Bonnells Bay Public School

Annual School Report
Our school at a glance

Students

There were 346 students in 14 classes at the end of 2011. Class sizes in Kindergarten and Year 1 were consistent with the requirements of the State government’s class size reduction program. The school operated in 2011 with 2 standard Kindergarten classes, 1 Kindergarten and Year 1 composite class and the others were grade based classes with some composite classes.

Staff

2011 saw the school welcome Mr Stiller as the new principal and Ms June Etherington as a class teacher. There were a number of job share situations on staff as teachers returning from maternity leave were facilitated. Mrs Jeanette Morris retired as Senior Admin Manager and was replaced by Mrs Cheryl Bornen and Mr Keith Litchfield retired as General Assistant and was replaced by Mr Terrence Hayes. The school also welcomed a number of temporary teachers to replace teachers on leave.

Significant programs and initiatives

To best address the needs of students in Stage 2 Bonnells Bay once again accessed Designated District STLA (Support Teacher Learning Assistance) support in 2011. 16 Year Three students were supported in developing their writing skills through a team teaching program. Mrs Valerie Peterson worked 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 95% of students made gains in their ability to produce specific text types.

Messages

Principal’s message

It has been my great pleasure to be Principal of Bonnells Bay Public School in 2011. When I assumed the position I had but one goal and that was to work to make Bonnells Bay the premier school in the Hunter. 2011 saw the beginning of that process.

There were many highlights in 2011. With the help of a wonderful school community and a fabulous staff we have worked hard in 2011. The school grounds now look great thanks to three enjoyable working bees. I would like to thank the P & C and students for their support and hard work in this project this year. I have been blown away by the level of friendly support given by the P&C over so many projects in 2011. The highly successful review of our welfare and discipline policy has meant a significant shift of school focus from behaviour management to teaching and learning in 2011. This has led to the evolution of a happy and safe school culture that is very positive and inclusive of all. We will see the results in coming years as our academic performance improves.

The implementation of the Community Partnerships Program has led to extensive community investment and commitment for the school. Through this program we have been able to outfit the school with state of the art technology in the form of interactive white boards, the last of these will be installed in Term 1, 2012. This has dramatically increased the level of student engagement across the school from K-6. Training has been provided to staff in the use of this technology and this will be continuing in 2012. This community partnership program will be ongoing and will facilitate the development of a computer lab in the near future.

2011 was a year of change and setting the platform for progress and growth in the future. I am very excited by our gains thus far and I am very encouraged about the promise of things to come.

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.

Mark Stiller

P & C and/or School Council message

The Parents and Citizens Committee at Bonnells Bay Public School aims to encourage the wider school community and general public to become involved in the many facets of school life and the education of the younger generation of the community.
Fundraising remains one of the focuses for our committee. In 2011 we raised over $11,000, through various events. We persisted with our tried events such as:

- Discos, which we teamed with barbeques this year
- Shopping trip, our new favourite!
- Mothers’ Day and Fathers’ Day stalls and
- Calendars

But, we also tried some new things. Holding our inaugural car boot sale, selling sites to the community, hiring a jumping castle and cooking a barbeque on the day. We had a great response from people within the community, supporting us in many different ways. It also opened up communication lines between the school and the community which are seen as being valuable in our journey forward. We look forward to building on its success and making it an annual event.

The staff’s focus in 2011 was to purchase new interactive technology. This goal was supported by us through the purchase of attractive prizes for the students to win in the school’s Spell-a-thon.

Another focus for the school community was to reinvigorate our school grounds and image. To achieve this goal we organised three working bees. Parents and children pushed wheelbarrows, raked and weeded giving the school grounds the much needed love they required.

A new initiative developed by the P&C was to sponsor the end of year presentation assembly by purchasing medals for the class award recipients. This has been received positively by the children and their families and will be an ongoing occurrence.

The Uniform Shop continues to provide the school with a valuable service. Under new management we now have a team of volunteers, allowing the shop to open more often. The variety of stock held has been streamlined and the quantity of stock reduced to a more manageable level.

The canteen hasn’t had a particularly successful year with profits falling. This we feel is due to many different reasons that we will endeavour to turn around in the new year. The menu has been revamped to help inform parents of the healthiest choices to make, and many new and exciting ideas will be trialled in the new year to help boost sales.

