, purchased decodable texts and distributed these across ES1 - S1, ran Phonics screening tests with Year One and targeted Year 2 students. MiniLit & MacqLit were essential parts of Learning Support and Covid ILSP.

Staff recounted that:

SoundWaves was seen as a quality program as staff had success using the resources, prescriptive program, and consistent approach that was responsive to student needs.

The K-2 Effective Reading program improved understanding around evidence based reading instruction and use of texts. Staff being given the time to plan, the provision of resources, integrating new knowledge with existing programs and adapting scope and sequences to fit with spelling program were seen as positives in striving for improvement. Reflections and evaluations show that in reading there is a need to strengthen whole school assessment and data tracking aspects. Reducing the number of students on MiniLit and MacqLit remains a priority, as well as effective distribution and storing of resources.

Impact

SoundWaves data shows significant improvement in teacher understanding and student growth in phonics and spelling.

NAPLAN data is yet to reach the target of students in the top two bands. School survey data and observations show significant improvement in the teaching of spelling and in K- 2 reading, specifically in phonics and using decodable texts.

Where to next?

The SoundWaves program will continue to be embedded in 2023. The Effective Reading in the Early Years program will be further supported through ongoing professional learning and in class support and follow up.

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% towards 64.7%.	Data indicates 44.8% of students are in the top two skill bands for numeracy which is a decrease against baseline data.
There is no growth data for 2022 as no NAPLAN in 2020	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students achieving in the top two bands in NAPLAN reading from 70.3% towards 76.7%.	Data indicates 75.19% of students are in the top two skill bands for reading which is almost to the lower bound target of 76.7%.
There is no growth data for 2022 as no NAPLAN in 2020	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the teacher TTFM response to leadership in the following themes: School leaders have provided me with useful feedback about my teaching. School leaders have helped me	Teachers reported the following through TTFM teacher survey: School leaders have provided me with useful feedback about my teaching. 6.8 School leaders have helped me improve my teaching. 7.6. Trend data shows there is a 2% drop in the leadership measure however

improve my teaching.	this result is above the NSW Government Norm.
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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

Socio-economic background: \$0.00

Summary of progress

In 2022 the school delivered two wellbeing programs; Positive Behaviour for Learning (PBL) and Grow Your Mind (GYM). These were implemented for all students K-6.

In PBL new signage was put in place while the school revamped the program with a new teacher registry of lessons, consistent scope and lesson formats and teacher packs supported classroom implementation. PBL was introduced in scripture & ethics while classroom expectations were finalised. The strength of the PBL program is proven through data-driven lesson plans and teacher resources (slides and spreadsheet) and the way student voice is included in the lessons. This program was led by a strong and proactive team of teachers and executive.

In GYM the school conducted staff PL, surveyed staff, purchased & distributed classroom kits, organised a parent information night, conducted parent feedback on Professional Learning, provided newsletter updates and adjusted programs to include GYM in Term 3. GYM evaluations showed that there was inconsistent implementation across the school. This is worthy of further investigation. In PBL it was noted that more could be done to capture student voice and feedback on the GYM program.

Impact

Sentral data shows a decrease in negative incidences and GYM surveys show that there is an increase in student resilience, emotional literacy, sense of belonging. Tell Them From Me data indicates that 89% of students responded they had positive behaviour at school which is greater than the NSW government norm of 83%.

Where to next?

GYM lessons will be integrated with PBL (every second week). Stages will look at PBL data and identify character strengths that need to be focused on and teach the GYM lessons to match the PBL focus.

The school will introduce a Cyber safety program in 2023 and will also involve parents in PBL, incorporating homework tasks to facilitate this and run consistent newsletter inserts with a weekly focus.

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 84.1% towards 90%.	The number of students attending greater than 90% of the time or more has decreased by 30%, however, this figure was significantly affected by COVID-19 restrictions.
Increase percentage of students reporting positive wellbeing from 85.2% towards 89.7%	71.43 % of students reporting positive wellbeing outcomes. This is a decrease of 12% across the positive wellbeing measures.

Increase in students reporting sense of belonging from 75%, towards above NSW Govt norm of 81% (TTFM + internal K-3 equivalent survey).	66% of students expressed a positive sense of belonging which is below the NSW government norm of 81%
Increase students reporting an interest and motivation to learn from 60% towards equal NSW Govt norm of 78% (TTFM + internal K-3 equivalent survey).	Student interest and motivation are at 56% compared to the NSW government norm of 78%. Interest and motivation has decreased by 2% from 2021. This remains a school priority area.
Reduction in negative incident logs and low level, repeated incident logs on Sentral (PBL/Sentral	<p>There has been more consistent tracking of negative incident data in Sentral.</p> <p>From Term 1 to Term 2, the number of negatives incidences remained the same, however the number of safe negative incidences decreased by 50%. In Term 3, the school re-evaluated the way it defined minor and major negative incidences. The number of negative incidences more than doubled. Discussions around "why" potentially is due to staff being more vigilant in reporting and tracking.</p>
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 Leaders.	No data is available as this survey was not taken by staff in 2022.

