

# Bondi Public School Annual Report



2017



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## Introduction

The Annual Report for **2017** 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 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.

Michael Jones

Principal

### School contact details

Bondi Public School

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Bondi, 2026

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## School background

### School vision statement

Bondi Public School strives to provide ‘*Excellence in Education*’ for the whole child. A diverse, rich, creative and innovative curriculum is paramount to meeting the academic, social and emotional needs of our learners.

Educational reforms, particularly the *School Excellence Framework*, the *Quality Teaching Framework*, *Great Teachers*, *Inspired Learning* and *The Melbourne Declaration* will underpin our vision to create “successful learners, confident and creative individuals and active and informed citizens” (Melbourne Declaration, 2008). Through a holistic approach we aim to develop children for a dynamic future where critical and creative problem solving skills will be essential to their success.

### School context

Bondi Public School is a large urban beachside primary school located in the eastern suburbs of Sydney. It was established in 1883 and has had a long and continuous history in public education. The *Values of Public Education* underpin our school context.

Student enrolment is now a total of 564 students across 24 classes. The staff body comprises of mostly young and highly enthusiastic teachers. There are four on-class assistant principals and a non-teaching deputy principal.

Bondi Public 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. Enrichment classes in each stage cater for the needs of gifted and talented students. The school focuses on embedding Quality Teaching, Literacy, Numeracy, Science & Technology and Gifted and Talented education.

The dedicated and dynamic staff demonstrates a wide range of expertise. High expectations underpin strong academic achievement. Achievements in Literacy and Numeracy are excellent and are supported by additional programs including Mandarin, Italian, Music, Sport and BounceBack.

Bondi Public School is supported by a focused and active Parents and Citizens Association.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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.

In the Learning domain, there is a demonstrated commitment to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff. Student wellbeing is being promoted through Bounceback and Kidsmatter, ensuring good conditions for student learning. It was identified that we as a school needed to review and commit to school wide behaviour expectations so this will be written into our 2018–20 School Plan. A committee was developed to ensure currency of knowledge among staff about the requirements and obligations under *Keeping Them Safe*. As a school we have made a commitment to ensuring that the individual learning needs of all students are being met. We have implemented enrichment classes K–6 and Mathematics Groups Yrs 1–6 to target learning and to ensure that curriculum differentiation occurs.

In the Teaching domain, teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. All classrooms are well managed, with well placed planned teaching taking place, so that students can engage in learning productively. This year, we have focused on ensuring that the professional learning offered to teachers, builds teachers skills in the analysis, interpretation and use of student performance data. The school leadership team meets regularly to discuss data to inform key decisions. Our teachers have also spent time working within classrooms alongside their colleagues. They have provided and received planned constructive feedback from peers, school leaders and students to improve teaching practice.

In the Leadership domain, we have demonstrated that we are committed to the development of leadership skills in staff and students. This year we developed an internal leadership initiative to target learning and provide authentic leadership opportunities to those who express interest. Our staff, students, parents and the broader school community are welcome and engaged we have provided opportunities for them to provide constructive feedback on school practices and procedures.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

## Strategic Direction 1

### Literacy and Numeracy

#### Purpose

Improving Literacy and Numeracy across all Learning Areas (LAs) is our core business. Literacy and Numeracy needs to be embedded in all LAs with a focus on quality work. We will continue to drive Literacy and Numeracy forward to ensure continuous development, improvement and refinement of quality educational programs, sustained improvement in student outcomes and excellence in primary education.

#### Overall summary of progress

All staff have continued to build their knowledge of using PLAN within their classrooms. Staff participated in onsite professional learning sessions and then worked with their Assistant Principals and teams to develop a tracking system within their classrooms. The Targeting Early Numeracy (TEN) program was implemented successfully across all K–2 classrooms and 100% of teachers identified that their practice had changed significantly as a result of this targeted training.

Staff continued to ensure that learning intentions, success criteria and providing effective feedback continued to be a focus. Teachers have been trialing using visible learning strategies within their own classrooms.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve NAPLAN results in Literacy and Numeracy – 4% growth in the number of students achieving at proficiency in all NAPLAN assessment areas.	\$15000	Staff continued to participate in professional learning on using PLAN data, differentiation and individual learning. The school leadership team reviewed their stage data and worked with individual teachers to ensure that all students made growth along the continuum.
Formal stage based assessments used to improve learning outcomes, data collection, school based and validated by NAPLAN.	\$4000	All staff have continued to use PAT assessments in Years 1–6. All teachers across the school also implemented classroom tracking so that the transfer of data into PLAN was a streamlined process.
All students show progression on the Literacy and Numeracy continuums.	\$5500	An Assistant Principal was trained as a Targeting Early Numeracy (TEN) Trainer and trained all staff K–2 in the program.  An Assistant Principal took on the role of Spelling Trainer K–6 and implemented a new whole school spelling program

#### Next Steps

- Identified areas will be a focus for our 2018–20 plan; writing, spelling and numeracy.
- Develop and implement observational checklists that link with the Learning Progressions.
- Implement Formative Assessment strategies across the school K–6
- Continue implementing TEN and develop and implement a similar program for 3–6

## Strategic Direction 2

### Science and Technology

#### Purpose

To ensure teachers and students are aware of the global influences of change in Science and Technology and the impact of this on the learning of our students. Teachers will develop their capacity to deliver engaging, challenging, quality programs through supportive and innovative leadership initiatives.

#### Overall summary of progress

Our Science based teaching and learning programs reflect a focus on student driven investigations and professional learning for staff has been ongoing. Our annual Science Fair has continued to be a highlight on our school calendar. This year we created a Robotics Room that was partially funded by community donations. Fifteen robotics kits were purchased so that students could develop their programming and construction skills.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TTFM staff growth in relevant areas	\$5000	Ongoing teacher professional development – mainly in the area of robotics
Baseline data established and improved on	\$1700	Implementation of standardised whole school assessments including PAT

#### Next Steps

- Continue to provide students, staff and community with opportunities to extend their knowledge and skills within the area of science.
- Facilitating students accessing the ICAS – Science exam
- Continue to develop whole school scope and sequence documents

## Strategic Direction 3

### Achieving Equity and Excellence

#### Purpose

Through high expectations of staff and students, we will ensure that everyone will be meeting their full potential and becoming “successful learners, confident and creative individuals and active and informed citizens” (Melbourne Declaration, 2008). Our motto that ‘Every class is an enrichment class’ will ensure those achieving at or beyond expectations will be challenged and those who are below expectations will be engaged and supported. The Stephanie Alexander Kitchen Garden program (SAKGP) will remain a valued part of our school.

#### Overall summary of progress

Enrichment classes were again implemented across the school and it was the first time that we implemented a Kindergarten stream. The leadership team met fortnightly to discuss our G&T policy, identification processes, student achievement and placement for 2018. Our G&T committee gathered feedback from our community regarding policy review and implementation.

A school wide implementation of the Sentral system was implemented during 2017. This system allows all staff to view and monitor students, and request support online. This has streamlined our systems and ensures that all staff are kept informed about individual students needs.

Our school continued to implement Kids Matter and Bounceback across the school. both programs have proven to be success with a focus on our students mental health and wellbeing as well as identification of students who are at risk.

Students, parents and teachers completed the Tell Them From Me Surveys in 2017. The results assisted us in focusing our efforts to specific areas to ensure maximum student engagement levels. 80% of students identified as having a sense of belonging to their school which is an increase of the 2016 results and 96% of students value schooling outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Sentral data shows decrease in reports of negative incidents. Sentral is used to establish baseline data for positive incidents and used to track positive incidents.	\$6 000	The school purchased full access from the Sentral team so that staff can access the profiles system. Students assessment data was uploaded and staff were provided with training so that they could access the software efficiently.
Tell Them From Me survey indicators on sense of belonging, effort, skills – challenging and being interested and motivated (social-emotional outcomes) increase.	\$250	62% of our students are interested and motivated in learning. 90% acknowledged that they try hard to succeed at school and 45% of students identified as being in the desired quadrant for learning in literacy and numeracy – with high skills and high challenge

#### Next Steps

- KidsMatter and Bounceback will continue to be implemented across the school K–6
- PBL will be investigated as a possible initiative to be implemented across the school to ensure positive behaviour outcomes for all students.
- A staff wellbeing week will be implemented each term.
- Continue to collect TTFM data

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3 250	All Aboriginal students have a Personalised Learning Plan that was developed with input from students, carers and the teacher. Stages included the study of texts with aboriginal perspectives within a variety of integrated units. All students participated in NAIDOC celebrations
<b>English language proficiency</b>	\$11 301	An EAL/D teacher was funded to work with identified students throughout the school and targeted programs were implemented. All staff participated in professional learning on how to identify EAL/D students within their classrooms.
<b>Low level adjustment for disability</b>	\$97 610	A Learning and Support Teacher was funded five days per week. Students who required support were identified and specific programs were implemented for them. These interventions were tiered and reviewed each term.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$45 607	The executive staff were released from class one day per week to evaluate current programs and to plan for the schools future. Focus areas were identified and the executive staff spent time in classrooms team teaching and providing classroom teachers with demonstration lessons. A review of how we utilise data took place and staff were guided on how they could do this better.
<b>Socio-economic background</b>	\$8 071	<p>A School Learning and Support Officer was employed for 4 hours per week to implement The Reading Tutor program.</p> <p>This funding was also used to support student access to teaching and learning programs through the provisions of resources and additional support.</p>
<b>Support for beginning teachers</b>	\$61 926	A teacher was employed to provide New Scheme Teachers and their mentors release from face-to-face teacher. This release was used so that beginning teachers could view demonstration lessons, plan collaboratively and meet with their supervisors.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	267	281	294	282
Girls	248	276	301	290

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.1	94.7	95.2	95.4
1	96.2	94.1	94.6	93.9
2	97	93.2	94.2	95.4
3	96.5	94.3	94.5	94.4
4	96.4	95.3	93.7	94.9
5	95.6	94.5	95.4	95
6	96.6	92.5	93.6	93.8
All Years	96.6	94.2	94.5	94.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

The rate of student attendance at Bondi PS has consistently be above the state average.

This year we monitored student attendance closely and it was a regular agenda item during Learning and Support meetings. Parents of students who dropped below an 80% rating were contacted by the school in writing to express our concerns. 100% of the students showed significant improvement with their attendance patterns after being contacted by the school.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	22.54
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation 2013 required schools to report on the Aboriginal composition as a proportion of their school's workforce (on the basis of the information available to them).

Bondi Public School had 1 staff member that identified as being Aboriginal or Torres Strait Islander in 2017.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	75

### Professional learning and teacher accreditation

Significant amounts of professional learning was undertaken by the staff at Bondi Public School in 2017 and all staff completed the mandatory training modules required by the DEC. One of our executive staff became a Targeted Early Numeracy (TEN) Trainer and was responsible for training all of our K-2 staff in the TEN initiative. All of our 3-6 staff participated in the Mathematics Building Block for Numeracy course. staff were also provided with professional learning on EAL/D

students as well as how to identify Gifted and talented students that may be twice exceptional. The COSIES conference this year focused on STEM education and all of our staff participated on the day.

Five staff members are currently working towards accreditation at the proficiency level, four are existing teachers that began their service pre-2004 and all others are maintaining accreditation.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	183,478
<b>Revenue</b>	4,806,744
Appropriation	4,330,374
Sale of Goods and Services	-3,085
Grants and Contributions	476,280
Gain and Loss	0
Other Revenue	0
Investment Income	3,176
<b>Expenses</b>	-4,917,908
Recurrent Expenses	-4,917,908
Employee Related	-4,190,417
Operating Expenses	-727,491
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-111,164
<b>Balance Carried Forward</b>	72,314

All purchases and payments are made within the guidelines of the DET Finance Policy and are audited by the NSW Department of Education and Training.

There was some unusual spending patterns in 2017 as we completed a refurbishment of the Kindergarten playground. This included new play equipment and landscaping making a safer play area for our Kindergarten students.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	3,951,780
Base Per Capita	90,932
Base Location	0
Other Base	3,860,848
<b>Equity Total</b>	120,232
Equity Aboriginal	3,250
Equity Socio economic	8,071
Equity Language	11,301
Equity Disability	97,610
<b>Targeted Total</b>	18,653
<b>Other Total</b>	92,956
<b>Grand Total</b>	4,183,621

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

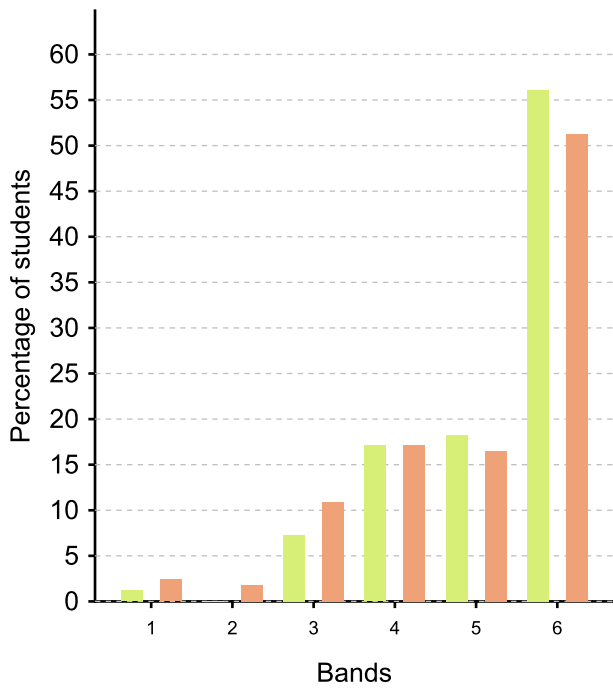
## School performance

### NAPLAN

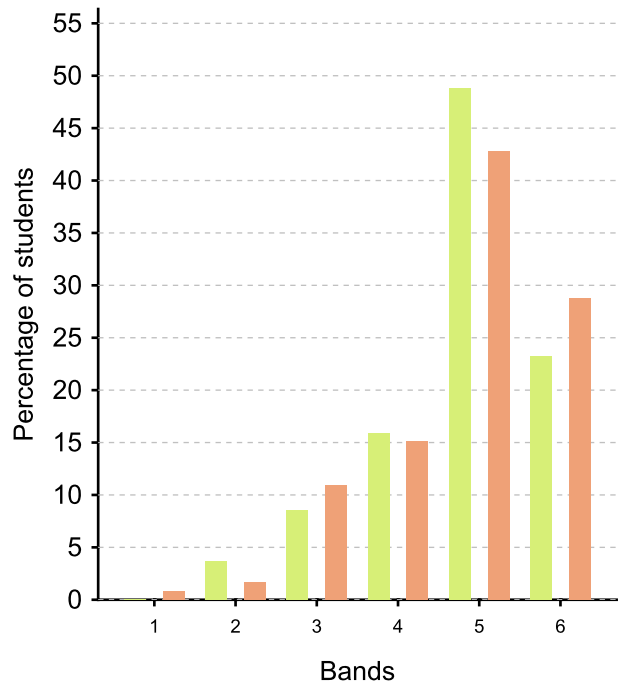
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Our students in Year 3 achieved strong results across all literacy bands. Over 70% of our students scored in the top two bands for reading, writing and spelling and over 80% in grammar and punctuation. All of our Year 5 results were well above those of the state average with the exception of spelling. This area has been identified as one to focus on in our next school plan.

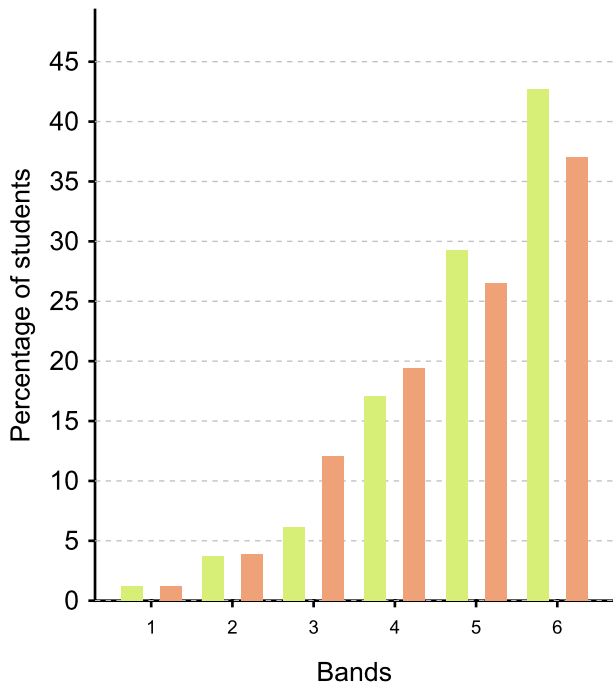
**Percentage in bands:**  
Year 3 Reading



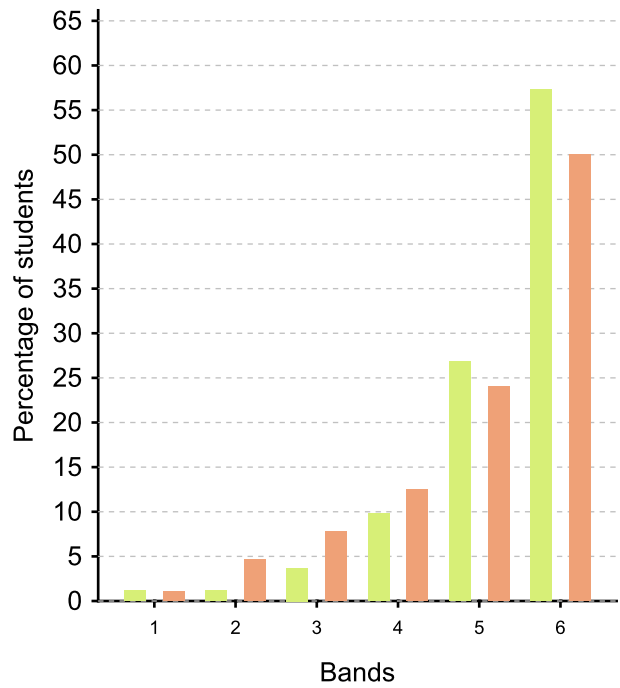
**Percentage in bands:**  
Year 3 Writing



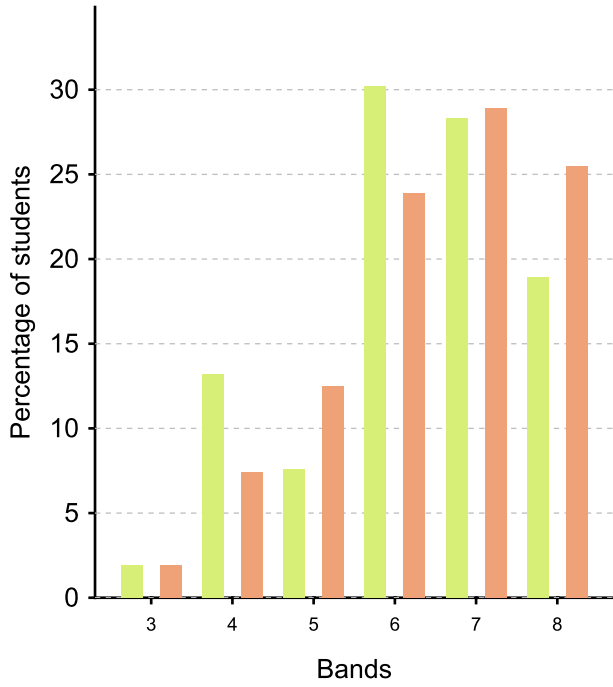
**Percentage in bands:**  
Year 3 Spelling



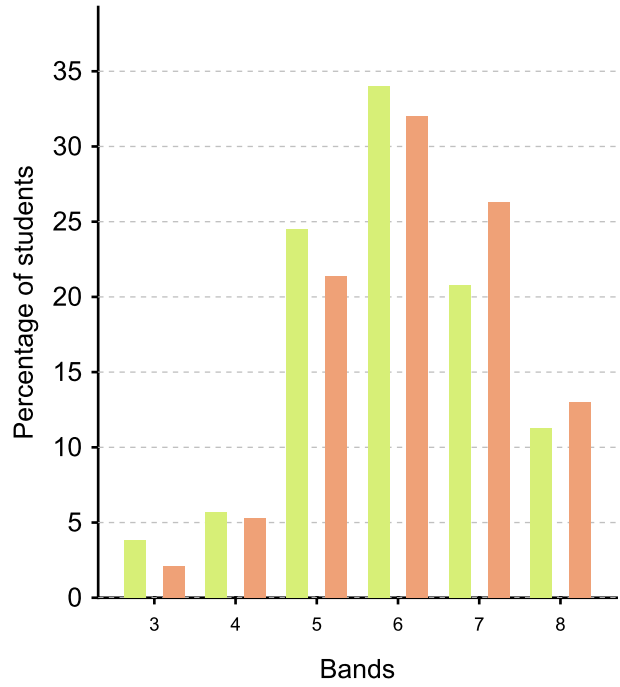
**Percentage in bands:**  
Year 3 Grammar & Punctuation



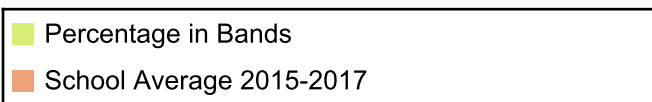
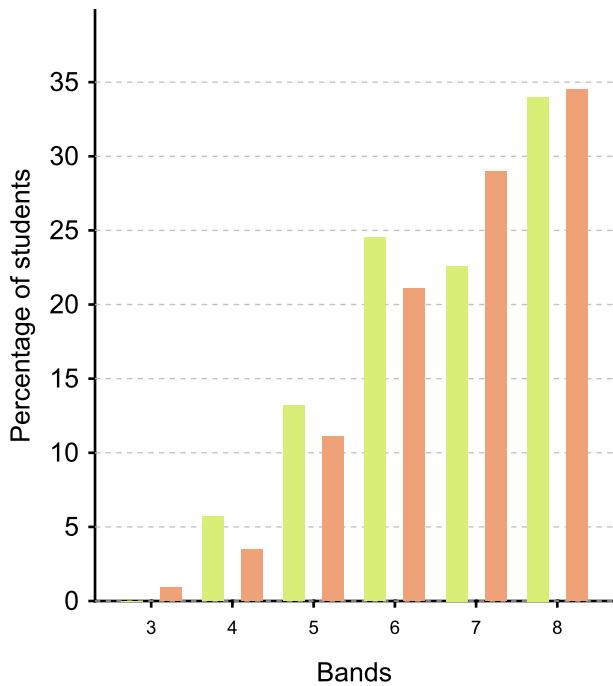
**Percentage in bands:**  
Year 5 Grammar & Punctuation



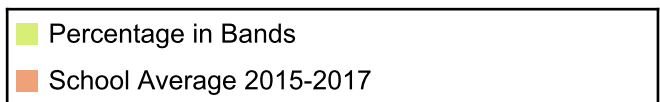
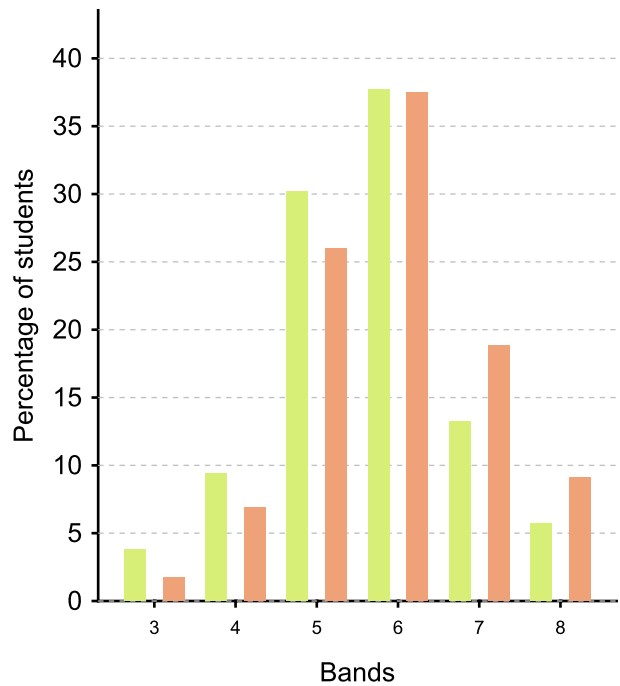
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



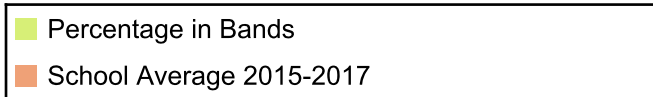
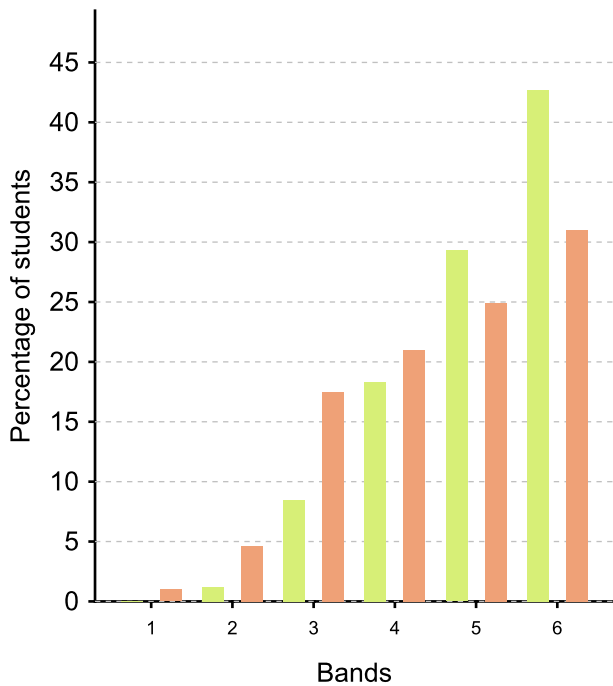
**Percentage in bands:**  
Year 5 Writing



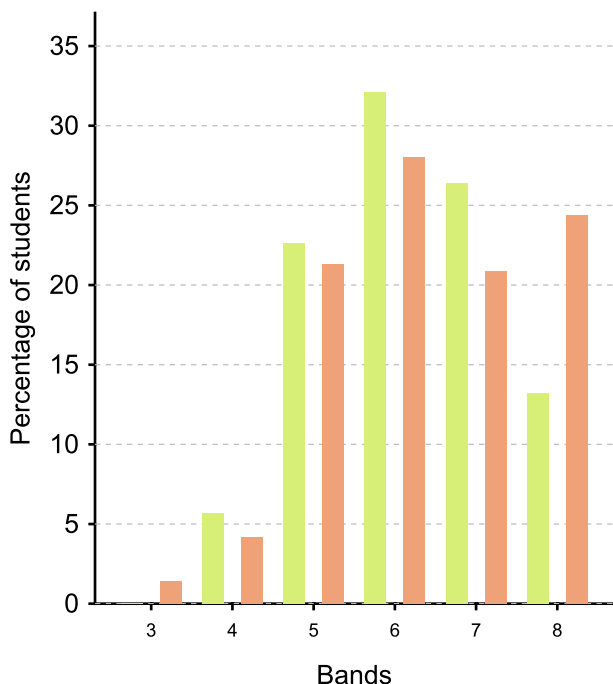
Our numeracy results were much higher than the state average in both Years 3 and 5.

## Parent/caregiver, student, teacher satisfaction

Percentage in bands:  
Year 3 Numeracy



Percentage in bands:  
Year 5 Numeracy



In accordance with the *Premier's priorities: Improving education results*, schools are required to report on their student performance for the top two bands in reading and numeracy. In 2017 our Year 3 results were as follows: reading 74% and numeracy: 72%; and our Year 5 results were: reading 57% and numeracy 40%.

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2017 the school organised focus groups for parents and students and held group discussions for staff. In addition to this all groups were invited to complete the Tell Them From Me Surveys.

Almost 90% of students who attend Bondi PS have friends at school that they can trust and who encourage them to make positive choices. 89% of students acknowledge that they do not get into trouble at school for disruptive or inappropriate behaviour and 90% of students believed that they try hard to succeed. The school mean for the way students feel about the way classroom instruction is organised is 7.3. The school mean of 7.8 reflects the view that most staff emphasis academic skills and hold high expectations for all students.

When surveyed, our parents highlighted the fact that communication could be strengthened. The majority of our parents and carers feel welcome within the school but a significant number indicated that they were not given enough information. Parents and carers did indicate that they felt as though classroom teachers had high expectations and showed a genuine interest for their children. It was also acknowledged that our students feel safe when at school but their needs to be greater communication with families when dealing with behaviour issues. Over 70% of parents surveyed would be highly likely to recommend our school to others.

Staff identified that school leaders have provided many opportunities to improve teaching practice across the school. A strong learning culture was identified and staff regularly use learning intentions and success criteria within their lessons. Staff identified that a focus on the collection of data to inform teaching should occur as well as on quality feedback.



## Policy requirements

### Aboriginal education

In 2017 the Bondi Public School (BPS) Aboriginal Education team celebrated many significant milestones and successes. The BPS Aboriginal Education team consisted of a wide range of staff from all Stages. The Bondi Public School captains and our Aboriginal Education Coordinator attended a workshop with an Aboriginal Elder and a member from the Aboriginal Education and Wellbeing Team to create a personalised and contextually appropriate 'Acknowledgement of Country'. The school captains created this special 'Acknowledgment of Country' using their own words which is now used in all school assemblies and at special events.

Teacher representatives attended the local Aboriginal Education Consultative Group Meetings (AECG) to meet with Aboriginal community members, teaching professionals, directors and Aboriginal Engagement Officers to discuss how schools are currently addressing Aboriginal Education policies.

During our NAIDOC week celebrations all students at our school were involved in a whole school, full day incursion. This included a whole school assembly with special guests, cultural dance performances from the Koomurri Management Group, a smoking ceremony, dance concert and a variety of interactive cultural workshops.

In 2017 our Creative and Performing Arts club focused on Aboriginal drama, dance and art. They performed an Aboriginal Dreamtime story to the whole school. Students participating in the Stephanie Alexander Kitchen Garden Program used traditional Aboriginal ingredients and learned about Aboriginal food to create recipes during NAIDOC week.

Students at Bondi Public School also celebrated Reconciliation and Harmony Days in conjunction with the Student Representative Council.

Students participated in the Pauline McLeod Primary Schools Art competition. This art competition aimed to raise awareness of Reconciliation and enabled students to consider and express what Reconciliation means to them. The theme for the art competition was 'Reconciliation Milestones: The 1967 Referendum and the 1992 Mabo Decision'. Successful finalists from BPS were selected to attend an awards night where their art works were displayed in the Bondi Pavilion exhibition.

### Multicultural and anti-racism education

Our school has culturally inclusive practices embedded across the school. All stages have implemented teaching and learning programs that foster students' understandings of culture, cultural diversity, racism and active citizenship within a multicultural and democratic society.

All of our students are involved in Italian or Mandarin

lessons each week. As well as developing proficiency in a second language, they are also building their knowledge and understanding of Chinese or Italian culture.

Our students participated in Harmony Day celebrations this year.