School context statement
Bonnells Bay Public School, with approximately 385 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. Our school is growing and we formed a new class in 2014 to cater for new housing developments in the area.

Parents and carers are welcomed into the school at all levels to enrich the teaching and learning process. 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 weekly to coordinate and prioritise interventions, special programs and the school counselor caseload.

A focus on Literacy and Numeracy teaching and learning strategies that are explicit, balanced and integrated will be continued in 2015. Students are supported by 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
It is my pleasure to submit the 2014 Annual School Report. This report is prepared within the guidelines set by the Department of Education and Communities (DEC) and contains specific information about our achievements and initiatives for this year.

Bonnells Bay Public School has a proud tradition of delivering high quality teaching and learning programs for our children from Kindergarten to Year 6. 2014 has been another outstanding year for our school. Overall our students have distinguished themselves in a wide range of sporting, academic and cultural pursuits. Individual achievement, personal best, quality of work and involvement in a wide array of school programs is valued and encouraged. Each student is encouraged to do their best. The excellent results achieved by our students are a testament to the work of the school staff and ongoing and excellent support of the P&C and school community.

2014 has been a year of growth. We have established our 16th class and we have welcomed new teachers to our staff. We said farewell to Mrs Trigg who was promoted to the position of Assistant Principal at Kersley Public School. 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.

Bonnells Bay is well placed to continue to be at the forefront of quality education into the future. It is a very exciting time for our wonderful school.

Mark Stiller
Principal

P&C Report 2014
2014, saw our committee step outside our comfort zones and organise some exciting new events.

In February we supported the Variety Splash, when they pulled into Bonnells Bay for breakfast. Variety kindly donated some photographic equipment for all of our children to use in technology classes. It was reported that we cook the best breakfast on the lake!

In June, we held a Trivia night at Morisset Golf Club. This night was generously supported by many local businesses and was a great success. The funds raised from this night will go towards building a solid shelter over the sandpit area and bike rack area. We also hope to purchase a few more bike racks to cater for all the children that ride to school.

The other major event that we trialed this year was a Barefoot Bowling day, in conjunction with Morisset Hospital bowling club. This was a great day and despite a little sunburn, immensely enjoyable. Many visitors on this day were surprised at how much fun they had. On this day
we also held a family portraits fundraiser, that we haven’t run for a couple of years. Our photographer was brilliant and all the families received treasured framed portraits.

This year was the first year we trialed an out of uniform day to support our Easter raffle (donate an egg instead of a coin). We teamed it with Harmony day and the students all wore orange. This was as staggering success and a lot of fun. Through the support of the whole school we were able to provide over 50 prizes and make lots of people happy at the Easter hat parade.

We have been included in some major decisions the school has been faced with. We’ve had a representative now sit on 4 interview panels this year to help choose new staff members. We’ve been included in the discussions about OOSH being held at BBPS and look forward to seeing it’s development next year.

We have actively supported the school and the praise reward system they have in place, covering the cost of the exciting reward days. We have purchased the praise bands which we love to see the kids wearing. We are still seeking quotes for the shade structures we have agreed to purchase to cover the sandpits, but they are likely to be the biggest expense we have this year.

We have followed through with our promise to try and beautify the back gate area with the purchase of the new sign positioned there and we covered the cost of the buses that transported the students to their end of year excursions.

Most of our expenses this year have benefitted the whole school community, rather than just select groups, which is very pleasing.

The formation of the LMG P&C has been very informative and helpful for our school community. It was through these meetings that we received the recommendation for family portraits. They have also allowed us to seek advice from the other local schools and to extend our audience when advertising our events.

Our uniform shop continues to provide a valuable service to our school community. We are constantly looking at ways to provide the students with top quality uniforms, for a reasonable price. This year we changed to a new hat supplier, that makes our hats in a material that is more sun resistant. It is hoped that this will help provide better consistency of colour and greater pride in our uniform.

The school canteen has continued to strengthen. They now provide gluten free products and support the school by having special menu days. These days are supported well and provide extra income for our committee to pass onto the school.

I can honestly say, that my time as president (and prior to that secretary) of Bonnells Bay Public School Parents and Citizen’s Association has been a very rewarding experience. I have seen a lot of changes over the last five years and am very proud of the committee and school’s achievements. I look forward to continuing to support the school as it moves forward and provides our local children with the best possible education available.

Kirsten Gomez
P&C President

Leaders for 2014 were exceptional.
Student information

Student enrolment profile

In 2014 Bonnells Bay Public School had an enrolment of 376. Of these 52 were kinder students. Aboriginal students represented 16% of the school population.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>201</td>
<td>178</td>
<td>160</td>
<td>174</td>
<td>183</td>
<td>200</td>
<td>192</td>
</tr>
<tr>
<td>Female</td>
<td>181</td>
<td>168</td>
<td>180</td>
<td>172</td>
<td>167</td>
<td>169</td>
<td>184</td>
</tr>
</tbody>
</table>

Management of non-attendance

A weekly check of class rolls is maintained throughout the year to ensure that any incidence of regular non-attendance or unexplained absence is followed up immediately with parents by class teachers. Further advice is sought from The Home School Liaison Officer should any issues continue to be a concern.
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>13</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</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>22.95</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are four members of staff who identify as being of Aboriginal or Torres Strait Islander descent.

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>85%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Professional learning was linked to the school’s targets for literacy, numeracy, engagement, building a sustainable school and school support.

- $13,593 was spent from Teacher Professional Learning (TPL) tied fund with an average of $755 per teacher to participate in professional learning activities.

- An additional $38,512 was spent on TPL from other Departmental grants and the schools’ global funds with an average of $2,139 per teacher. These funds allowed staff to engage in a variety of programs with a focus on the implementation of the Australian English and Mathematics syllabus implementation.

- All teachers participated in planning sessions with local primary schools around English and Mathematics.

- Nine ‘New Scheme’ teachers (generally teachers employed after Term 4, 2004) are working to maintain accreditation with the NSW Institute of Teachers.

- All teachers participated in five full day school development days; one each at the beginning of Terms 1, 2 and 3 and two at the end of Term 4.

- All staff received CPR & Emergency Care training.

Beginning Teachers

Bonnells Bay has four teachers who are in the first two years of permanent employment. These teachers receive additional release from face to face teaching, a personal mentor and training and development to facilitate their professional development. This support continues for the first two years after their appointment.

The question was how and the answer was Science.
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary 30/11/2014

Income
Balance brought forward $70658.89
Global funds $193666.73
Tied funds $318134.63
School & community sources $72682.02
Interest $3689.93
Trust receipts $20227.00
Canteen $0.00
Total income $679059.20

Expenditure
Teaching & learning
Key learning areas $20601.78
Excursions $20812.24
Extracurricular dissections $33731.55
Library $7758.69
Training & development $13236.00
Tied funds $291788.75
Casual relief teachers $48592.14
Administration & office $57231.56
School-operated canteen $0.00
Utilities $43501.96
Maintenance $19314.53
Trust accounts $11579.25
Capital programs $0.00
Total expenditure $568148.45
Balance carried forward $0.00

A full copy of the school’s 2014 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 2014

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 and enter the school name in the Find a school and select GO to access the school data.

Punctuation

We really value our link with the aged care centre
NAPLAN Year 3 – Numeracy

Percentage in bands:
Year 3 Spelling

Percentage in bands:
Year 3 Numeracy

Percentage in bands:
Year 3 Writing

Percentage in bands:
Year 5 Reading

NAPLAN Year 5 - Literacy

Percentage in bands:
Year 5 Reading
Other achievements

THE ARTS

Star Struck 2014

“Magic Happens” was the theme for this year’s Star Struck performance. The group of Stage 3 students willingly used their own time to learn the routines and practice daily. They stepped backed in time and first danced to “Dancing on the Ceiling” before stepping out and getting “Footloose” for the final song of our section titled “Shoe Box”. They joined all of the primary school students to close the show with “When Will I See You Again.” The students performed in 4 shows over two days at the Newcastle Entertainment Centre. Due to its success and popularity BBPS is looking to audition two dance groups and a choir group in 2015.
Technology

Over the past year the school has purchased an additional 70 iPads for Stage 1 and Stage 2. In addition to this 40 laptops have been allocated for exclusive use in Stage 3. ICT is being integrated across the curriculum rather than being taught as a stand-alone RFF subject. The school has purchased a subscription to Mathletics for all stages and a subscription Sunshine Classics for Stage 1. Two additional WAPS have been purchased for the new demountable classrooms.

