

Bonnells Bay Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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 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.

School contact details

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School background

School vision statement

Safe, Respectful, Engaged Learners

The Bonnells Bay Public School learning community will:

Have high expectations and aspire to personal excellence;

Immerse students in future focussed learning;

and Thrive in a safe, supportive and inclusive environment

School context

Bonnells Bay Public School is located on the western edge of Lake Macquarie and, at the end of 2017, has an enrolment of 472 students. 13% of students identify as Aboriginal and Torres Strait Islander and 5% are from language backgrounds other than English. The school has 19 classes and is dedicated to maximising student outcomes through quality teaching and learning programs. The staff is supported to integrate technology into classroom practice. Differentiation of literacy and numeracy programs is a school priority. Our school has a dynamic staff who share a genuine partnership with positive students, an active and supportive parent body and the wider community. The school and the community have high expectations of students and value the provision for a variety of innovative learning opportunities.

The Western Shores Learning Alliance (WSLA) provides opportunities for students and staff to collaborate in a variety of activities beyond the school community.

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 school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
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

High Expectations & Personal Excellence

Purpose

To ensure a high expectations learning environment where all students and staff are given opportunities to reach their full potential, are motivated to strive for excellence and to be life-long learners.

Improvement Measures

Progress and achievement of equity groups, including ATSI students, within the school is equivalent to the progress and achievement of all students in the school.

Student growth matches or exceeds state expected growth in reading, writing and numeracy.

School data demonstrates that all students achieve one year's growth for one year's learning

Overall summary of progress

61% of students in Year 5 achieved at or above expected growth in Reading, exceeding State growth of 58%.

53% of students in Year 5 achieved at or above expected growth in Writing compared to 57% in state.

40% of students in Year 5 achieved at or above expected growth in Numeracy compared to 53% in state.

Aboriginal students also performed better in Reading and Writing than in Numeracy with 50% of Aboriginal students achieving at or above expected growth in Reading, compared to 48% in the State.

Numeracy will be a focus in 2020.

Progress towards achieving improvement measures

Process 1: Professional Learning

Embedded and explicit systems facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

Evaluation	Funds Expended (Resources)
Professional learning in mathematics was attended by 6 staff. These staff members brought techniques and strategies back to the school and facilitated professional learning sessions with the whole staff. Based on this training a committee was formed and each member had an area of responsibility. Staff were surveyed in order to ascertain what resources were needed. As a result each class was given resources that would help facilitate the teaching of mathematics.	\$3272 – Anita Chin training course fees 8 casual days

Process 2: Teaching pedagogy

Evidenced based teaching methods optimise learning progress for all students, across the full range of abilities.

Evaluation	Funds Expended (Resources)
Teachers participating in QTR report improvement in practice and in understanding of the Quality Teaching elements. Staff report improved student engagement and ability to articulate mathematical understanding through number talks.	\$11000 – grant from The University of Newcastle \$10000 – maths resources for every classroom K–6

Progress towards achieving improvement measures

Staff are working on development of a shared understanding of a successful maths session.

Funding Sources:
• Socio-economic background
(\$10000.00)

Process 3: Data

Teachers use data to identify student achievements and progress in order to reflect on their practice and inform future directions

Evaluation	Funds Expended (Resources)
LaST team are able to access current data and use this determine students for intervention. Data talk format requires refinement in 2020.	Green time twice a term for Data team – 3 teachers, 1/2 a day each Funding Sources: • Socio-economic background (\$6000.00)

Next Steps

In 2020, professional learning will continue to focus on the teaching of mathematics. Speech Sound Pics (Spelling program) will be extended to Years 3 & 4 and will also be a focus of professional learning.

QTR will be continued with an additional three staff members being involved.

QTSS funding will be used to support teachers in observing each other's practice. The Literacy and Numeracy teacher will model effective practice with a focus on the teaching of reading, writing and number.

