Our school at a glance

Students

There were 346 students in 14 classes at the end of 2009. Class sizes in Kindergarten and Year 1 were consistent with the requirements of the State government's class size reduction program. The school caters for academically gifted and talented students in one target class in each of Stages 2 and 3. The school operated in 2009 with 2 standard Kindergarten classes, 1 Kindergarten and year 1 composite class and the others were grade based classes with some composite classes.

Staff

Although there has been 1 staff member who was successful through the merit selection process to gain and executive position at another school, staff movement remains low.

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

Significant programs and initiatives

Designated STLA support stage 2

To best address the need of students in Stage 2 Bonnells Bay once again accessed Designated District STLA (Support Teacher Learning Assistance) support in 2009. 27 year three students were supported in developing their writing skills through a team teaching program. Mrs Nerolie Goss and Mrs Cindy Gilbert worked together to plan programs to address student needs in sentence construction, spelling, punctuation and text structure. All students were engaged and motivated by the opportunities offered in this program and in excess of 70% of students made gains in their ability to produce specific text types.

In addition to this team-teaching model, Mrs Goss also provided some in-class and withdrawal support for individual year 4 students experiencing difficulty in reading and Mathematics. Students were identified through assess processes and given support directly targeted to their needs. 85% of students showed increased competence in focus areas.

Messages

Principal's message

Bonnells Bay Public School had some significant academic achievements in 2009. We are most proud of our achievements in Literacy and Numeracy as demonstrated in the National Assessment Program for Literacy and Numeracy this year. Our students have shown outstanding growth, above state average in the areas of writing, language and numeracy.

Staff have maintained a relentless focus on explicit teaching and learning in literacy, which has led to increased expertise in delivering the K-6 literacy syllabus. We plan to continue the implementation of the Literacy On Track program across the school K-6 and build on our success in 2010.

The school implemented the newly developed student wellbeing policy in its entirety during 2009. The policy was developed in conjunction with staff, parents and students at the end of 2008. The policy embeds the You Can Do It program which is a social and emotional well being program. Having these 2 important facets of our overall school student welfare program operating together has had a dramatic effect on the whole school. We are justifiably proud of the fact that we have significantly increased the numbers of students who are achieving positive awards throughout the wellbeing system at all levels.

The school and P&C have worked in strong partnership together to significantly increase the level of interactive technology equipment across the school. Through significant levels of fund raising and support from the wider community, the P&C and school were able to provide 9 fully interactive tablet teaching units across the school. This has dramatically increased the level of interactivity and student engagement across the school from K-6. Some training has been provided to staff in the use of this technology. It has enabled teachers to bring everything the internet has to offer into the classroom on large scale basis. We will continue to fund the purchase of these units and undertake increased levels of staff training in their use for daily quality teaching and learning.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mr Jason Baldwin

Bonnells Bay Public School P&C message

Once again, during 2009, the school and P&C worked together in a close partnership to work towards achieving the school initiatives and targets and raising additional funds to support teaching and learning.

Our P&C operated canteen remains our major source of fundraising at the school. By providing a healthy menu for students to purchase from, the
canteen were able to hand over to the general P&C operational account, over $10,000 during 2009 to support the endeavours of the P&C and school.

The P&C also operated a number of other fund raising events throughout the year including 4 successful school discos, Mothers and Fathers day stalls and various raffles.

The P&C’s major target during the year was to provide approx 50% of classrooms at the school with a portable interactive whiteboard teaching unit to improve and increase student engagement in the classroom. With the wonderful support of the wider community and a great deal of work by the core group of the P&C, proudly we were able to achieve this enormous goal.

In 2010 we will continue to work with the school to purchase and install additional mobile interactive whiteboards to support quality teaching and learning in the classrooms.

In closing would like to thank my wonderful, hard working P&C members for their dedication to our great school.

Mrs Julie Haworth
P&C President, November 2009

Student representative’s message

In 2009 we have worked on building up the school SRC and increasing the level of student leadership throughout the school.

We also learnt a lot about school leadership by participating in the National Young Leaders Conference in Sydney.

In 2010 we the SRC will work towards playing a more active role in decision making around the school.