Debating

The Senior Debating team this year consisted of four Year 6 students. The students participated in debates in both the Premier’s Debating Challenge and the inaugural Western Shores Learning Alliance Debate Cup. In the PDC the students fought hard in their debating rounds but unfortunately did not progress any further. With this experience under their belt the girls prepared and fought with courage and conviction in their rounds of the WSLADC winning them a place in the final were they were beaten. The popularity of debating is increasing at BBPS and we look to encourage more students to join competitive teams in 2015.

Reading Recovery – 2014

In 2014 10 Year 1 students accessed the Reading Recovery program. 9 of the students were boys and 1 was a girl. Of the students who accessed the program 8 successfully discontinued and 2 were referred to other programs for processing difficulties.

Reading Recovery monitoring of discontinued students in Years 2 and 3 showed that those students were continuing to achieve at the same, and in some cases above the level of their peers for reading, sight word reading and spelling. No previously discontinued student in years 2 or 3 had been identified for further support (LAST) or was placed in the bottom Stage 2 literacy group for 2015.

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;
- Fifteen students represented at Zone swimming trials;
- Fourteen students represented at the Westlakes Zone cross country trials with three representing at the Hunter trials and one student progressing to State level;
- Thirty-two athletes represented the school at Zone athletics, two going onto represent at the Hunter trials and one student representing the Hunter at the State level;
- Participation in Gala days for boys and girls football, AFL, boys and girls cricket, Oz tag and netball;
- Our staff was active as convenors at District and Regional levels.

The swimming carnival was lots of fun.

Environment

During 2014 the gardening club was launched and occurred on a weekly basis. Students from K-6 were able to come along each week and help to plant, weed and water the various plants in the school garden. Soon many vegetables and herbs were growing and the students were able to sell these from the office. These sales provided savings for the gardening club to purchase future tools and seeds. Gardening club will continue into 2015, with a focus on making the gardens look more exciting and interesting.
Composting was introduced during 2014. Volunteer students from Stage 3 collected compost bins from each classroom, emptying them into the larger bins in the garden. Very quickly a lot of food waste was collected and the bins filled within several weeks. This highlighted the amount of food waste that was originally being thrown into general waste. In 2015, individual classes will take over the responsibility of their own compost bins, encouraging greater participation and awareness across the school.

The recycling program was extended from paper products to all recyclables by accessing the Lake Macquarie City Council program supplying playground bins for all recyclable materials. This has resulted in less general waste, especially at lunch and recess, and a greater awareness of recycling.

In 2014 we also accessed the council’s environmental education programs. Stage 1 were involved in workshops about recycling - what can be recycled, what happens to recycled materials and the benefits of recycling against ‘normal’ rubbish. Stage 2 participated in composting workshops to educate them on the benefits and processes of composting to support the new composting program in the school.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

This year in Aboriginal Education we have moved our session from a lunch time period into class time with an aim to increase student numbers and teach more substantial cultural material. We are lucky enough to have the help of Norta Norta tutors available to help educate our students during this session. There is a range of lessons from literacy, numeracy, art, craft, dance and history. We have approximately 30 students (all ages) each week attend and enjoy the class.

New art resources have been purchased to help decorate classrooms and other areas around the school.

We are planning to introduce a new bush tucker garden to the front of the school where we are also planning a working bee to tidy up this area and turn back into a learning circle and an important place for our students to be educated in during Aboriginal education.

We have 4 teachers who are going to be trained in Sista Speak and will be able to deliver this to our female Aboriginal students in the near future.

We are in the process of developing our new Personalised Learning Plans for our Indigenous students and will be meeting with parents to discuss these plans during term 2.

Term 2 will also see our Aboriginal children participate with the rest of our school in our annual NAIDOC week celebrations where we have a great time sharing our culture with our non-indigenous students.

We all have a ball at Aboriginal Cultural Group.