Strategic Direction 2

Future Focused Learning

Purpose

To equip students with the skills to become collaborative, creative and critical thinkers who effectively communicate their ideas in a diverse and dynamic technology driven society.

Improvement Measures

Evidence of future focussed teaching and learning practices in all teaching programs.

Increase the percentage of students in the top two bands in literacy and numeracy.

Overall summary of progress

All classes from K–4 participated in the waste management project. Classes from K–6 were involved in coding lessons as a part of the library program.

2018 Years 3 & 5 had an average of 21.72% of students in the top 2 bands in reading and numeracy.

2019 Years 3 & 5 had an average of 19.83% of students in the top 2 bands in reading and numeracy.

Although this shows a slight drop, there was an encouraging increase of students in the top two bands in Year 3 numeracy.

Progress towards achieving improvement measures

Process 1: Outstanding Literacy and Numeracy programs

A coordinated approach to literacy and numeracy teaching ensures that there is an expectation of improvement in literacy and numeracy standards across the school.

Evaluation	Funds Expended (Resources)
The mathematics collaborative planning session was successful and parts 2 and 3 will be finished in 2020. Discussion around "What makes a quality maths lesson" was very positive and the results have been finalised. After consultation with our Literacy and Numeracy Strategy Advisor the results will be delivered on a stage by stage basis in Semester 2, 2020.	

Process 2: Future Focused Pedagogy

Teachers draw on research to develop and implement future focused teaching and learning strategies.

Evaluation	Funds Expended (Resources)
Resources including discussion papers are continually being shared via email and uploaded to the Teams shared learning space. Teachers have been encouraged to collaborate on future focused initiatives to highlight the different ways in which learning occurs, whilst relating the curriculum to contexts outside of the school environment.	Uploading of research papers

Process 3: STEAM

Inquiry based learning opportunities enable students to be collaborative, creative and critical thinkers through real world problem solving opportunities.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

The school facilitated a program that involved K–4 completing a project with mixed stage groups working on researching and developing a waste management program which will be implemented in the school throughout 2020.

TPL sessions were completed involving future focused pedagogies.

The draft scope and sequence development will be an ongoing focus for 2020.

Cardboard posters for students to present their plans

Students brought in additional resources to help with their individual presentations

Green time was allocated to help with the preparation of the program

Next Steps

In 2020, SSP will be expanded into Stage 2 classrooms giving a consistent approach for teaching spelling in Years K–4. Stage 3 will utilise the Thrass program.

Evidence based pedagogy in mathematics will continue to be the focus for professional learning, team teaching and classroom observations.

Future focused pedagogies and STEAM activities will continue to focus on developing collaborative, creative activities developing critical thinking skills.

Strategic Direction 3

Wellbeing

Purpose

To create a safe and supportive environment where each student thrives and is empowered to be successful emotionally, physically, socially and academically. Students will develop the skills to be independent, confident and successful global citizens.

Improvement Measures

A well-being self assessment tool demonstrates improved learning culture.

TTFM well-being data demonstrates an increase in the number of students who feel a sense of belonging and that they have an advocate within the school.

Overall summary of progress

The Tiered Fidelity Inventory was used to evaluate our progress with PBL. This was conducted by the school's PBL coach mentor. The school scored 80% on the Tier 1 core features. An action plan has been developed for 2020.

TTFM data revealed that, In comparison to 2018, there was a 9% increase in the number of Year 5 students who felt a sense of belonging and a 3% increase in the number of year 6 students who value a positive learning climate.