Bonnells Bay Public School SRC Committee

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.
annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1H</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2J</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>3/4B</td>
<td>4</td>
<td>26</td>
<td>31</td>
</tr>
<tr>
<td>3/4M</td>
<td>3</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>3/4M</td>
<td>4</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>3W</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4/5S</td>
<td>4</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>4/5S</td>
<td>5</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>5/6B</td>
<td>6</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>5/6L</td>
<td>5</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>6I</td>
<td>6</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>K/1S</td>
<td>1</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>K/1S</td>
<td>K</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>KB</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

The table shows a break down by grade of the number of students in each class. Class 3/4M exceeded the average class size as they were classes catering for higher achieving students (Target class).

**Structure of classes**

Classes are organised in stage groupings to reflect syllabus requirements. There were fourteen classes in 2009 organised in this way:

- 2 Straight early stage 1 classes (Kindergarten)
- 1 Cross stage early stage 1 / stage 1 class
- 4 straight early stage 1 classes
- 2 straight stage 2 classes
- 1 cross stage 2 /stage 3 class
- 3 straight stage 3 classes

**Staff information**

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

In addition to the non-teaching principal, the school has twelve classroom teachers. The three assistant principals have full time teaching loads in addition to their executive responsibilities.

There is a four day per week teacher/librarian, four day per week relief from face to face (RFF) teacher, a fulltime teacher for students with special learning needs, a school counsellor for one and a half days per week and a reading recovery teacher for two and a half days per week. A full time senior school administrative manager (SAM) and school administrative officer (SAO), as well as a part time SAO and a School Support Officer and general assistant, support teaching staff. A Part Time Identified Aboriginal School Learning Support Officer is employed through the DET to support Aboriginal students with their learning.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.25</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>19.25</td>
</tr>
</tbody>
</table>

**Staff retention**

In 2009 one permanent classroom teacher was successful at merit selection out of the school. Another teacher transferred into the school as a result of this.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>0.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>0.00</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 0.00       |
| Excursions                 | 0.00       |
| Extracurricular dissections| 0.00       |
| Library                    | 0.00       |
| Training & development     | 0.00       |
| Tied funds                 | 0.00       |
| Casual relief teachers     | 0.00       |
| Administration & office    | 0.00       |
| School-operated canteen    | 0.00       |
| Utilities                  | 0.00       |
| Maintenance                | 0.00       |
| Trust accounts             | 0.00       |
| Capital programs           | 0.00       |
| **Total expenditure**      | 0.00       |
| **Balance carried forward**| 0.00       |

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

The Arts

Our school continues to have a focused commitment to the arts and is generously supported by the school community.

Our achievements include:

- 24 Stage 2 and Stage 3 students participated in Star Struck 2009 *We're On* at the Newcastle Entertainment Centre in June. Two teachers were involved in preparing and supervising the students. Parents willingly assisted with costuming and transportation of the group to rehearsals and shows. Our school P&C are generous sponsors of Star Struck.

- One teacher at the school was asked by Star Struck management to choreograph and teach the High School Boys Tap Dance Group segment in Star Struck 2009.

- 20 Stage 3 and Stage 2 students had the opportunity to support The Schools Spectacular by travelling to Sydney Entertainment Centre to watch the show in November 2009.

- Under the instruction of one of the school's teachers, some Stage 1, 2 and 3 boys participated in weekly tap dance lessons at lunch time one day per week.

- Stage 1, Stage 2 and Stage 3 dance students participated in weekly lessons for one semester.

- Stage 1 and Stage 2 dancers performed at The West Lakes Festival of Performing Arts at Toronto High School in August.

- Guitar lessons have been conducted on a weekly basis throughout the year. The group performed at the Morisset Street Fair community event and at school assembly.

- The Australian Youth Choir conducted auditions at school for all students in Stages 1, 2 and 3.

Sport

Students participated in a wide variety of sports catering for all skill levels across K-6, including:

- Successful participation in school swimming, cross country and athletics carnivals;

- Twenty-three students represented at zone swimming trials;

- Thirty students represented at the Westlakes Zone cross country trials with five representing at the regional trials;

- Thirty athletes represented the school at zone athletics, four going onto represent at the Hunter trials;

- Participation in gala days for senior boys and girls football, senior and junior rugby league, junior boys football, girls cricket, oz tag and netball;
Twelve students each term K-6 have participated in the Tennis Foundation program tennis lessons at school;
Eleven individuals represented the school at Zone trials for various sports and four of these were selected to represent the Zone at Regional selections;
Our staff was also active across the zone and region as they took on the roles of Zone convener for tennis, and another for rugby league. One teacher was Hunter manager for athletics and was a State Manager of the NSW Track & Field team at the National Championships in Sydney.

Other

Civics and Citizenship

The role of student leaders continued to evolve in the 2008 school year. The eight student leaders, two captains, 2 vice captains and 4 leaders, were elected by the school population and represented the school at a variety of events. In addition to these students, each class in the school has representatives who take part in Student Representative Council.

Student Representative Council (SRC) meets fortnightly to discuss any issues of concern to the student body as a whole. They are able to raise concerns, debate issues and offer solutions. Student Representative Council meetings are well attended and members are motivated. Decisions and issues from meetings are communicated to the school through assemblies and class meeting. School Leaders also regularly meet with the principal to discuss ideas raised at SRC meetings academic

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

In 2009 46 students in year 3 sat the National Assessment Program Literacy and Numeracy (NAPLAN) – Literacy tests and at our school:
A higher percentage of students achieved in the top two bands than in previous years.
73% of students scored in bands 4, 5 and 6 in 2009 as opposed to 59% in 2008.
45% of students achieved band 5 and 6 in reading compared with 48% in the state. There has been a 10% increase of students achieving in the top two bands in reading as compared to 2008 results.

Linking information across sections of a text and making connections between illustrations and text are areas that require further development. Students also require work on interpreting persuasive texts.

In spelling 74% of students achieved band 4, 5 and 6 compared with 75% in the state. This is an increase of 18% as compared to 2008 results. Work with silent letters, long vowel diagraphs and rules surrounding the addition of ‘ed’ or ‘ing’ will be needed to address school trends.

In grammar 45% of students achieved band 5 and 6 as compared to 53% for the state. This is a 28% change from 2008 results. Improvements have been made in capitalisation, the use of proper nouns and correct adjective selections.

In writing 85% of students achieved in bands 4, 5 and 6 as compared to 78% across the state. No Bonnells Bay student scored in band 1 for writing. In 2008 42% of students scored in bands 5 and 6, in 2009 45% achieved this result. Further emphasis in teaching and learning around the topics of complex sentences and punctuation is needed.
Numeracy – NAPLAN Year 3

In 2008 46 students in year 3 sat the National Assessment Program Literacy and Numeracy (NAPLAN) at our school:

In overall numeracy 65% of students scored in bands 4, 5 and 6 as compared to 65% across the state. Band 4 scores were greatly higher than the state while band 6 results were far lower.

In Number, Patterns & Algebra 49% of students scored in bands 4, 5 and 6 as compared to 64% across the state. There was a small drop in students scoring in top two bands from 2008 results. Further work on division with remainders, identifying and continuing number patterns and using fractions is needed.

In Measurement, Data, Space & Geometry 62% of students scored in bands 4, 5 and 6 as compared to 69% across the state. Further work is needed in 3D shapes names, visualising viewpoints and measuring capacity to improve student outcomes.

There were noticeable differences between the performance of boys and girls in year 5 results. In overall literacy 44% of boys scored in bands 4, 5 and 6 as opposed to 71% of girls. In overall numeracy 44% of boys scored in bands 4, 5 and 6 as opposed to 56% of girls.

Growth rates were very positive for Bonnells Bay in 2009. In overall literacy results matched students increased their performance points by 122.8 points 45.2 point above state growth rates. In Numeracy school growth was 118.3 points 23 point above state achievement. In writing the growth score of 113.0 points was the most in excess of state growth with a margin of 52.8 points above the state.

Literacy – NAPLAN Year 5

In year 5 2009, 43 students sat the National Assessment Program in Literacy and Numeracy (NAPLAN) at our school.

There was an increase in students achieving in the top two bands of Literacy by 21%, compared to 2008.

There was an improvement by 36% of girls achieving in the top two bands of Literacy, compared to 2008.

There was a reduction in the number of students achieving in the bottom two bands of Literacy by 17%, compared to 2008.

Writing will continue to be a focus area in 2010 along with the explicit teaching of reading, particularly comprehension, in an effort to continue to improve student outcomes in literacy.
Numeracy – NAPLAN Year 5

In year 5 2009, 43 students sat the National Assessment Program in Literacy and Numeracy (NAPLAN) at our school.

There was an increase in students achieving in the top two bands of Numeracy by 21%, compared to 2008.

There was an improvement by 21% of students achieving in the top two bands of Measurement, Data and Space, compared to 2008.

There was a reduction in the number of students achieving in the bottom two bands of Numeracy by 23%, compared to 2008.

Measurement, Space and Geometry knowledge and skills are being consolidated due to the implementation of a whole school Maths scope and sequence. We will continue to focus on these areas in 2010.

Progress in literacy

The following graph shows average growth in writing at Bonnells Bay Public School between year 3 and 5 as compared with the state and our like school group. The growth at our school is significantly higher than growth at both state and like school group levels.

Progress in numeracy

The following graph shows average growth in numeracy at Bonnells Bay Public School between year 3 and 5 as compared with the state and our like school group. The growth at our school is significantly higher than growth at both state and like school group levels.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

- 98% of students are achieving at or above minimum standard in Reading
- 100% of students are achieving at or above minimum standard in Writing
- 98% of students are achieving at or above minimum standard in Spelling
- 98% of students are achieving at or above minimum standards in Punctuation and grammar
- 98% of students are achieving at or above minimum standards in Numeracy.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

- 98% of students are achieving at or above minimum standards in Reading
- 100% of students are achieving at or above minimum standards in Writing
- 100% of students are achieving at or above minimum standards in Spelling
- 98% of students are achieving at or above minimum standards in Punctuation and grammar
- 97% of students are achieving at or above minimum standards in Numeracy.

Significant programs and initiatives

Aboriginal education

During 2009, our focus in Aboriginal Education was to have 100% of Aboriginal students with personalised learning plans (PLP’S) that are fully functioning and meeting the needs of the individual students. A teaching staff member was nominated to coordinate the program and was allocated release from face to face teaching time to implement the strategy across the school K-6. This enabled an experienced staff member to have a full working knowledge or the areas of need for Aboriginal students across the school and to support classroom teachers in the development of these individualised learning programs.

PLP’s were developed in conjunction with parents/carers, class teachers, a school learning support officer and a representative from the AECG. We will continue to implement this quality program in 2010 with the aim of improving learning outcomes for Aboriginal students with a particular focus on Literacy and numeracy.
Further training will be provided by the Hunter/ Central Coast Aboriginal Education team in the development of effective and efficient PLP’s.

**Respect and responsibility**

Respect and responsibility is embedded and taught through our You Can Do It (YCDI) program.

In 2009 our school has redoubled efforts to embed You Can Do It into school wide teaching and learning practice. New awards have been developed for assembly to highlight students making gains with one of the five keys to success; Confidence, Persistence, Getting Along, Organisation and Resilience. These were very successful and the Student Representative Council also made recommendations to present these in a targeted You Can Do It component of assembly.

During second semester, to further these initiatives, a daily morning assembly was begun. During this morning assembly individual aspects of each skill can be taught and reinforced according to the observed needs of the students. Randomly at these assemblies colour coded wristbands highlighting a skill were given to students who displayed particular progress. Students are explicitly taught the above mentioned skills in targeted lessons in the classroom.

Additional staff members have received training by attending specific training days. This was to support the further leadership and development of the program within the school. More staff will undertake training in 2010.

This program has significantly helped to greatly increase student’s social and emotional wellbeing. We will continue to implement this program into the future.

**Progress on 2009 targets**

The school has 3 improvement targets for 2009-2011. These are:

- **Target 1**
  - Improved literacy outcomes for all students with an increased focus on individual learning.
  - Improved numeracy outcomes for all students with an increased focus on individual learning.
  - Increased student engagement through the use of technology and quality teaching.

- **Target 2**
  - Improved numeracy outcomes for all students with an increased focus on individual learning needs.
  - Our achievements include:
    - 6% increase in the overall literacy results of students performing in the top 2 bands in the year 3 NAPLAN as compared to 2008.
    - 25% increase in the overall literacy results of students performing in the top 2 bands in the year 5 NAPLAN as compared to 2008.
    - All students with special needs K-6 had a functional Individual learning plan to cater for their learning needs in literacy.

