Bonnet Bay Public School
Annual School Report
Our School at a Glance

Students
Our school enrolment in 2011 was 121 students which comprised 58 boys and 63 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
The major program for this year has been our school based visual arts program. This involved school staff, community members and our specialist art teacher in the preparation of our second bi-annual art show. This event was also used to showcase our school band, dance, music and choir groups across the school. The other major event was the launch of our local Community of Schools Network – HOTSCOS. We are a member school of the Heart of the Shire Community of Schools. This group will promote opportunities for staff and students within the local area and will be an exciting development for our school in 2012 and beyond.

Student Achievement

Student Achievement in 2011

Literacy – NAPLAN YEAR 3 All students achieved at or above the minimum standard in all areas except for Reading with 95.7%. The students achieved higher than state average in Reading, Writing, Grammar and Punctuation. In Spelling, results were below state average.

Numeracy – NAPLAN YEAR 3 All students achieved results significantly higher than the state average. The average mark for our school was 428 and the state average mark was 401.

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.

Numeracy – NAPLAN YEAR 5 All students achieved at or above the minimum standard and were higher than the state average. Our average mark was 517 and the state average was 496.

Messages

Principal’s Message
2011 was a year of exciting opportunities and the consolidation of foundations in teaching and learning. This year also saw the completion of our current three year cycle of school improvement through our school management plan. There were significant staff changes with the transfer of Mrs Sue Howard and Mr Paul McLean and the retirement of Mrs Virginia Kirby.

Mrs. Howard transferred to Athelstane PS after thirteen years of service at our school. In that time her positive influence at the school particularly in the area of PSSA sport, and sport in general, was greatly appreciated by all. Mr. McLean returned to Darlington PS when the Assistant Principal position in which he was relieving, was filled through Merit Selection. In his short time with us, Mr. McLean made great contributions to the school in the areas of technology, student learning and welfare. We wish both of these teachers well in their future teaching and thank them for their significant contributions to our school. With Mrs Kirby’s retirement, it was the end of an exemplary teaching career with over twenty years of service at our school. Mrs Kirby had fulfilled many roles including the Learning Support Team leader, Kindergarten and junior school teacher. Her experience and knowledge of the school are greatly missed and we wish her well in her retirement. We also bid farewell to our dancing teacher, Miss Aimee, who is studying full time in 2012. We thank her for her enthusiasm for and promotion of dance skills over the last two years.

With increasing enrolments at our school, the Department of Education indicated that the Assistant Principal position was again to be a permanent staff position. This process was completed with the merit selection of our new Assistant Principal, Mrs Karen Deacon, who will commence duty at the beginning of 2012.
This year marked a new beginning for the provision of ancillary services to our school community. Our new Before and After School Care centre opened at the start of the 2011 school year. In June our wonderful pre-school opened. Both of these services are provided by a private company. Child Care Australia Pty Ltd is leasing the school buildings while ensuring a high 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.

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 Spelling in Year 3. We had a number of students achieve credit, distinction and high distinction in the UNSW’s international ICAS tests. Three Year 4 students were successful in gaining entry into the Opportunity Class at Sutherland PS.

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 Artist in Residence program with Mrs Dawn Lloyd. 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, water polo for seniors and the Dance Sport Challenge for our Stage 3 students. Our junior girl’s won the T-ball competition.

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.

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 2011

The Bonnet Bay school community had a successful year for 2011. Income for the year totaled just over $8,000 - made from the annual Trivia Night, Bush Dance, Election Day stall, the uniform shop, the canteen and mothers and father’s day stalls.

The year started with the re-opening of Before and After School Care services for the school which was welcomed by many families. This was followed by the opening of the Bonnet Bay Preschool on-site which was another major achievement for our school – providing a “single drop off” option for busy parents. These major achievements were made possible by Mr Fikry Bassioni, the Director of the private company and our Principal Mr Caines. It is envisaged that these services will make our school even more attractive to the families living in Bonnet Bay and the surrounding areas.

Our major financial commitment this year was funds towards the installation of a fire hydrant at the school which ensures our compliance for fire protection as a preschool and school. We also spent funds on access to computer based programs such as Mathletics, Ziptales, and Reading Eggs; air conditioning for the school hall; farewell presents for teachers; student accident and volunteer insurance and scholarships for two Year 6 students attending Jannali High School in 2012.

We had a school bush dance in March – welcoming new families and having a fun time with the children. It was well attended and we all had a great time playing games and dancing. The main aim of the Bush Dance is to welcome new families – we did manage to raise about $500.

On Election Day in March we held a sausage sizzle and cake stall. The cake stall as always was very popular – selling stock quickly. The sausage sizzle did well – with just a bit of stock remaining. We raised around $1,300.

The annual Trivia Night was held in September - a success evening with money raised by having lots of fun. The theme for this year was 1960’s. The best dressed table prize was awarded to a group of hippies. Thanks to Mums and Dads and businesses that generously supported us with time and resources. We raised about $6,800.
In December we held our inaugural “Christmas Shopping Night” – a market of boutique outlets specializing in Christmas gifts. This was an exceptional night – providing us with an opportunity to showcase our school to the broader community. We raised about $2,700. We plan to make this an on-going, annual event.

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. There were special food days, which were fun for the children.

Looking to the future, the P&C is planning to assist the school by providing funding to update computer equipment and to continue to raise funds for other 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 2011. 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. I look forward to the challenges of 2012 and know that the partnerships between the school and the community will continue to enable our school to flourish.

Donna Grubb – P&C President 2011

Student Representative’s Message

2011 was a very successful year for Bonnet Bay Public School and its students.

The students at Bonnet Bay Public School took part in many extra-curricular programs like Dance Sport Challenge, Premiers Reading and Premiers Sporting Challenge, Premiers Spelling Bee, a regional art enrichment program and University of New South Wales Enrichment exams. Many of the students who sat these exams performed really well with four students receiving high distinctions for their efforts and other students receiving awards ranging from distinctions to participation certificates. Another important program that was introduced this year at Bonnet Bay Public School was the introduction of CPR training for the students in the primary grades. As a result of this program, students across the Years 4, 5 and 6 became qualified in CPR training.

Our Year 3 and Year 5 students also sat the NAPLAN assessment exams where the students achieved high averages in the areas of Writing, Reading and Numeracy.

Our students also had a great and a successful time on and off the sporting fields this year. Sixteen students took part in the annual Dance Sport challenge which saw them competing against many other school in competitive dancing. In Carnivals, our students performed well at the Swimming, Cross Country and Athletics where three high achieving athletes represented Bonnet Bay Public School and the Sutherland Zone at the Sydney East Regional carnivals. In PSSA sports our students in the Years 3 – 6, participated in a competitive sporting competition in the sports of Softball, Tee ball, Touch Football, Soccer, Netball and Cricket. A highlight of the sporting competition was the success of the junior girls tee ball team who won this year’s competition.

Bonnet Bay Public School students were also very busy in raising money for various charities throughout the year. The students raised in total $1256.80 for charities such as ‘World Vision, Stewart House, Jeans for Genes Day and the Queensland floods.’ As well as raising money the students donated food and toys to support those in need.

Our school was also excited to see the completion of the Pre-School that now operates on school grounds and we look forward to see the children from the Pre-School join us when they begin school.

2012 Prefects: Ben, Dechlan, Jacqui, Katherine, Kurt and Tamara.
School Context

Student Information

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

Student Enrolment Profile

Enrolments have increased steadily throughout 2011 and peaked at 124 students.

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.

Class Sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.
Please note that the class size audit was taken before the formation of 3/4/5T.

**Structure of Classes**
In 2011 all classes were staged based except for 2/3H and 3/4/5T which were cross stage classes.

**Staff Information**

**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>
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<tr>
<td>Classroom Teachers</td>
<td>8.446</td>
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<tr>
<td>Teacher of Emotional Disabilities</td>
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</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</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>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.606</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13.552</strong></td>
</tr>
</tbody>
</table>

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 2011 was 11,946 teaching positions and 1.606 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 Retention**
There have been significant changes in staffing this year. There has been one retirement and two transfers which will mean three new classroom staff, including our new Assistant Principal, in 2012.

**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>
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**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>30/11/2011</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>77381.33</td>
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<tr>
<td>Global funds</td>
<td>115645.52</td>
</tr>
<tr>
<td>Tied funds</td>
<td>50574.62</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>94373.12</td>
</tr>
<tr>
<td>Interest</td>
<td>4905.83</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>15341.18</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>358221.60</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>45367.98</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td>2627.32</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>874.50</td>
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<tr>
<td>Tied funds</td>
<td>39316.17</td>
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<tr>
<td>Casual relief teachers</td>
<td>21805.91</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>41891.24</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>25351.59</td>
</tr>
<tr>
<td>Maintenance</td>
<td>14774.10</td>
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<tr>
<td>Trust accounts</td>
<td>13907.31</td>
</tr>
<tr>
<td>Capital programs</td>
<td>22500.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>272722.19</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>85499.41</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.
**School Performance 2011**

Students at our school excelled across a range of experiences in all curriculum areas.

**Achievements**

**Arts**

In 2011 the school provided a high quality art program through our Artist in Residence program. Mrs Dawn Lloyd was employed by the school to provide a one day per week program across the school. Students learned about a variety of artistic styles and artists. All students produced a portfolio of work from which they chose two pieces for framing for our Art Show. Mrs Lloyd also put together a most attractive display of student work for the Art Display at the Sutherland Shire Schools Music Festival. The Art Show opening night was a wonderful celebration as parents enjoyed the creativity of their children. A special highlight on the big night was the debut for our Vocal Ensemble. They sang a beautiful range of songs. The night also provided a forum for all of our performing groups – dance, band, choirs, vocal ensemble – to entertain us with their musical and performing skills.

Mrs Gina Golding from The Jannali High School continued with the school mural and some very interesting 3D sculpture work for the big night. We thank TJHS for their ongoing support. Many thanks go to the school staff and Mr Peter Kirby who helped with hanging the art show. More quality learning took place when our K-2 students had a great day at the Hazelhurst Art Gallery where the students had lessons in art appreciation, clay modeling and firing, drawing and painting. Three students from Year 5 had their work accepted for the ‘Not Just a Brush’ exhibition at Hazelhurst. Well done Luke, Aaron and Kurt.

Our school band goes from strength to strength under the baton of Mr Ian Newham. This year the band received a silver award at the Band Fest competition. The school choirs sang beautifully at the Music Festival and at a variety of school functions throughout the year under the coaching of Mrs Riggs and Mrs Turner. Our junior choir also provided the comperes for the concert night and we were so proud of them.

We continued our involvement in the Dance Sport Challenge with our Year 5 students providing the competition couples. One of our couples made it through to the finals at the big night at the State Sports Centre, Homebush. It was a great team effort. Our two school performing dance troupes represented our school with distinction at the Sutherland Shire Schools Music Festival as well as our Art Show opening night. Our school programs consistently provide a range of high quality experiences that challenge and enrich the students’ experiences and skills.
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 A netball team were semifinalists in their competition and the junior girls were winners in T-ball. Our senior students also took part in some exciting one day events including the water polo gala day and the Milo Cup cricket competition.

A highlight for the school community was our whole school Athletics Carnival. After a few false starts due to weather, we finally enjoyed a great day at Waratah Park where we jumped, hopped and ran all day. The parents joined in with two very fast sprint races.

Students in Years 3-6 participated in bike safety day in term one. Students brought their bikes to school and revised road rules and learnt how to check their bikes and helmets for safety.

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 Silver Award for our school.

Our senior students undertook some extra training in Water Safety including CPR techniques. Our seniors also have been part of the Premier’s Sporting Challenge Leadership Training, an initiative involving local primary schools and The Jannali High School. This has been an exciting opportunity which has seen our senior students return to school with the capacity to train younger students in a variety of sport and games skills.

This year we had three Zone Representatives at represented the Sutherland Zone at Sydney East Carnivals – Annika and Tobias in Cross Country and Kathy in Athletics.
Other

Our students have benefited from a wide variety of learning experiences at school and beyond. The highlight for our seniors was a five day camp at Point Wolstoncroft Sport and Recreation camp site on beautiful Lake Macquarie. The students enjoyed boating, cycling, rock climbing and learned many new life skills, sport related and social skills as well.

Closer to home, our K-2 students improved their artistic skills with an all day visit to Hazelhurst Art Gallery and Educational Centre. Painting, drawing, clay sculpture and art appreciation were included in the program.

During Term 4, our K-2 students took part in the Responsible Pet Care program. The pet care educator came to school with her dog, Monty. The students were able to interact safely with ‘Monty’ and revised concepts in curriculum units on pets and how to care for them.

In Weeks 1 and 2 of Term 3, Stage 3 students participated in a Moving into the Teen Years program. The program was 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.

A “Claymation” workshop was held at the beginning of Term 3 involving students from Years 3-6. Students who participated in the workshop had the chance to use Claymation software to create their own stop motion animated video. Students captured images using a webcam, created characters, add background images and music to create their own Claymation movies.

A World of Maths Day incursion occurred in Term 1 this year. All students took part in the hands-on activities that were provided. It was a chance for all students to think about mathematical problems and to use the equipment provided to further enhance their learning.

At Planet Rhythm all students were able to gain an insight into how rhythm and instruments originated. They were also able to understand and appreciate the significance that drumming has had on many cultures throughout the ages.

This year all students completed the series of Life Education 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 specialised learning seminars and the follow up activities provided by the program.

A major achievement by Mr McLean and his Stage 3 class was the production of a promotional movie for the DEC competition “The Great Schools Showoff”. The movie produced by the students with lots of teacher assistance won the regional final and came second in the state. This was a significant achievement and a wonderful learning experience for all the students.

National Literacy and Numeracy Week was celebrated with a wonderful Book Character Parade that saw the school staff come as the Seven Dwarfs. The students and some of the parents had a wonderful time dressing up as well as sharing favourite stories and poems as well as tales from days gone by as some of our grandparents shared stories of their childhood. The oral histories were very well received as students had the opportunity to ask questions of the living historian.
Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr. 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr. 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Strong performances in Reading have 56% of our school in the top two bands compared to 52% for the SSG (statistically similar group) and 42% for the state DEC schools. In Reading our average score was 427 compared to 437 for the SSG and 415 for the state DEC schools. In Writing, 86% our school was in the top two bands compared to 67% for the SSG and 55% for the state DEC schools. Our average score was 454 compared to 440 for the SSG and 422 for the state DEC schools.

Spelling in Year 3 is an area needing improvement and is part of our targets for 2012. The challenge is moving students from the middle two bands into bands 5 and 6. In Writing, note that school averages are not displayed due to the change in the Writing scale from Narrative to Persuasive text type.

<table>
<thead>
<tr>
<th>Percentage in bands:</th>
<th>Year 3 Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students</td>
<td>Bands</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage in bands:</th>
<th>Year 3 Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students</td>
<td>Bands</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
On the following page the graph for Grammar and Punctuation shows our school, on 437 placed midway between the SSG on 449 and the State DEC average of 422. This is another curriculum area that has been targeted for 2012 in teaching and learning. A consistent approach across the whole school to the teaching of spelling as well as grammar and punctuation will promote student learning in quality opportunities.

Numeracy – NAPLAN Year 3

Our results in Numeracy are outstanding with 35% of the students in band 6 compared to 20% for the SSG schools (statistically similar group) and 16% for the state DEC schools. 87% of our students are in the top three bands compared to 70% for SSG schools and 61% for State DEC schools. This is a very strong performance by our Year 3 students and our teaching staff and students are to be commended on these excellent results.

Literacy – NAPLAN Year 5

In both Reading and Writing our students achieved outstanding results. In Reading our average score was 542 compared to the SSG schools with 517 and the State DEC average of 489. In Writing we again outperformed the other groups with BBPS on 514 and SSG schools on 509 and the State DEC schools on 487. In Writing, note that school averages are not displayed due to the change in the Writing scale from Narrative to Persuasive text type.
In Spelling, our year 5 students (547 average) achieved significantly higher than the SSG group on 517 and the State DEC schools on 494. 64% of our group is in the top two bands compared to 43% for SSG schools and 33% for State DEC schools.

In Grammar and Punctuation our average score was 548 compared to 533 for SSG schools and 501 for the State DEC schools. We had 64% of our students in the top two bands compared to 51% for SSG schools and 36% for DEC schools. This is another exemplary result.
Numeracy – NAPLAN Year 5

In Numeracy, our results (517) placed us between the SSG schools on 523 and the State DEC schools on 496. Working Mathematically is the identified area of weakness and consequently has been targeted in our management plan for 2012.

Progress in Literacy

This is an excellent result for our school where average progress has increased over the three year period from 87 to 96. Both SSG schools and the State DEC scores decreased over the same time period. There is a similar result in Spelling where our school score stayed constant (104 to 103.7) while both SSG schools (83 to 71) and State DEC schools (85 to 75) decreased markedly. Average progress for writing is not displayed due to the change in the Writing scale from the Narrative to the Persuasive text type.

Progress in Numeracy

There was no growth in numeracy for our school. This was against SSG school and State DEC school trends where both other groups showed a small but measurable improvement.

Average progress in Spelling between Year 3 and 5

Average progress in Grammar & Punctuation between Year 3 and 5

Average progress in Numeracy between Year 3 and 5
Minimum Standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

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

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

The above tables demonstrate that in all areas of study, except for Reading in Year 3, all students achieved at or above the minimum standards.

Significant Programs and Initiatives

Environmental Education

2011 has been an important year in environmental education. Through a partnership with Sutherland Shire Council called “Greenweb” a number of major improvements have been affected in our school grounds. Through our Greenweb grant, we have gained the services of a qualified botanist who has provided the time and expertise to restore surrounding bush land to pristine condition. Weeds have been removed and native species planted. Regular working bees with parental involvement have rejuvenated the bush area to the west of the bottom playground. Our students have had the opportunity to participate in the replanting program. The assistance of parents and the local bush care personnel has been greatly appreciated by the school.

There has also been significant reduction of combustible material in adjacent bush land due to DEC funding through Miranda District Office. As part of their Bushfire Hazard Reduction program we are now much safer in a bushfire emergency.

We have also made a successful application for Solar Panels, for electricity generation, to be installed through the Federal Government initiative. These should be installed in 2102.
Aboriginal Education

An important focus here is raising awareness of Aboriginal 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 now sing the third verse of the National anthem in the Dharawal language at all school assemblies. We have had connected classroom exchanges with Darlington PS in inner city Redfern which has a significant Aboriginal population. We have also hosted students for the day from Darlington PS.

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.

Respect and Responsibility

Values education is a key element of our student personal development. The school core values of courtesy, consideration, care, co-operation and common sense are promoted and taught in all classes. Students are taught to care for themselves, their school and the whole school community. Students and their families are encouraged to attend school working bees to promote a caring attitude towards our school environment.

Other Programs

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. Our art program has appreciated the input of Mrs Gina Golding, from the TJHS art faculty, who has been able to come to Bonnet Bay one afternoon per week for the last three years to provide ideas and practical art skills for our students.

Visiting Performers

Our students have been enriched by a multitude of visiting performers in the Creative and Performing Arts.

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.

Musica Viva: “The Chambermaids”, a talented quartet visited for an afternoon of musical pleasure. Students were exposed to the musical pieces prior to the concert and “The Chambermaids” played, explained and expanded our knowledge. Instruments included: Flute, clarinet, oboe, French horn and vocals. They even played a horn made from a funnel and a garden hose. This was a most musically informative afternoon. (See the picture on Page 12)

Not Just a Brush: Students in 3/4/5T studied the artworks of two artists (Mark Schaller and Julian Meagher) to inspire their own work. All artwork was considered for this prestigious exhibition and three students’ artwork was selected. The exhibition was held in November at Hazelhurst Regional Art Gallery with the opening night supported by the Sydney Region band.

Charities: During 2011, 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.

World Vision Smiles Day – to raise money and awareness for poverty stricken third world countries.

Loud Shirt Day – to raise money and awareness for children with hearing disabilities.

The students at our school raised over $1200 in 2011 to support these various charities. This was a wonderful effort and thanks to the coordinating teacher Mrs Janelle Turner for her efforts.
Progress on 2011 Targets

Our targets for 2011 were in Numeracy, Connected Learning and Consistent Teacher Judgment.

Target 1
Numeracy: Chance and Data
Target: achieve a higher level of competence in chance and data activities for all students.

Strategies to achieve this target include:
1. Targeted learning activities directly linked to BBPS SEMP (School Environmental Management Plan). Chance and data activities on water / electricity consumption and fruit tally through graphing, tallying, presenting information in school assembly.
2. By assessment tasks in class based testing.
3. By assigning a selection of chance and data tasks in Mathletics once per term.
4. By graphing participation in the Premiers Reading and Sporting Challenge.
5. By participation in a Maths fun day for all students.

Our success will be measured by:
1. Use of quality framework to evaluate the teaching of chance and data through the use of metalinguage i.e. teaching the students the language of learning in chance and data e.g. probability, graph, axis, column, chance, bar, pie, frequency.
2. Review of school’s current scope and sequence section of Maths chart to revise how these sub strands are taught.
3. Stage based meetings and whole school planning to ensure a consistent approach across the school.

Our achievements include:
1. Graphing activities undertaken by each class and displayed at weekly school assembly. These were presented as a class item to the school community.
2. A Maths Fun Day for all students K-6 was organized in term one. Students were challenged with a range of age appropriate activities with teachers and parents encouraging students with suitable mathematical language.
3. A review was made of the school’s scope and sequence section in Working Mathematically.
4. Teaches planned explicit lessons in chance and data using the appropriate meta-language of graphs and charts.
5. The use of Mathletics by staff to target specific activities in Graphing and Chance & Data. This was in school and for homework activities.

The above achievements resulted in a more consistent approach to the teaching of this Maths sub strand. Staff and students were more focused as specific activities highlighted the use of appropriate language, methods of problem solving and presentation of information.

Target 2
Connected Learning: Connected Classrooms
Target: to provide authentic, rich learning experiences for students and staff.

Strategies to achieve this target include:
1. BBPS staff to visit other schools to see IWBs in action in a Connected Classroom context.
2. Whole school planning for connected learning lessons with: Tempe PS Mendooran PS, Sutherland PS, Bulahdelah PS, & Leichardt PS.
3. Use of connected learning through DART to provide students with authentic distance educational learning.

Our success will be measured by:
1. Staff attend ICT workshops in Connected Classroom.
2. Staff make contacts with other schools in preparation for connected classrooms.
3. Shared learning experiences with other schools in our local area.
4. Teachers planning lessons in connected learning.

Our achievements include:
1. Connected Classroom lessons with city and country schools.
2. Use of the Connected Classroom to attend Book Readings / Meet the Author workshops run by the Royal National Park Environmental Education Centre for Book Week 2011.
3. In-school staff training in the use of the Connected Classroom.
Target 3
Quality Teaching – Consistent Teacher Judgment
Target: to ensure consistency of assessment for writing tasks across the school.
1. Use of the Quality Teaching Framework to evaluate the teaching and assessment of writing.
2. Use of Foundation Statements to firstly establish a set of stage benchmarks for writing in exposition and persuasive texts.
3. Whole staff assessment of writing samples to establish a common approach to assess writing through a rubric of marking criteria.
4. Use of DET resources and personnel to assist in the above processes.

Our success will be measured by:
1. Formulation of an assessment rubric for all writing samples.
2. Correlation of school based assessment rubric with DET Foundation Statements and Board of Studies curriculum material.
3. The design of a student feedback sheet for writing samples to enable students to judge their sample against marking criteria.

Our achievements include:
1. Use of DET Foundation statements to formulate an assessment rubric for writing for all stages K-6 for both narrative and persuasive texts.
2. Student and teacher rubric designed to support writing in both text types.
3. Two staff members, Mrs Riggs and Mrs Turner completed the training for Accelerated Literacy. This comprised attendance at six professional development days, significant professional reading as well as course work to complete. The training of staff in “AL” is a key element in our whole school literacy development. Because the concepts and approach used in AL support the English curriculum and the Quality Teaching Framework so soundly, it is and will be a key element of our school’s professional development that all staff will be trained in Accelerated Literacy over the next three years.

Key Evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out an evaluation of Teaching.

Educational and Management Practice
Teaching
Background
With significant changes in teaching with the introduction of technology and impending curriculum changes, staff believe that it is important to review current teaching practices.

Nine key statements or ‘quotes’ were made. Parents and students were asked to rank them on a likert scale of “Almost always / usually / sometimes / not at all”. Parent statements were worded from the parent’s point of view. The statements were:
1. My classroom is an interesting place to learn.
2. My teacher plans class activities that are interesting and help me to learn.
3. What I am asked to learn is important.
4. My teachers tell me what I am learning and why.
5. The way my teachers manage my class helps me to learn.
6. My teacher knows what I can do and what I need to learn.
7. My teacher keeps records and samples of my work to include in my school report.
8. I understand how my learning will be assessed.
9. Student reports and parent interviews provide information about my learning.

Findings and Conclusions
For parents, the issues are assessment and reporting. Parents need to understand how their child will be assessed and the quality and quantity of information needs to be reviewed. 20% of parents are unsure of what their child is learning and why and this is a communication issue for the school to solve as a community. Assessment of student needs and planning appropriate learning is a part of the teacher’s role but parents need this information to be communicated to them.
For our students, there are a number of issues that need to be addressed. Understanding the reporting process needs to be communicated more explicitly to the students in K-2. Classroom management and its impact on students is an issue for some of our senior students. Helping the students to understand what they are learning and why needs to be addressed in the classroom by the class teacher. However, for most statements, our students would appear to agree with them as happening almost always or usually.

**Future Directions**

Communication of assessment procedures both to parents and students will help all concerned to understand how student learning is assessed and reported. It will also help students to understand the “why” of their learning.

### Parent survey about Teaching – Scores in %

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### Student survey about Teaching – Scores in %

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NB: the first number in each box is the score from the Yr. 3-6 students and the number to the right of the slash is for K-2 students.

### Educational and Management Practice

#### Learning

**Background**

With significant changes in learning with the introduction of a variety of technologies and impending curriculum changes, staff believe that it is important to review how students and their parents view their learning.

Nine key statements or ‘quotes’ were made. Parents and students were asked to rank them on a likert scale of “Almost always / usually / sometimes / not at all”. The statements were:

1. My classroom is an interesting place to learn.
2. My teacher talks to my parents about my learning.
3. Our school has good equipment e.g. computers and sports equipment, that helps me to learn.
4. People at school other than my teacher help me to learn.
5. The school encourages me to do my best.
6. I try to do my best and take pride in my learning.
7. In class, there are times to work on my own and work with other students.
8. I try to do things in my classroom that are new and different.
9. Samples of my work over time help me to see how I have improved.
10. My teacher finds new ways to help me understand.

#### Findings and Conclusions

Communication between home and school would appear to be a major issue for parents regarding communicating what the students are learning in the classroom. There also needs to be work done on showing parents how teachers look at student achievement over time. The keeping of work samples, test scores and assessment tasks is not understood as a process by parents. Parents are also unaware of who is helping their child in the classroom. This is again a simple matter of communicating classroom organisation and structures that are in place. These issues are to be addressed by discussion with the P&C and parent community in general to determine what is needed.
Parent survey about Learning – Scores in %

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For students across the school, the main issue is communication between their parents and the teacher. Only half of all students see this happening almost always or usually. Some teachers communicate through a regular class newsletter. With the introduction of our new website in 2012, class blogs would be a good avenue of communication that is accessible to most families and is not dependent on paper notes going home. For all other statements, the student body seems to agree with the statements as happening ‘almost always’ or ‘usually’.

Student survey about Learning – Scores in %

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Key Evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school evaluated English as a curriculum area.

Curriculum

English

Background

With significant changes in the teaching of English, our teachers and students are teaching and learning their native tongue in ways completely different to their parents. The impact of technology in the delivery of the critical area of literacy and the impact of a new Australian curriculum is making and will continue to make major changes to how English is taught and learned.

Seven key statements or ‘quotes’ were made. Parents and students were asked to rank them on a likert scale of “Almost always / usually / sometimes / not at all”. The statements for all students were:

1. My reading skills have improved this year.
2. My writing skills have improved this year.
3. My talking and listening skills have improved this year.
4. I enjoy reading.
5. I enjoy writing.
6. I enjoy talking and listening activities.
7. I have regular English homework.
8. (Seniors only) In reading, writing, talking and listening lessons, my favourite activity is …
9. (Juniors only) The learning activity in English at school that I like most is … Reading / Writing / Talking and Listening

Findings and Conclusions

For our students across K-6, all students believe that they have improved in the three sub strands. The majority of students (80% or higher) enjoy their learning in English. Most students are aware that they have English homework on a regular basis. In Q.8 for Seniors, the range of preferred activity is spread across the three strands. There is a significant proportion of students who list...
Accelerated Literacy as their favourite activity. For the junior students, their favourite activity is given as Reading (44%), Talking and Listening (35%) and Writing (21%).

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The statements or “quotes” for parents were:
1. My child is developing his/her reading skills.
2. My child is developing his/her writing skills.
3. My child is developing his/her talking and listening skills.
4. The school has kept me well informed about the teaching of the English curriculum.
5. I am confident to assist my child with English at home.
6. I find the report on my child’s progress in English is easy to understand.
7. My child has regular English homework.

**Findings and Conclusions**

Parents are generally satisfied with how their child is progressing across the three strands of English. 20% of parents are only sometimes happy with the level of communication about how we teach English at school. 80% of parents agree with all statements as happening almost always or usually. 88% of parents believe that English is taught very effectively or effectively at our school.

Parents were asked to comment on how effectively the English curriculum is taught at BBPS. Most of the comments were positive – “I have no basis for comparison but it appears that BBPS is at least reasonably effective in this area”; “seems to be taught well as it is understood by the children”; “I believe that it is being taught effectively”; “I feel more emphasis could be made with grammar”; “The teachers make English interesting for the children”; “My daughter is progressing well”; “Each child needs to be assessed much more on an individual basis. The cross stage & stage range is too broad within the class. The English is geared towards the average”.

**Future Directions**

Parents will need to be informed of changes to the English Curriculum in DEC schools with the advent of the new Australian curriculum. Parent workshops and information sessions can be held after school or at P&C meetings to keep parents informed about current classroom practice and innovations particular to our school.

**Parent, Student, & Teacher Satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below. Parents, students and staff were asked “what are three good things about the school that we wish to retain or improve”. Comments from parents addressed a wide range of topics: our beautiful grounds with no fence; friendly staff especially in the office; the variety of opportunities for students in sport and the arts; the alternate year cycle of creative and performing arts programs; the community spirit; the buddy system; the balanced curriculum; the newsletter; our school uniform.

Some issues that parents would like to see addressed or improved include: Climbing equipment in the playground; more choices in the canteen menu; the school library opened more often; more notice for payments; an EFTPOS facility; more covered outdoor areas; introduction of an SRC; staff stability.
The students were also asked for their responses. Students give the following their approval - our natural surroundings (the big rock); teachers and staff (friendly, helpful, kind); friendships; playground areas, all the extracurricular programs that we offer as a school (PSSA, dance, band, dance sport); special days like Fun Day; dance program; band; most students get to do PSSA.

The students were also asked for “three things we want to see improved or changed”. These included – More fun days to raise money for our school; better computers; improved canteen supplies; a vegetable patch; more excursions; more varied sports equipment.

Staff were asked of their opinions. The positives included: Extracurricular activities e.g. sport, dance, art etc.; Modern facilities e.g. IWB, air con, etc.; Supportive network of colleagues. The things staff would like to see changed or improved: Computer issues - enough working computers in the lab for all children; Discipline policy review.

Professional Learning
In 2011, 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:
- Writing assessments – designing a rubric for staff and students to assess writing in narrative and persuasive text type.
- CPR annual update.
- Review of the Maths curriculum- investigating other curriculum modules of the scope and sequence continuum.
- The Quality Teaching Model and Explicit teaching language for the teaching of chance and data and problem solving.
- Professional Code of Conduct.
- Interactive learning.
- 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 two members of staff in Accelerated Literacy.

The average expenditure per teacher on professional learning at the school level was $850.

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
Outcomes for 2012–2014
Literacy – Writing
- Consistent approach to curriculum planning and implementation.
- 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.

2012 Targets to achieve these outcomes include:
- Each cohort of students have growth / better than expected growth in NAPLAN literacy.
- K-6 students demonstrate improved skills in writing.
- 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.
• Professional learning meetings dedicated to unpacking the alignment of NSW content with the National Curriculum.

• 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

Outcomes for 2012–2014

Literacy – Grammar and Punctuation

- Consistent approach to curriculum planning and implementation.

- Quality teaching and learning programs in literacy (grammar and Punctuation) and resulting in increased overall literacy achievement for every student in line with school, state and regional targets.

2012 Targets to achieve these outcomes include:

• Each cohort of students have growth / better than expected growth in NAPLAN literacy.

• K-6 students demonstrate improved skills in grammar and punctuation.

Strategies to achieve these targets include:

• Teachers take 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 specifically linked to teachers’ resources.

• Teachers engaging in current articles/readings on best practice in teaching grammar and punctuation leading to explicit teaching.

• Have each new staff member trained in Accelerated Literacy: 2012 - Karen Deacon.

School Priority 3

Outcome for 2012–2014

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.

2012 Targets to achieve this outcome include:

• Each cohort of students have growth / 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 include:

• 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.

• Access support when available from District and Regional personnel.

School Priority 4

Outcome for 2012–2014

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.

2012 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 include:

- 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.
- Regular opportunities to utilise connected classroom with COS and organise incursions. In 2012 this is 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.

School Priority 5
Outcome for 2012–2014
Curriculum Development for the Implementation of the new Australian Curriculum

- Professional learning meetings dedicated to unpacking the alignment of NSW content with National Curriculum.

2012 Targets to achieve this outcome include:

- Staff to be familiarised with new curriculum in English and Maths, particularly Grammar & Punctuation, Writing and Working Mathematically. (our target areas).
- Staff to be given opportunities to trial new material in their classroom.

Strategies to achieve these targets include:

- Professional learning Meetings dedicated to unpacking the alignment of NSW content with National Curriculum.
- 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 alignment with the National Curriculum.
- Teachers become confident in the use of data, both external and internal to inform and improve teaching and learning in literacy and numeracy.

School Priority 6
Outcome for 2012–2014
Leadership and Management

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

2012 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.
- 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 identified needs.
- Individual staff members supported by specific programs:
- New AP to attend Executive Induction course.
- Newly accredited teachers 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.

About this Report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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