Multicultural education and anti-racism

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 expanded to our school in 2014 to include all grades K-6.

**Aboriginal background**

The school received Equity funding for students with Aboriginal background. This funding is used to ensure that all Aboriginal students were engaged in quality teaching and learning programs. Funds were also used to raise awareness of Aboriginal culture by engaging with community.

**Socio-economic background**

Funding was provided to ensure that all students had access to a wide range of curriculum learning experiences. This included excursions, performances, sporting events as well as classroom activities and resources.

**Learning and Support**

The school continues to develop the knowledge, skills and understanding required of all staff to build and strengthen our provision of relevant educational programs for all students. Professional learning for teachers allowed them to recognise and respond to students’ additional learning needs.

A small number of students received support for low level disability. The development of their differentiated programs included regular conversations with parents, carers and other outside agencies. Adjustments to lesson length and increased opportunity for physical activity assisted some students to remain productively engaged in learning and to communicate more positively with peers.

Support staff were engaged to assist in effective classroom organization.

**Other significant initiatives**

**Screening Program**

In 2014 we implemented an innovative program to screen all Kindergarten, Year 1 and Year 2 students, and selected Years 3-6 students in the areas of vision, hearing, speech pathology and occupational therapy. We had identified early intervention and support in these areas as being vital to students achieving to their fullest potential. The results and information obtained justified our identifying of these areas, particularly speech and occupational therapy needs, as being “blockers” to our students’ achievement.

From the screening 44 students were referred for further vision testing to identify the level of need, 1 student was identified as colour deficient and 4 students were identified as having significant hearing loss. Our main areas of need were speech development and the development of occupational therapy skills. Receptive language and Phonemic Awareness were identified as our main needs in Speech development with over 50% of students needing phonemic awareness support and 65% of students are delayed in the development of receptive language skills. Our main occupational therapy needs were identified as fine motor skills, vision motor integration and visual perception. 20% of our students were identified as having substantial occupational therapy needs and 35% as having moderate occupational therapy needs. 11 students were referred for further testing for sensory processing.

To support the students with development in areas of need a program of occupational therapy activities was designed and resourced. These activities are implements throughout the week.
and specifically in one afternoon session a week for each Infants year group. In 2015 students with substantial needs will be supported in targeted groups with a trained SLSO. All staff have had a staff development session on occupational therapy and what was looked for. There are plans for a staff development session to support phonemic awareness and receptive language development for later in 2015.

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:

- Analysis and observation of student work samples, assessment data and student achievement of syllabus outcomes.
- Analysis of NAPLAN data.
- Classroom observations and peer review.
- Parent, teacher interviews, work samples, surveys and informal discussions.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

Increased performance in Literacy for every student.

Evidence of achievement of outcomes in 2014:

- 68.2% of students in year 3 in the top 3 skill bands in Reading and 39.3% achieving in the top 2 skill bands
- Decreased percentage of students achieving at or below national minimum standard in Reading in year 5.
- 52.1% in year 5 achieving in the top 3 skill bands.
- 82% of K-2 students exceeded the benchmark targets in Reading set by the region.
- Reading Recovery successfully discontinued 8 children from the program in 2014.

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.

School priority 2

Numeracy

Outcomes from 2012–2014

Increased performance in Numeracy for every student.

Evidence of progress towards outcomes in 2014:

- 77% of students met expected growth in Numeracy between years 3-5.
- 74% of students in Year 3 achieved in the top 3 skill bands.

Strategies to achieve these outcomes in 2014:

- Continued professional learning focusing on the explicit teaching of Maths.
- Differentiation of stage 2 and 3 Maths groups to better cater for individual needs.
- Development of a K-6 scope and sequence based on the new syllabus.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2, 2015.

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.

Mark Stiller Principal
Michael Pratt Assistant Principal
Jodie Corrigan Assistant Principal
Nicholas Wlodarczyk Teacher
Renee Richards Teacher
Kirsten Gomez P&C President

School contact information

Bonnells Bay Public School
Morisset Park Road
BONNELLS BAY NSW  2264
Ph:  49731149
Fax:  49705487
Email:  bonnellbay-p.school@det.nsw.edu.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: