School context
Bonnells Bay Public School, with approximately 380 students, is situated on the west of Lake Macquarie. There are 15 classroom teachers, a teacher librarian, Learning and Support Teacher, a Principal, Administrative and Support Staff. Parents and carers are invited to be involved as classroom helpers to support literacy and numeracy practices. Student reports are produced twice a year with scheduled parent/teacher interviews at the end of Term 2 to discuss individual student performance.

A staff team is responsible for the management of the school self-evaluation and planning processes in literacy and numeracy and the Welfare Team meets fortnightly to coordinate and prioritise interventions, special programs and the school counsellor caseload. A focus on Literacy and Numeracy teaching and learning strategies that are explicit, balanced and integrated will be continued in 2014. Students are supported by a Learning and Support Teacher (LAST), Reading Recovery and Integration funding. The staff is a combination of new scheme and experienced teachers who demonstrate a variety of skills and expertise.

Principal’s message
The end of the year is always a time for reflection on our achievements and 2013 is again no exception when it comes to a significant year for our school. Throughout this report you will see that our school has continued to thrive across all areas and continues to provide an example of the strength and quality of NSW Public Schools.

Bonnells Bay Public School enjoys very positive relationships with and appreciates the support of our vibrant and energetic parent community.

Our community has articulated the goal that our students become successful learners, confident and creative individuals and active and informed citizens. Throughout this report you will see evidence of these goals in action at our school. We continue to focus attention on building higher levels of performance in literacy and numeracy whilst ensuring that all students have access to a broad range of sporting, creative and extra curricula activities. As a school we focus significant attention on the training and development of our teachers, to ensure they are delivering the best instruction to our students in these key areas.

Our report will also highlight our efforts to ensure that all our students are provided with a balanced education and an opportunity to develop themselves as confident and creative individuals.

In 2013 the academic performance of the school was excellent. Our NAPLAN results placed us above national standards in Literacy and Numeracy in Year 3 for the first time and showed us as improved in Year 5.

The school vegetable garden was completed with General Assistant, Rob Reed building the enclosure with the assistance local tradesmen. The project was jointly funded by Lake Macquarie council and the school. This will facilitate our environmental focus in the coming years.

We have built on our great progress in welfare and behavior. Our school is now acknowledged as a highly successful school where curriculum and not behavior is the focus.

2013 has been a year of growth. We have established our 15th class and we have welcomed new teachers to our staff. Our technology program has continued to be a feature of the school and we now boast cutting edge hardware and programs to support teaching and learning.

In 2013 Bonnells Bay began participating in regional debating and public speaking competitions and this has added a new dimension to our wonderful school.

We all now look forward to building on our wonderful progress in 2014.

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 P&C committee of Bonnells Bay Public School works tirelessly to ensure that our children and all the students of our school have the best resources and a positive schooling experience. We hold regular fundraisers to allow us to purchase new resources and we also hold events for the children to enjoy and create memories for a life time.

Our numbers have fluctuated a lot this year, but with our core group and plenty of other willing helpers we have had a brilliant year. We were fortunate enough to see lots of new faces, some that continue to visit us from time to time and others that help out at events.

While we didn’t need to tackle the organisation of a huge event like last year (our centenary), we kept extremely busy. We have supported the school’s Nitbuster program and their endeavor to set up ethics classes. We were also involved in the official launch of the school’s centenary book written by Mr Saxon among other things.

On the fundraising side, we stayed mainly with our tried and true fundraisers and aside from the shopping trip, they were all very profitable.

The term discos paired with ‘dinner’ remains a good stable fundraiser, bringing in about $1000 a term. The Mother’s day and Father’s day stalls fluctuate a bit depending on the stock left from previous years. We love providing these stalls and watching the children choose gifts for their loved ones.

This year we were also lucky enough to be included in a new initiative started by Morisset High School, called the Local Management Group P&C. This includes all local primary schools and the high school working as one to better the education for our children and to reduce costs for our committees. The meetings have been a valuable resource for sharing ideas and building a strong connection with the high school.

We used the LMG forum to invite the other local schools to our annual car boot sale. Morisset and Eraring Public Schools took us up on the offer and joined us on the day, selling stalls to their families and running a stall to raise funds for their schools. On top of including other schools in our event, we combined it with the Election Day BBQ and cake stall. We were unsure how this would affect our day, but it was a HUGE success and a lot of fun. We ran the BBQ and what has become an election day must, the cake stall. Through booking a stall, donating a cake or just buying a bacon and egg roll, our community helped us raise nearly $2000!!!

Some of the exciting purchases we have made this year which have benefited every student in the school include 12 iPads, which are initially helping small groups of students with numeracy and literacy. We paid for all buses to transport the students to their end of year celebrations, purchased four reading boxes, presentation medals for the end of year assembly and PRAISE award wrist bands.

We have also supported individual students who have made it to state level at their chosen sport and those students that participated in the district star struck concerts. We continue our support of the Year 6 farewell, by paying for their disco and contributing towards the costs of their year book.

Kirsten Gomez
President
**Student representative’s message**

In 2013, as the student leaders of Bonnells Bay Public School, we took great pride in representing the school on many occasions and helping the teachers and students wherever we could.

We have led various assemblies such as the Centenary Celebration, Anzac Day assembly, Captain Induction assemblies and the 2013 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.

**Student information**

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>202</td>
<td>201</td>
<td>178</td>
<td>160</td>
<td>174</td>
<td>183</td>
<td>200</td>
</tr>
<tr>
<td>Female</td>
<td>184</td>
<td>181</td>
<td>168</td>
<td>180</td>
<td>172</td>
<td>167</td>
<td>169</td>
</tr>
</tbody>
</table>

Enrolments have been rising steadily for the last three years. In 2013 we formed our 15th class.

**Student attendance profile**

While there has been a slight improvement in our attendance data Bonnells Bay remains well below regional and state figures.

**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.
Workforce information

Workforce composition

<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></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>12</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.25</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.4</td>
</tr>
<tr>
<td>Total</td>
<td>21.87</td>
</tr>
</tbody>
</table>

There is one teacher on staff with an indigenous background.

Teacher qualifications

All teaching staff meets 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>85%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>100%</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>30/11/2013</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>75,760.81</td>
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<tr>
<td>Global funds</td>
<td>175,775.13</td>
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<tr>
<td>Tied funds</td>
<td>165,019.13</td>
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<tr>
<td>School &amp; community sources</td>
<td>127,169.47</td>
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<tr>
<td>Interest</td>
<td>3,200.14</td>
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<td>Trust receipts</td>
<td>15,303.25</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>562,227.93</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
  - Key learning areas: 20,183.37
  - Excursions: 57,952.40
  - Extracurricular dissections: 44,813.18

Library: 10,046.91

Training & development: 0.00

Tied funds: 165,742.64

Casual relief teachers: 42,348.17

Administration & office: 59,514.39

School-operated canteen: 0.00

Utilities: 48,228.12

Maintenance: 26,282.67

Trust accounts: 16,457.19

Capital programs: 0.00

Total expenditure: 491,569.04

Balance carried forward: 70,658.89

A full copy of the school’s 2013 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 2013

Performing Arts

BBPS continues to participate in all areas of the arts. The school community continued to support our involvement in arts events.

In 2013 we:

• Participated in Star Struck – The 21st – at the Newcastle Entertainment Centre in June. 16 Stage 3 students were prepared for their
dances, at school and at rehearsals at the Entertainment Centre, by two teachers and five teachers gave their time to supervise the students during performances over the Star Struck weekend. Our Star Struck dance group performed in two dances – Mulan and the finale – Titanium. Parents assisted with costuming and transportation to and from rehearsals and performances.

- The school choir was made up of 30 students from Years 3-6. Choir sessions were held each week and were run jointly by a parent and staff member. The choir performed at school assemblies, the Westlake’s Performing Arts Festival, the Education Week display at Morisset Town Shopping Centre, Lakeside Retirement Village and Bay Village Shopping Centre. The choir was coordinated by Mrs Kelly Delaforce and directed by Mrs Laura Gittins.

- Guitar lessons were being conducted by a visiting teacher, Mr Gary Lawler, on a weekly basis. The students ranged in age from Kindergarten to Year 6 and were taught in grade groups on Wednesday mornings. The group performed for other students at school assemblies and at the Education Week showcase at Morisset Square Shopping Centre.

**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
- Nineteen students represented at Zone swimming trials, with one student representing at Regional level
- Thirty-two students represented at the Westlake’s Zone cross country trials with two students representing at Regional trials and one student representing at State level
- Thirty-five students representing at Zone athletics, nine students going on to represent at the Hunter trials and two going on to represent at State level
- Participation in Gala Days for senior boys and girls in football, netball, softball and Oz tag
- Children participated in district tennis trials with one student representing at Regional level
- Our staff acted as conveners at District, Regional and State levels in 2013

The swimming carnival was great fun.

**Academic achievements**

**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.

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.
We love to read at Bonnells Bay.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

**Reading Recovery**

In 2013 BBPS had a Reading Recovery teaching allocation of 3 students per day. Students were identified from the students who had found it difficult to attain reading and writing skills in Kindergarten. Identified students were taught in clearly planned individual lessons of 30 minutes a day by a trained Reading Recovery teacher. A total of 9 students accessed Reading Recovery in 2013, of these seven students successfully
discontinued from the program, 1 student was referred from the program for further support and 1 student’s program carried over into 2014. The program continues to be successful and well supported by staff and parents. Referred students continue to be supported by the LAST and discontinuing students are successfully integrated back into the classroom above the Year 1 average reading and writing levels with a strong processing system of skills and strategies to continue experiencing success in Literacy learning.

**NAPLAN Year 3 - Numeracy**

![NAPLAN Year 3 - Numeracy Chart]

Maths is so much fun.

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

![NAPLAN Year 5 - Literacy Charts]
NAPLAN Year 5 – Numeracy

Progress in Reading

Progress in Numeracy

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage in bands:
Year 5 Numeracy

Percentage in bands:
Year 5 Writing

Percentage in bands:
Year 5 Writing

Progress in Reading between Year 3 and 5

Progress in Numeracy between Year 3 and 5

School Average 2009-2013
SSG % in Bands 2013
State DEC % in Bands 2013

School Average 2011-2013
SSG % in Bands 2013
State DEC % in Bands 2013

SSG  SSG  SSG  SSG

School  SSG  State DEC

School  SSG  State DEC

School  SSG  State DEC

School  SSG  State DEC
Other achievements

The school opened new vegetable gardens in 2013. The gardens were built with a grant from Lake Macquarie Council and school funds. The vegetable gardens will be an integral part of our Environmental focus in the future.

Planting out our new vegetable gardens.

Ethics education was introduced to our school in 2013. We began slowly but we offered Ethics to all non-scripture students by the end of 2013. This was a very exciting initiative and our thanks must go to our coordinator Len and his wonderful ethics teachers Marie Claire, Kim and Tracey.

The school participated in several external competitions including Hunter Regional Mathematics Competition and the University of New South Wales Global competitions in English, Mathematics, Writing, Spelling Science and Computer Skills. Results varied with students gaining participation, credit, distinction and high distinction grades.

Black Rhino Conservation Project 2013

In 2013 Bonnells Bay Public School took part in Taronga Conservation Society’s WILD! Rhino’s project. The aim of the project was to raise the profile of rhinos and the conservation work carried out by the Taronga Conservation Society. Organisers were also hoping that participation in the project would inspire young people to take an active interest in wildlife conservation.

The school donated $300 to the project and in return we received a lightweight fire-resistant fibre-glass sculpture of a black rhino calf in Term 3. This sculpture weighed approximately 13 kilograms and was 700 mm (h) x 1220 mm (l) x 400 mm (w). It came primed and ready to go, all we had to do was come up with an idea. Mrs Renee Richards and a group of eight students from Years 3-6 each came up with their own idea of how to paint the sculpture. Collective they decided on a savannah at sunset, featuring the rhinos and a message of conservation. They also decided to call the rhino ‘Bob’. Bob was worked on weekly with artistic decisions and changes being made as the need arose. During this time the students also participated in a video conference with educators from Taronga Zoo and other schools participating in the project. We all found this very informative and educational.

Finally the day came when Bob was finished and we knew he would soon leave us to explore the world before returning and calling BBPBS his home. Photos of Bob were sent to the Project Manager for one of the projects competitions. We were contacted in Term 4 and told that our school had won the Creative Genius Competition. We had received the most votes of any school design from zoo staff and volunteers as well as staff from the projects education partners, Federation Centres.

From early February to the end of April 2014 all sculptures decorated by artists, community groups and schools will be on display from Sydney to Dubbo on the sculpture trail. Those painted by schools were being placed in Federation Centres throughout the Sydney region. Bob was being featured at Carlingford Court. In May 2014, BBPBS are also taking part in a special assembly were representatives from the zoo, the Taronga Conservation Society and other education partners of the project would present our school with a voucher to spend at federation centres for winning the Creative Genius Competition.
Participating in this project allowed students to take part in an educational opportunity they may not regularly get in the classroom. They were not in it to win any competitions but to experience education from a different perspective. Their dedication to the project paid off. Congratulations.

Mrs Renee Richards

Our wonderful team work on “Bob”.

Technology

Over the past 12 months BBPS has had some exciting advances in ICT capabilities.

Thirty desktop computers were purchased for the Computer Lab, increasing the school’s capability to deliver a quality ITC curriculum. These desktops have been hardwired to the network and have freed up thirty laptops which are now available for classroom use.

Twelve iPads have been purchased to support LAST students and an additional 36 were purchased to use in all classrooms throughout the school. These iPads are installed with licensed educational apps to support a wide range of educational outcomes.

Ten digital video cameras have been purchased through a grant from the Variety Club, these will be used to support the ICT curriculum and provide students with the opportunity to make and edit videos.

The hall has been fitted with a computer to operate the sound system allowing all music and sound media to be operated in digital format.

Two interactive projectors have been purchased for use in the library and the new demountable building. This means that every classroom in the school now have interactive whiteboard capabilities.

BBPS has purchased a subscription to the Skoolbag smart phone application. This has increased the school’s communication channels with parents in a fast and effective manner. The app already has 147 users on both Android and iOS platforms.

Finally, the entire school now has WIFI capabilities. This was a major undertaking both in planning and financially. It included the caballing of 7 classroom blocks, including the hall and the installation of 9 wireless access points throughout the school. This means that students can now use laptops and iPads throughout the entire school.

Significant programs and initiatives

Aboriginal education

Transition for Aboriginal students enrolling at Bonnells Bay Public School provides several opportunities to experience a classroom environment and become familiar with the school grounds. Parents are offered the opportunity to attend information sessions during which routines, procedures and expectations are explained clearly. At times, Transition programs are tailored to meet individual student’s needs.
Embedded within classroom programs are Aboriginal perspectives, which encourage our students to share information and history with others and so feel valued among their peers.

Aboriginal students from our school, once again had the opportunity to participate in activities held at Morisset High School.

Acknowledging and celebrating the significance of Aboriginal culture at our school happened during NAIDOC Week activities. While in class teachers and students discussed issues such as Traditional Culture, Invasion or Colonisation, Stolen Generation, Sorry Day, and Reconciliation.

A strong feature of our celebration of Aboriginal culture is the Aboriginal Women’s Group which met each Tuesday. Cultural things like dance carving and storytelling featured in the group’s activities.

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. Ethics Education was added to our school in 2013 to the benefit of all those children who participated.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- A parent survey and forum to examine class structures and school procedures
- Staff evaluation of programs and NAPLAN results
- Teacher feedback on planned, professional development opportunities in 2013

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

Increased levels of Literacy for every student.

Evidence of progress towards outcomes in 2013:

- 69.9% of students in Year 3 the top 3 skill bands in Reading and 51% achieving in the top 2 skill bands.
- Decreased percentage of students achieving at or below national minimum standard in Reading in Year 5.
- 42.8% in Year 5 achieving in the top 3 skill bands.
- 76% of K-2 students exceeded the benchmark targets in Reading set by the Region.
- Reading Recovery successfully discontinued 7 children from the program in 2013.

Strategies to achieve these outcomes in 2014

- Ongoing professional development of staff
- Continuing to offer the Reading Recovery program in year 1 and utilizing the LAST to
provide focused in-class support for identified students and
• Auditing reading resources across the school to ensure an appropriate range of print, visual and multi/digital media resources are available
• Differentiation of Stage 2 and 3 literacy groups to better cater for individual needs.

Strategies to achieve these outcomes in 2014:
• Continue to differentiate Stages 2 and 3 in Literacy and Numeracy to focus on instructional levels of students
• Analysis of class programs to ensure the inclusion of higher order tasks in planned units of work
• Maintaining and strengthening school involvement in LMG GATS activities and high school transition programs, taster lessons and enrichment activities

Professional learning
Professional learning was linked to the school’s targets in Literacy, Numeracy and student engagement.
• $17,941 was spent on Teacher Professional Learning with an average of $1200 per teacher providing up to 4 days release per teacher for professional learning courses in 2013
• All teachers participated in six full day school development days in 2013
• All staff participated in CPR & Emergency Care training and the Disability Standards and anaphylaxis online courses

Parent/caregiver, student, and teacher satisfaction
In 2013, the school sought the opinions of parents, students and teachers about the school.
Members of the parent community were randomly selected and asked to complete a survey focused on the differentiated English and Mathematics class groupings in Stages 2 and 3.
Parents were asked:
• Do you understand why the groups were formed?
• Do you understand how the groups were made up?
• Are you in favor of the changes?
• Would you like to make any comments?
The results were overwhelmingly in favour of the changes. Of the 70 families surveyed 68 were very positive and the two other responses that were not positive and were based on children not being in established friendship groups. Parents indicated they had a good understanding of the
reasons for the changes and the makeup of the groups. There was some desire to have a single teacher for the Stage 3 students.

Parents noted the improvement in academic performance and happiness of the children as indicators of the success of the changes.

Future Directions
The stage groupings for English and Mathematics will continue in 2014 and will be fully evaluated at the end of that year when quantitative assessment from two years becomes available.

Program evaluations
Improve communications between School & Its Community to cope with emergencies such as bushfire and flooding.

Background
The bushfires which dramatically impacted on the area on Friday 18th October raised a number of issues.

To overcome these it is planned to:

• Complete a new Bush Fire Plan to cater for school closures before school and possible evacuation off site during school times of operation
• Purchase Schoolbag to allow parents to receive texts
• Access P&C Facebook
• Have key phone contacts within the community to spread communication effectively and efficiently. These include Rural Fire Service, Lions Club members and local service agencies
• Design a phone contact tree which allows Principal, Assistant Principals, P&C Executive and the WHS Committee to contact all key players within the school’s daily operations

Future directions
The school and its community need to have a drill of an evacuation off site.

• This needs to occur at The Community Centre and services such as buses and Rural Fire Service will need to be active participants
• Parents and community groups need to be informed well in advance so that the community has an idea of strategies needed in such incidents as a school evacuation during school time
• Invite Kerry Stratford Workplace Health and Safety Manager and the Rural Bushfire Service to be involved in planning, implementation and evaluation

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.

The committee consisted of:
Mark Stiller Principal
Jodie Corrigan Assistant Principal
Melissa Trigg Assistant Principal
Michael Pratt Assistant Principal
Kirsten Gomez Parent Representative
Rachelle Griffin Technology teacher

School contact information
Bonnells Bay Public School
Morisset Park Road Bonnells Bay 2264
Ph: 49731149
Fax: 49705487
Email: bonnellbay-p.school@det.nsw.edu.au
Web: http://bonnellbaypublicschool.com.au
School Code 2532

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