Bonnet Bay Public School
Annual School Report

2012
Our School at a Glance

Students
Our school enrolment in 2012 was 109 students which comprised 50 boys and 59 girls.

Staff
Bonnet Bay Public School staff comprises three executive staff, eleven teachers, two support staff and 1.4 non-teaching staff. This includes the Itinerant staff associated with the Hearing Unit that is based in our school. All teaching staff meet the professional requirements for teaching in NSW Public Schools.

Significant Programs and Initiatives
Our highlights for 2012 included our Performing Arts Night and the opening of our Environmental Education bush walk. Our Performing Arts Night was a wonderful showcase of student achievement in dance, drama, technology and music. Every student in the school performed and some fulfilled a variety of roles as the choirs sang, the band played and everyone danced.

The BBPS Wildflower Walk was established through a Green Web grant from Sutherland Shire Council. This grant provided the services of an experienced botanist who work with a team of local volunteers to rejuvenate and restore the bush land on the north-western boundary of the school. This area has now become a valuable teaching resource as students can now walk the track, observing our native flora and completing a work book designed to complement the track.

We now have a school chaplain through the Federal Government program which provides the funding for this initiative. Mrs Sheree Host was the successful candidate through the interview process and she has made significant contributions to student welfare in her time with us. This program provides time for our chaplain to run support programs for groups as well as work with individuals in curriculum support as well as social and self-management skills. Mrs Host has worked very well with staff, students and parents this year and we look forward to her continued contributions to all of our school community in the future.

Student Achievement in 2012

Literacy – NAPLAN Year 3 All students except one achieved at or above the minimum standard in all areas. The students achieved higher than state average in Reading, Spelling, Grammar and Punctuation. In Writing, results were below state average.

Numeracy – NAPLAN Year 3 All students achieved results higher than the state average. The average mark for our school was 406 and the state average mark was 400.

Literacy – NAPLAN Year 5 All students achieved at or above the minimum standard in all areas. In all areas our students are well above state average and above the average of statistically similar group schools. In Reading for example our school’s average score was 538, SSG group was 525 and State DEC was 492

Numeracy – NAPLAN Year 5 All students achieved at or above the minimum standard and were higher than the state average. Our average mark was 530 and the state average was 494.

Messages

Principal’s Message
2012 was a year of wonderful opportunities and strengthening the foundations of what we do in teaching and learning. This year saw the commencement of our new three year cycle of school improvement through our school management plan. This will take us through to the end of 2014. This planning will prepare staff and students for the introduction of the new Australian Curriculum with the implementation of the new English syllabus in 2014 and the new Mathematics syllabus in 2015. The plan also includes initiatives in the use of 21st century technology as well as staff development in leadership, differentiating the curriculum and building professional relationships across our community of schools.

There were significant staff changes with the arrival of our new permanent Assistant Principal, Mrs Karen Deacon and the appointment of two new staff members. Mrs Janelle Turner and Mr
Mark Green were the successful candidates through the merit selection process and permanently joined our team in term one. Mrs Deacon was an outstanding candidate for the Assistant Principal’s position and she has demonstrated a wonderful skill set throughout 2012 as she has led the school team for our Enrichment Program and our Performing Arts night. We also welcomed our new dance teacher, Miss Angelique, who proved to be a real asset to our teaching team. We thank her for her promotion of dance skills in 2012.

In 2012 our support for working parents and the local community was extended through the provision of child care for the 0-2 age range at our preschool run by Child Care Australia Pty Ltd.

Environmentally, the other major improvement was the installation of our solar panels to produce electricity and reduce our costs as well as reducing our environmental footprint. Funded by a $15,000 Federal Government grant, this will provide us with a useful teaching resource as well to show the children the impact of alternative technologies.

Educationally our school continues to achieve outstanding results in a variety of tests and academic contexts.

In NAPLAN testing, our students in Years 3 and 5 achieved results above state average in all areas of literacy and numeracy except for Writing in both grades. We had a number of students achieve credit, distinction and in the UNSW’s international ICAS tests. One Year 4 student was successful in gaining entry into the Opportunity Class at Sutherland PS. Congratulations to Maggie on this achievement. Our whole school participated in the Premier’s Sporting Challenge and Premier’s Reading Challenge with great success.

Opportunities for students provided by our school included our 3D Art Program with Mrs Lloyd. This was a joint venture with Como PS and Jannali PS and was possible through a successful Sydney Region grant. The culmination of three terms work across the three schools was a highly successful 3D Art Show at Jannali PS in Term 4.

On the sporting field, the students enjoyed a variety of sports programs in PSSA sports as well as gymnastics and learn to swim for K-3 students, Milo Cup cricket for seniors and the Dance Sport Challenge for our Stage 3 students. All students in Years 3-6 took part in both winter and summer Primary Schools Sports Association competitions. Sports included touch football, kanga cricket, T-ball, cricket, netball and softball. The Junior Boys were winners in T-ball maintaining an unbeaten record throughout the season and winning the grand final convincingly to become Premiers for 2012. Our senior students also took part in some exciting one day events including the Milo Cup T20 Big Blast cricket competition, where the senior girls won through the first stage taking out the Sutherland Region and then later competing in the Southern Sydney Regional Finals.

The school continues to benefit from outstanding support from our parent community. The P&C and Canteen Committee have been most generous in their support of student learning through the purchase of e-learning subscriptions – Mathletics, Reading Eggs, Ziptales – as well as the purchase of literacy and numeracy resources for the classroom. The P&C and Canteen Committee provided the funds at the end of 2012 for a trolley and thirty notebooks for use in the senior classes. This will allow our primary age students to access the internet wirelessly within their three classrooms.

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.

