Our School at a Glance

Students
Our school enrolment in 2010 was 107 students which comprised 52 boys and 55 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 performing arts program. This involved school staff, parents and community members in the preparation and production of a school concert night. This event showcased drama, dance, music and stagecraft learning across the school.

Student Achievement in 2010

Literacy – NAPLAN YEAR 3 All students achieved above the minimum standard in all areas. The students achieved significantly higher than state average in Reading, Grammar and Punctuation and were higher than the state average in Writing and Spelling.

Numeracy – NAPLAN YEAR 3 All students achieved results significantly higher than the state average. The average mark for our school was 461 and the state average mark was 396.

Literacy – NAPLAN YEAR 5 All students achieved above the minimum standard in all areas. Writing was particularly good with an average mark of 526 while the state average was 488 and the statistically similar group was 509. In all areas our students are well above state average.

Numeracy – NAPLAN YEAR 5 All students achieved above the minimum standard and were higher than the state average. Our average mark was 514 and the state average was 494.

Messages

Principal’s Message
2010 saw a number of significant changes to our school in staffing, enrolments and services. Two long serving members of staff left Bonnet Bay PS. Mr Roger Shepherd, Assistant Principal, retired and Mrs Laraine Mealing transferred to Lucas Heights Community School. I take this opportunity to thank them both for their input into the teaching and learning of our students. Subsequently two new members of staff arrived. Mr Paul McLean was selected to be the Assistant Principal (relieving) as the position was placed on review. Mrs Janelle Turner replaced Mrs. Mealing in a relieving role until the permanent staff member, Mrs Kate Clark, starts with us in Term 3, 2011.

After declining enrolments for many years, enrolments have increased significantly over 2010 and into 2011 and we are confident to retain the Assistant Principal position.

This year saw the closure of our Before and After School Centre at the end of Term 1. I would like to thank the committee of the old BASC who kept the centre open as long as possible and managed the closure in a well-organized and professional way. For the rest of 2010, our students were bussed to and from Jannali PS who very kindly made arrangements to include our students at their centre. In July, after discussions with a private provider, plans were made to open a new BASC in conjunction with a pre-school. The new BASC opened at the start of the 2011 year and the pre-school should open in Term 2, 2011.

The highlight of the year was undoubtedly our school’s performing arts night. This was the culmination of over seven month’s work involving parents, staff, community members and the students.
Academically the school continues to achieve high standards in national testing. Successes also occur on the sports field. Our school’s cricket team again won the senior boys competition. Our junior girls were runners up in T-ball. The students enjoyed sport and life skills programs in learn to swim, gymnastics, dance and fitness. Our whole school participated in the Premier’s Reading Challenge, Premier’s Sporting Challenge and the Premier’s Spelling Bee.

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

On Election Day in August we held a sausage sizzle, cake stall and white elephant stall. The cake stall was the first to sell out of stock – it was very successful. The sausage sizzle did well – with just a bit of stock remaining. The white elephant stall raised a good amount of money and enabled families to recycle furniture, toys, equipment and books. We raised around $1,600.

The annual Trivia Night was held in September - a success with money raised by having lots of fun. The theme for this year was black and white. The best dressed table prize was awarded to a group who had dressed as convicts. A special decorating effort was made to dress up the hall – it looked fabulous - thanks to Mums and Dads and businesses who generously supported us with time and resources. We raised about $6,500.

The canteen continued to change its menu to offer healthier choices, eliminating as much as possible, artificial colours, flavours and preservative to much of the food offered to the children. There were special food days, which were fun for the children.

At the end of Term 2 in 2010, the Bonnet Bay Before and After School Care service was forced to close due to falling attendance. Jannali Public School Before and After School Care kindly came to our aid, organizing a bus to transport our children between schools. This service was provided during Term 3 and 4. The P&C formally thank Jannali P&C for their assistance at this difficult time.

Mr Fikry Bassioni made a proposal to our School and the P&C that a Before and After School Care Service could again be established in conjunction with the establishment of a pre-school. The School, P&C and general school community fully support this proposal as it is recognized as a critical service for working families with children attending our school. The Before and After School Care re-opened for Term 1 2011 and it is anticipated that the preschool will commence operation in May 2011.

The re-establishment of the Before and After School Care service was assisted with working bees held in December 2010 and January 2011. Many families volunteered their time and skills to facilitate the change in location for the Before

P & C and/or School Council message

President’s Report 2010

The Bonnet Bay school community had an eventful year for 2010. Income for the year totalled just over $11,000, made from the annual Trivia Night, Bush Dance, Election Day stalls, the uniform shop, the canteen and mothers and father’s day stalls.

During the year we spent funds on a reading/comprehension box, audio visual equipment for the school hall, gardening equipment, farewell presents for teachers, student accident and volunteer insurance and scholarships for two Year 6 students attending Jannali High School in 2011.

We had a school bush dance in May – 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 $600.
and After school care facility and establishment of the pre-school. We now eagerly await the opening of the preschool.

Looking to the future, the P&C is planning to assist the school with funding to enable the hall to be air conditioned and to continue to raise funds for school resources. We will also ensure that funds are made available to resource the Before and After School Care Service.

There are so many families who help with our P&C and school activities. They assist with the canteen, library, uniform shop, P&C, fund raising, school social events, grounds working bee, reading and helping in class. I would like to thank the parent community of Bonnet Bay School for their time, energy and outstanding commitment throughout 2010. 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 2011 and know that the partnerships between the school and the community will continue to enable our school to flourish.

Donna Grubb – P&C President 2010

Student Representative’s Message

2010 was a great year for BBPS for both teachers and students. We welcomed two new teachers to our school, Mrs Turner and Mr Mclean. Mr Mclean was even brave enough to take 5/6M to their Mogo and Canberra camp. This was thoroughly enjoyed by all the students. We were privileged to go to Parliament House, The War Memorial, Questacon and Mogo Zoo. The Performing Arts night, held in Term 4, was a great success which showcased students’ abilities in drama, dance and singing. Year 5/6M also competed in the ‘Dance Sport Challenge’. All participants made it to the semi-finals, with one couple progressing to the finals.

2010 was a busy year for school sport. Years 3-6 played several sports including Kanga cricket, t-ball, softball, netball, soccer, touch football and cricket where the boys’ cricket team won the PSSA competition.

As well as our school’s involvement in the performing arts and sport, we also received very good results academically in NAPLAN testing.

2011 Prefects – Josie, Kelsey, Kristy, Finn, Harry and Ryan

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 reached a low point in term one and since then have risen steadily throughout the year.
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

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Structure of classes

In 2010, all classes were staged based except for 2/3R which was our only cross stage class. In 2010, we had five mainstream classes.
Staff information

Staff establishment

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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
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<td>Head Teachers</td>
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<tr>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Teacher of ESL</td>
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</tr>
<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.606</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13.552</td>
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</table>

The school staffing entitlement for 2010 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.

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

Staff Retention

Staff retention rates are high.

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>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</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. A full copy of the school’s 2010 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.

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<tr>
<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total Income</strong></td>
<td>296,595.59</td>
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</tbody>
</table>

| **Expenditure**           | $          |
| Teaching & Learning       |            |
| Key learning areas        | 28,908.36  |
| Excursions                | 27,751.59  |
| Extracurricular dissections| 21,607.73  |
| Library                   | 1,708.94   |
| Training & development    | 1,683.87   |
| Tied funds                | 34,901.33  |
| Casual relief teachers    | 22,437.40  |
| Administration & Office   | 33,440.36  |
| School-operated canteen   | 0.00       |
| Utilities                 | 24,214.43  |
| Maintenance               | 17,587.49  |
| Trust accounts            | 4,972.76   |
| Capital programs          | 0.00       |
| **Total Expenditure**     | 219,214.26 |

