

# Bundeena Public School Annual Report



2016



3765

## Introduction

The Annual Report for **2016** is provided to the community of **Bundeena 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 school 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.

Mrs Sally Kelly

Principal

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## School background

### School vision statement

Bundeena Public School operates in partnership with the community to provide a happy, caring and inspiring environment where curiosity and creativity support the development of well-rounded global citizens. Our students are encouraged to become self-motivated and cooperative learners while striving for personal excellence in their academic, cultural, physical and social development.

### School context

Bundeena Public School is the centre of a unique community situated in the heart of the Royal National Park on a coastal peninsula. Our quality education is enhanced by the use of the stunning environment. The school has strong community ties and is supported by a dedicated Parents and Citizens Association and our Aboriginal parent body – 'The Mob'. Our school motto 'Live for Life' encapsulates our belief in developing students who are well prepared for the challenges that lie ahead. Bundeena Public School has an enrolment of 189 students with diverse learning needs. Our highly qualified and approachable school staff provide personalised learning to meet the academic, social and emotional needs of all students. Our school provides positive learning experiences with a strong focus in all teaching and learning programs to build students' literacy and numeracy skills. The school integrates the use of a wide variety of technology within Learning Areas to increase student skills and engagement. Bundeena Public School offers a variety of creative and performing arts opportunities and students also engage in a challenging sports program. The school has an active Learning Support Team that coordinates a holistic approach to assisting students with specific needs such as Gifted and Talented students and students with disabilities. This is further supported through a strong ethos of student leadership, wellbeing and a playground where children of all ages socialise together.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### **For all schools (except those participating in external validation processes):**

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 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 elements.

In the domain of Learning Bundeena Public School is described as sustaining and growing on the school excellence framework and as reflected in the school plan we are working on further improvements which have started us towards excelling in this area.

The school has in place a comprehensive framework to support cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. Students are self aware, build positive relationships and actively contribute to the school and community in which they live by participating in ANZAC commemorations, White Ribbon and Harmony Day. The staff have continued to implement Positive Behaviour for Learning and Kids Matter. Bundeena Public School actively collects and uses information to support student's successful transitions and has systematic policies, programs and processes to identify and address student learning needs through the Learning and Support team referral process. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

In the domain of Teaching, the focus in 2016 has been effective classroom and collaborative practice. The school leadership team demonstrate instructional leadership, in the areas of coaching staff through their Performance Development Plans and Formative Assessment strategies which promote and model effective, evidence based practices. Teachers provide and receive planned constructive feedback from peers and school leaders to improve teaching practice. Teachers have also collaborated within and across stages, to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgment. In the domain of teaching Bundeena Public School is sustaining and growing.

In the domain of Leading, Bundeena Public School is best described as sustaining and growing on the School Excellence Framework. Our school has strong links with the By the Sea Community of schools to enhance curriculum

and develop quality professional learning for staff. There is a broad understanding of and support for, school expectations and aspirations for improving student learning across the Bundeena Public School community. There are opportunities for students and the community to provide constructive feedback on school practices and procedures through surveys, P&c meetings phone calls, emails and through the student representative council.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Student Learning

#### Purpose

To provide a learning environment that has high expectations and adds value to all students' literacy and numeracy levels so that they are productive and ethical users of technology equipped with the skills required for the 21st century. Students will be nurtured to become resourceful, empathetic, critical thinkers and resilient lifelong learners in all Learning Areas.

#### Overall summary of progress

Our focus on student learning enabled us to add value to all students' literacy and numeracy levels. In mathematics, teachers continued to use Newman's analysis and assess student learning using SENA and ToWN. Teachers developed lessons with colleagues using lesson study techniques which were used for PDP observations.

In geography staff implemented the new scope and sequence K–6 and trialled units of work in the classroom. Teachers analysed the history units already implemented and made changes accordingly. Professional learning for staff in science included the writing of the technology component for units of work. All scope and sequences are now complete for all new curriculums.

In English, stage teams looked at writing samples and reflected on their teaching of spelling, grammar and punctuation and used this information to track progress across K–6 using the literacy clusters. Assessment schedules were designed as well as assessment folders for each student. Conversations around improving spelling led to the implementation of differentiated spelling programs K–6. and consistency of editing strategies using rubrics.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase to 70% or greater the number of students achieving expected growth or above in spelling, punctuation and grammar in NAPLAN.	<ul style="list-style-type: none"><li>• Stage 2 and 3 students performing in the middle bands of NAPLAN were identified and with the assistance of information gained from internal assessments, participated in an intense writing program to address their needs.</li><li>• Teachers evaluated the current English units and added further spelling and punctuation and grammar teaching experiences</li></ul>	\$10750 Professional Learning and resources
Increase to 70% or greater the number of students achieving expected growth or above in mathematics in NAPLAN.	<ul style="list-style-type: none"><li>• Staff developed lessons centered around problem solving strategies.</li><li>• In pairs they observed and evaluated their lessons and developed strategies to further enhance their practice.</li><li>• Two teachers attended PL in areas of working mathematically and presented follow up PL to staff.</li><li>• LaST worked in small group sessions with students identified as performing below stage expectations in basic numeracy concepts</li></ul>	\$7600 for Professional Learning
100% of staff using general capabilities in teaching science, history and geography	<ul style="list-style-type: none"><li>• Two teachers attended PL in geography and guided staff in implementation of the new syllabus.</li><li>• Geography units were trialled and school scope and sequence was updated to reflect the requirements of the geography syllabus.</li><li>• Science units were implemented with an update to the technology component in the scope and sequence.</li></ul>	\$900 for Professional Learning  \$600 resources

#### Next Steps

- Design mathematic lessons in Statistics and Probability after pretesting students, teach lessons, reflect on their quality, provide feedback and track the progress of the students. Teachers would provide professional learning and up skill staff to improve the teaching and learning that is happening in their classroom.
- Review the current mathematics scope and sequence and trial a new scope and sequence. Discuss differentiation practices and programming strategies
- Professional learning for staff in writing in the middle years and sharing of writing samples
- Kindergarten to begin PAIR home reading
- Reciprocal reading strategies implemented for K–6

## Strategic Direction 2

Quality teaching and leadership

### Purpose

To further develop the Quality of Teaching and leadership demonstrated by all staff through professional learning and collegial support in order to maximise student outcomes.

### Overall summary of progress

This year the executive attended training with the Community of Schools By the Sea with a focus on the collection of evidence to inform self assessment of the School Excellence Framework and to revise growth coaching skills. Coaching was used by the executive when leading staff through the development of their Performance Development Plans (PDP's). Staff completed two rounds of the lesson study approach for their PDP's and were given feedback on how to improve teaching and learning activities.

The executive led staff through professional learning of Formative assessment strategies and techniques and developed an action plan for further investigation.

All K–2 staff are using PLAN to track student progress in literacy and numeracy. Years 3–6 are entering data on Sentral. Assessment tasks in literacy and numeracy are shared for consistency of teacher judgment.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Performance and Development Plan completed by 100% of teaching staff.	100% of staff completed their Performance and Development Plans	QTSS Allocation \$15.166 \$900 Professional learning
Tell them from Me “Focus on Learning Survey” completed by teachers shows growth.	<ul style="list-style-type: none"><li>Teachers completed survey for the third time. Results showed growth in the area of leadership. 7.4 in 2014 to 8.1 in 2016.</li><li>Further results are reported in the parent/caregiver, student, teacher satisfaction section of this ASR.</li></ul>	\$0
Increase % of staff using PLAN to track students on the literacy and numeracy continuum	<ul style="list-style-type: none"><li>Staff meetings were dedicated to updating updating data twice a term.</li><li>Executive received training in how to best utilise PLAN data to effectively inform teaching practice and provided teachers with training in PLAN as required.</li></ul>	\$0
Track through classroom practice the frequency with which staff are using specific criteria in lessons	<ul style="list-style-type: none"><li>Executive received training in Embedding Formative Assessment strategies and staff are developing their skills in regards to these strategies.</li></ul>	\$900 Professional Learning

### Next Steps

- All staff to complete PDP and reflect on how their teaching can improve.
- Continue to track students on the literacy and numeracy continuum and receive professional development in the Learning Progressions which will be introduced in 2018.
- All staff to participate in professional learning regarding formative assessment strategies– learning intentions, effective classroom discussions, quality feedback, activating students as resources for learning and activating students as owners of their own learning.

## Strategic Direction 3

### Wellbeing

#### Purpose

To ensure Bundeena Public School provides a comprehensive and inclusive framework to support the cognitive, social, emotional, physical and spiritual wellbeing of students, which improves individual and collective wellbeing. To encourage students, staff and parents to actively contribute to the school, the community and the society in which they live.

#### Overall summary of progress

In order for our students to achieve their personal best we must continue to promote positive social behaviour, provide support to vulnerable students and build strong links with parents, carers and school communities. In response to this we have:

- Implemented the new scope and sequence for Personal Development and Health, including Cyber Safety
- drafted and trialled expectations of playground and eating areas
- implemented new systems for tracking student behaviour on Sentral
- continuation of staff training in Positive Behaviour for Learning and Kids Matter

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student in Years 4 – 6 complete the Tell Them From Me survey.	<ul style="list-style-type: none"><li>• 73 students completed the survey in September. Student understanding of school rules has improved, values are embedded in these rules and data collected directly determines the lessons to be taught.</li><li>• As a result, students clearly articulate rules and expectations.</li></ul>	\$1350 Professional learning
Student survey focused on student understanding of school rules and values at start of 2015 and the end of each year 2015 – 2017.	<ul style="list-style-type: none"><li>• All staff involved directly or indirectly in management of non-classroom settings.</li><li>• School wide expected student behaviours apply to non classroom settings.</li><li>• Teachers actively supervise students in non-classroom settings.</li></ul>	\$1350 Professional learning
Parent survey to indicate the effectiveness of policy changes and programs repeated each year.	<ul style="list-style-type: none"><li>• As a result of Positive Behaviour for Learning implementation 2015 and 2016, parents reported through the Tell from Me Parent Survey a 9.4, with 10 being the highest response to “My child is clear about the rules for school behaviour”.</li></ul>	\$0

#### Next Steps

- Positive behaviour for Learning fortnightly lessons will be introduced K–6 to reinforce behaviour expectations. A playground slip will be introduced for teachers to use on duty to track student behaviour. Reward system will be revised to suit PBL expectations.
- Staff members will participate in a review of the Wellbeing Policy with focus on discipline flow chart
- Continue to take part in community events such as White Ribbon and the Fathering Project



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>100% of our Aboriginal students were able to attend Koori Kids excursion using this funding. This further enabled them to make connections with other schools in our network and with culture. Time was allocated to allow teachers, students and parents to create PLPs (at the beginning and end of year), giving all common goals for each individuals' development.</p> <p>Consultation occurred between our student and parent group 'The Mob', Bushcare and Greenweb to create draft information book for the school bush tucker garden. Extra funds were gained from the Aboriginal Education Council to further fund this initiative. Consultation between the Mob and our art teacher was undertaken to design signage for the bush tucker garden which will be installed in early 2017.</p> <p>Aboriginal and Torres Strait Islander Day helped celebrate aboriginal culture by having a guest speaker teach the student body about aboriginal perspectives on a range of reptiles.</p>	<p>Total Funding = \$1608.55 In addition to this grant funding will be used for Bush trail</p>
<b>English language proficiency</b>	<p>EaLD students were supported across the school, including in class and withdrawal support. This focused on developing vocabulary, grammar, reading comprehension and social skills. EaLD students showed above expected growth in these areas in NAPLAN.</p>	<p>Total funding = \$9489.36</p>
<b>Low level adjustment for disability</b>	<p>Additional hours were paid to the LaST, and release provided for staff to attend to professional learning activities, administrative and planning tasks. These activities were associated with providing quality support for students with a disability including development of health care and learning plans, social skills and transition programs, and managing NCCD data.</p>	<p>Total funding = \$9528</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Additional teaching hours allowed staff to be released to observe a peer's lesson and engage in the feedback and reflection process. These activities allowed 100% of staff to complete their PDP.</p>	<p>Total funding = \$15,166.00</p>
<b>Socio-economic background</b>	<p>Additional half day per week of salary paid to employ Learning and Support Teacher (LaST) to increase hours per week to support students.</p> <p>Funds were made available for students in need, used for excursion, learning items and uniform costs.</p> <p>Students demonstrated improved confidence and skills in literacy.</p>	<p>Total funding = \$5,816.52</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>Provision of additional teaching hours to identify student's current level of English language learning support aligned with classroom literacy and social skills programs.</p>	<p>Total Funding 0.2 til May and the 0.3 til end of year.</p>

<p><b>Location</b></p>	<p>Speech therapy was required for some students and as these services are some distance from the school, having this available on site was convenient, helped improve students' outcomes and provided teachers with effective feedback. Additional costs incurred for other service providers to travel to Bundeena, as well as costs of transporting students long distances to school events, were also partially covered. Funds also supported the provision of release for staff to attend to professional learning activities in a range of learning areas and personal development.</p>	<p>Total Funding=\$23509</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	83	90	92	94
Girls	108	104	95	95

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	97	96.8	94.9	96.1
1	96.1	96.4	94.2	92.5
2	96.6	94.6	96	95.4
3	96.1	95.6	95.8	94.3
4	94.2	91.6	95.5	94.7
5	94.6	95.8	95.9	94.2
6	95.4	94.2	95.7	93.5
All Years	95.7	95.1	95.5	94.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.64
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration & Support Staff	1.92
Other Positions	0.07

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016 there were no Aboriginal members of staff at Bundeena Public School.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	37
Postgraduate degree	63

### Professional learning and teacher accreditation

All staff completed a minimum of three goals as part of their Personal Development Plan. These goals reflect the professional learning our school participated in as a whole school and as individuals. Professional learning priorities included Embedding Formative Assessment, Learning Management and Business Reform (LMBR) and Wellbeing. Professional learning in the area of Wellbeing included Kids Matter, Positive Behaviour for Learning, White Ribbon and a guest speaker from Sutherland Shire Family Services to discuss the Building Resilience in Children (BRIC) program. SASS staff are now highly trained in LMBR and as a result, successfully completed pre-deployment activities in the lead up to the "Go Live" date in October. Since then, SASS staff have received ongoing training in the new financial system. The executive staff continued to participate in professional learning days with the Community of Schools Project, developing their leadership skills. Two staff members participated in online training in Autism to support the student learning needs of specific students. Professional learning during

staff development days and as part of weekly professional learning sessions has included training in CPR, child protection, anaphylaxis, implementing the new geography syllabus, working mathematically and developing technology lessons to complement science syllabus implementation. We were also successful in our application for a grant, allowing two staff members to attend a series of professional learning opportunities called Improving Numeracy Outcomes Project across Stages 2–5.

There are currently 4 teachers seeking accreditation with 3 staff maintaining at Proficient and one teacher is seeking the Highly Accomplished level.

## 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. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school box and select GO to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. During 2016, students, teachers and parents were invited to participate in the *Tell Them From Me* survey.

The student survey was completed by students in Years 4, 5 and 6. Sixty nine students completed the survey in April and seventy three students completed the survey in September. The student survey was based on the most recent research on school and classroom effectiveness. The survey report provides highlights based on student responses.

- 93% of students participate in sports, the NSW Government norm for these years is 93%
- 70% of students participate in extracurricular activities; the NSW Government norm for these years is 55%
- 92% of students had positive behaviour; the NSW Government norm for these years is 83%

- 91% of students tried hard to succeed; the NSW Government norm for these years is 88%

- 56% of students had scores which placed them in the desirable quadrant with high skills and high challenge; the NSW Government norm for these years is 53%

11 parents responded to the parent survey in 2016 making it difficult to gather very accurate data. The survey includes 7 separate measures of parents' perceptions of their children's experiences at home and school. The key responses are outlined below:

- parents feel welcome at Bundeena Public School
- the school supports positive behaviour
- students feel safe at school and travelling to and from school

All staff completed the learning survey, the survey is grouped to assess 8 of the most important drivers of student learning and four dimensions of classroom and school practices. The key responses are outlined below:

- distribution of teacher scores across the 8 important drivers of school learning was rated highly across all drivers, especially leadership, collaboration, learning culture, data informs practice, teaching strategies and inclusive school

- distribution of teacher scores across the 4 dimensions of classroom and school practices was rated highly across all dimensions, being challenging and visible goals, planned learning opportunities, quality feedback and overcoming obstacles to learning

- In all of the areas, teachers have rated Bundeena Public School as performing higher than the average rating of teachers in NSW who completed this survey.

## Policy requirements

### Aboriginal education

Bundeena Public School is committed to providing opportunities to further enhance aboriginal education at our school. In 2016 we continued to have cross curriculum priorities embedded into teaching and learning programs with particular emphasis in the Learning Areas of History and English. As a school we continue to use the 'Acknowledgement of Country' and sing Advance Australia Fair including a verse in Dharawal at all assemblies and formal occasions. In Term 3 Aboriginal and Torres Strait Islander Day helped celebrate aboriginal culture by having a guest speaker teach the student body about aboriginal perspectives on a range of reptiles.

100% of our Aboriginal students were able to attend Koori Kids excursion which included a reflective smoking ceremony. Students then explored the local environment to make connections to culture. Our

primary students engaged in a fishing experience whilst our Stage 1 students explored the wetlands and participated in art and science activities. This excursion also further enabled these students to make connections with other schools in our network and with Aboriginal culture.

Another highlight of the year was the awarding of a 'Deadly Award' to a Year 3 student for her consistent effort and hard work at school. This was a proud moment for the student, her family and the school.

### **Multicultural and anti-racism education**

At Bundeena Public School we promote a shared vision of Australia based on intercultural understanding and community harmony. Within our school, approximately 13% of students have a language background other than English. Teachers in the school program and assess using the English curriculum, with units that focus on cross curriculum priorities and general capabilities that encompass intercultural understanding. EALD teachers work closely to support class programs by team-teaching or withdrawing students with additional needs. They program using the ESL scales, in line with the English syllabus, to ensure that students develop the necessary language required to access the academic language of class programs. We celebrated Harmony Day earlier in the year through a variety of activities to develop understanding of the diverse cultural, religious and language backgrounds of our students. Students were entertained on Harmony Day by a special performance, learning about effective strategies for dealing with bullies. As reported in the *Tell Them From Me* student survey, bullying at Bundeena Public School is well below the NSW Govt norm of 36%, 23% reported being victims of bullying. Our whole school approach to anti-bullying is a strategy to address multicultural education so that all students are provided with a safe and supportive school environment. One staff member has been designated to the role of Anti-Racism Contact Officer (ARCO) and is available to all members of the school community during the year to build understanding of cultural diversity and deal with any incidents that may arise.