Roger Caines

P & C Message

President’s Report 2012

The Bonnet Bay school community had a successful year for 2012. Income for the year totalled just over $14,000 - made from the annual Trivia Night, School Dances, Election Day stall, the uniform shop, Cadbury fundraiser and mothers and father’s day stalls.

Our major financial commitment this year was funds to purchase computer notebooks and networking to allow this resource to be used in the Year 3-6 class rooms. We also spent funds on a sports program in Term 1, access to computer based programs such as Mathletics, Ziptales, and Reading Eggs, student accident and volunteer
insurance and scholarships for two Year 6 students attending Jannali High School in 2013.

We had a school disco in March hosted by “Bop ‘til you drop” with the assistance of class teachers. Over 90% of children attended and it was well run and a lot of fun.

The annual Trivia Night was held in September – an enormous success with money raised by having a great time together. The theme for this year was Hollywood. The best dressed table prize was awarded to the “Runaway Bride” table. Many people put in a huge effort to look good and we had a very enjoyable evening. With thanks to Mums and Dads and businesses who generously supported us with time and resources. We raised about $7,000.

On Election Day in September we held a sausage sizzle, cake stall, and white elephant stall and espresso coffee stand. The cake stall as always was very popular – selling stock quickly. The sausage sizzle did well – with just a bit of stock remaining. The white elephant stall did a brisk business and plenty of people were happy with their fresh coffee – we appreciate the generosity of the White Horse Café for donating the coffee beans. We raised around $1,500.

In December we held our second “Christmas Shopping Night” – a market of boutique outlets specialising in Christmas gifts. This was a great night – providing us with an opportunity to showcase our school to the broader community. We raised about $2,500.

The canteen continued to change its menu to offer healthier choices, eliminating as much as possible, artificial colours, flavours and preservative to much of the food offered to the children.

Looking to the future, the P&C is planning to assist the school by continuing to raise funds for school resources. We will also ensure that funds are made available to resource the Before and After School Care Service.

There are so many families who help with our P&C and school activities. They assist with the canteen, library, uniform shop, P&C, fund raising, school social events, grounds working bee, reading and helping in class. I would like to thank the parent community of Bonnet Bay School for their time, energy and outstanding commitment throughout 2012.

I would also like to thank the teaching and support staff at our school. Their dedication to teaching, caring and guiding our children through school is appreciated by the families of the school community. 2012 was my last year as President and I would like to thank Anne Noakes, my Deputy, for her ongoing support over the last 3 years. I know Bonnet Bay will continue to flourish with the support of the P&C and our dedicated teaching staff.

Donna Grubb – President 2012
Student Representative’s Message

Highlights of 2012

Easter Hat Parade

Last year in Term 1 Bonnet Bay Public School had their first ever Easter Hat Parade thanks to Mrs. Deacon. It was an enthusiastic, interesting and fun day. Everyone had some pretty amazing ideas and they all looked fantastic.

Band 2012

Last year’s band was spectacular. They played at all sorts of things such as the foyer band for SSSMF. They also won a silver medal at the Engadine Bandfest. They performed at grandparents’ day and the “Where in the World” Performing Arts Night as well as school performances.

Where in the World Performing Arts Night

What a wonderful night as our bonnet bay kids sang, danced and performed in our own spectacular production. Congratulations to our class dance items as we travelled around the world to Spain, China, India, USA and Africa. Thank you to Miss Angelique for teaching us those beautiful dance items. The choirs sang beautifully, the ballroom dancers were light on their feet and our three comperes were outstanding little actresses. The band produced an amazing sound and we must thank Mr Newham for coming along that night to conduct the band. Well done to all of the school staff who designed the set, scenery, wrote and produced the concert. Well done everyone and thank you to the parents for your support!

PSSA

Last year Bonnet Bay Public School had a great year of sports starting with the Milo Cup cricket and the senior girls went to regionals. Then we had the junior boys tee ball team winning the competition.

Running

Later in the year we finally had the Athletics Carnival, which was postponed twice. Congratulations to all those wonderful runners that made it to the Zone Carnival. Next we had the Cross Country where we all tried our very best and had lots of fun. Finally all 5/6G completed the Global Children’s Challenge which is where you had to take 15,000 steps every day and each step you take each day is recorded by a pedometer. It went for 50 days and it was lots of fun. So Bonnet Bay Public School had a great year of sport.

Fundraisers

Last year we had a number of fundraisers for charities. It includes Stewart House, Loud Shirt Day and Make a Wish Foundation. For Stewart house we raised at total of $444.00 for Loud Shirt Day we raised a total of $110.05 and for Make a Wish a total of $122.50. All added up, that is a sum of $676.55 we raised for our selected charities. Well done Bonnet Bay! Let’s keep it up.

Electronics

Last year we upgraded our electronics. All computers were changed to the Windows 7 operating system. We also have new mini laptops thanks to the P & C and the Canteen Committee. We also have upgraded our photography appliances. We have 4 new cameras with thanks to Year 6 - 2012 for their present for the school. We also have replaced all of our desktop computers to upgraded models. We now have more than six computers in each classroom. We have to thank Mr Green for making this all possible.

By Aaron, Chantelle, Hannah and Oliver
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
Enrolments have decreased slightly due to families moving interstate for work and families relocating their primary place of residence.

Student Attendance Profile
Student attendance rates are consistent for the school and reflect a regular pattern of attendance for our students in comparison to state and regional data.

Management of Non-Attendance
Non-attendance at school is handled by school referral by the Home School Liaison Officer based at Miranda District Office. Attendance issues are first raised with the parents and referred to the HSLO when needed. Attendance rates at our school are very good and rarely require intervention.

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

The school staffing entitlement for 2012 was 12.096 teaching positions and 1.706 non-teaching (Administrative) positions.

Note that our staffing data includes six full-time teachers in the Itinerant Support Unit (Hearing).

There are no indigenous members of staff.

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>2.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8.746</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.706</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13.802</strong></td>
</tr>
</tbody>
</table>

Staff Retention
In 2012 we had our new Assistant Principal commence at the beginning of the school year and two permanent members of staff selected through the merit selection process in Term 1. We have also selected through the interview process our new school chaplain, who commenced her role in Term 3.

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>35</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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>85499.41</td>
</tr>
<tr>
<td>Global funds</td>
<td>128461.87</td>
</tr>
<tr>
<td>Tied funds</td>
<td>45622.99</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>66198.26</td>
</tr>
<tr>
<td>Interest</td>
<td>3502.14</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5981.09</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>335265.76</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>40234.43</td>
</tr>
<tr>
<td>Excursions</td>
<td>20463.30</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>20677.79</td>
</tr>
<tr>
<td>Library</td>
<td>1690.10</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3222.64</td>
</tr>
<tr>
<td>Tied funds</td>
<td>55213.14</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>22623.89</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>47382.32</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>34700.77</td>
</tr>
<tr>
<td>Maintenance</td>
<td>18861.43</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7501.41</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>272571.22</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>62694.54</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012

2012 was a standout year in school performance in both the performing and creative arts.

Achievements

Arts

Our school production “Where in the World?” was a huge success with very positive comments from all of the parents, staff and students. The concert night in Term 4 was the culmination of months of work rehearsing dances, creating sets, costumes and audio-visuals. The school band played beautifully and our two performing choirs and dance troupes showed great skill and musicality. Every student performed and some filled a variety of roles. The students in the Enrichment group provided appropriate audio-visual material for each class item while each class produced their own posters and costumes for the big night.

Throughout the year, our students enjoyed a variety of out of school and in-school experiences including Musica Viva, and a workshop day at Hazelhurst Art Gallery. The students in the school band were awarded a silver medal at the annual Engadine Band Festival and continue to provide high quality music for school events. Our Year 5 students again danced gracefully at the Sydney Region’s Dance Sport Challenge.

The second major arts event was our 3D Art Show. This was a cross school initiative with Como PS and Jannali PS. Funded by a Sydney Region Grant, a specialist art teacher was hired to provide an enrichment program across each of the three schools for ten weeks. The end result was an excellent art show showcasing the students work in three dimensional art using a
variety of media including wire, clay, timber, foam and papier-mâché.

A photography workshop with the Moran Gallery was held at the beginning of Term 2 involving students from Years 5/6. Students who participated in the workshop had the chance to use digital cameras and software to create their own photographic portfolio and to explore their environment and to capture images and events of what was special to them. Students captured images using digital cameras provided by the Moran Gallery and many had the chance for their work to be entered into a state wide competition.

SSSMF Art Competition: Students from all stages were invited to create artwork, in the hope to have their masterpieces decorating the cover of the festival program. Seven entries were sent in from our school and one entry received a commendation. This is a fantastic effort, as all schools in the Sutherland Shire participate.

Sutherland Shire Council Linking Generations Art Competition: Year 2 students were asked to paint a portrait of a grandparent. Over 200 entries were received and one of our students received a ‘highly commended’ award.

Sport

Our school provided the students with range of quality sports opportunities.

All students in Years 3-6 took part in both winter and summer Primary Schools Sports Association competitions. Sports included touch football, soccer, kanga cricket, T-ball, cricket, netball and softball. The Junior Boys were winners in T-ball maintaining an unbeaten record throughout the season and winning the grand final becoming Premiers for 2012. Our senior students also took part in some exciting one day events including the Milo Cup T20 Big Blast cricket competition, where the senior girls won through the first stage of the Sutherland Region and then later competed in the Southern Sydney Regional Finals.

A highlight for the school community was our whole school Cross Country and Athletics Carnivals. The Cross Country was a fantastic event, where the children ran over a tough and challenging course. The senior students assisted their Kindergarten buddies in running the Cross Country Course for the first time.

For Athletics, after a few false starts due to bad weather, we finally enjoyed a great day. At Waratah Athletics track the students jumped, hopped and ran all day, and the K-2 students got to participate in novelty events. This made the day enjoyable and exciting for all. Once again the parent race was a highlight where the parents of Bonnet Bay students joined in with two very fast sprint races.

In Term 1, students participated in a weekly whole school sport and fitness program aimed at developing the student’s abilities and fundamental movement skills. For Term 3, students in K-2 were trained in gymnastics, and in Term 4 students from Years K-3 were able to improve their swimming skills with a weekly lesson at the Menai Swim Academy.

All students took part in the Premiers’ Sporting Challenge. With an outstanding effort by the students and teachers we achieved a Diamond Award for our school, which is the highest award given by the challenge.

This year we had three Zone Representatives who represented the Sutherland Zone at Sydney East Carnivals – Daniel in Cricket, Sophie in Soccer and Jacqui in Athletics.
Other

Our students have benefited from a wide variety of learning opportunities.

The highlight for our seniors was a three day camp to Canberra and to the snowfields of Perisher and Smiggins. The students enjoyed taking in sites of our nation’s capital, learning about the democratic rights and principles that underpin our government. They also had the opportunity to take on a role as a politician at Parliament House, a voter at the Electoral Educational Centre, a historian at Old Parliament House and a Scientist at Questacon. Over the three days the students learned many new life and social skills.

This camp provided an opportunity for students to develop life, educational and social skills.

The Jannali High School Programs

Our school enjoys a close working relationship with TJHS. We have an excellent transition program with the high school for students entering Year 7. TJHS also provides the enrichment program for senior students that usually involves two of our students attending for one day per week for semester one. This is an outstanding program that covers a wide choice of challenging and interesting topics. We have our seniors taking part in the Sports Leadership program that is based at TJHS.

Adding to the relationship with TJHS is a new program as part of the HOTSCOS (Heart of the Shire Community of Schools) network. This program allowed Year 5 students to work with peers from other schools at TJHS on a project based research assignment. They worked co-operatively with TJHS students from Years 7, 8 and 9. Throughout the year the students have spent days at TJHS working together, forging relationships and learning about each other with an aim of helping transitions between the middle years of school and building stronger relationships with the local primary and high schools within our community of schools.

Premier’s Spelling Bee: Our whole school was involved in this exciting competition which saw two of our best spellers in Stage 2 and 3 participating in the District finals.

Harmony Day: Wearing orange colours helped to promote unity and harmony within the whole community. Students completed class activities and discussed ways in which we can all live in harmony. Indigenous games were taught during our Harmony Day celebrations.

Excursions:
Kindergarten visited Fairfield City Farm and enjoyed a beautiful day milking cows and handling pigs, chickens and patting the lambs.
Year 1 visited Sutherland Hospital. This tour of the hospital included the children’s ward and school which allowed students to see what it is like to be in hospital for an extended period of time.
Best Start

The Kindergarten teacher trained in Best Start assessment procedures individually assessed each Kindergarten student on entry to school in literacy and numeracy over the first week of school. Data was recorded and a comprehensive report was provided for and explained to each parent during a follow up information evening. The records were utilised by the teachers to plan and meet the needs of each child within the Kindergarten Literacy and numeracy programs. The Best Start Literacy assessment provided the Kindergarten teacher with a multi-dimensional set of literacy tasks to assess the seven aspects that have been identified as critical to early literacy development. These included Concepts of Print, Comprehension, Reading Text, Phonics, Phonemic Awareness, Speaking and Writing skills. The Numeracy tasks gathered information about the student’s initial early arithmetical strategies and mathematical knowledge. The assessments and reports were both beneficial to staff and parents in supporting the Kindergarten students’ learning journey.

Celebrations

During 2012 we had great opportunities to celebrate our love of learning and sharing it with our peers, parents, grandparents and community members. The first term saw the traditional Easter Hat parade which was inclusive of all grades and saw students parade their Easter Hat creations.

In commemoration of ANZAC day we invited a local service man to talk to the students. Our assembly saw students observe a minutes silence out of respect for those fallen soldiers and the choir singing “Lest we Forget” with genuine respect.

Our Term 2 began with the Celebration of Education Week by inviting parents and friends of our learning community to school to share breakfast with us, tour our classrooms and be entertained with a selection of our performing creative art groups. Next came the excitement for the children, inviting their Grandparents and friends to share morning tea, an educational game in the classroom and some light entertainment of Band, Dance and song. Our finale of performances was our Performing Arts Concert “Where in the World?”. This night gave all performing groups and classes an opportunity to tread the light fantastic and entertain the audience with their incredible talents. Students from our Enrichment group contributed with a selection of detailed slides in a media presentation linked to the theme “Where in the World”. All classes, Band, Dance and Choir excelled in their performances and saw many very proud parents and confident students enjoy a great night of entertainment. This night was definitely a positive addition to Bonnet Bay’s School Calender.

Gifted and Talented Enrichment Group

2012 saw the implementation of an enrichment group comprised of 12 students from Year 1 to Year 6 who had been identified as working with higher order thinking skills. These students were given the opportunity to work through a project based on Blooms taxonomy and Gagnes’ theories of learning. They chose a country of their choice to research and present as a Travel agent to an audience and convince them to visit their country some “Where in the World”. The project saw all students enthusiastically engage in a variety of tasks presenting amazing innovative projects with great pride and confidence.
Academic

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

Follow the link below to the My School website.

http://www.myschool.edu.au/

Click on the link and enter the school name in the Find a school text box and select GO

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)

Reading – Year 3 NAPLAN

Strong performances in Reading have 44% of our school in the top band compared to 31% for the SSG (statistically similar group) and 24% for the state DEC schools. In Reading our average score was 435 compared to 446 for the SSG and 419 for the state DEC schools.

Reading – Year 5 NAPLAN

In Reading our students achieved outstanding results. Our average score was 537 compared to the SSG schools with 525 and the State DEC average of 492.

Progress in Reading – Years 3-5

Our results were comparable to the SSG with both groups on 81.2 which is above the State DEC score of 79.2

Numeracy – Year 3 NAPLAN

All students achieved results higher than the state average. The average mark for our school was 406 and the state average mark was 400.

Numeracy – Year 5 NAPLAN

All students achieved at or above the minimum standard and were significantly higher than the state average. Our average mark was 530 and the state average was 494.

Progress in Numeracy – Years 3-5

Our results (105) were higher than both the SSG schools (103) and the State DEC schools average score of 98.

Significant Programs and Initiatives

Our significant programs this year were the school concert night showcasing our performing arts and our 3D Art Show highlighting our creative art skills. These are already outlined in other sections.

The other major initiative was our school’s Enrichment program. Coordinated and delivered by Mrs Deacon, this program allowed our high achieving students the opportunity to develop their own research project on a country of their choice. Students then presented their work through technology and their practical examples of cultural items, e.g. food, costumes, maps and regalia. Parents were invited to a showcase day where the students displayed all of their work as they talked us through their learning journey.
Aboriginal Education

At BBPS we believe it is important to raise our awareness of Indigenous cultures. Aboriginal connections are integrated throughout the curriculum in aspects such as art, music and HSIE.

An important focus at our school is raising awareness of Indigenous culture both past and present. As Indigenous students are only 1% of students at Bonnet Bay PS we see that current issues as well as past history are addressed through theme work in Human Society and Its Environment as well as music and art. For example we sing the third verse of the National Anthem in the Dharawal language at all school assemblies.

As the focus for Harmony Day this year was on games and sport, the students of Bonnet Bay participated in traditional indigenous games and activities. It was important for the students to understand not only how the game or the sport was played, but how the game was created and the meaning behind each game. It was a morning of fun filled activities where the students gained a better understanding of Aboriginal Heritage and the games they may have played.

Multicultural Education

Bonnet Bay Public School presents students with a variety of learning experiences designed to support the learning of multicultural concepts. Students in all stages are taught about different cultures and belief systems.

Other Programs

Charities

During 2012, BBPS supported the following:

- Stewart House – to raise money and awareness for Stewart House. This is a NSW DEC school and preventorium for students who need a “sea change” due to family or health circumstances.
- Make a wish Foundation’s Sydney Special Children’s Christmas Party – we wore “Olympics” themed mufti to connect with our whole school Term 3 Olympics studies. We raised money for children who are terminally ill, intellectually impaired, physically impaired and underprivileged who may be suffering from domestic violence or physical abuse.
- Loud Shirt Day – to raise money and awareness for children with hearing disabilities. We were quite fortunate to have “The St George and Sutherland Shire Leader” visit our school and photograph some students to spread awareness of this event.
- The Salvation Army’s “Bag of Hope”, where school families donated non-perishable food items which were taken and distributed to needy families in the local area.

Progress on 2012 Targets

Outcomes in Literacy – Writing with a special focus on Grammar and Punctuation:

- To develop a consistent approach to curriculum planning and implementation.
- To promote Quality teaching and learning programs in literacy and resulting in increased overall literacy achievement for every student in line with school, state and regional targets.
- Provide training for new staff in Accelerated Literacy.

Target 1

2012 Targets to achieve these outcomes include:
- Each cohort of students has better than expected growth in NAPLAN literacy.
- K-6 students demonstrate improved skills in writing especially in grammar and punctuation.
- Consistent Professional development K-6.

Strategies to achieve these targets include:
- Teachers undertake in-house training in the use of data (including SMART).
- To inform planning for teaching and learning.
- TPL sessions in Term 4 and 1 for teachers to explore, in whole school group, data access specifically linked to teacher’s resources.
- Teachers engaging in current articles/readings on best practice in the explicit teaching of the targeted genre.
- In house professional learning to support and deepen staff understanding of writing strategies.
- Develop a K-6 approach with a weekly focus of explicitly teaching specific stage relevant writing strategies.

Our achievements included:
- Staff workshops given by Principal on accessing SMART data. Staff followed this with detailed analysis of NAPLAN Literacy data.
- Student and class specific programs designed to meet areas of need highlighted by NAPLAN.
- A Sentence a Day program introduced across the school to promote writing to a goal and for a purpose. Whole staff inserviced by a staff member on this program.
- A new staff member trained in Accelerated Literacy.

Outcomes in Numeracy – Working Mathematically
- Quality teaching and learning in numeracy resulting in increased overall achievement for every student in line with school, state and regional targets.

Target 2
Targets to achieve this outcome include:
- Each cohort of students has better than expected growth in NAPLAN numeracy.
- K-6 students demonstrate improvement in working mathematically and patterns and algebra strands.

Strategies to achieve these targets included:
- Implemented a whole school scope and sequence in Mathematics.
- Staff present and share a chosen problem solving lesson to a TPL staff meeting for review and reflection.
- Cyclic development of professional learning involving the implementation of methodology and strategies in working mathematically in line with the quality teaching and learning cycle.
- Embedding differentiation into teaching and learning programs to meet the needs of learner diversity.

Our achievements included:
- Staff workshops given by Principal on accessing SMART data. Staff followed this with detailed analysis of NAPLAN Numeracy data.
- Student and class specific programs designed to meet areas of need highlighted by NAPLAN.
- Introduction of the North Coast Mathematics Syllabus to promote hands on learning in Mathematics. Staff workshops given by Assistant Principal on how to implement successfully.
- Resources to support hands on learning purchased to promote enriched learning experiences for all student learners.
Outcomes in Connected Learning – Professional Learning / COS interaction / Student Distance Learning

- Innovative practices for 21st century learners which embed the Quality Teaching Framework and include the integration of technology.

Target 3

Targets to achieve this outcome include:

- All staff effectively integrate technology into classroom strategies to enhance quality teaching and learning practice.

Strategies to achieve these targets included:

- Provide regular access to professional learning for staff in ICT that meets the needs of the 21st learner.
- Attendance at Computer Coordinator days by school representative and dissemination of information to staff.
- In 2012 this was in the form of professional training for staff at BBPS, Jannali and Como PS via the video conference facility in our shared 3D Art project.
- Joint professional learning and sharing sessions are scheduled on a regular basis throughout the year with involvement of the connected classroom. Staff training will occur in-house with our school’s Computer Coordinator.

Our achievements included:

- A video conference workshop on 3D Art for staff across three schools.
- Full implementation of on line teaching resources: Mathletics, Ziptales, Reading Eggs.
- Staff inserviced each other on appropriate teacher resource sites for curriculum planning and delivery.

Outcomes in Leadership and Management

- Increased school leadership capacity to facilitate evidence based and strategic planning for team building, school management and school improvement.

Targets to achieve this outcome include:

- Educational leaders who have expertise to lead curriculum change.
- Strong, cohesive teams with all staff empowered and individual expertise utilised and acknowledged across the school.

Strategies to achieve these targets include:

- Professional learning sessions where staff analyse the role of teacher leadership in school improvement.
- Analyse and assess distributed leadership styles and how distributed leadership can be effectively implemented.
- Recognise the range of strategies that teacher leaders can use to improve quality teaching across the school.
- Individual goals are set through the TARS /EARS/ PARS process and collegial groups are formed to support the achievement of common individual / school goals.
- Professional learning is aligned with individual / school goals.
- Staff to set personal professional goals to meet identified needs.
- Individual staff members supported by specific programs:
  - New AP to attend Executive Induction course.

Our achievements included:

- New Assistant Principal successfully completed Accelerated Literacy training.
- All staff completed professional learning plans in line with school and personal goals.
- All staff have taken on leadership roles within the school in specific areas.
School Evaluation

Background

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations in Communication and Decision Making and Differentiating the Curriculum. The first survey invited the school community to express their view of how well we communicate with them and their role in the decision making process.

How we differentiate the curriculum is a key element in curriculum delivery in meeting the learning needs of all our students. Within the context of the Department’s new policy “Every School, Every Student”, adjusting the curriculum to meet the learning needs of all students is the foundational basis of classroom practice. It is important for us to know how successful or not we are in this area from the point of view of parents, staff and students.

Two Parent Surveys:

- Communication and Decision Making
- Differentiating the Curriculum

The “Communication and Decision Making” survey was divided into seven questions for parents and five matched questions for students.

1. What opportunities that you find helpful/positive, do parents/students have now to contribute to how decisions are made in the school? (open response by parents/students)

**PARENT RESPONSE:** 40% said P&C; 20% said surveys.

**STUDENT RESPONSE:** These included mainly either ask a teacher or by voting.

2. What opportunities that do not currently exist would you like to see implemented in our school for parents to have input in decisions about our school. For example - a School Council (open response) Parent only question

**RESPONSE:** Suggestions included a School Council or policy discussion time in P&C; More surveys; A suggestion box.

3. I believe that I currently have the appropriate opportunities to have input into decisions about our school. (Likert scale) Parent only question

**RESPONSE:** 8% strongly agree and 92% agree

4. What aspects of school life would parents / students like to contribute to by adding their ideas: (Multiple choice)

A. Classroom learning
B. Uniform
C. Canteen foods
D. Sports programs
E. Extra programs like Dance & Art / Other

**PARENT RESPONSE:** A - 58%; B - 33%; C - 58%; D - 66%; E - 75%

**STUDENT RESPONSE:** A - 49%; B - 8%; C - 19%; D - 53%; E - 30%

**STAFF RESPONSE:** A - 100%; D - 75%; E - 100%

5. I believe I know what is going in the school because I:

A. Listen to morning announcements.
B. Read the weekly newsletter.
C. Read the changeable sign.
D. Find out from other parents/my friends.
E. Find out from my child, children/my parents
F. Look at the website
G. Read the notes that go home

**PARENT RESPONSE:** A - 13%; B - 93%; C - 60%; D - 53%; E - 73%; F - 27%; G - 100%

**STUDENT RESPONSE:** A - 66%; B - 27%; C - 24%; D - 17%; E - 36%; F - 20%; G - 51%

**STAFF RESPONSE:** B - 20%; D - 20%; H - 60%

6. The best way to find out what is going on at school is to: (choose one only)

A. Listen to morning announcements
B. Read the weekly newsletter
C. Read the changeable sign
D. Find out from my friends

---

14
E. Find out from my parents
F. Look at the website
G. Read the notes that go home

**PARENT RESPONSE:** B - 87%; G - 13%.
**STUDENT RESPONSE:** A - 39%; B - 21%; C - 2%; D - 5%; E - 6%; F - 9%; G - 17%.
**STAFF RESPONSE:** D - 20%; H - 80%.

7. I know what is going on at school almost all of the time. (Likert scale answers)
**PARENT RESPONSE:** 7% strongly agree; 86% agree and 7% disagree.
**STUDENT RESPONSE:** 26% strongly agree; 67% agree; 5% disagree and 2% strongly disagree.
**STAFF RESPONSE:** 60% strongly agree; 40% agree

8. I believe we communicate effectively with parents. (staff only)
**STAFF RESPONSE:** 60% strongly agree; 40% agree

Findings and Conclusions

From the parent/carer point of view, the newsletter is the preferred option for communication. Only 7% of parents feel that they do not know what is going on almost all of the time. Parents have suggested a variety of ideas for parental involvement particularly in policy decisions. 100% of parents believe that they currently have appropriate opportunities to have input into decisions about our school.

From the student point of view, 93% agree or strongly agree that they know what is going on at school almost all of the time. Listening to morning announcements, reading the weekly newsletter and reading the notes that go home are the preferred ways of communicating. Students would like to have input into classroom learning and sport.

Future Directions

Discuss the proposal for a school council at P&C. Provide a mechanism for parents to have input into decisions relating to classroom learning, sport and extra-curricular activities. A mechanism also needs to be provided for students to have input into classroom learning and what sports are played at our school.

The “Differentiating the Curriculum” Survey was divided into seven questions for parents and five matched questions for students.

1. Are you aware of your child receiving learning material different from the majority of the class to meet their specific learning needs?
**PARENT RESPONSE:** YES - 37%; NO - 50%; DON'T KNOW - 13%.

2. How often does your child / do you have lessons that give varied work to the majority of the students in the class because he/she needs to learn differently?
**PARENT RESPONSE:** EVERY DAY - 6%; OCCASIONALLY - 6%; NOT AT ALL - 31%; DON'T KNOW - 56%.
**STUDENT RESPONSE:** EVERY DAY - 21%; ONCE PER WEEK - 14%; OCCASIONALLY - 33%; NOT AT ALL - 14%; DON'T KNOW - 17%.
**STAFF RESPONSE:** EVERY DAY - 100%.

3. In what subjects does your child / do you have different lesson material from most of their / your classmates? Please choose #1 for the subject where this happens the most frequently and so on.

**PARENT RESPONSE:** Reading - 58%; Writing - 67%; Talking and Listening - 67% (4th position); Maths - 58% (5th position); Other - 50% (6th position); Don't know - 41% (1st position).
(NB – Overall, Reading with 91% for combined frequency of highest and second highest).

**STUDENT RESPONSE:** Reading - 30%; Writing - 20%; Talking and Listening - 10%; Maths - 27%; Other - 8%; Don't know - 24%.
**STAFF RESPONSE:** Reading - 75%; Maths - 25%.

4. What subjects does your child / do you do best in when their / your work is designed to suit their learning? Please choose #1 for the most applicable and so on.
PARENT RESPONSE: Reading - 75%; Writing - 75%; Talking and Listening - 41%; Maths - 58%; Other - 91%; Don’t know - 91%. (NB – Overall, Reading with 100% for combined frequency of highest and second highest).

STUDENT RESPONSE: Reading - 20%; Writing - 22%; Talking and Listening - 8%; Maths - 41%; Other - 3%; Don’t know - 4%.

STAFF RESPONSE: Reading - 100%.

5. When your child wants to learn something new, do they learn best using?
A. The IWB
B. Books to read
C. Worksheets / textbooks
D. The computer
E. Explicit teaching & modeling

PARENT RESPONSE:
HIGHEST CHOICE – 1st position (E) - 47%
HIGHEST CHOICE – 2nd position (A) - 40%
HIGHEST CHOICE – 3rd position (B) - 40%
HIGHEST CHOICE – 4th position (C) - 40%
HIGHEST CHOICE – 5th position (C) - 40%
(NB – Overall, Explicit teaching and modeling with 73% and the Interactive Whiteboard with 67% for combined frequency of highest and second highest are the two main choices for students from the parents point of view).

STUDENT RESPONSE: A - 38%; B - 20%; C - 22%; D - 28%; E - 37%. The IWB and Explicit teaching and modeling are also perceived by students as the best way to learn something new. This is the same response as parents.

STAFF RESPONSE: E - 100%.

6. I think that my child’s / my learning needs are being met by what they are / I am being taught at school.

PARENT RESPONSE:
Strongly Agree - 37.5%; Agree - 62.5%.

STUDENT RESPONSE: Strongly Agree - 14%; Agree - 80% and Disagree - 6%.

STAFF RESPONSE: Strongly Agree - 75%; Agree - 25%.

7. I think that the school communicates well with me regarding my child's specific learning needs.

PARENT RESPONSE: Strongly Agree - 12.5%; Agree - 44%; Unknown - 31%; Disagree - 12.5%.

Parent, Student, and Teacher Satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents, students and staff are asked for three things that they like and don’t want to change. They are also asked for three things that they want improved or changed.

PARENT RESPONSE: Items that the parents are happy with include- friendly, helpful staff / level of school to home communication / the bounce back program / the varied opportunities that the students have both in and out of school / the sense of community / the buddy system / school facilities / the nature trail / the newsletter.

Areas for improvement or change – extend the buddy program / a vegetable garden / more lessons on cyber-space / plenty of notice for costs of excursions / a school fence / a drop off zone outside of the school / separate Presentation Day and Talent Quest / homework from Friday to Thursday rather than Monday to Friday / school website needs constant updating / more families to volunteer to help / more novels for older readers / electronic student I.D. system

STUDENT RESPONSE: Items that the students are happy with include – the big rock and playgrounds with no fencing or gates / lots of friends / PSSA sport and that everyone gets to go / lots of computers / having friends / the teachers / fun days like Harmony Day and mufti days / learning in class / sports equipment at school.

Areas for improvement or change – more variety of foods in the canteen / more events e.g. movie nights or fun days / a vegie patch or greenhouse /
climbing equipment / pets in the classrooms / more books to read in the classrooms.

**STAFF:** Items that the staff are happy with and do not want to change include: our new school chaplain; the buddy program; our beautiful school environment; parent helpers in the classroom; our superb ancillary support staff and our high level of technology available in the classroom.

Areas for improvement or change: More release time needed by staff to implement sport and CAPA (Creative and Performing Arts) programs; new playground markings for students to play a variety of games; more learning support for students; new signage to display school rules; introduce a school values program.

**Professional Learning**

In 2012, the teacher professional learning funds were used to develop expertise and professional competence as well as meeting mandatory training requirements. All staff undertook professional training in:

- CPR annual update.
- Review of the Maths curriculum—investigating other curriculum modules of the scope and sequence continuum.
- Professional Code of Conduct.
- Interactive Learning: use of interactive/particular websites.
- Review of NAPLAN data and goal setting for Literacy especially in grammar and punctuation.
- “Keeping Them Safe” – child protection procedures and policy updates.
- Training for one staff member in Accelerated Literacy.
- Online training in Emergency Care and Managing Anaphylaxis.

The average expenditure per teacher on professional learning at the school level was $566.

**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- Writing / Grammar and Punctuation**

**Outcome for 2012–2014**

- A consistent approach to curriculum planning, implementation and differentiation for learner diversity.
- Quality teaching and learning programs in literacy resulting in increased overall literacy achievement for every student in line with school, state and regional targets.

**2013 Target to achieve this outcome include:**

- Each cohort of students demonstrates improved skills in writing and grammar & punctuation measured by NAPLAN results of student growth from Year 3 – Year 5.

**Strategies to achieve these targets include:**

- Teachers teaching the targeted genre in the persuasive genre in Term 1.
- In house professional learning to support and deepen staff understanding of writing strategies, with a focus on familiarisation with the new English syllabus.
- Develop a K-6 approach with a weekly focus of explicitly teaching specific stage relevant writing strategies.
- Teachers undertake in-house training in the use of data (including SMART) in Term 4 each
year. This will inform planning for teaching and learning as well as identifying students in need of support as per the Learning Support Team under the ESES guidelines.

- Embedding differentiation into teaching and learning programs to meet the needs of learner diversity.
- Professional learning meetings dedicated to the NSW content with the National Curriculum. In 2013 this will involve training instructional leaders in implementing new curriculum: P, AP and English contact person in Term 1 and 2.
- School executive provide Professional leadership through staff meetings, workshops and professional readings.
- Teachers undertake the implementation of assessment rubrics to communicate high expectations and consistent teacher judgment in line with the quality teaching and learning cycle.

**School Priority 2: Numeracy – Working Mathematically**

**Outcome for 2012–2014**

- Quality teaching and learning in numeracy resulting in increased overall achievement for every student in line with school, state and regional targets.

**2013 Targets to achieve this outcome include:**

- Each cohort of students demonstrates mastery of concepts taught through standardised testing using Count Me In tools.
- K-6 students demonstrate improvement in working mathematically and patterns and algebra strands measured by NAPLAN results.

**Strategies to achieve these targets include:**

- Implemented a whole school scope and sequence document in Mathematics. This was implemented in 2012 and is under review and modification in preparation for the new syllabus in 2015.
- Staff present and share a chosen problem solving lesson at a TPL staff meeting for review and reflection. This strategy is to be implemented once per term. This will be done in line with the school scope and sequence document.
- Develop Professional Learning involving methodology and strategies in working mathematically linked to the quality teaching and learning cycle.
- Embedding differentiation into teaching and learning programs to meet the needs of learner diversity. This will be achieved through programs designed by the LAS teacher, the class teacher, the school executive and the learning support team to provide opportunities for remediation and extension.
- Access support when available from District and Regional personnel.

**School Priority 3: Connected Learning**

**Outcome for 2012–2014**

- Innovative practices for 21st century learners are used which embed the Quality teaching Framework within the integration of technology.

**2013 Targets to achieve this outcome include:**

- All staff effectively integrate technology into classroom strategies. This will be measured by staff sharing websites, e-material and web tools.

**Strategies to achieve these targets include:**

- Provide regular access to professional learning for staff in ICT that meets the needs of the 21st century learner.
- All staff to complete online training in Dyslexia and instructional leaders to complete training in “Introducing the New English Curriculum”.
- All staff to participate in district training days in Terms 2 and 4 on the new English and Maths syllabus.
- Attendance at Computer Coordinator days by school representative and dissemination of information to staff.
- Regular opportunities to utilise connected classroom with COS and organised incursions. In 2012 this was in the form of professional training for staff at BBPS, Jannali and Como PS via the video conference facility in our shared 3D Art project.
Joint professional learning and staff training will occur in-house with our school’s Computer Coordinator.

**School Priority 4: Curriculum Development for the new Australian Curriculum**

**Outcome for 2012–2014**
- Professional learning dedicated to unpacking the alignment of NSW content with the National Curriculum.

**2013 Targets to achieve this outcome include:**
- Staff becoming familiar with the new curriculum in English and Maths, particularly Grammar & Punctuation, Writing and Working Mathematically.
- Staff begin trialling new material in their classrooms.

**Strategies to achieve these targets include:**
- Professional learning meetings dedicated to unpacking the alignment of NSW content with National Curriculum. (See Professional Development in previous section)
- Principal to deliver workshops to staff on the new national curriculum.
- Staff to trial new curriculum
- Key stakeholders develop professional knowledge of the National Curriculum and prepare the school, staff, students and community for implementation.
- Teachers to evaluate literacy and numeracy programs and strengthen best practice through alignment with the *Quality Teaching Framework* and the National Curriculum.

**School Priority 5: Leadership and Management**

**Outcome for 2012–2014**
- School leaders will be facilitating evidence based and strategic planning for team building, school management and school improvement.
- Educational leaders develop expertise to lead curriculum change.

- A strong, cohesive team to be formed with all staff empowered and individual expertise acknowledged and utilised across the school.

**2013 Targets to achieve this outcome include:**
- All staff will demonstrate leadership in accepting roles and responsibilities for extracurricular activities. This will be measured by the availability and success of extra-curricular programs offered by the school.
- School executive will be trained and competent in the delivery of new curriculum.

**Strategies to achieve these targets include:**
Professional learning sessions where staff:
- Analyse the role of teacher leadership in school improvement.
- Analyse and assess distributed leadership styles.
- Analyse how distributed leadership can be effectively implemented.
- Recognise the range of strategies that teacher leaders can use to improve quality teaching across the school.
- Individual goals are set through the TARS / EARS / PARS process and collegial groups are formed to support the achievement of common individual / school goals.
- Professional learning is aligned with individual / school goals.
- Staff to set personal professional goals to meet their own identified needs.
- Community of Schools initiatives used to foster professional interactions across schools.
- Whole school attendance at district professional learning days in Terms 2 & 4.

Individual staff members supported by specific programs:
- New AP to attend Executive Induction course.
- New Scheme Teachers to be in serviced in the Quality Teaching Framework at school by executive or at regional in-services.
- Leadership capacity to be developed with staff through opportunities for leadership at school and network level.
- School leaders train as instructional leaders in implementing new curriculum.
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.

Donna Grubb .......... P&C President
Kyla Doyle ............... School Admin. Manager
Karen Deacon .......... Assistant Principal
Mark Green ............ Teacher
Janelle Turner .......... Teacher
Therese Riggs......... Teacher
Donna Layton........... Teacher
Roger Caines .......... Principal

School Contact Information
Bonnet Bay Public School
34 Tudar Road Bonnet Bay
Ph.: 9528 4111 Fax: 9528 4191
Email: bonnetbay-p.school@det.nsw.edu.au
Web: www.bonnetbay-p.schools.nsw.edu.au
School Code: 4507

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 http://www.schools.nsw.edu.au/asr