A big thank you to all who attend, assist, support and spend at our various events. Without this wide spread assistance our P&C would not be as successful as we are.

We look forward to continuing to assist Bonnells Bay Public School to always exceed its potential.

Karen Newman Kirsten Gomez
2011 President 2011 Secretary

Four generations of the Gomez family helped at our first working bee.

Student representative’s message

This year, as the student leaders of Bonnells Bay Public School, we were very busy representing the school and helping the teachers and students wherever we could.

We have led various assemblies such as the Anzac Day assembly, captain induction assemblies and the 2012 school captain candidates’ assembly. This has given us greater confidence in speaking in front of a large group of people.
Together with Year 6, we raised money from barbecues, cake stalls, selling chocolates and mufti days. These funds have gone towards the Year 6 gift for the school.

School leaders 2011

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.

Student enrolment profile

Student numbers have remained stable in recent years. The school maintains a student population around 350.

Management of non-attendance

Student attendance is tracked on a daily basis at our school. The school Executive and the Principal monitor poor student attendance on a weekly basis. Student attendance rates below 85% are provided with an individual letter stressing the importance of regular attendance at school. The Home School Liaison Officer works with individual cases of significant and ongoing poor attendance.

Student attendance profile

School attendance remains below regional and state levels. This will be a focus in 2012.

Purple Day helped raise money for charity during 2011.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Class sizes table

2011 was a happy and successful year. Our students excelled in Starstruck during 2011.
### Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1G</td>
<td>K</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KN</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>K/1G</td>
<td>1</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>2R</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2T</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3/4R</td>
<td>3</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>3E</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3/4R</td>
<td>4</td>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td>4/5B</td>
<td>4</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>4P</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4/5B</td>
<td>5</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>5S</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6I</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6KW</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

### Structure of classes

Classes reflected the mandatory grouping sizes in Kinder, Year 1 and Year 2. Multi year classes were formed to facilitate teaching and learning across the school but were kept to a minimum.

### Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11.0</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.25</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.40</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The school has one Aboriginal SLSO who works 0.4 with Aboriginal children at school.

### 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 11 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 full time teacher for students with special learning needs, a School Counselor for one and a half days per week and a Reading Recovery Teacher for two and a half days per week. School support staff include a full time School Administrative Manager (SAM), a School Admin Officer (SAO), a part time SAO and a General Assistant. Students and teachers are supported by five Student Learning Support Officers.

### Staff retention

In 2011, one permanent teacher was successful in transferring to a teaching position at another school. This will mean a new teacher will be appointed permanently to Bonnells Bay in the future.

### Teacher qualifications

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

### Qualifications

<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>90%</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.
A full copy of the school’s 2011 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 2011

Achievements

Arts

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

Our achievements include:

- 17 Stage 3 students participated in Star Struck 2011 Capture the Moment 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. The group performed in two items: ‘Scare Floor’ and the Finale ‘You Can Feel It’.
- One student successfully auditioned to perform in the Boys’ Dance Group at Star Struck 2011. The boys’ group performed a dance to ‘The Car Song’.
- 30 Stage 3 and Stage 2 students had the opportunity to attend The Schools Spectacular 2011 by travelling to Sydney Entertainment Centre to watch the show in November 2011.
- Stage 1 and Stage 2 dance students participated in weekly lessons for one semester. The students were taught by one of the school’s classroom teachers.
- Guitar and ukulele lessons have been conducted on a weekly basis throughout the year. The group performed at the Morisset Street Fair community event and at a school assembly. The graded lessons and group sessions are conducted at school by a private teacher, Mr Lawler on Wednesday mornings.
- The school choir performed at special occasion assemblies throughout the year, including the official opening ceremony of the new school buildings in Term 3. They also performed at the Westlakes Festival of
Performing Arts. The choir was trained by one of the school’s classroom teachers.

- Stage One students participated in mixed-class Creative and Performing Arts groups on one afternoon each week throughout the year. The groups rotated on a regular basis so all students had the opportunity to make pottery, learn to play the recorder, read music and play percussion instruments, learn and perform various dances and participate in drama activities.
- The school kiln was used by many classes to fire glazed and unglazed pottery during Semester 2. Teaching staff mentored each other to learn skills necessary to correctly use the kiln.
- The school successfully applied to participate in the Moran Arts Foundation Primary School Photography Workshop. A professional photographer led a one-day workshop with one Stage 3 class. Each student in the class was able to take photographs of the school environment and process them into a set of colour prints.