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

Summary of progress

In 2022 the school ran a Grow your Mind parent information evening, Kindergarten Teddy Bear Picnic with parents, Student Led Conferences (T3), Meet the Teacher evening, Kindergarten Transition to School 2023, class teacher pre-school visits, and Year 6 leadership initiatives and conferences, in partnership with local high schools. There was considerable community consultation in PBL, school uniform, PLSP review meetings, continuation of the Philosophy program and the school was responsive to feedback and made whole school decisions based on data presented, moving into 2023. The school has initiated the beginning of the Reconciliation Action Plan. An external dance company was sourced to assist with the K-6 Dance Extravaganza, in response to staff and student feedback. PSSA sport was re-introduced as a result of student, staff and community feedback. Lego Shed was trialed in Term 4, 2022.

Community feedback has been positive. Student Led Conference feedback was overwhelmingly positive and in favour of continuing this initiative. Informal feedback shows the importance of these programs to the community. A formal survey showed that the Philosophy program is highly valued by the school community, in particular parents and carers.

An enabler around has been how parents respond to surveys and give feedback, however, a barrier has been the capacity and initiative to volunteer, possibly due to work constraints as supported by P&C communication.

Impact -77 parents responded to the Tell Them from Me- Parent survey in 2022. This is a significant improvement and the feedback is valued. Parent interactions with the school have strengthened however this will remain a priority in 2023.

Where to next -Community engagement survey in 2023. This will be used to guide our activities for 2023. The school plans to strengthen and continue Student Led Conferences, Kindergarten transition to school and the new student leader/pre-school initiatives.

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).	TTFM parent survey data showed that <i>-I feel welcome when I visit the school.</i> 6.4 with an overall rating of 6.3 compared to the NSW government norm of 7.4.
Increase the number of students reporting they value schooling outcomes from 86%, to meet the NSW Govt norm of 96% (TTFM).	Students believe that schooling is useful in their everyday life and will have a strong bearing on their future was rated at 81% compared to the NSW Gov norm of 96%.
Increase in positive work habits and	Internal Sentral data shows increased positive work habits and strong

achievement as indicated on school reports.	student achievement growth.
Upward attendance trend at student/parent/teacher Goal Setting meetings and Student Led Conferences by 2024.	This was a new initiative and as a baseline in 2022, 85% parents/carers attended Student Led Conferences.
Increased percentage of staff reporting improved skill acquisition and deeper conceptual understanding in relation to professional learning that supports SD1-3	<p>Evaluation of feedback from Sound Waves and Grow your Mind.</p> <p>75% - skill acquisition and perceptual understanding (SoundWaves) - 'I feel confident in using the Sound Waves program'.</p> <p>60% - 'I feel or know my students are making progress in the SoundWaves spelling program.'</p> <p>Survey results for Grow Your Mind were overwhelmingly positive.</p>
Increased number of PLSP reviews due to goal achievements	There are 43 PLSP plans in Sentral. All class programs demonstrate learning adjustments for students (92 students). Formal PLSP review meetings occurred in Term 4, alongside many meetings throughout the year as students achieved goals.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$113,886.00</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>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"> • High expectations and personalised learning for all students <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 to build teacher capacity around [behaviour intervention/ curriculum adjustments] • staffing release for targeted professional learning around Literacy and Numeracy • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Most 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 (SLSO support) within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: In 2023, continued support for funded students where SLSO's help the implementation of differentiated programs.</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>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"> • A Whole School, Planned Approach to Wellbeing • High expectations and personalised learning for all students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support Learning and Support program implementation. <p>The allocation of this funding has resulted in the following impact: Internal school data shows strong growth in Literacy for identified students who participated in the MacqLit program. Equity students were supported so they had full access to all of the school curriculum and personalised support if required.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to fund the LAST program and support equity students as required.</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>Funds have been targeted to provide additional support to students</p>

<p>Aboriginal background</p> <p>\$1,401.23</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High expectations and personalised learning for all students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Aboriginal students were supported through the successful implementation of their Personalised Learning Pathways and funds. Funds were used to also enhance cultural understanding for the whole school and embedded Aboriginal Education.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to support the implementation of PLPs and Aboriginal Education for all students.</p>
<p>English language proficiency</p> <p>\$15,790.01</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>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"> • High expectations and personalised learning for all students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • additional teacher time to provide targeted support for EAL/D students and for development of programs • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: Internal school data shows strong student growth for EALD students in literacy through small group tuition as a part of the Learning and Support program.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to support the employment of the LAST teacher and learning and support programs inclusive of EALD teaching strategies.</p>
<p>Low level adjustment for disability</p> <p>\$109,908.78</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>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"> • High expectations and personalised learning for all students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 <p>The allocation of this funding has resulted in the following impact: Learning and Support data shows strong student growth through small group tuition and the achievement of individual learning goals identified in</p>

<p>Low level adjustment for disability</p> <p>\$109,908.78</p>	<p>PLASPs.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to fund the Learning and Support Teacher and SLSOs to ensure students with additional needs are supported and successful at school.</p>
<p>Professional learning</p> <p>\$31,864.40</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 Bondi 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"> • Evidence-Informed Programs and Practices • Collaborative, Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Community of Schools in the Eastern Suburbs (CoSiES) conference for all teaching staff with a focus on high potential and gifted education, in addition to wellbeing. • Stage planning days, curriculum planning, teacher collaboration. • CoSiES professional learning days for the new K-2 Syllabus implementation days, led by literacy and numeracy specialists. <p>The allocation of this funding has resulted in the following impact: Teachers embed effective practices in the use of explicit teaching of literacy and numeracy, catering for HPGE and differentiating the curriculum and utilising the HPGE tools. We are at the initiation phase of developing teacher knowledge and confidence.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will continue the implementation of the K-2 Syllabus, where teachers will work collaboratively to plan and program. Year 3-6 will be exploring new curriculum materials and collaborating to implement new initiatives.</p>
<p>Literacy and numeracy</p> <p>\$33,811.29</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bondi 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"> • Collaborative, Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: Through the off class AP, teacher practice was further enhanced specifically in numeracy through differentiated professional learning and in class shoulder to shoulder support.</p> <p>After evaluation, the next steps to support our students will be: This funding will be used to fund the APC&I position to support the understanding and implementation of the new curriculum.</p>
<p>QTSS release</p> <p>\$108,255.58</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>Funds have been targeted to provide additional support to students</p>

<p>QTSS release</p> <p>\$108,255.58</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative, Data Driven Practices <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 • 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 the following impact: Teacher observations, programs and feedback show improved teacher practices in the teaching of numeracy. Teacher feedback on the support from the Instructional Leader has been positive.</p> <p>After evaluation, the next steps to support our students will be: These funds will be used to further support the implementation of new English and Maths Syllabus in K-2 and exploration and trialling of the new syllabus in 3-6.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</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>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"> • Collaborative, Data Driven Practices <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 • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact: Teacher observations, programs and feedback show improved teacher practices in the teaching of numeracy. Teacher feedback on the support from the Instructional Leader program has been positive.</p> <p>After evaluation, the next steps to support our students will be: This funding will be used to fund the APC&I position to support the understanding and implementation of the new curriculum.</p>
<p>COVID ILSP</p> <p>\$18,093.00</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 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/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Internal data from MultiLit and MiniLit programs shows strong student growth for students supported through this program.</p> <p>After evaluation, the next steps to support our students will be: This program will continue in 2023 aligned to the Learning and Support Team and delivered through small group tuition.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	302	285	279	269
Girls	294	286	272	263

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.4	95.1	95.6	89.1
1	94.9	95.9	95.2	88.6
2	94.7	93.9	94.7	90.6
3	92.7	93.4	93.5	87.9
4	91.8	94.5	92.6	86.2
5	93.8	93.2	93.3	83.6
6	94.0	93.7	92.7	86.9
All Years	93.9	94.3	94.1	87.9
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.85
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	3.96

*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	608,496
Revenue	5,269,277
Appropriation	4,860,973
Sale of Goods and Services	2,114
Grants and contributions	395,907
Investment income	9,583
Other revenue	700
Expenses	-5,301,743
Employee related	-4,453,151
Operating expenses	-848,592
Surplus / deficit for the year	-32,466
Closing Balance	576,030

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	113,886
Equity Total	133,414
Equity - Aboriginal	1,437
Equity - Socio-economic	6,279
Equity - Language	15,790
Equity - Disability	109,909
Base Total	4,102,815
Base - Per Capita	139,227
Base - Location	0
Base - Other	3,963,589
Other Total	303,266
Grand Total	4,653,382

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 Survey

Students in Years 4,5 and 6 were surveyed using the *Tell Them From Me Student Survey - Student Outcomes and School Climate*. Student responses showed Expectations for Success was stronger than Advocacy at School with Sense of Belonging remaining a school focus. The school knows that the impact of COVID 19 restrictions has had an impact on student wellbeing and this is reflected in this data.

Student responses showed that 81% of students *have friends at school they can trust and who encourage them to make positive choices*, and students with positive behaviour at school is rated at 89% above the NSW government norm of 83%. Student interest, motivation and effort are priority areas for the school to address through wellbeing programs.

In English and Mathematics, 35% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW government norm for this category is 53%. 31% of students were confident of their skills but did not find classes challenging. The NSW government norm for this category is 26%. 26% of students were not confident of their skills and found English or Mathematics challenging. The NSW government norm for this category is 14%. 8% of students lacked confidence in their skills and did not feel they were challenged. The NSW government norm for this category is 7%.

Students identified they wanted more explicit teaching with *Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback* rated at 6.1, NSW government norm is 7.5.

Advocacy at School and positive teacher relationships were areas identified for further school wellbeing programs. Student perseverance and growth mindset are also priority areas.

The school has prioritised wellbeing programs as a Strategic Direction and is responding to student feedback to enhance student engagement and student success.

Parent Survey

In 2022, 77 Parents completed the *Tell Them From Me Parent Survey- Partners in Learning*. This was a significant improvement in the numbers of parents offering feedback from 2021 and is seen as a positive trend towards enhancing parent partnerships with the school.

While parents rated the school below the state norms on the measures for strong parent partnerships, the survey provided feedback to our school about the extent to which parents feel the school supports learning, positive behaviour and promotes a safe and inclusive environment.

Parents were positive as they *can easily speak with my child's teachers*. 6.8 and the teacher *Reports on my child's progress are written in terms I understand* (6.8). The school's administrative staff were rated as helpful when they have a question or problem (7.7). An area for improvement included parents wanted more information about their child's social and emotional development. Parents talk with their child about their learning and their feelings towards other students at school.

Parents responded that *Teachers show an interest in my child's learning* (6.3) and *My child is encouraged to do his or her best work* (6.7). A school strength was *My child is clear about the rules for school behaviour* (8.1).

Parents gave feedback that they would like to see the school even more inclusive where teachers help students who need extra support (5.7), and *Teachers help students develop positive friendships* (5.4).

Parent engagement with the school remains a school priority. Responses to the Student Led Conferences shows that talking about student learning has been very positively received. The school plans to address the Tell Them from Me feedback and will use this data to form plans for a deeper partnership.

Teacher Survey

22 teachers completed the *Tell Them From Me- Teacher survey- Focus on Learning*. The survey was positive with Leadership, Collaboration, Learning Culture, Data informs Practice, Inclusive School, Parent Involvement, and Teaching Strategies being at or above the NSW Government Norm. There is room to further enhance aspects of Parent Involvement and Technology.

A school strength in the Leadership domain was *"I work with school leaders to create a safe and orderly environment* (8.8) and *school Leaders have supported me through stressful times* (8.4). An area for further focus identified by teachers is around taking time for more in class observations (5.6).

Teacher Collaboration is reported positively with *Teachers in our school share their lesson plans and other materials with me (9.2)* and teachers responded that they shared strategies to increase student engagement, assessment and to solve learning problems. Again teachers reported they would like collegial feedback on their teaching.

High expectations for student learning and monitoring the progress of students were identified as strong features of the school's learning culture.

Data Informs Practice was rated just above the state norm (7.9>7.8) with assessments informing lesson planning and setting challenging goals for students. Data is used to both give student feedback and help staff to identify where individual students are having difficulty.

Teachers responded that they use two or more teaching strategies in a lesson and try to link new learning to previously mastered skills and knowledge. Written feedback is an area for development however this would need to be age appropriate.

Teacher use of technology remains a school focus where there are opportunities to improve student technology goals, students tracking their progress using technology and more opportunities for students to use technology to analyse, organise and present subject matter.

Bondi Public School is an Inclusive School with strengths in *Teachers understanding the individual learning needs of students (9.0)*, *inclusive classroom practices (9.0)* and *clear expectations for student behaviour (9.4)*.

While parent involvement is equal to the NSW gov norm, teachers identify they would like parents to partner in reviewing their child's work so parents are more consistently informed about their learning progress.

Challenging and visible learning goals for students along with quality feedback are identified as areas for future development.

Teacher trend data shows some minor decline from 2021 possibly due to the disruption due to Covid-19 and ongoing restrictions. Teacher responses show that leaders are driving improvement and change and are strong in their communication of the strategic vision.

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.