Progress towards achieving improvement measures

Process 1: Whole School Well-being Practices

Implement a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Classroom Systems postponed to 2020.	Classroom systems resources.
Shannon Sampson conducted a Tiered Fidelity Assessment and fed back a report which will lead the action plan for 2020.	\$1425 – Pivotal Education training

Process 2: Learning and Well-being Support Processes

Planning for learning is informed by sound holistic information about each student's well-being and learning needs in consultation with parents/carers.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">–Established weekly LAW meetings with a particular stage focus–Implemented new referral template for teachers and parents when referring to the LAW team–Completed a review of LAW processes, what we were doing well and areas for improvement–Designed a new flow chart to be followed when referring students to the LAW team–Created a handbook for all staff on the LAW procedures, proforma's, useful links and how to step by step instructions in completing support documentation.	Off class AP for 2 days a week in Term 4.

Progress towards achieving improvement measures

– Devised new template for Behaviour Support Plans

Process 3: Transition

Engage in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points.

Evaluation	Funds Expended (Resources)
<p>Activities conducted throughout the year enabled us to establish/consolidate partnerships with parents and local preschools to ensure a successful transition period for our 2020 Kindergarten students.</p> <p>The Science program for Year 6 students was a success, however, it also took a lot of time. Discussion with principals from the WSLA schools led to the decision to use taster lessons in 2020 instead.</p>	<p>Booklets for parents</p> <p>Teacher release was worked around QTSS days to visit preschools whilst minimising cost and impact on classes</p>

Next Steps

Implement Classroom Systems for PBL.

Implement new LAW processes and review in Term 4.

Review processes for determining Learning and Support caseload and intervention strategies.

Review and update Behaviour Support Plans as needed.

Training on smart goals for writing Individual Education Plans.

Professional learning for supporting successful transition programs.

Morisset HS transition team to have regular meetings, including representation from the feeder primary schools.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Three Aboriginal SLSOs for a total of 6 days a week.</p> <p>Release for staff to attend Connecting to Country.</p> <p>Aboriginal Education Worker from Morisset HS for 3 hours once a week for 10 weeks</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$75 142.00) 	<p>Having Aboriginal SLSOs in the classroom on a daily basis increases student engagement and helps ensure that students are making progress equal to their peers.</p> <p>Sista Speak was a success and in future years we will continue to run Sista Speak and Bro Speak. Involving the AEO from Morisset HS supported students for transition to HS.</p> <p>Tell Them From Me survey showed that 9% increase from 2018 in students who feel good about their culture.</p>
Low level adjustment for disability	<p>\$106,716 for a LaST teacher 5 days a week and \$63, 392 in flexible funding for SLSOs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$170 108.00) 	<p>A large LaST team was able to have increased impact and we were able to target a teacher per Stage.</p> <p>Having a teacher dedicated to Administrative tasks was very useful and meant that we were able to complete the process for applying for additional funding support and class placements. We will continue this model in 2020 with the aim of streamlining our learning and well-being processes.</p>
Quality Teaching, Successful Students (QTSS)	<p>Four days a week temporary teacher.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$83 665.00) 	<p>Program worked well for 3 out of 4 Stages. One Stage had many disruptions which impacted on the time being able to be spent on professional learning.</p> <p>All PDPs were finalised and observations were completed.</p>
Socio-economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$237 280.00) 	<p>The Sports in Schools program was a partial success. It provided opportunities otherwise not available to the students, however, some students found the change to routine a challenge. Decision made to try an alternative program in 2020 with teachers attending the activity.</p> <p>There are now sufficient laptops for students to use in class learning programs.</p> <p>This is an adequate allocation and supports staff in purchasing resources appropriate for their class.</p> <p>Having a LaST administrator has been very valuable and this will continue in 2020.</p> <p>Off class AP introduced changes to the playground and to the bell-times, resulting in a significant reduction in playground incidents and playground related suspension. This will continue in 2020.</p> <p>Additional SLSOs were used to ensure that all classes were supported by an SLSO each week.</p>
Support for beginning teachers	<p>2 days a week for a temporary teacher</p>	<p>Both teachers improved their practice and increased their confidence over the course of</p>

<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$42 390.00) 	<p>the year. The teachers felt supported and valued by their mentors.</p> <p>APs and teacher mentors need continued opportunity to develop their coaching and mentoring skills and their understanding of the accreditation process.</p>
<p>Targeted student support for refugees and new arrivals</p>		<p>We did not receive any funding in this area.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	218	238	246	222
Girls	219	215	225	214

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.2	93.5	91.9	93.3
1	92.8	93.2	92.8	92
2	95.2	92.5	91.1	92.5
3	94.2	91.5	91.2	90.6
4	93.5	94	91.8	90.5
5	92.6	92.3	91.6	90.9
6	93.7	93.1	88	88.4
All Years	94	92.9	91.2	91.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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)	4
Classroom Teacher(s)	17.34
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Administration and Support Staff	3.78

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

Student well-being and curriculum were the two focus areas for professional learning in 2019.

The year began with the Term 1 School Development Day being held in conjunction with the other schools from the WSLA. The Senior Psychologist Education, delivered a day's learning around Trauma Informed Practice. Later in Term 1, the staff completed 6 hours of training on Choice Theory and on the Term 2 School Development Day, an additional six hours on The Management of Actual or Potential Aggression Foundation Programme (MAPA). Key staff will follow up

by doing the second day of MAPA training in 2020. The school received tailored support from the Learning and Wellbeing Team at Adamstown Office. This included the MAPA training and also training on how to write a Behaviour Support Plan and how to make the appropriate adjustments to manage behaviour. Members of the tailored support team provided additional training for the school's Learning and Well-being Team in ensuring that we have effective processes in place. The PBL team continued our training in PBL practices and the school is now ready to move into classroom systems in 2020.

The PDHPE syllabus needs to be implemented in 2020. This year, staff completed a number of professional development sessions to develop their understanding of the new syllabus requirement and to start planning for units to deliver in 2020.

A team of teachers attended Anita Chin's Whole School Approach to Mathematics K-6 and as a result the Mathemagicians were formed. This group continued to lead professional learning across the remainder of the year. The Literacy and Numeracy Strategy Adviser (LANSA) also supported the school in developing plans for mathematics professional learning. This included, using PLAN2, Effective Pedagogy in Mathematics, Number Talks and Questioning in Mathematics.

In addition, all staff completed all mandatory training.

Three teachers were supported in compiling their Accreditation Evidence. Their reports will be finalised in 2020.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	237,343
Revenue	4,335,168
Appropriation	4,192,569
Sale of Goods and Services	291
Grants and contributions	140,515
Investment income	1,792
Expenses	-4,163,759
Employee related	-3,793,775
Operating expenses	-369,984
Surplus / deficit for the year	171,409

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.

\$100 000 has been set aside to be the school's contribution towards a fence that will surround the school. This is due for construction in early 2020.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	86,285
Equity Total	484,168
Equity - Aboriginal	75,142
Equity - Socio-economic	237,280
Equity - Language	1,638
Equity - Disability	170,108
Base Total	3,078,857
Base - Per Capita	110,515
Base - Location	0
Base - Other	2,968,342
Other Total	357,162
Grand Total	4,006,472

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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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Bonnells Bay Public School welcomes the feedback provided by all stakeholders. In 2019 we surveyed students, staff and parents/caregivers.

The Tell Them From Me survey offers a valuable insight into perceptions of the school and allows the school to celebrate successes and identify areas for improvement.

Our annual survey results highlighted several positive aspects of student satisfaction at Bonnells Bay Public School including 84% of our year 4 students indicating they have positive relationships with their peers which is the state average. Furthermore, 93% of our year 6 students value schooling outcomes and 90% of our year 5 students try hard to succeed in their learning, which is above the state average of 88%.

In comparison to the year before there was a 9% increase in the number of year 5 students who felt a sense of belonging and a 3% increase in the number of year 6 students who value a positive learning climate.

One area of concern that was highlighted by our students was an increase of students who felt bullied between years four and five, however, there was a decrease in the number of students who felt bullied from year five to year six. This highlights an important area for development in 2020.

Our TTFM teacher survey in 2019 indicated that teachers were incorporating technology more with an increase of 7% in the number of teachers who were utilising computers or other interactive technology to give students immediate feedback on their learning in comparison to 2018. Our teachers acknowledged that they had worked with school leaders to create a safe and orderly environment with 84% indicating they had been involved in this process. Results also indicated that 84% of teachers felt that they were effective in dealing with students who have behavioural problems.

On reflection it has been decided that in 2020 only teaching staff will complete the TTFM survey to ensure results accurately reflect our teaching and learning environment.

Parents play a vital role in helping to ensure student success at Bonnells Bay Public School. Each year they are invited to participate in our TTFM survey and the information provided helps to form future directions and initiatives. Results indicated that parents in 2019 felt that the school administration staff were more helpful than in 2018 with an 18% more parents feeling valued when they had a question or a problem. Further improvement was demonstrated by parents feeling informed about their child's social and emotional development scoring 81% compared to 60% the previous year. Parents felt that 94% of teachers expected their child to work hard representing a 19% increase from 2018. We are aiming to have an increase in parental participation in 2020 and are aiming for 100 parents to be involved in the self-evaluation process. School staff will be proactive in seeking parent input in forming our targets for 2021–2023.

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.

Aboriginal education

Student Personalised Learning Plans (PLPs) were completed in Term 1 with Lewina Gambrill (SLSO and AECG member) in attendance for support. PLP's were reviewed during Term 3 and finalised during Term 4.

Karin Hird, Michael Green, Amanda Trenbath and Lewina Gambrill attended AECG Meetings throughout the year to discuss what BBPS was doing for Aboriginal Education at our school. WSLA Aboriginal Education Team Meetings were attended by Karin Hird and Michael Green.

During Term 3, on Friday 2nd August 2019, Sean Choolburra performed at the school. Fuse his engaging energy, alongside historical facts, spiritual wisdom, depth of ancestral understanding and knowledge and you have one very exciting and talented cultural ambassador. Sean's ancestors are Gu-Gu-Yalanji, Kalkadoon, Kandju and Bwgcolman from around Townsville and Palm Island. He has toured schools and colleges throughout Australia, Canada, Japan and New Zealand for over 15 years. Sean's entertaining presentations engage and educate students, presenting traditional cultural information with humour and variety. Sean's brilliant personality and use of music and dance make students excited to learn. Dance, stories, painting, fire creation and didgeridoo playing. All are presented with a wonderful array of artefacts, from fishing nets to hunting shields. Students are encouraged to dance, sing and participate.

NAIDOC Day Activities were held in the first week of Term 3. There was a day of celebration where Years k-2 rotated through four activities in the morning and 3-6 rotated through the activities in the middle session. We had Aboriginal community members attend to run some of the activities: Dance, Artefacts, Storytelling, and Aboriginal Art. We had student teachers (from university) who were trained in the Indigenous Games activities to run two group rotations with teacher support. Teachers also ran an Awabakal Language rotation that was run via a PowerPoint that had been made in Term 2 of 2018 with the support of Anthony Cain, (Aboriginal language teacher). A face painting activity was also run by a community member with support from teachers.

Aboriginal and Torres Strait Islander boys in Years 3 -6 were given the opportunity to participate in Brospeak. This program was running every Wednesday afternoon from 1:20pm - 2:00pm and started on Wednesday 31st July and continued until week 5 of Term 4. This group was run by Mr Michael Green who is a teacher at the school and part of the Aboriginal and Torres Strait Islander team and Mr Cory Wright, who was a School Learning Support Officer. Cory assisted in teaching and mentoring the students. This program was to build stronger connections to Indigenous Australian culture by working on a range topics such as getting to know you, ground rules, connecting to country, self-esteem, goal setting, time management, conflict resolution, relationships, leadership, career and celebration.

Aboriginal and Torres Strait Islander girls in Years 3 -6 were given the opportunity to participate in Sister speak. This program was running every Friday morning from 9:30am - 10:30am and started on Friday 2nd August and continued until week 5 of Term 4. This group was run by Mrs Amanda Trenbath who is a teacher at the school and part of the Aboriginal and Torres Strait Islander team and Mrs Selena Archibald, who is the Aboriginal education officer from Morisset High School. Selena assisted in teaching and mentoring the students.

Year 4-6 boys participated in a Boys Didge Group Three Wednesday afternoons for approximately 45 minutes. This was with the didge group from Morisset High School, and was run with Jake McDonald a Morisset High School teacher. They had the opportunity to learn how to play the didgeridoo and really enjoyed the experience.

Bonnells Bay were allowed to attend a STEM youth Camp the last week of term 3, which was held at Rathmines Catalina lakefront retreat. The NSW AECG Inc. have partnered with the Department of Education, Connected Communities and the Aboriginal and Torres Strait Islander Mathematics Alliance to coordinate a Science, Technology, Engineering and Mathematics (STEM) camp for Aboriginal students in regional and remote NSW. The camp fostered students' interest in the STEM subjects and for students to engage with industries to see the practical applications of STEM subjects.

Five Bonnells Bay Staff members attended Connecting to Country over organised by Morisset public school and the local AECG. Connecting to Country is an Aboriginal community cultural awareness teaching programme. This programme provides a much needed cultural conduit between the States teaching fraternity and Aboriginal peoples and communities. Teachers are offered a unique opportunity to engage directly with Aboriginal Australians at the local community level. Over the course of three days, participating teachers will learn about local Aboriginal culture, history and social experience. By the end of the programme it is anticipated that participating teachers will have significantly bettered the depth of their insight into the myriad of social, cultural, historic, economic and political issues that continue to affect and concern Aboriginal peoples and communities. Teachers will similarly attain a culturally informed awareness of the cultural geography of their local school precinct and more broadly their school's region, and encounter firsthand the concept and meaning of country from an Aboriginal cultural standpoint.

Bonnells Bay attended the WSLA event Jarjum Soar, which was held at Wyee Hall. The aim of this day is to build the cultural knowledge and understanding of all students within our community of schools, through a range of cultural activities from storytelling, tradition games, art, dance and music. This event helps to form relationships between our local community of students as all Aboriginal and Torres Strait Islander students in Years 4 – 8 are invited to attend and are given the opportunity to bring a friend along.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

An Anti-Racism Contact Officer (ARCO) continues to be the contact between students, staff, parents and community members who wish to raise issues regarding racism and provide support when required. Actions include:

- provide support for students and assist them in writing complaint or recount of incident
- advise executive and Principal of the complaint
- assist in resolving the complaint in accordance with the school's PBL procedures
- follow-up with students to ensure that they are no longer being targeted
- lead discussions with students in regards to the Department's anti-racism policy and what constitutes racist behaviour

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.

Teaching and learning programs are in place to develop intercultural understanding, promote positive relationships and enable students to participate as active Australian and global citizens. Teachers deliver inclusive teaching practices which recognise and respect the cultural, linguistic and religious backgrounds of all students and promote an open and tolerant attitude towards cultural diversity, different perspectives and world views. Additional to the syllabus outcomes achieved, students participated in activities that promoted multicultural education and anti-racism.

Harmony Day experiences enriched Multicultural education through the celebration of diversity and enhancing the sense of belonging for all cultural groups. This year was the 20th anniversary of Harmony Day and we celebrated with having Harmony Week and a focus on kindness.

NAIDOC Week celebrations offered opportunities for students to engage in Indigenous culture through artwork, dance and storytelling.

Multicultural day was held in Term 3. Students were exposed to other languages, other customs and other foods as they spent the day participating in a variety of experiences.