- **Target 3**
  - Increased student engagement through the use of technology and quality teaching.
  - Our achievements include:
    - 75% of classrooms are utilising interactive technologies in the explicit teaching of literacy and numeracy. This has increased student engagement.
    - Professional learning for staff in the provision of quality feedback to students about their work.
    - Staff have been trained in and are utilising various forms of software in the classroom to increase student engagement and quality teaching.

**Key evaluations**
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Provision of the support, supervision and Educational Management of Executive staff and the curriculum area of literacy, specifically the teaching of reading.

Educational and management practice
As a school we decided to evaluate the overall program of support and supervision provided by the Principal to Executive staff, Assistant Principals. This was to support the implementation of the new Executive Annual Review Schedule (EARS) developed by the DET.

Background
Executive staff at Bonnells Bay Public School are provided with direct support and supervision by the Principal. This was done inline with the Teachers Annual Review Schedule (TARS). This method did not formally provide a framework for support and supervision for the additional duties undertaken by Assistant Principals such as supervision of classroom teachers, leading stage based teaching groups and leadership of major portfolio areas across the school.

Just like all member of the school teaching and non-teaching team, Assistant Principals are required to participate in ongoing support, professional learning, professional growth and supervision.

Findings and conclusions
By conducting a review of our current policies the following conclusions were found.

The current policy (TARS) did not provide an effective framework for the provision of support and supervision of executive staff at Bonnells Bay Public School.

The current frameworks were no longer in line with the new EARS developed and delivered by DET and signed off by the NSW Teachers Federation.

A new policy, specific to Bonnells Bay Public School needs to be developed to be in line with the DET EARS procedures, in consultation with the Executive staff and the Federation Representative at our school.

Future directions
In Term 1 2010, the Principal will lead the development of a new Bonnells Bay Public School EARS policy. This will be done in consultation with all members of the executive team and with input from the school NSW Teachers Federation Representative.

The policy will be developed during Term 1 to be implemented in its full entirety from Term 2 2010. The policy will undergo a basic operational review at the end of 2010 to ensure it meets the needs of our school setting.

The Principal will continue to be responsible for providing the ongoing support and supervision for the executive staff team.

Curriculum
As a result of ongoing analysis of NAPLAN data and curriculum based assessments across the school, it was decide that we would implement a review in the area of Literacy, but specifically the explicit teaching of reading comprehension across the school.

Analysis of results has shown that we have shown a moderate level of growth in reading comprehension, an area that can be improved.

A survey has been used to evaluate current teaching practice across the school, knowledge and skill levels of teachers, professional learning needs and other factors.

Background
For a number of years, the teaching of reading at Bonnells Bay Public School has been done solely through the use of modelled guided and independent reading. This is proving to be an effective means of teaching students to read words on a page, it has become very clear that the school needs to increase it’s teaching focus on the comprehension of reading and explicitly teaching students how to gain basic levels of meaning from written text through to the higher order, inferential levels of comprehension.

Results from our staff survey found the following issues.

Findings and conclusions
100% of staff members felt that they can explicitly teaching the most basic level of comprehension, that is, extracting meaning directly from the written text.

30% of staff members felt that they were completely confident in explicitly teaching the higher order levels of comprehension including hidden meanings and inferential comprehension.

100% of staff members expressed that they would benefit greatly from some updated training and development in this teaching area.

80% of staff members expressed that they would like support with the development of effective
questioning techniques to support learning how to comprehend texts.

**Future directions**

From these results the school executive has decided the following directions to improve student learning and teacher practice. These have been included in the school strategic plan for 2010-2011.

All staff will participate in training and development in the explicit teaching of all levels of comprehension by our STLA staff.

All staff will be trained in the model of “Reciprocal Reading” as the adopted model for teaching reading comprehension across the school K-6.

All teaching staff will implement 1 whole class Reciprocal reading lesson per week in addition to guided reading.

Teachers will ensure that student’s instructional reading levels are closely matched to their level of comprehension.

The school will purchase additional stimulus reading material similar to NAPLAN style for students to gain confidence in using and comprehending.