- Thirty-one athletes represented the school at Zone athletics, seven going onto represent at the Hunter trials;
- Participation in Gala days for senior boys and girls football, AFL, junior boys football, girls cricket, oz tag and netball;
- Sixteen individuals represented the school at Zone trials for various sports and two of these were selected to represent the Zone at Regional selections;
- Our staff was also active across the zone, region and state as they took on the roles of Zone Convener for Tennis and Swimming; Manager of the Hunter teams for Athletics and Cross Country and Manager of the NSW Track & Field team.

Our Star Struck team 2011.

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-one students represented at Zone swimming trials;
- Thirty-one students represented at the Westlakes Zone cross country trials with six representing at the Regional trials;

Other Significant Programs/Initiatives

Welfare Policy

2010/2011 saw the need to revamp our welfare and discipline policy. A new system was created to ensure that incidents were dealt with in a consistent and fair manner that followed departmental guidelines. All teaching staff, executive and support staff were part of this development process which created a policy that everyone had ownership of. The new system categorises behaviours common to Bonnells Bay Public School and informs teachers/students and parents of the
processes and consequences that coincide with these behaviours. This policy was then presented to the P&C and received a great response. There has been a major improvement in the behaviour of the students at Bonnells Bay Public School since this policy was implemented and the communication between the parents and teachers has also improved.

**Technology**

2010/2011 has seen some major changes to the way Bonnells Bay Public School uses technology. We now have 11 of our 14 classes equipped with either a Smartboard or a Panaboard. These interactive whiteboards have allowed us to be more creative in the way we deliver lessons. We can now access the millions of resources available online and deliver lessons that capture the students attention in colourful and exciting ways. Training and development for teachers is ongoing in this area as we endeavour to keep up with the rapidly changing world of technology in education.

Another initiative we began was to ensure that all our technology across the school was in perfect working order to remove any frustrations that people may have. With new technology coming in we are removing the old outdated technology. Plans were made to start the process of setting up a computer lab in the community room (blue room). This will enable teachers to deliver whole class lessons on word processing, researching the internet etc.

Future direction in this area will consist of further training and development in the use of Smart Notebook and Video Conferencing.

**Community Partnership**

Our Community Partnership project was an initiative set up to raise money for the improvement of technology across the school. We decided to ask local businesses to support this initiative. In return we agreed to support them, creating the motto, supporting those who support us. There was an overwhelming response from the community wanting to assist us. Companies who made substantial commitments were given a sign on the corner of the school next to our school information sign. These companies also have their companies logos displayed on a weekly newsletter presenting student work. We have also set up a page on our website acknowledging these companies. We now have 16 companies supporting this initiative which has helped us equip every classroom with an interactive whiteboard.

**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 these 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 2011 10% more students achieved Band 6 in Reading than in NAPLAN 2010. There were 17% less students in Band 1 and 2 in Reading than in 2010.

In Writing more than 80% of students achieved in the top three bands. This result was higher than the state percentage.

**Numeracy – NAPLAN Year 3**

In 2011 most students scored in Bands 4, 5 and 6. More students achieved results in Band 6 for the Number strand of the assessment than in NAPLAN 2010.
Literacy – NAPLAN Year 5

The majority of students in Year 5 achieved in Bands 5 and 6 in Reading, Grammar and Writing. More students achieved Band 7 and 8 in Spelling than in 2010.

Progress in literacy

Average progress in Reading between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>90.5</td>
<td>56.3</td>
<td>74.0</td>
</tr>
<tr>
<td>SSG</td>
<td>80.6</td>
<td>74.3</td>
<td>74.0</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>74.0</td>
</tr>
</tbody>
</table>

Average progress in Reading between 2009-11 was 56.3 for the school compared to 74.0 for the state. Literacy will be a focus for development in 2012 and beyond.

Numeracy – NAPLAN Year 5

The majority of Year 5 students achieved results in Bands 5 and 6. There were no students achieving Band 8 in 2011. The percentage of students in the lowest band in Numeracy in 2011 was less than the State.
Progress in numeracy

Average progress in Numeracy between Year 3 and 5 is as follows:

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>102.1</td>
<td>88.9</td>
</tr>
<tr>
<td>SSG</td>
<td>82.7</td>
<td>90.0</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
</tr>
</tbody>
</table>

Average growth in Numeracy between year 3 and 5 for the school was 88.9 compared to the state average of 95.8 in 2009-11. Numeracy will be a focus for development in 2012 and beyond.

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.

Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Catering for students with additional learning needs

Twenty students with identified special needs were enrolled in mainstream classes in 2011. These students have been supported in both the classroom and playground by trained School Learning Support Officers (SLSOs). SLSOs are employed to assist with the implementation of a range of targeted programs and initiatives developed specifically to cater for individual student needs and to maximize student learning outcomes.

All students with special learning needs are regularly monitored by the school’s Learning Support Team (LST). Planned interventions and programs are monitored and evaluated throughout the year and modified if necessary. Review meetings are held on an annual basis with parents and caregivers, along with additional support staff, community workers and health professionals to ensure that all students and their families are supported.

Reading Recovery

Our Reading Recovery allocation of 0.5 allowed us to support identified children in 2011. The program has supported ten Year 1 students, with one teacher implementing the program. Of the children who received Reading Recovery support, all gained improved results. The children who successfully completed the program, returned to their classroom programs with reading skills within or above the grade expectations. The Reading Recovery program assisted the early
identification of a number of students who will require long term literacy support.

We love to read.

Aboriginal education

During 2011, our focus in Aboriginal Education was to further develop the Literacy and Numeracy standards of our indigenous students. Personal Learning Plans were developed for each student to facilitate this instruction.

2011 saw the redevelopment of our Aboriginal bush study area. This project is ongoing and will allow for outdoor education in a natural and safe setting.

Bonnells Bay Aboriginal Women’s Group met weekly in 2011 and provided the community and children with cultural input that included dance, bush tucker instruction, history and mentoring activities. This was a real highlight at Bonnells Bay and our thanks to Daniella Chedzey for her tireless work.

National Aboriginal and Islanders Day Observance Committee (NAIDOC) Week was celebrated during the last week of Term 2. Students participated in a variety of fun and educational activities. The opening ceremony included a Smoking Ceremony and Acknowledgement of Country. We had fantastic performances by the Bonnells Bay dance groups which highlighted the special work done by our Aboriginal Woman’s Group. The celebrations also included a visit from Aboriginal students from Morisset High School who worked with our students to provide mentoring and transition to high school assistance.

Multicultural education

Multicultural perspectives are embedded across all key learning areas to ensure culturally inclusive teaching practices using a variety of strategies.

We have a trained Anti-Racism Contact Officer who receives any complaints about racism and works towards resolving issues. Our student welfare program is used to assist in working towards positive outcomes concerning complaints of racism.

Diverse religious beliefs are appreciated within the school. We are fortunate in being able to offer a variety of Special Religious Education classes on Fridays including non-denominational Christian scripture.

Progress on 2011 targets

Target 1

Improved Literacy outcomes for all students with an increased focus on individual needs

Our achievements include:

Best Start was introduced in Kindergarten and is continuing into Years 1 and 2. 3–6 staff have been trained in phase 1 and 2 of Focus on Reading. Quality literacy programs are being implemented in all classrooms K–6.

Teachers have programmed for explicit teaching of skills and strategies that include teaching of modelled, guided and independent reading and comprehension.

Implementation of the Best Start learning continuum in K–2 and Stage 2 and 3 learning sequences for comprehension, reading texts and vocabulary.
Reading is well resourced with the purchase of school resources for use in classrooms.

A tracking system has been devised to record and monitor student progress in reading comprehension and vocabulary.

Training has been planned of an additional reading recovery teacher.

SMART data has been analysed to address the specific learning needs of students. Data informs practice and classroom teachers monitor individual student achievement.

**Target 2**

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

Our achievements include:

- Kindergarten teachers attendance at Best Start training – they were able to assess new kindergarten students on entry to school and this helped teachers to formulate quality teaching and learning programs
- K-2 teachers were involved in professional learning by their inclusion in the TENS numeracy program. This program compliments the regular numeracy programs in place within the school such as Best Start and Count Me In Too. The TEN assessment schedule was administered to targeted students to identify their specific numeracy learning needs.
  - A facilitator worked with the teachers and provided in class support to develop class programs in early arithmetical strategies, assisted with data analysis and monitored student outcomes.
  - Stage 2 teachers attended Bridging the Gaps which was a professional learning course Analysis of numeracy teaching and learning programs in Years 3,4,5 and 6 to investigate changes needed in practice to lead to a growth in students’ knowledge using SMART data.

Focus on the Quality Teaching model and development of teachers’ understanding of engagement and significance when developing quality teaching and learning programs.

Continuing to refine methods for tracking student performance using school and external data in numeracy

**Target 3**

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

Our achievements include:

- Information Technology Committee (ITC) formed and plan created to establish a technology centre and further implementation of interactive whiteboards;
- Extensive professional learning for teachers in the use of interactive communication technology to support teaching and learning;
- Purchase of software to support interactive communication technology;
- Significant increase in the use of video conferencing as a form of professional learning, as well as students communicating with other schools on a regular basis.

**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 2011 our school carried out evaluations of

**Educational and management practice**

The school leadership team supports the improvement of priority areas, drives school planning processes and ensures that students participate in a quality learning environment.

For many years the school leadership team of Bonnells Bay Public School has comprised one Principal and three Assistant Principals. In 2011 the leadership team met each week to discuss and coordinate actions in terms of school planning processes, targets, analysis of improvements and progress, school community matters and leadership development strategies.

Each Assistant Principal is the leader of one of the key priority areas and manages the actions to address improvement targets, purchase and
manage resources and report to the school leadership team and school staff as part of the regular whole school evaluation process.

Each executive staff member has the responsibility of one of key events such as Annual Presentation Day, Celebration Day or Sporting Carnivals.

**Findings and conclusions**

From surveys of staff it has been found that succession planning is an important concept that our school should support. Staff agreed that aspiring leaders should be identified and supported with relevant professional learning, opportunities to relieve in promotion positions, support strong collegial networks and provisions for mentoring.

Current leaders agreed that ongoing professional learning would assist in the acquisition of new skills and knowledge to address the changing educational landscape. In 2011 areas of development included school improvement processes to address NAPLAN, the revised Teacher Assessment Review Schedule (TARS), the new Executive Assessment Review Schedule (EARS) and the implementation of the school’s welfare plan.

Current leaders agree on the importance of supervising staff to ensure that quality learning is happening in the classroom. Current leaders supervise teaching and learning programs and assessment information and they also support teachers with student welfare matters and with parents and caregiver issues. Executive also participate in the resolution of conflict, critical incident matters and other contentious issues that may occasionally arise.

**Future directions**

In 2012 the school leadership team will:

- Participate in the *Team Leadership for School Improvement K-12* program that will include a comprehensive Literacy and Numeracy review.
- Target the school’s aspiring leaders using both formal and informal processes. This will include assisting the aspiring school leader to develop a plan including long term and short term strategies, mentoring and coaching strategies and establishing timeframes to support leadership development. Aspiring leaders will be provided with key readings on leadership theory, key Department documents such as the *School Leadership Capability Framework* (SLCF) and information on professional learning programs for due consideration and for future implementation.

- Review the roles and responsibilities of the school leaders in terms of a reduced leadership team.
- Consolidate the school’s approach to assessment and review assessment processes integrating technology for data entry and retrieval, and develop a policy to reflect changed practices.
- Develop a planned approach using the expertise of the school leadership team to plan and develop the School Plan 2012-2014.

**Curriculum**

**Evaluation 2 - PE, PD & Health**

**Background**

The school has elected to become involved in the Live Life Well @ School Program which is a joint initiative with the Department of Education and NSW Health. This program aims to improve health awareness and Physical Education in schools in consultation with the community.

**Findings**

- The school has been officially accredited as a “Crunch N Sip” School.
- All classes have participated daily by taking a fruit/vegetable and water break during the morning session.
- Regular fruit and vegetable tasting sessions have been conducted to encourage children to try unfamiliar foods.
- A school Nutrition Policy has been developed and ratified by staff.
- Regular articles promoting healthy food choices have been included in the school newsletter.
- There is a whole-school focus on the teaching of fundamental movement skills in Physical Education lessons.
Future Directions
Future plans include:
• the incorporation of fundamental movement skills into all PE lessons as per Scope & Sequence Plan.
• the establishment of a Community Kitchen Garden.
• the full implementation of the school’s Nutrition Policy from 2012.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. A large number of those surveyed felt that the school was an attractive environment, and well resourced. They were appreciative of the improvements in grounds and buildings. There was also appreciation for the range of programs available for students and the quality of the programs. Many parents would like an overview of content taught and the ways that they could assist their children at home. Students surveyed also commented on the wide range of programs available but would like greater organisation around equipment available at recess and lunchtimes.

Professional learning
Individual staff members or teams of staff members attended a variety of courses and programs in 2011 with the information gained brought back and shared with other members of staff. These courses were many and varied including Reading Recovery, Best Start, Seasons for Growth, You Can Do It!, Teacher Librarian Training course, John Hattie Leadership course, Financial Management and Behaviour Management.

Future Directions
Professional development will be centered on our three-year strategic plan. Our efforts will be concentrated in the areas of literacy and numeracy and student engagement. See - School planning 2012—2014, strategies to achieve targets 1, 2 and 3

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1- Literacy
Outcome for 2012–2014
To Increase levels of literacy achievement for every student in line with State and Regional Plan targets.
2012 Targets to achieve this outcome include:
• Improved student achievement in literacy as identified in NAPLAN and Kindergarten to Year 2 benchmarks;
• diminished gap in literacy achievement between Aboriginal students and all students;
• improved mean scores for both Year 3 and Year 5 students in all areas of NAPLAN by increasing the percentage of students achieving above minimum standard i.e. moving the percentage of
students from band 2 (Year 3) and band 4 (Year 5) into the higher bands; and

• increase the percentage of Year 5 students achieving minimum expected growth.

Strategies to achieve these targets include:

• Effective curriculum delivery with a trial of degrading for instructional levels in stage 2 in Literacy for 2012/13.
• improved assessment and monitoring of learning;
• timely and relevant professional learning;
• improved and regular supervision and support of teachers;
• implementation of special programs e.g. Best Start, TEN, Learning Assistance Program;
• involvement of parents in the learning process; and
• purchasing additional resources where deemed necessary.

School priority 2- Numeracy

Outcome for 2012–2014

To Increase levels of numeracy achievement for every student in line with State and Regional Plan targets

2012 Targets to achieve this outcome include:

• Improved student achievement in numeracy as identified in NAPLAN and Kindergarten to Year 2 benchmarks;
• diminished gap in literacy achievement between Aboriginal students and all students;
• improved mean scores for both Year 3 and Year 5 students in all areas of NAPLAN by increasing the percentage of students achieving above minimum standard i.e. moving the percentage of students from band 2 (Year 3) and band 4 (Year 5) into the higher bands; and
• increase the percentage of Year 5 students achieving minimum expected growth.

Strategies to achieve these targets include:

• Effective curriculum delivery with a trial of degrading for instructional levels in stage 2 in Numeracy for 2012/13.
• improved assessment and monitoring of learning;
• timely and relevant professional learning;
• improved and regular supervision and support of teachers;
• implementation of special programs e.g. Best Start, TEN, Learning Assistance Program;
• involvement of parents in the learning process; and
• purchasing additional resources where deemed necessary.

School priority 3 – Student Engagement

Outcome for 2012–2014

To improve student engagement in learning.

2012 Targets to achieve this outcome include:

• Improved student attendance rate;
• use of quality teaching practices for every student with particular attention to personalized learning;
• improved social and emotional wellbeing and skills for life for every student;
• increased percentage of students consistently demonstrating good behaviour and citizenship skills;
• utilization of a variety of technology in teaching and learning; and
• increased parental engagement in supporting their child’s learning.

Strategies to achieve these targets include:

• Continued active implementation of the attendance policy and regular monitoring of attendance.
• professional learning for teachers in catering for different student learning styles;
• explicit teaching of safe and protective strategies, healthy life skills, child protection and social skills;
• continued implementation of the school’s Welfare Policy and use of special programs such as You Can Do it;
• providing a wide selection of programs and opportunities to cater for a variety of student interests e.g. sporting programs, performing arts, leadership, enrichment programs, environmental education;
• increasing teacher capacity through professional learning and practice in the use of technology to enhance teaching and learning; and
• providing parent programs, information sessions and opportunities for parents to be involved in their child’s learning or celebrating their success.

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.

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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: