Bonnet Bay Public School
Annual School Report 2013

4507
School Context

Our school is a PP5 school which is a Department of Education category indicating an enrolment between 26 and 159 students. Our school enrolment in 2013 was 118 students which comprised 60 boys and 58 girls. Our executive structure is a teaching Principal and one Assistant Principal. We had four classroom teachers, a school counsellor (1 day per fortnight) and a school chaplain for 10 hours per week provided through Federal Government funding. Our school had one Aboriginal student and two EAL/D (English as an Additional Language / Dialect) students.

Principal’s Message

2013 was an exciting year which gave our students many opportunities for quality learning. It also provided school teaching staff with new challenges especially in the implementation of the new Australian curriculum. Students at Bonnet Bay PS continued to enjoy their learning across a variety of contexts in sport, ballroom dancing, enrichment groups and music festivals.

Our core focus is, as always, literacy and numeracy. See the later sections for detailed information on NAPLAN testing and our results. Teachers used a range of media and on-line learning to provide all students with age and ability appropriate learning in these key areas. Staff participated in whole school conferences in the new English syllabus. Two staff were trained as instructional leaders in developing our staff in the new Australian curriculum in English. This has been a work in progress throughout 2013 and will continue into 2014 in both English and Mathematics. Staff have worked together on planning units of work to reflect the new curriculum and the significant changes that it incorporates.

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. We had a number of students achieve credit or distinction in the UNSW’s international ICAS tests. One Year 4 student was successful in gaining entry into the Opportunity Class at Sutherland Public School. Congratulations to Hannah on this achievement.

Our whole school participated in the Premier’s Sporting Challenge and Premier’s Reading Challenge with great success. All teaching staff participated in the Premier’s Sporting Challenge and were awarded a Diamond Award. 73 students took part in the Premier’s Reading Challenge.

Opportunities for students provided by our school included our whole school Art Program which culminated in Term 4 with our Art Show. “Inspired By Masters, Created By Kids” saw a wide range of artists and media represented with every student participating and producing a framed work of art as well as other pieces. On the Art Show night, our performing groups danced, sang and played music to the great enjoyment of parents, relatives and friends.

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 also provided significant emergency funding when the shade cover on our COLA was ripped to pieces in a storm. The P&C and its members also provide support for classroom learning as parent helpers in the classroom and supporting special events such as the Year 6 Farewell, Mother’s Day, Father’s Day and whole school sports events. Please see the following section for more detail.

In 2013 our support for working parents and the local community continues through the provision of child care for the 0-5 age range at our preschool. Before and After School Care is provided by the same organization. Child Care Australia Pty Ltd has leased the school buildings and continues to provide an outstanding quality
of care for preschoolers and for our existing student body and their families who require professional care for their children before and after school.

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

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 Senior teams for both PSSA soccer and cricket made it to the grand finals, eventually finishing the season as runners up in both competitions. See the later section on sport for more detail.

Our juniors continued with their Fundamental Movement Skills program in Terms 1 and 2, Gymnastics in Term 3 and Learn to Swim program in Term 4. All students are encouraged to develop their sports skills and experiences in a wide variety of contexts provided by our school staff and trained professionals in specific fields. The school continues to grow in numbers and has gained a high profile in the wider community as a high achieving school that provides a wide range of opportunities for its students while ensuring a high level of pastoral care. This is provided through the learning support team, the school counsellor and the school chaplain working together to meet the needs of the students and parents in our community.

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 2013

The Bonnet Bay school community had a very successful year for 2013. Income for the year totalled just over $22 000. This was generated from the Annual Trivia Night, Election Day stalls, Cadbury fundraiser, Christmas Markets, and Mother’s and Father’s day stalls. The Uniform shop and Canteen also contributed to this result.

Our major financial commitment this year was the payment of computer notebooks and networking that were approved at the end of 2012. We also spent funds on art supplies for the student art classes and access to computer-based programs such as Mathletics, Ziptales, and Reading Eggs. The P&C also paid for a “re-fresh” of all the school toilet blocks and purchased new trestle tables for school functions and a new school noticeboard. As in previous years, we also purchased student accident and volunteer insurance and provided scholarships for two year 6 students attending Jannali High School in 2014.

We held a school disco and BBQ in Term 1, hosted by “Bop ‘til you Drop” with the assistance of parents and class teachers. A large proportion of the children attended. It was well run and a lot of fun.

The annual Trivia Night was held in August. This is our major fundraiser each year. The theme for this year was “The Roaring 20’s”. Everyone put in a great effort to get into the theme and fun was had by all. The night was a huge success, having raised over $8000. The trivia night involves a huge team of parents to plan and co-ordinate and the success was due to their hard work. Thanks to all the parents and the businesses who generously supported us with time and resources.

2013 saw us having two elections. On the Federal Election Day in September we held a sausage sizzle, cake stall, white elephant stall and a coffee stall. All stalls were very successful with most stock being sold. The election was a great day with many members of the local community staying for a coffee, cake and lunch and we raised $2000. For the local bi-election we had a sausage sizzle. This was a much quieter day but proceeds made were donated to the Red Cross Bush Fire Appeal.

In December we held our third annual “Christmas Shopping Night Market”, a market of boutique outlets specialising in Christmas gifts. As well as
the market stalls, we provided musical entertainment, food stalls and a kid’s craft room. This was a great night and provided us with an opportunity to showcase our school to the broader community. We also ran a Christmas raffle to help raise funds for a new shade cloth in our quadrangle that was damaged by severe winds. The markets and raffle combined raised almost $4000.

The canteen continued to update its menu to offer healthier choices, with a real focus this year on eliminating any foods that were deemed an allergy risk. The canteen has continuously been successful due to the ongoing support of a great group of volunteers. In December, the canteen purchased a slushie machine that serves healthy option cold treats for the children and this has been a big hit so far!

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 maintenance, reading and classroom help. I would like to thank the parent community of Bonnet Bay Public School for their time, energy and outstanding commitment throughout 2013. 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. Looking to the future, the P&C will continue to work with families and our local community to raise funds for more school resources.

Eleisha Legg – P&C President 2013

Student Representative’s Message

Annual Prefects Report 2013

Events

Last year there was a wonderful Easter Hat Parade in term one. Everybody had lots of fun decorating their hats and presenting them in the parade. The school also had an anti-bullying show called The Power of One. We also had Healthy Harold come to the school. Both were exciting experiences. The Art Show is a big end of year event where everyone came dressed as an artist and showed off their art work. It was a great afternoon.

Buddy Program

Last year we had a great buddy program for the Year 6 and kindergarten buddies. At least one day a week they do activities together. It helps kindies to be more confident at school. This is helpful for shy kindies and a great way to get to know some senior students who can help them out in the playground and classroom.

Japanese Program

Last year we started our Japanese program. The whole school participates in the program including the pre-schoolers. The teacher is Sensei Martin (Mrs Martin). She is a great teacher and we have all learnt so much. Towards the end of the year Mrs Martin took 5/6 to the Takan Centre at Kirrawee High. The Takan Centre is a traditional Japanese house where you play games and learn how it is like to live in a Japanese lifestyle.

Excursions

Last year the year fives went to The Jannali High School to participate in a program called Growing Together. This program is for all schools in our local community of schools (HOTSCOS). The first day we learned about Ethiopia and planted some crops, a few months later we came back to see how the crops were going and tried some subjects at the high school.

Camp

Last year, year five and six went to Milson Island for a sport and recreation camp. We did many activities such as the high ropes, archery and kayaking. Mrs Riggs showed us her head stand and her hand stand. Every afternoon we would be able to play basketball, play cricket or even go swimming. For an end of year celebration, the whole school goes the Bonnie Vale for a school picnic. We had a sandcastle building competition. It was great fun.
Band
Last year we had a fantastic band who performed at the Engadine Band Fest and were awarded a silver medal. They were also the foyer band at the Sutherland Shire Schools Music Festival for our school’s concert night. They also played at Grandparent’s Day and other special events and showed that they are all talented musicians.

Sport
Last year we had four great sport events as every year we had PSSA which is great because we play against other schools so some of the children can make friends and others see their friends from sporting events out of school. Then we had our swimming carnival. It’s great because we get the opportunity to compete against other schools. Then we had our athletics carnival. It was great because we got to compete in lots of different events. Then we had our cross country carnival and we ran a very long distance but everybody had so much fun!

Fun Day
We had a fun day that was raising money for the Year 6 Farewell. The senior students organised lots of games and activities for the other students to participate in it was so much fun and all the kids had a great day.

Ben, Cassie, Ellen, Jake, Kaleb, Melanie,

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

Student Enrolment Profile
Enrolments have stabilized this year with an overall increase in school numbers.

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.
**Workforce Information**

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

**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>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>8.746</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</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>School 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>13.852</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. There are no indigenous members of staff.

The school staffing entitlement for 2013 was 12.146 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) which is based in our school.

**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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>3</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>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Balance brought forward</strong></td>
<td>62694.54</td>
</tr>
<tr>
<td><strong>Global funds</strong></td>
<td>131773.43</td>
</tr>
<tr>
<td><strong>Tied funds</strong></td>
<td>36712.71</td>
</tr>
<tr>
<td><strong>School &amp; community sources</strong></td>
<td>98334.23</td>
</tr>
<tr>
<td><strong>Interest</strong></td>
<td>2706.40</td>
</tr>
<tr>
<td><strong>Trust receipts</strong></td>
<td>5387.85</td>
</tr>
<tr>
<td><strong>Canteen</strong></td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>337609.16</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>44503.31</td>
</tr>
<tr>
<td>Excursions</td>
<td>23876.65</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>23659.66</td>
</tr>
<tr>
<td>Library</td>
<td>1516.50</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3608.88</td>
</tr>
<tr>
<td>Tied funds</td>
<td>35733.95</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>24072.65</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>37120.01</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Utilities</strong></td>
<td>38494.26</td>
</tr>
<tr>
<td><strong>Maintenance</strong></td>
<td>14747.43</td>
</tr>
<tr>
<td><strong>Trust accounts</strong></td>
<td>3862.62</td>
</tr>
<tr>
<td><strong>Capital programs</strong></td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>251195.92</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>86413.24</td>
</tr>
</tbody>
</table>

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**

Our performance academically was consistent with previous years. In the Arts and Sport we again showed that a small school can provide quality programs in curriculum and extracurricular that give our students a well-rounded and varied education full of opportunities.

**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.

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

Strong performances in Reading have 75% of our school in the top two bands compared to 53% for the SSG (statistically similar group) and 43% for the State DEC schools. In Reading our average score was 440 compared to 441 for the SSG and 419 for the State DEC schools. Writing, Grammar and Punctuation also showed strong performances while Spelling showed as an area of need.

**Year 3 NAPLAN Reading**

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>440.2</td>
<td>441.3</td>
<td>418.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
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</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Number in Bands</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
</tr>
</tbody>
</table>

**NAPLAN Year 3 - Numeracy**

An outstanding performance from Year 3 students has over 83% of our students in the top two bands compared to 48% for the SSG (statistically similar group) and 36% for the State DEC schools.

**Year 3 NAPLAN Numeracy**

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>449.3</td>
<td>424.3</td>
<td>399.7</td>
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</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
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<tbody>
<tr>
<td>Band</td>
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<tr>
<td>------</td>
</tr>
<tr>
<td>Number in Bands</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
</tr>
</tbody>
</table>

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

Strong performances in Reading have 75% of our school in the top two bands compared to 41% for our SSG and 26% for the State DEC schools.

**Year 5 NAPLAN Reading**

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>508.3</td>
<td>527.6</td>
<td>500.6</td>
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</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
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<tbody>
<tr>
<td>Band</td>
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<tr>
<td>------</td>
</tr>
<tr>
<td>Number in Bands</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
</tr>
</tbody>
</table>

Spelling, Grammar and Punctuation and Writing have shown as areas where the achievement has not been as strong as in previous years. However, we are still ahead of the state average in Reading (508 compared to 501), Grammar and Punctuation (520 compared to 501) and Writing (501 compared to 476).

**NAPLAN Year 5 – Numeracy**

Our Numeracy score placed us over midway between our statistically similar group and the State DEC average. Our school score of 515 compared favourably with the State figure of 490 and the SSG figure of 531. 40% of our students achieved in the top two bands compared to 41% for our SSG and 26% for the State DEC schools.

**Year 5 NAPLAN Numeracy**

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>515.6</td>
<td>530.9</td>
<td>490.1</td>
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<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
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<tr>
<td>Band</td>
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<td>------</td>
</tr>
<tr>
<td>Number in Bands</td>
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<tr>
<td>Percentage in Bands</td>
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<tr>
<td>School Average 2009-2013</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
</tr>
</tbody>
</table>
Other Achievements

The Arts

Our Art Show: “Inspired by Masters, Created by Kids” was the theme for our Art Show. All staff worked with their class to create a communal masterpiece and each student also created two works of art inspired by artists such as Monet and Kandinsky. Students also produced clay modelling and 3D statues using a variety of media. Parents, relatives and friends enjoyed a wonderful art show displayed in the school hall. The Art Show opening was enriched by students in our choir, band and dance group performing on the night to the delight of the audience.

Cartoon Dave: A super-packed interactive afternoon of cartooning kept all students motivated as Dave Hackett aka “Cartoon Dave” taught lots of easy tips and tricks of drawing. Students were encouraged to draw their own variety of cartoon faces and then add those cartoon faces to cartoon animal bodies. Cartoon Dave, a professional writer and cartoonist, also added sound effects throughout the demonstration. Much drawing fun took place!

Junior Choir: The Junior Choir learnt a repertoire of 11 songs of varying genres. Our favourite songs were from the movies “Chitty Chitty Bang Bang” and “The Lion King”. This year the SSSMF focused on the theme ‘Together We Are One’. The choir’s main performance was the SSSMF, and our choir also enjoyed performing at school assemblies and presentation day.

Bands: Music is a wonderful skill for any child, and research shows how learning music can help your child in so many more ways. Our two school bands comprise of a training band made up of 7 new students joining in 2013, and a performing band of 15 students. The training band enjoyed a day of playing and learning with other schools when they attended Band Blow-in at Caringbah North Public School. Our performing band continues to be one of the best sounding school bands in the local area. They had many opportunities to demonstrate their musicality, particularly as a foyer band as part of the SSSMF, the school performance night and they also received a silver award at the Band Fest competition held at the St George Bank Auditorium, Kogarah. In Term 4, the above 2 bands amalgamated to make room for 18 new recruits to enjoy learning a musical instrument. We are fortunate to have 2 talented musicians from Blue Gum Music who visit our school each week to tutor our band students.
Musica Viva: A very talented music group named “Pastance” visited for an afternoon of musical pleasure. Their music genre was a collection of traditional Celtic songs. Students were exposed to the musical pieces prior to the concert and “Pastance” sang, explained and expanded our knowledge. All attending students were encouraged to participate in the songs. The children’s voices were melodic as they sang together. This was a terrific musical experience for all, opening up student’s ears to world-wide music.

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. All artworks were of an excellent quality, well done students. This competition involves all schools in the Sutherland Shire, connecting our teaching and learning across many schools.

Dance Sport Challenge: The Year 5 students had an exciting opportunity to participate in the state wide Dance Sport Challenge competition at Homebush Sport Centre. They learnt four traditional ballroom dances and represented our school really well and looked fantastic.

Sport

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

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 Senior teams for both PSSA soccer and cricket made it to the grand finals, eventually finishing the season as runners up in both competitions. As a team they maintained a fantastic record throughout the season displaying all the attributes of good sportsmanship whilst representing our school with pride.

In Term 1, the student in Years 3 – 6 took part in the annual small schools swimming carnival held at Caringbah Leisure Centre. This was a fantastic day for the students as they had the opportunity to compete against students from other small schools in the local area. Some great results were achieved by many of our swimmers with many achieving new personal bests. For those students who did not compete the novelty events were a highlight of the day where the students had the opportunity to compete against other students in fun races getting wet along the way.

The annual 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 their events over a tough and challenging course, and also where the senior students ran and assisted their Kindergarten buddies in running the Cross Country Course for the first time. For Athletics a change of time to earlier in the year had its rewards. With beautiful weather and with help
and support from the parents of students at Bonnet Bay, this year’s carnival ran extremely smoothly with some personal bests being achieved by many of the students. We enjoyed a great day at Waratah Athletics track where we jumped, hopped and ran all day, and where the K-2 students participated in novelty events making the day enjoyable and exciting for all.

Students in Stage 3 participated in bike safety awareness in Term 1 and Stage 2 in Term 4. Students had the opportunity to ride bikes around a modified track, obeying road rules and signs. In the classroom students took part in lessons based on bike riding and on the road rules and learnt how to check their bikes and helmets for safety.

For Term 3, students in K-2 were trained in gymnastics with professional teachers coming in to the school from “Bounce Sports”. 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 and teachers took part in the Premiers’ Sporting Challenge. With an outstanding effort by the students and teachers we achieved a Gold Award for our school. This year we had a standout Zone Representative who represented Bonnet Bay and the Sutherland Zone at the Sydney East Athletics Carnival – Well done Jye on such a great achievement and for your success.

**Significant Programs and Initiatives**

**Enrichment**: Our school based enrichment program involved 16 students from Years 2-6 completing a research project over two terms. The theme was “Famous Structures Around the World – Who Made That?” and was a Science based design and make task. Each students chose a significant structure, completed a range of research tasks using Bloom’s Taxonomy and the Six Thinking Skills. Students made a model of their chosen structure and presented their information to a combined parent group as well as to their peers. Students were challenged to use a wide range of tasks and methods of presentation of their information. The presentation day was very successful and all the parents were most impressed with the quality and depth of the students’ work.

Enrichment at The Jannali High School: Four students were successful in gaining entry into the Enrichment Program at TJHS. A high quality program which supports our most gifted students.

**Student Welfare**: We implemented a number of new programs in student welfare in 2013.

This Way Up Program: Senior students completed an online program through St Vincent’s Hospital on managing stress. Students gained an understanding of the impact of stress in their lives and how to deal with these issues using appropriate strategies.

Kids Connexion Program: Interrelate delivered a program to senior students aimed at raising
awareness of healthy and unhealthy relationships. It focused upon choosing the best strategies to maintain positive connections with others both at home and at school. This was later developed in the classroom through addressing further child protection issues.

Senior’s Camp: The highlight for our seniors was a three day camp to Milson’s Island on the Hawkesbury River. The students enjoyed getting to know each other in a relaxed environment. They also enjoyed a range of outdoor activities supervised by the Department of Sport and Recreation. The students had an opportunity to meet and work with students from Summer Hill Primary School. Over the three days the students learned many new life and social skills.

The Jannali High School Program: 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. This year five students from 5/6R were involved. This is an outstanding program that covers a wide choice of challenging and interesting topics.

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 cooperatively 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.

Other: Stage 2 and 3 students participated in Interrelate and Moving into the Teen Years program. The programs were a valuable insight into becoming a teenager and all students enjoyed the program. An evening session for the whole school and parents was held in Week 9 of the Term 3.

This year all students completed the series of Life Education and personal development lessons. The Life Education program is designed to enhance our school’s existing drug and health education program, and it also encourages respect for the uniqueness of each individual. The children really enjoyed the specialized learning seminars presented by Interrelate and the follow up activities provided by the program.

Technology: The use of 21st century technology and practices continues to grow at Bonnet Bay Public School.

The students in Years 3 – 6 continue to develop their skills in using technology through the use of netbooks, connected to a wireless network. This enables the students to work with technology in various ways and in many locations around the school. This is stage 1 of the schools technology plan with more netbooks and further wireless access points to be added to the schools resources in stages 2 and 3 of the technology plan to be undertaken in 2014 and 2015.
Another great introduction to assist in engaging students in everyday lessons was the introduction of an interactive learning tool called Skwirk. The use of this web based program allowed students to view visual and audio clips, reference materials and play interactive games that assisted in the students understanding across all key learning areas.

Charities: During 2013, BBPS supported:

- **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.
- **Loud Shirt Day** – to raise money and awareness for children with hearing disabilities.
- **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. BBPS generously donated 9 full shopping bags of goodies to share with less advantaged families.
- **Used Stamp Collecting** – A huge thank you to the dedicated parents who tear stamps off their mail, and send them into the school. These stamps are forwarded to ‘Bush Aid’, a company who provides support to families who live in the Australian outback.

**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 less than 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 part of our Art Show this year, one class produced an aboriginal style of art using traditional motifs and patterns.

All classes engage in NAIDOC week by reading Dreamtime legends and other literature and completing appropriate work to promote understanding of our indigenous culture.

**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.

**Japanese Language Program:** Our new Japanese language program has made a significant difference to our students’ perceptions of cultures different to what we experience in Bonnet Bay. All students at our school, except for Kindergarten, are now in the second year of learning Japanese. Senior students have visited the Japanese Cultural Centre at Kirrawee High School. All students will experience art and craft based activities as well as language and conversation activities that incorporate best learning practice.

**School Planning and Evaluation 2012—2014**

**School Evaluation Processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out evaluations in Reporting to Parents and Extra-Curricular Activities. The processes used include:

- An online survey for parents, staff and students on Extra-Curricular activities and their role in wider education.
The student and parent responses for Extra-Curricular are shown below with reference to each question.  *(Student percentages are shown in bold text and parent percentages in plain, italic text.)*

Q1) All extra-curricular activities currently offered at Bonnet Bay PS usually operate in class learning time. For example, PSSA sport, band tutorials, Music Festival choir, K-2 Swimming and Gymnastics all take place in school learning time. All are related to the primary curriculum. Do you support these classes / opportunities taking place in class / learning time?

Yes to all situations: .................. 54.55%..... 74%
Yes to some:............................ 41.82%..... 26%
No -should be out of class time: 3.64%..... 0%

Q2) In some schools, enrichment programs are offered before or after school by private providers who are paid by the children who choose to attend classes in Art or Dance or Photography or some other specific field. *(In 2012 we did this for our selected Dance Troupes). This provides students who wish to learn a specific skill to do so without the loss of class learning time. Do you think that this is a good idea and if so what fields of learning would you like to see offered?

Yes: ....................................... 69.23%..... 94%
No: ....................................... 30.77%..... 6%

Q3) Which of the following activities /programs that we have traditionally done, do you see as an essential extra-curricular activity in our school?

PSSA Sport: .................................. 94.55%..... 87%
K-2 Gymnastics:............................ 60%..... 68%
K-2 Learn to Swim program:.......... 74%..... 77%
Sport Gala Days e.g Milo Cup: ....... 72%..... 48%
School Carnivals -Athletics, Swimming, Cross Country: ........ 92.73%..... 87%
Zone Carnivals - Athletics, Swimming, Cross Country: ........ 89.09%..... 61%
Sutherland Shire Schools Music Festival .................................. 50.91%..... 58%
Bi-annual Dance Program:............ 58.18%..... 48%
School Band Program:.................. 58.18%..... 74%
Dance Sport Challenge: ................. 56.36%..... 16%

Q4) Rate the extra-curricular activities shown below according to the 3 rating scale.

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>Essential</th>
<th>Desirable</th>
<th>Low value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excursions e.g. Fairfield City Farm</td>
<td>52.83%</td>
<td>35.85%</td>
<td>11.32%</td>
</tr>
<tr>
<td>Visiting performers e.g Musica Viva</td>
<td>12.73%</td>
<td>54.55%</td>
<td>32.72%</td>
</tr>
<tr>
<td>ICAS testing</td>
<td>50.91%</td>
<td>38.18%</td>
<td>10.91%</td>
</tr>
<tr>
<td>Fun Day</td>
<td>85.45%</td>
<td>12.73%</td>
<td>1.82%</td>
</tr>
<tr>
<td>Band Fest / Blow-in</td>
<td>34.62%</td>
<td>50%</td>
<td>15.38%</td>
</tr>
<tr>
<td>Bi-Annual Art Show</td>
<td>48.15%</td>
<td>46.30%</td>
<td>5.56%</td>
</tr>
<tr>
<td>Dance Sport Challenge (Yr 5)</td>
<td>35.85%</td>
<td>41.51%</td>
<td>22.64%</td>
</tr>
<tr>
<td>Student Welfare shows e.g. Power of One anti-bullying, Interrelate sex education</td>
<td>62.85%</td>
<td>24.55%</td>
<td>13.21%</td>
</tr>
<tr>
<td>Art / Photography / Dance classes not in class time</td>
<td>48.15%</td>
<td>46.30%</td>
<td>5.56%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARENTS</th>
<th>Essential</th>
<th>Desirable</th>
<th>Low value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excursions e.g. Fairfield City Farm</td>
<td>45.16%</td>
<td>45.16%</td>
<td>9.63%</td>
</tr>
<tr>
<td>Visiting performers e.g Musica Viva</td>
<td>40%</td>
<td>50%</td>
<td>10%</td>
</tr>
<tr>
<td>ICAS testing</td>
<td>21.82%</td>
<td>51.72%</td>
<td>10.34%</td>
</tr>
<tr>
<td>Fun Day</td>
<td>41.94%</td>
<td>51.61%</td>
<td>6.45%</td>
</tr>
<tr>
<td>Band Fest / Blow-in</td>
<td>23.33%</td>
<td>76%</td>
<td>6.67%</td>
</tr>
<tr>
<td>Bi-Annual Art Show</td>
<td>35.40%</td>
<td>61.29%</td>
<td>3.23%</td>
</tr>
<tr>
<td>Dance Sport Challenge (Yr 5)</td>
<td>17.24%</td>
<td>51.72%</td>
<td>31.01%</td>
</tr>
<tr>
<td>Student Welfare shows e.g. Power of One anti-bullying, Interrelate sex education</td>
<td>93.55%</td>
<td>6.45%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Q5) I think that my extra-curricular learning needs are being met by what is provided / organised at school.
I think that my child’s extra-curricular learning needs are being met by what is provided / organised at school.

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.48%</td>
<td>17</td>
<td>57.41%</td>
<td>9.26%</td>
<td>1.85%</td>
</tr>
</tbody>
</table>
Finding and Conclusions-

Survey 1:

A majority of parents and students support the wide variety of extra-curricular activities that take place at our school. Parental viewpoints are similar to students on the value of key areas such as PSSA sport, K-2 gymnastics and school sports carnivals. It is most interesting to note that cost is the least important consideration for parents and perceived value to students the most important in providing extra-curricular activities. In 2014, the school will evaluate the suitability of continuing some of these programs. A majority of staff support all of these programs. However as our core business is teaching and learning in literacy and numeracy, concerns over the loss of quality teaching time particularly in the morning session will need to be addressed in the future.

Survey 2 – Reporting to Parents

This was a paper based survey on how we report student achievement to parents. Staff, students and parents all contributed to this survey that incorporated the current reporting and interview process. (Student percentages are in bold and parent percentages in italics).

Q1) Do you believe that the current system gives you an accurate picture of your child’s progress?

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.58%</td>
<td>70.97%</td>
<td>6.45%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Yes: .................................................. 97%........ 76%
No: ................................................... 3%.......... 24%

Q2) If no, give your reasons.

“I would like to see a strengths and weaknesses column to know what to work on”. “Parents currently get a snapshot of progress at one point. Progressive updates would allow parents to implement learning strategies at home and refine aspects that aren’t working”. (Parent comment)

Q3) If yes, please indicate what elements in the current system do you consider valuable and worth keeping.

Students: Mum and Dad talking to the teacher-32%. An end of year report - 22%. Writing to Mum and Dad - 3%. Scales in the reporting - 29%. Comment - 13%.

Parents: all of the elements - 30%. All of the following scored 10% each; More information at the end of the year / 1 to 1 parent teacher interviews / need follow up interview on weaknesses / end comment most important / Three times per year sufficient.

Q4) Do you consider the current report format sent home at the end of Terms 2 and 4 to be effective?

Yes: .................................................. 93%........ 88%
No: ................................................... 7%.......... 12%

Q5) If no, then what improvements from your point of view could be made to the current report format?

Parents: More detail re progress and not generic comments for all students. More personal comments about the child and not comments on what they have learned. More detail on ranking of capability in later years. Behaviour should not be addressed in the report card. More information in the end of year report. An opportunity to discuss progress in Term 4.

Q6) Does the current interview schedule give you sufficient opportunity for communication between home and school?

Yes: .................................................. 75%........ 56%
No: ................................................... 25%.......... 44%

Q7) Would you like to see a parent/teacher interview early in Term 1 each year for parents
and teachers to discuss the strengths and needs of each child?

Yes: ........................................75%....88%
No: ..........................................25%....12%

Q8) What suggestions do you have to make regarding our current schedule of parent/teacher interaction that would make the process more valuable from your point of view?

Students: An interview each term-50%. More time in the interview-18%. A report each term-11%. Students attend the interview-11%. End of year interview-7%. Use emails-3%.

Parents: An interview each term-54%. Each of the following items 9% each - Term 1 interview/ end of year interview/ later interview after 5pm/ more time in the interview/ happy with the current system.

Staff response: Staff are generally happy with the current processes. These involve a full academic report at the end of each semester, a social/behaviour report at the end of Term 1 and parent interviews at the end of Term 2 / beginning of Term 3. Parents and staff are encouraged to call for interviews at any time if the need arises. In 2014 we have introduced parent teacher interviews in early Term 1 to allow teachers to meet and greet parents and to have a short interview to discuss student needs. Staff feel that this combination of processes allows for a consistent flow of information to parents.

The current reporting format will change as the DEC changes its systems of reporting and reflects changes in the new Australian curriculum. The school has investigated alternative reporting formats through third party software but feel that it is important to wait and see what changes will be brought in by the Department of Education.

Finding and Conclusions—Survey 2:

Some of the parent suggestions have already been incorporated into school practice e.g. Meet and greet interviews in term 1.

Interviews each term are considered by students and parents to be most desirable. The frequency and length of interviews also needs to be considered in future planning.


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.

Evidence of progress towards outcomes in 2013:

- Each cohort of students demonstrates improved skills in writing and grammar & punctuation measured by NAPLAN results of student growth from Year 3 – Year 5. Average progress between Years 3 and 5 in: Spelling (102/School-85/SSG-85/State DEC); Grammar and Punctuation (83/School-74/SSG- 79/State DEC); Reading (80/School-77/SSG-85/State DEC); Writing (50/School-53/SSG-55/State DEC).

Strategies to achieve these outcomes in 2014:

- 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. This is to continue as a key focus for 2014.

- 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.

Evidence of progress towards outcomes in 2013:

- Each cohort of students demonstrates mastery of concepts taught through standardised testing using Count Me In tools.
- Use of SENA 1 and 2 to test students for remediation in Years 1-3 and 4-6 respectively.
- K-6 students demonstrated improvement in working mathematically and patterns and algebra strands measured by NAPLAN results.

Strategies to achieve these outcomes in 2014:

- 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. This will be a key strategy for our instructional leaders in Mathematics following our Staff Development Day in Term 2, 2014.
- 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.

Evidence of progress towards outcomes in 2013:

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

Strategies to achieve these outcomes in 2014:

- 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”. COMPLETED
- All staff to participate in district training days in Terms 2 and 4 on the new English and Maths syllabus. ONGOING
• Attendance at Computer Coordinator days by school representative and dissemination of information to staff. CC DAYS OPERATIONAL IN 2013. Computer Coordinator attended and shared information as required.

• 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.

Evidence of progress towards outcomes in 2013:

• Staff became familiar with the new curriculum in English and Maths, particularly Grammar & Punctuation, Writing and Working Mathematically.

• Staff began trialling new material in their classrooms.

• Training of instructional leaders in English and Mathematics. OPERATIONAL IN 2013

Strategies to achieve these outcomes in 2014:

• Professional learning meetings dedicated to unpacking the alignment of NSW content with National Curriculum. (See Professional Development in previous section)

• Principal and instructional leaders 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. Assistant Principal delivered a workshop on the new Mathematics Curriculum at a P&C meeting.

• Teachers to evaluate literacy and numeracy programs and strengthen best practice through alignment with the Quality Teaching Framework and the National Curriculum. TEACHERS BEGAN AN EVALUATION OF THE MATHEMATICS CONTINUUM.

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. THIS IS BEING ACHIEVED THROUGH COLLABORATIVE PROGRAMMING.

• Educational leaders develop expertise to lead curriculum change. THIS HAS OCCURRED THROUGH INSTRUCTIONAL LEADERSHIP TRAINING DAYS.

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

Evidence of progress towards outcomes in 2013:

• All staff demonstrated leadership in accepting roles and responsibilities for extracurricular activities. This is measured by the availability and success of extra-curricular programs offered by the school.

• School executive and instructional leaders were trained in the delivery of the new curriculum.

Strategies to achieve these outcomes in 2014:

Professional learning sessions where staff:

• Facilitated the role of teacher leadership in school improvement.

• Facilitated and assessed distributed leadership styles.
Recognised 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.

Ongoing professional learning is aligned with individual / school goals.

Staff 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 attended Executive Induction course.
- Leadership capacity developed with staff through opportunities for leadership at school and network level.
- School leaders trained as instructional leaders in implementing new curriculum.

**Professional Learning**

In 2013, 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 Mathematics curriculum—investigating other curriculum modules of the scope and sequence continuum.
- Professional Code of Conduct.
- Interactive Learning: use of interactive/particular websites – Skwirk / Mathletics / Reading Eggs.
- Review of NAPLAN data and goal setting for Literacy especially in grammar and punctuation.
- “Keeping Them Safe” – child protection procedures and policy updates.
- Online training in Emergency Care.

- Face to Face training in Managing Anaphylaxis, Anxiety Disorders and Type 1 Diabetes.

The average expenditure per teacher on professional learning at the school level was $695.00.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

**Things we like and don’t want to change**

Parents are generally satisfied with the school. One quote sums it up - “Overall we are very happy with how the school is run. There are lots of things we would like to keep, e.g. picnic day and presentation day are always well done. The P&C is also run really well – always positive and encouraging. It’s good to see a nice friendly and approachable chaplain and language teacher. Children learn languages best at a younger age. We have been happy with the way the progress of the children is reported and the interview time is appropriate. Parents could always request a longer time and the teacher could book them in longer if needed. PSSA has always been a positive experience. It is good to see all the children participate”. Other positives include the Bounce Back program, school athletics carnival, no school fencing, grandparents day, the art show, our preschool, SMS notifications, bi-annual dance program, buddy system, learning a foreign language, senior camp, office staff, assembly, fruit break, community feel to the school and the BASC on site.

Students’ positives include: computers, canteen, no fence, school chaplain, mufti days, buddy
programs, our art program (in 2013), choir, PSSA sport, excursions, extra-curricular activities, our playground and the big rock.

Staff positives include: the support of parents, high level of resources, Interactive White Boards and air-conditioning in every classroom, our office staff and P&C support for major funding initiatives such as our wireless netbooks and our e-subscriptions such as Reading Eggs, Mathletics, and Ziptales.

Things we want to see improved or changed

Parents: More canteen days (dependent on parent help), more healthy eating options at the canteen, an extra library day, direct deposit for school related costs, choir and Music Festival not to be compulsory, drama program instead of dance, more up-to-date home readers, parent interviews in the second half of the year, different Term 4 sport for infants instead of swimming, more library time, playground equipment.

Students: more sport, greater variety of reading books, play equipment, more excursions, clubs, more choices of foods at the canteen, more art, canteen five days per week and a vegie patch.

Staff: more class time for teaching the essentials, more time for training in the new curriculum, more support from parents with homework and home reading programs, more library time and more quality readers.

Program Evaluations:
Our Small Schools Network

Background

Three small PP5 schools within the local community of schools have worked together to achieve literacy targets for staff and students. Jannali, Como and Bonnet Bay PS have worked on a variety of initiatives over the last three years. In 2013 this took the form of staff workshops and student interactions.

Staff Training: one member of each school staff participated in the Positive Partnerships training on Understanding Autism. This trio of teachers then undertook staff training for all three schools in Autism and meeting the needs of students on the Autism spectrum. Local district office staff were also involved in a consultative role. Staff workshops were also given in curriculum – Understanding the NAPLAN marking in Writing for the three schools.

Student Interaction: In 2013 the students from Bonnet Bay and Como joined together for a Readers Picnic to celebrate National Literacy and Numeracy Week. Due to mobility issues with one special needs student, unfortunately Jannali PS were not able to attend. Bonnet Bay and Como PS also joined together to participate in an anti-bullying show called “The Power of One”. This was a most valuable experience for the students to learn from and participate in the dramatic presentation.

Findings and Conclusions

There are benefits for our three schools to work together on shared targets. Staff are able to make consistent teacher judgments on student achievement when they are able to have professional conversations with another staff member on the same stage from another school.
Students from each school have benefited from shared experiences.

**Future directions**

Staff, students and executive are keen to continue the alliance in 2014. Curriculum workshops are planned for mid-term each term on a particular curriculum issue where all three schools can meet together. This gives staff the opportunity to plan how best to meet the needs of students in a small school setting.

**Program evaluations:**

**Our School Chaplain**

**Background**

Our school chaplaincy program completed its first full year in 2013. The program gives us ten hours of support given by our school chaplain, Mrs Sheree Host. This is funded by a Federal Government grant. Mrs Host works with individuals, small groups and in whole class activities. She has also worked with parent groups in the school on mental health and well-being initiatives. The response to her in the school community has been overwhelmingly positive. She attends all school functions and has become an integral and valuable part of our school community.

**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.

Eleisha Legg ............ 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

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**School Contact Information**

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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:  