Staff will increase the use of interactive technology to improve student engagement levels in the classroom in this area.

**Professional learning**

Professional learning in 2009 was focussed around consolidating the Local Management Group schools’ training in the teaching of writing and increased professional learning in the area of teaching reading and the use of technology.

Professional learning activities included:

Stage based meetings with all LMG schools represented, sharing writing teaching and learning activities and student work samples.

Training in Jolly Grammar and Jolly Phonics

Training in teaching of strategies to teach the skills of working mathematically

All teaching and non-teaching school staff participated in the professional learning activities conducted on School Development Days held in Terms 1, 2 and 3. Staff updated CPR training and Child Protection Training.

A number of staff also attended 1 day training sessions in quality teaching of Literacy and Numeracy.

2 staff members attended training sessions in information technology and the use of interactive technology in the classroom.

Average expenditure on professional learning for teaching staff was $200 per person.

**School development 2009 – 2011**

Each school has a three year strategic plan developed in consultation with its stakeholders. It is developed by taking into account state and regional priorities and local data and need.

Bonnells Bay Public School has three priority areas for 2009 – 2011.

The school translates its targets and general strategies for achieving them into a more detailed annual action plan.

**Target 1**

**Improved literacy outcomes for all students with an increased focus on individual learning needs**

- Increase by 15% the total number of students placed in the top two achievement bands of Literacy in the year 3 and 5 National Assessment Program for Literacy and Numeracy. (NAPLAN)

- Quality programs of teaching learning and assessing exist in all classrooms K-6.

Strategies to achieve this target include:

- Continuation of explicit Literacy On Track programming teaching and assessing across the whole school K-6.

- Implementation of the new whole school scope and sequence for Spelling and Writing.

- Increased levels of explicit teaching in reading comprehension across the school.

- Implementation of the writing rescue program across the school.

Our success will be measured by:

- 5% improvement in Literacy results as demonstrated in the NAPLAN measured against 2007 data.

- Increase in the number of students achieving and going beyond minimum standards in Literacy.
Target 2

Improved numeracy outcomes for all students with an increased focus on individual learning needs.

- Increase by 15% the total number of students placed in the top two achievement bands of Numeracy in the year 3 and 5 National Assessment Program for Literacy and Numeracy. (NAPLAN)
- Quality programs of teaching learning and assessing exist in all classrooms K-6.

Strategies to achieve this target include:

- Implementation of the new whole school scope and sequence for Maths.
- Daily working mathematically questioning implemented in each classroom
- Individual learning plans for Aboriginal students and students with special needs with a focus on improved achievements in Numeracy

Our success will be measured by:

- 5% improvement in Numeracy results as demonstrated in the NAPLAN measured against 2007 data.
- Increase in the number of students achieving and going beyond minimum standards in Literacy.

Target 3

Increased student engagement through the use of technology and quality teaching.

- Increase the attendance rates of students at Bonnells Bay Public School.
- All teaching and learning programs contain a focus on Quality Teaching.
- Implementation of interactive technology in the explicit teaching of Literacy and Numeracy.

Strategies to achieve this target include:

- Regular non-attendance monitoring and follow up of students with patterns of non-attendance by the school attendance officer.
- All classrooms will use interactive technology to support the implementation
- Continued professional learning for teachers in the ongoing implementation of the Quality Teaching model.
- Individualised learning plans for all Aboriginal students and students with special needs.

Our success will be measured by:

- 2% increase in attendance rates of students at Bonnells Bay Public School in 2010.
- All teaching programs demonstrate elements of Quality Teaching and the use of interactive Technology.
- Appropriate individual learning plans for all students as required.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mr Jason Baldwin, Principal
Mrs Karen Rowe, Assistant Principal
Miss Megan Blanch, Assistant Principal
Mrs Christine Isberg, Assistant Principal
Mrs Julie Haworth, P&C President

School contact information
Bonells Bay Public School
Morisset Park Rd, Bonnells Bay NSW 2264
Ph: 02 49731149
Fax: 02 49705487
Email: bonnellbay-p.school@det.nsw.edu.au

Web: http://www.bonnellbay-p.schools.nsw.edu.au

School Code: 2532

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: