

2023 Annual Report

Bonnells Bay Public School



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Introduction

The Annual Report for 2023 is provided to the community of Bonnells Bay Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

As a school we pride ourselves on working with the ethos that "It takes a village to raise a child". It takes the combined efforts of staff, families and community to support our young people to achieve their best.

We have been able to provide a multitude of opportunities to our students this year. These opportunities show that learning takes place not just in the classroom and is more than the traditional 3 r's of reading, writing and arithmetic. Through our activities in and out of the classroom we teach our students the modern three r's of resilience, rights, and respectful relationships.

To name a few: sporting carnivals, students who represented our school at zone, regional and State levels in sport and PSSA, NAIDOC Week and Harmony Day celebrations, Star Struck, Stage 3 camp in Canberra, Backflips against Bullying, Sports in Schools, Dhinewan mentoring, programs such as Orientation for our 2024 Kinder students, the book week parade and book fair, our special PBL reward days, excursions. Mother's Day, Father's Day and Easter events.

We've enjoyed the opportunity to show off our programs during open classrooms where many of you were able to come and see our Brain Training in action and to hear more about the teaching of phonics from our Assistant Principals for Curriculum and Instruction.

I'd like to take this opportunity to thank the many groups that are each an important part of our school community.

Firstly, to the staff, who work in the classrooms, in the office, in and around our school grounds.

Jackie Chan said, "Sometimes it takes only one act of kindness and caring to change a person's life". Every day, I witness my staff's unwavering dedication to your children to ensure every student is known, valued, and cared for. None of the events I have mentioned happen by themselves. There are always staff who go above and beyond to make these opportunities happen for our students. My most sincere thanks.

To our incredible community, without you-the parents, carers, families and community partners, we would not have been able to continue improving learning and wellbeing outcomes for all our students. Our school, family and community relationships are important to us in strengthening the partnership in learning for every child.

While acknowledging the work of our community, I can't go past the excellent support and commitment demonstrated by our P&C. They continue to advocate for our students and creatively engage and raise funds for our school, most recently with the very successful cookie dough fundraiser. The success of the P&C's fundraising over the years has enabled us to purchase resources for classrooms such as new home readers for our K-2 students, sponsorship of many students to support their participation at State level sporting events, providing every Year 6 student with a Year book and this year they have finished with a bang, donating \$18000 towards the \$200000 worth of projects that we are looking to complete next year - a yarning circle, the reshaping of the hill into a tiered learning area, a nature playground where the senior play equipment is and a new digital sign for the front of the school. All of this and much more is a testament to the strength of our P&C and their impressive commitment to BBPS.

To our school's most important people, our students. You are all wonderful with so many unique and special strengths. I can recall countless times where I have witnessed students helping a friend in need, demonstrating empathy and compassion for one another and I have loved reading in the student reports and on Dojo the achievements of every child working towards or achieving their individualised learning goals.

We continue to strive towards achieving the targets for Literacy and Numeracy as identified in the 2022 - 2026 School Improvement Program. This year we have introduced the units of work for K-2 classrooms and next year this work will continue into Years 3-6. Student learning has been supported by our daily Brain Training and SMART Spelling programs

To our current school leaders, I would like to say thank you for all your excellent work this year. You have done a wonderful job in your roles. Your leadership, dedication and support to our school is greatly appreciated.

We introduced Positive Behaviour for Learning (PBL) back in 2016 and it was time for a review this year. That review happened In Term 1, and as a result we moved from a system where negative incidents, even if they occurred in Term 1, meant that students couldn't qualify for Emerald Award at the end of the year, to a system where students accumulate points and earn their way to each level of award. From student feedback about the value of various minerals and gemstones, we now have Platinum as the pinnacle of excellence within our system. Congratulations to the 264 students who earned this recognition in 2023 and attended the Platinum reward day at the end of the year.

This year we are continuing with the Emerald medallion to recognise students who attend school without having any negative incidents in their seven years at our school. I'm proud to say that at the end of year Presentation Assembly we were able to recognise five students for this achievement.

We concluded the year with a parent satisfaction phone survey. Thank you to everyone who responded. We greatly appreciate your feedback as we continue to strive to improve our systems and make BBPS an amazing school in which to learn and work.

At BBPS we will continue to give our students limitless possibilities to achieve their own individual greatness!

Thank you.

Karin Hird

Principal

School vision

Bonnells Bay Public School is a dynamic learning community, where students strive for their personal best in a safe, engaging and connected environment.

School context

Bonnells Bay Public School is located on Awabakal land on the western edge of Lake Macquarie NSW and has a student enrolment of 403. Of these students, 20% identify as Aboriginal and/or Torres Strait Islanders and 5% 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. The school has an active P&C who support students and the school through a variety of fundraising activities. 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 2022, 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.

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 | 2023 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Delivering |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student growth and performance | Delivering |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Delivering |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Delivering |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: 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

Socio-economic background
Professional learning
AP Curriculum & Instruction
Beginning teacher support

Summary of progress

Quality Teaching K-6

Bonnells Bay Public School has implemented a research-based and systematic approach to teaching the intricate technical skills of reading through its Brain Training initiative, spanning all educational stages. This initiative has demonstrated a notable impact on both student engagement and achievement. Teachers at Bonnells Bay Public School have engaged in high-impact Professional Learning (PL) sessions, delving into the scientific research that underpins the Brain Training program. Additionally, educators have received extensive one-on-one training, development, and continuous support to effectively implement the program, tailored to the ever-changing needs of their students. This will be refined and extended in 2024 through a whole school focus on fluency, inclusive of a paired fluency program.

Data Informed Practice

Teachers at Bonnells Bay Public School have engaged in high-impact PL sessions, focusing on quality data informing teaching practice. The school developed and implemented a whole school assessment schedule to create uniformity in data informed practice. Additionally, teachers have gained a deep understanding of PLAN2 Version 3 to assess student understanding and tailor learning to meet specific student needs. 100% of teachers successfully utilised different functions of PLAN2 Version 3 (Area of Focus, Indicator Progress, external assessments) to plan, focus, observe and analyse students' literacy needs in alignment with the learning progressions. In 2024, regulated data collection and analysis processes will ensure that teaching and learning are continuously examined, refined, and adapted to meet the evolving needs of students. This adaptive process will persist, being fine-tuned based on the individual needs and achievement levels of students.

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 |
|--|---|
| School self assessment of the School Excellence Framework (SEF), element 'Data Skills and Use' indicates improvement from Delivering trending towards Sustaining and Growing | Self-assessment against the School Excellence framework determined the school was performing at Sustaining and Growing in the element of 'Data Skills and Use'. As these consistent school-wide practices become further embedded, we are moving towards Excelling in this learning domain. |
| An increase in Check-in Assessment mean scaled score for reading in Years 3 and 5 for 2023 compared with Years 3 and 5 in 2022. | The school has moved from a mean scaled score of 352.8 for Semester 2, Year 3 and a score of 374.1 for Semester 2, Year 5 in 2022 to scores of 345 for Semester 2, Year 3 and a score of 359.5 for Semester 2, Year 5 in 2023. The number of students in the lower quartile has dropped by 6.6% in Year 3 and in Year 5 there has been an increase of 7.9% of students in the upper |

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| <p>An increase in Check-in Assessment mean scaled score for reading in Years 3 and 5 for 2023 compared with Years 3 and 5 in 2022.</p> | <p>quartile for reading.</p> |
| <p>An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p> | <p>The school has moved from a mean scaled score of 329.2 for Semester 2, Year 3 and a score of 370.1 for Semester 2, Year 5 in 2022 to scores of 334.7 for Semester 2, Year 3 and a score of 362.7 for Semester 2, Year 5 in 2023.</p> <p>There has been an increase of students performing in the upper quartile of 4% in Year 3 and 3.2% in Year 5 respectively.</p> |

Strategic Direction 2: Connect, succeed and thrive

Purpose

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

Initiatives

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

- Positive Wellbeing
- Attendance

Resources allocated to this strategic direction

Low level adjustment for disability

Socio-economic background

QTSS release

Aboriginal background

Summary of progress

Positive Wellbeing

The school introduced family conferencing involving all key stakeholders in a case management approach to improve student sense of belonging and engagement for positive school experiences. This process involved refining practices around the school to obtain appropriate funding to meet the needs of all students, so they could reach their potential in all realms. Changes to staff procedures and practice were evidence informed, based on internal data. Staff were upskilled through professional learning. Engagement of additional staff enabled support for students at their point of need and allowed for deployment of staff based on their expertise. An improved level of student engagement resulted in students' accessing the curriculum and engaging in social and cultural based activities. The majority of teachers felt supported by the executive, their peers, and procedures and practices around the school. Flexibility was shown throughout this process and changes made accordingly to ensure staff, students and the wider community recognised that all students were known, valued and cared for. The enhancement of professional collaboration and support ensured a positive school and community culture was evident. Another significant result was increased funding to support the needs of students. In 2024 there will be proactive insurance that allocation of staff is based on expertise to support the students at their point of need.

Attendance

The school has made significant strides in fostering a culture of regular attendance and engagement. The focus on improving communication with parents regarding the importance of attendance has been a foundation of the school's efforts. Through avenues such as newsletters, parent forums, and social media platforms, the school has effectively conveyed the message that consistent attendance lays a strong foundation for academic success and social development.

One of the key initiatives was the enhancement of data collection systems, allowing staff to analyse attendance trends weekly and maintain a comprehensive database. This proactive approach has enabled identification of students at risk and prompt implementation of targeted interventions. The phone intervention program, coupled with attendance meetings facilitated in collaboration with the HSLO, ensured that support plans were tailored to meet the needs of individual students and families.

Central to the school's success has been the implementation of a whole-school positive reward system, which celebrated and acknowledged high levels of attendance. This approach incentivised regular attendance and also fostered a sense of community and shared responsibility for academic engagement.

Investing in staff professional development was pivotal in equipping teachers with the skills and knowledge necessary to manage attendance administration effectively. As a result, staff members reported feeling more confident and empowered in their roles.

These concerted efforts have yielded tangible results, with attendance rates having shown improvement compared to previous years. Moving forward, staff remain committed to sustaining this momentum and further enhancing strategies to ensure that every student has the opportunity to thrive academically and socially.

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 attending 90% of the time at or above 74.6% | The percentage of students attending more 90% of the time has increased from 33.6% in 2022 to 51.2% in 2023. Attendance continues to be impacted by an increase in sick days and leave for travel. |
| Increase the percentage of students reporting positive wellbeing (expectations of success, advocacy and belonging) at or above 87.9% | 78.87% of students report positive wellbeing at school. This is an increase of 5.17% from 73.7% in 2022. |
| 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'. |

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 Curriculum Implementation

Resources allocated to this strategic direction

AP Curriculum & Instruction
Socio-economic background
Professional learning
Per capita

Summary of progress**Quality Curriculum Implementation**

K-6 teaching staff were supported with additional time to engage with professional learning curriculum implementation and development of resources. All stages were adequately resourced to implement the new syllabus requirements and were assisted through coaching and mentoring in pedagogical practice and effective use of data to monitor student progress and needs. Through inter school visits and collaborative professional discussion, teacher development of skills and strategies was enhanced. Collaborative sharing within and beyond the school led to increased collective efficacy so that teachers felt strongly supported to engage and enact the new curriculums in English and Mathematics. With eleven new staff members, this ensured a consistency of practice across the school. 100% of K-2 staff have effectively implemented the curriculum with developing confidence. Staff from 3-6 have been collaboratively supported by K-2 staff, together with professional learning and coaching and mentoring, in understanding the requirements of the new curriculum. This led to increased confidence to engage in implementation in 2024. As the school progresses to 2024, there will be continued support of additional time for collaborative professional planning and additional resourcing to ensure impactful curriculum delivery across the school to assist student progress.

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 |
|---|---|
| School self assessment of the School Excellence Framework (SEF), element 'Curriculum' indicates improvement above Delivering towards Sustaining and Growing. | The school has self assessed against the School Excellence Framework (SEF) in the area of Curriculum and has determined they were operating at the level of Sustaining and Growing. |
| School self assessment of the School Excellence Framework (SEF), theme 'High Expectations' indicates improvement above Delivering towards Sustaining and Growing. | The school has self assessed against the School Excellence Framework (SEF) in the area of High Expectations and has determined they were operating at the level of Delivering working towards Sustaining and Growing. |

| Funding sources | Impact achieved this year |
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| <p>New Arrivals Program</p> <p>\$24,440.00</p> | <p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Bonnells Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: New arrival students were effectively supported to participate in classroom activities, build their sense of belonging and build relationships with their peers. Attendance was positively impacted by their sense of belonging.</p> <p>After evaluation, the next steps to support our students will be: This funding expires at the end of 2023. In 2024, the students will be supported by small group work to further support English development.</p> |
| <p>Integration funding support</p> <p>\$474,533.00</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"> • Intensive support to access literacy and numeracy activities • Intensive support for students in the playground to support social skills • intensive social and emotional learning groups for funded students <p>The allocation of this funding has resulted in the following impact: Students were effectively supported to gain access to curriculum at their point of need. They were supported to self regulate and to develop and improve social skills, and to strengthen relationships amongst peers.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide support for students with support from SLSOs in the classroom and the playground as needed. Professional development for SLSOs targeted to meet the needs of particular students. Decision to continue with Social Emotional Learning groups, Assistant Principal Wellbeing off class and Assistant Principal Welfare off class in 2024.</p> |
| <p>Socio-economic background</p> <p>\$418,020.12</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"> • Quality Teaching Practices • Data Informed Practice • Positive Wellbeing and Attendance |

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| <p>Socio-economic background</p> <p>\$418,020.12</p> | <ul style="list-style-type: none"> • Attendance • Quality Curriculum Implementation • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • support of students at risk of learning loss through poor attendance <p>The allocation of this funding has resulted in the following impact: All students were able to participate in in-school curriculum activities with equity, alongside their peers. Additionally they were provided with opportunities to participate in extracurricular activities. The school has procedures to ensure that no child has a sense of being disadvantaged from participation in school opportunities.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide equity of access to learning opportunities and extra curricular activities to enable all students to reach their full potential.</p> |
| <p>Aboriginal background</p> <p>\$125,180.04</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 and Attendance • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • professional learning for all staff in conjunction with staff from neighbouring schools. PL included on country experience supported by elders. • employment of Dinewhan mentoring provided weekly sessions on a rotational basis, in classrooms, for all students. Aboriginal students attended additional cultural sessions where they participated in a range of dance and art activities. • Aboriginal and Torres Strait Islander students from Years 4-6 participate in weekly Bro Speak and Sista Speak sessions. during Terms 2 and 3. <p>The allocation of this funding has resulted in the following impact: Students and their families felt supported and had an improved sense of belonging through the involvement of Aboriginal staff in meetings focused on student learning and wellbeing. All students have developed a greater understanding of Aboriginal and Torres Strait Islander history and culture, which has contributed to a positive sense of wellbeing for all students. The mentoring program has been well received by both staff and Aboriginal and Torres Strait Islander students and has been positively supported by the wider community.</p> <p>After evaluation, the next steps to support our students will be: Continued focus on developing and supporting staff and students in their cultural awareness and knowledge of Aboriginal and Torres Strait Islander history through targeted professional learning, utilising expertise from the delivery support team. Proactively developing and maintaining relationships with families of Aboriginal and Torres Strait Islander students, to build partnership and positively impact student performance to match or better those of all students.</p> |

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| <p>English language proficiency</p> <p>\$18,269.02</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"> • employment of additional staff to support delivery of targeted initiatives • 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: Students were supported to actively engage within the school community in learning and social opportunities to develop their sense of belonging and their equity in access to academic achievement alongside their peers.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide in class and withdrawal support as needed for identified students.</p> |
| <p>Low level adjustment for disability</p> <p>\$221,979.16</p> | <p>Low level adjustment for disability equity loading provides support for students at Bonnells Bay Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Wellbeing and Attendance • 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 • additional classroom teacher was accessed to enable the AP wellbeing to be off class to support the complex needs of students and the community <p>The allocation of this funding has resulted in the following impact: Students were supported to increase their self-regulation strategies in a calm and respectful manner, which resulted in increased engagement with the curriculum and improved relationships with peers. Teachers and the wider community were supported to gain access to additional funding to support children based on the complexity of their needs. Integration Funding Support funding increased by 300% enabling the school to provide increased support for the community it serves.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ an additional teacher, enabling the Assistant Principal Well-being position to remain as an off-class position. Recommend continuing implementation of English and Mathematics intervention programs. Ensure ongoing Professional Learning has been undertaken to enable consistent delivery of effective programs to differentiate the learning in English and Mathematics and effectively implement small group intervention in all classrooms.</p> |
| <p>Professional learning</p> <p>\$32,287.61</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</p> |

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| <p>Professional learning</p> <p>\$32,287.61</p> | <p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practices • Data Informed Practice • Quality Curriculum Implementation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principal (AP) to deliver Professional Learning (PL) and in-class support on explicit SMART Spelling routine and practices. • Develop a school-wide, consistent approach to SMART Spelling to work in conjunction with Brain Training. This process will utilise a gradual release model inclusive of demonstration lessons, team teaching, observations and programming mentorship and evaluation. • Assistant Principal Curriculum and Instruction (APCI) to present PL for new staff, one on one coaching sessions, peer observations and AP observations. • APCI to embed Brain Training (formerly RHWU) pedagogy in Stage 3 classrooms following a gradual release model which includes demonstration lessons, team teaching, observations and programming mentorship and evaluation. <p>The allocation of this funding has resulted in the following impact: 100% of classes engaged in SMART Spelling and Brain Training explicit lessons. Achievement within classroom evident through detailed program registration and evaluative practice inclusive of photos. All staff made contributions to the development of Brain Training through collaborative programming. 90% of staff opted to showcase Brain Training for Open Classrooms, which highlighted increased confidence and understanding.</p> <p>After evaluation, the next steps to support our students will be: The SMART Spelling and Brain Training programs have been highly valued by staff and will continue in 2024. Demonstration lessons and observations will remain key in maintaining consistent practice across all classrooms. New staff will be upskilled and mentored. Brain Training and SMART Spelling will continue to be evaluated and modified to suit the changing need of students. Fluency will be the new focus for professional learning to enhance teacher support for students in developing their comprehension skills.</p> |
| <p>Beginning teacher support</p> <p>\$30,890.00</p> | <p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Bonnells Bay Public School during their induction period.</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 Practices • Data Informed Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Beginning teacher mentor provided shoulder to shoulder support to effectively build confidence and competence of the beginning teacher in all aspects of classroom teaching and as a contributor to whole school programs. <p>The allocation of this funding has resulted in the following impact: The beginning teacher felt valued and supported in the school environment and developed a network within school to gain support for all aspects of developing her craft. Her confidence and competence grew to allow her to address the needs of student complexity in any classroom environment.</p> <p>After evaluation, the next steps to support our students will be: Continue to support beginning teacher in the development of her craft, and</p> |

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| <p>Beginning teacher support</p> <p>\$30,890.00</p> | <p>through the accreditation process. The coaching and mentoring will continue to support effective use of data to ensure students progress.</p> |
| <p>QTSS release</p> <p>\$87,355.58</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bonnells Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Wellbeing and Attendance • Attendance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs • Assistant Principal in an off class position to support staff, students and families in implementing programs to improve attendance and support positive wellbeing <p>The allocation of this funding has resulted in the following impact: Tell them from me teacher data shows an 8% increase from 2022-2023 in the number of teachers who feel that they are meeting the needs of students with disability or special needs. A new positive reinforcement system was introduced that utilised a merit system with students earning their way to end of term and end of year awards.</p> <p>After evaluation, the next steps to support our students will be: Evaluate the new behaviour system and refine as necessary. The school will continue to staff an Assistant Principal Welfare to monitor behaviour and attendance.</p> |
| <p>COVID ILSP</p> <p>\$182,718.36</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact: Students were supported to improve their word recognition skills, fluency and comprehension in the area of reading. In numeracy, the COVID ILSP team has focused on developing whole number knowledge and skills with using the four operations.</p> <p>After evaluation, the next steps to support our students will be: To continue to support students through small group tuition. The focus area will be developed in response to data analysis identifying the area of need.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2020 | 2021 | 2022 | 2023 |
| Boys | 231 | 241 | 228 | 217 |
| Girls | 199 | 189 | 172 | 182 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2020 | 2021 | 2022 | 2023 |
| K | 92.8 | 92.7 | 84.0 | 89.9 |
| 1 | 92.0 | 90.9 | 82.8 | 87.3 |
| 2 | 91.1 | 92.2 | 84.3 | 89.5 |
| 3 | 91.5 | 92.0 | 82.8 | 90.9 |
| 4 | 89.2 | 88.2 | 83.0 | 88.3 |
| 5 | 92.5 | 87.2 | 82.9 | 87.9 |
| 6 | 92.6 | 87.8 | 77.9 | 89.4 |
| All Years | 91.7 | 90.1 | 82.5 | 89.0 |
| State DoE | | | | |
| Year | 2020 | 2021 | 2022 | 2023 |
| K | 92.4 | 92.8 | 87.9 | 91.1 |
| 1 | 91.7 | 92.7 | 87.4 | 90.5 |
| 2 | 92.0 | 92.6 | 87.8 | 90.8 |
| 3 | 92.1 | 92.7 | 87.6 | 90.9 |
| 4 | 92.0 | 92.5 | 87.4 | 90.6 |
| 5 | 92.0 | 92.1 | 87.2 | 90.3 |
| 6 | 91.8 | 91.5 | 86.3 | 89.8 |
| All Years | 92.0 | 92.4 | 87.4 | 90.6 |

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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) | 17.4 |
| Learning and Support Teacher(s) | 1.3 |
| Teacher Librarian | 0.8 |
| School Administration and Support Staff | 6.62 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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 | 2023 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.00% | 3.60% |
| Teachers | 3.00% | 3.40% |

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

| | 2023 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 129,893.53 |
| Revenue | 6,150,708.46 |
| Appropriation | 6,005,506.62 |
| Sale of Goods and Services | 1,454.61 |
| Grants and contributions | 136,912.55 |
| Investment income | 6,048.43 |
| Other revenue | 786.25 |
| Expenses | -6,120,230.38 |
| Employee related | -5,512,473.03 |
| Operating expenses | -607,757.35 |
| Surplus / deficit for the year | 30,478.08 |
| Closing Balance | 160,371.61 |

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.

| | 2023 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 239,497 |
| Equity Total | 783,448 |
| Equity - Aboriginal | 125,180 |
| Equity - Socio-economic | 418,020 |
| Equity - Language | 18,269 |
| Equity - Disability | 221,979 |
| Base Total | 3,743,583 |
| Base - Per Capita | 108,357 |
| Base - Location | 0 |
| Base - Other | 3,635,226 |
| Other Total | 499,738 |
| Grand Total | 5,266,267 |

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 Satisfaction

Parent satisfaction was sought in Term 4 through phone calls to randomly selected parents from each class. There were a total of 52 responses with 17% identifying as Aboriginal or Torres Strait Islander, 53% identified as having children who had received additional support with 13% having children who receive additional funding or are in a support class.

There were 50 positive responses relating to things the school can be proud of, with highlights including 15 mentioning communication, 14 commenting on staff, 13 mentioned events, 11 said behaviour, including systems improvement and 16 mentioned learning and student growth. Comments included phrases such as: "The school is welcoming and inviting", "awards and excursions are appreciated", "communication has improved this year", "the changes to the playground where teachers are in for so many hours and offering activities", "we love the new behaviour system - so easy for parents to see progress".

When asked about areas where the school can improve for next year 18 mentioned communication, 7 mentioned staff, 6 talked about ideas to improve events and 9 were behaviour related. 18 parents had no suggestions for improvement. Comments included phrases such as: "Assemblies could be improved so that awards are presented in class", "A little more follow up from parent teacher meetings", "More seating when parents are involved", "Hate presentation days where the same kids get awards, but the same kids don't get any".

While the school could better communicate activities done to support Aboriginal and Torres Strait Islander students, parents expressed that they were happy with the programs that are in place. Comments included phrases such as: "PLP and engagement are great! We need to promote this opportunity to parents more", "Happy with the cultural development", "yes happy. Other schools are not doing near as much", "No because didn't receive a lot of information about what programs there are."

Parents whose children are receiving additional support were very happy with the services provided. Many gave explicit feedback about the blue room and about particular teachers who have supported their child. Parents also commented on the school's Social and Emotional Learning groups and the support that this has provided for their child.

As a result of parent feedback the school will conduct further research to determine means to improve communication and to identify concerns with staffing and behavioural matters.

Student Satisfaction

A total of 143 students in Years 4 to 6 provided the school with feedback through the Tell Them From Me (TTFM) online surveys completed in Terms 1 and 4, 2023.

- * 29% of students indicated that they are victims of bullying compared to a state average of 36%.
- * 84% of Aboriginal students either agree or strongly agree that they feel good about their culture when they are at school.
- * 77% of Aboriginal students feel that teachers have a good understanding of their culture.
- * 80% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- * 74% of students surveyed think that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

Teacher Satisfaction

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

- * 75% of teachers surveyed felt that school leaders have supported them during stressful times.
- * 82% of teachers talk with other teachers about strategies that increase student engagement.
- * 86% of teachers establish clear expectations for classroom behaviour.
- * 92% of teachers surveyed feel they belong at this school.
- * 100% of teachers felt that Bonnells Bay Public School is a culturally safe place for all students.

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.