| Balance carried forward   | 77,381.33  |

School Performance 2010

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

Achievements

Arts

2010 was a standout year in the Performing Arts. With planning starting in Term 1 and culminating at the beginning of Term 4, our school concert night brought together all of our various performing arts groups. Every class performed a dance routine taught by Miss Aimee Regan, our school’s dance teacher. The junior and senior dance troupes performed their items choreographed for the Sutherland Shire Schools Music Festival. The school band played a bracket of songs showing resounding instrumental skill.
The band is growing in numbers and skill level. Under the baton of Mr Ian Newham, the senior band won a gold award at the Engadine Band Festival in Term 2. Two parents of the school coached the actors and singers for the concert as well as providing invaluable assistance in stagecraft and organizing a concert. Ms Louise Butler and Mr Andrew Symes gave a wonderful boost to our show making skills. Mrs Gina Golding, from The Jannali High School, Mrs Faye Odams and Mrs Sherrin Pulbrook gave artistic support in set design. Mrs Tina Stone and Mrs Louize Hughes were very talented in dress making and design and made sure that all of our dancers looked the part - whatever character they were. The evening was a memorable night’s entertainment as well as demonstrating what can be achieved with the school and the parent community working together.

Both school choirs sang on the concert night as well as performing in their Music Festival concert and adding that extra quality to school events such as Education Open Day and Anzac Day.

The school commemorative mural has continued throughout 2010 under the guidance of Mrs Golding. We thank her and her Principal, Mr Peter Spies, for making her and her skills available to our school.

The Dance Sport Challenge was a further opportunity for the student stars to shine as they showed their ballroom dancing skills at the concert night as well as the big competition night at the State Sports Centre at Homebush. One of our team couples progressed to the finals. For the performing arts it was a most successful year.

**Sport**

Our school provided the students with a range of quality opportunities on and off campus.

All students in Years 3 to 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 boys won the cricket competition again and the junior girls were runners-up in T-ball. Our senior students also took part in some exciting one day events including a gala day for water polo.

For all Term 3, students in K-2 were trained in gymnastics. In Term 4 our younger students in Years K-2 improved their swimming skills with swimming lessons every Friday of term at a local swim academy.

All students in the school took part in the Premier’s Sporting Challenge. An outstanding effort by the students and teachers saw us win a Silver Award for our school.
Our K-2 students took part in basic water safety and survival training and our Year 5 and 6 students 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 our school with the capacity to train younger students in a variety of sport and game skills.

Eleven students from our senior band attended a three day intensive band workshop at Stanwell Tops Conference Centre to improve their musicianship and enjoy the experience of playing in a big band of forty seven students.

In Term 4, all students participated in the Jump Rope for Heart program to develop their coordination and skipping skills as well as raising funds for the Heart Foundation. Our jump off day held in the school hall was a great success with the students able to show their skills and tricks that they had learned throughout the program.

We also hosted the Regional final of the Premier’s Spelling Bee for twenty schools in Southern Sydney.

Two of our talented cricketers, Luke E and Angus F, were chosen as zone representatives with Luke going on to represent Sydney East at the State Carnival.

Other

Outside of school the students enjoyed on-site learning at the Wollongong Science Centre (Years 3-6), Minnamurra Rainforest (Years 3-6), Fairfield City Farm (Kindergarten) and the major event for seniors was the three day trip to Old Mogo town and Canberra. Learning how to mine and pan for gold as well as the delights of the national capital, (Parliament House, Questacon, the Mint, the Governor-General’s Home and Telstra Tower) made for an exciting experience for the students as well as Mr McLean and Mrs Kirby.

Special programs held at school included the Bravehearts program for K-2 with their mascot “Ditto”. This show introduced a term long program about keeping ourselves safe and saying “no” to dangerous or uncertain situations.

The junior students also took their annual trip to the Hazelhurst Art Gallery where they participated in painting, drawing, clay modelling and art interpretation lessons. The mobile planetarium came to school for studies on the solar system and beyond (Years 3-6).
**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**

The four graphs for Year 3 literacy indicate a very strong performance in reading and grammar & punctuation. Over 70% of the cohort gained either a band 5 or band 6 result in these two areas. Spelling was also a strong area with 58.8% of students in the top two bands. Writing had half of the group in band 4 and another 40% in either band 5 or band 6. (See over the page for the grammar and punctuation graph).
The above graph shows an outstanding result for Year 3 in Numeracy. 60% of the group is in the top two bands with 41% in band 6 compared to a state average of 13.5% in band 6.

The above graphs show 41% and 53% of this cohort achieving band 6 in reading and writing respectively. Our goal is to move more of these students in to the top two bands.
A strong performance in Spelling has 41% of Year 5 in band 6 and another 40% in band 7 and 8. In grammar and punctuation Year 5 has 41% in band 6 and a further 53% in bands 7 and 8. The challenge for our school is to move more students from band 6 into the top two bands.

Numeracy has 47% of Year 5 on band 6 with 35% on band 7 or 8. The school needs to move students into the top two bands.

Progress in literacy

This graph shows a strong performance by students who have been at our school in Year 3 and Year 5. Note that data for SSG (statistically similar group) is available for the first time this year. We continue to achieve above state average in this key area.
The three graphs represent a very strong achievement in spelling. Writing is consistent with state and similar group averages while grammar and punctuation will need close attention.

Progress in Numeracy is slightly above state average and only 2 points below the similar statistical group.

**Minimum Standards**

The Commonwealth Government sets minimum standards for literacy 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.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progress</strong></td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010.**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progress</strong></td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
Significant Programs and Initiatives

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.

Connected Learning
Connected learning is now an integral part of the teaching and learning cycle at Bonnet Bay PS. All classrooms have an interactive whiteboard. There is also our original IWB in the library. Teachers and students are using the IWBs to access learning sites across Australia and the world. Websites and interactive activities from Canada, the U.S. and the U.K. are accessed daily to provide a rich field of experiences. Interactions with other schools is also taking place with video conferences taking place between our school and Sutherland PS, Tempe PS, Bulahdelah PS and Mendooran PS. The school is actively promoting interactive learning through such programs as Mathletics, Reading Eggs and Ziptales.

Other Programs

The Jannali High School Enrichment Program
Our local high school continues to provide a quality enrichment program for senior students at our school. Two Stage 3 students attended every Tuesday for first semester and benefited from quality teaching across a wide range of topics including nuclear science, environmental sustainability and forensic medicine.

Kindergarten Transition to School Program
This ongoing program enables our new Kinders to become familiar with our school and how it works. Parent workshops held over four weeks in Term 4 allow us to inform parents of enrolment procedures, effective preparation for the new year, Departmental services and how Kindergarten works. It also allows the new students to work alongside their big Year 5 buddies who will help them in the move to big school the following year.

Kindergarten Garden
Kindergarten is enjoying growing vegetables and herbs in their gardens. Mrs Kirby helps them with planting and garden maintenance and they have a great time watching their garden grow.

Visiting Performers

A wide variety of performers and visitors came to our school to support learning in music, multicultural education, personal development, science and sport. In 2010 these included Musica Viva, a visiting planetarium, educators and adult students from Japan and a wonderful presentation for Book Week by a team of librarians from Sutherland Council library.
Progress on 2010 Targets

Targets for 2010
The targets for 2010 fall under three broad headings: working mathematically, connected learning and quality teaching in the other key learning areas.

Target 1
Use of quality framework to evaluate the teaching of “working mathematically”
Strategies to achieve this target include:
1. Review of Quality teaching framework.
2. Stage based meetings and planning
3. Curriculum support through networking with other schools in the local area and beyond.
4. Review of school’s current Scope and Sequence chart in working mathematically.

Our achievements include:
1. Review of scope and sequence chart. Staff use the Quality Teaching Framework to focus on key elements of micro teaching e.g. engagement, explicit quality criteria, high expectations and background knowledge.
2. Evaluation of text books and their alignment with the maths curriculum.

Target 2
Connected Learning: establishing links with other schools and learning institutions.
Strategies to achieve this target include:
1. BBPS staff to visit other schools to see IWBs in action.
2. BBPS staff to visit other schools to see IWBs in action in Connected Classrooms.
3. Whole school planning for connected learning lessons

Our achievements include:
1. Effective interaction with other schools. Staff from Bonnet Bay PS have visited Yowie Bay PS for a tour of IWB lessons and in-service training in quality websites for K-6 learning. Staff have also attended training in Smart Notebook at Mortdale PS for making their own notebook files.
2. Planning for IWB lessons in whole school staff meetings. Staff demonstrating new e-learning tools e.g. Sunshine Books and Mathletics. Software is then installed on the student and staff network so that it is available for all users.

3. Staff regularly upskill others in the use of multi-media to enhance connected learning.

Target 3
Quality teaching in the other Key Learning Areas
Strategies to achieve this target include:
1. Use of quality framework to evaluate the teaching of Creative and Performing Arts.
2. Review of Quality teaching framework through Stage based meetings and planning sessions
3. Use of quality framework to evaluate the teaching of Personal Development /Health/ Physical Education
4. Review of Quality teaching framework in Stage based meetings and planning sessions.

Our achievements include:
1. Staff used reviewed strategies in classroom practice.
2. Staff formulated appropriate reporting strategies for these Key Learning Areas.
3. Re-writing of school scope and sequence in PD/H/PE to reflect curriculum requirements and the integration of outside agencies into the curriculum. These include Life Education, Interrelate, Jump Rope for Heart, Bravehearts, Cyber Bullying and the Power of One.
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 2010 our school carried out evaluations of school management and the Creative and Performing Arts.

Educational and management practice

Parents, staff and students were surveyed using the School Map survey on School Management.

The staff were surveyed on the following:

1. The school is continually looking at ways to improve its performance.
2. The school continually makes minor changes to its programs to improve what it does.
3. The school makes major changes from time to time to improve what it does.
4. Monitoring and evaluation of the school’s plans, policies, programs and practices are planned and ongoing.
5. Student interests, needs, abilities and systemic requirements determine the curriculum and school organisation.
6. Student welfare needs are reflected in the school’s policies, processes and practices.
7. The school’s processes and procedures address staff welfare needs.
8. Professional development is planned, systematic and effective.
9. The school’s plan policies, programs and practices are effectively supervised and supported.
10. The allocation of money and other resources are managed effectively.
11. A range of strategies is employed to ensure effective communication.

Background

The background to selecting management was to improve procedures in communication and to monitor the effect of change on the teaching staff.

Findings and Conclusions

For most of the questions, the staff were in agreement with the statements “almost always” or “usually”. The main areas for concern are employing a range of strategies to ensure effective communication (#11) and addressing student welfare needs (#6 & #7). It must also be noted that the total survey group was four teachers.

Future Directions

Ensuring effective communication between staff is a priority at all times. Procedures need to be put in place and followed through by all staff. Student welfare and discipline also needs to be consistent and in accord with school policies.
The parents and students were surveyed on the following identical questions:

1. The school is continually looking at ways to improve its performance.
2. The school continually makes minor changes to its programs to improve what it does.
3. The school makes major changes from time to time to improve what it does.
4. The school regularly measures the success of its programs.
5. The educational needs of all students are met by the school.
6. The school cares about the students and the discipline is fair.
7. The staff at the school are valued and supported.
8. Teachers undertake extra training to improve their classroom teaching.
9. The school is well organised.
10. The allocation of money and other resources are managed effectively.
11. The school communicates effectively with students and parents.

**Survey Responses**

**Responses**

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<tr>
<th>Question</th>
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<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
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**Background**

The background to selecting management was to improve procedures in communication and to monitor the effect of change on students and parents.

**Findings and Conclusions**

Question 3 is the major concern for parents and students. 50% of parents and 47% of students believed that “The school makes major changes from time to time to improve what it does” almost always or usually. For all of the other statements, 70% or more of students agree with the statement. 70% or more of parents agree with the other statements except for #11 where 40% of parents believe the other main issue is communication between school and home.

**Future Directions**

Managing change, making appropriate changes and communicating effectively with parents and students are areas needing development.
Curriculum
Staff, students and parents were surveyed on CAPA - the Creative and Performing Arts

Background
In 2009 the school presented an Art Show of student work as a culmination of learning in the creative arts. 2010 was chosen as the year of the performing arts. To provide a vehicle and focus for the performing arts the school decided to present a concert night of dance, drama, music, singing and acting. These two strands will now operate on a two year cycle as indicated below.

Findings and conclusions
Each group was asked to respond to the following seven statements with: strongly agree, agree or disagree. The statements are:

1. In visual arts my child gets to make interesting artworks based on what they are learning in class.
2. My child is encouraged to talk about not only their artwork but the artwork of others.
3. In the school the students are taught a variety of songs to perform for an audience.
4. In the school students are given opportunities to play an instrument.
5. Dance is important in the school.
6. The school, in presenting a range of performing arts in our school production, demonstrates that the school’s Performing Arts Program is of a high quality.
7. The school, in presenting a range of creative arts in our school’s art show in 2009, demonstrates that the school’s Creative Arts Program is of a high quality

Future Directions
From the responses given, students and parents have endorsed the school’s approach to the teaching of the Creative and Practical Arts. A two year cycle allows alternate years to specialize in either area and gives staff the opportunity to provide quality learning opportunities for all of our students. This will be our approach for the next three year cycle of school improvement.

Findings
All staff either strongly agree or agree with all seven statements. Staff are strongly supportive of the Creative and Performing Arts program.

All students either strongly agree or agree with all of the seven statements. In Statement 5, 16 out of 85 students disagree. In Statement 2, 11 out of 85 students disagree. For all other statements, 6 or less students disagree. This response demonstrates an overall endorsement of the Creative and Performing Arts program in its current form.

Parents agree with all of the seven statements with three-quarters of replies endorsing the Performing Arts program as being of a high quality.
Parent, Student, and Teacher Satisfaction

In 2010 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”. The new school’s website, the performing arts program / concert night, the dance program, e-learning programs e.g. Mathletics, are all major positives. Others include the community feel of the school, the Year 6/ Kindergarten buddy program, getting the BASC back at our school and the various enrichment programs such as the band and dance programs. Each stakeholder was also asked for “three things we want to see improved or changed”. There are no common themes but a range of responses that included; more feedback on student progress, better sun protection, more craft (making things such as leatherwork and macramé), more access to the library and the computer lab especially at lunchtimes, better signage around the school, and an introduction to music performance programs in the K-2 classes.

Professional Learning

In 2010, 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:

- Best Start Kindergarten assessment
- Emergency Care, CPR and asthma management
- Planning and programming in the other Key Learning Areas, particularly Physical Education/ Health and Personal Development.
- The Quality Teaching Model and Explicit teaching language and questioning
- Emergency planning procedures, Excursion and Complaints policies, Professional code of conduct
- Interactive learning
- Using COGS units (Connected Outcomes Group Units) in Science and Technology, and Human Society and Its Environment

The average expenditure per teacher on professional learning at the school level was $920.

School Development 2009 – 2011

At the end of 2008 a school plan for the next three year cycle was formulated. The three priority areas were Numeracy, Connected Learning and Quality Teaching.

Targets for 2011

The targets for 2011 fall under three broad headings: chance and data, connected learning and using consistent teacher judgment in the assessment of writing.

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 twice per term.
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:

- Use of quality framework to evaluate the teaching of chance and data through the use of metalanguage i.e. teaching the students the language of learning in chance and data e.g. probability, graph, axis, column, chance, bar, pie, frequency
- Review of school’s current scope and sequence section of Maths chart to revise how these sub strands are taught.
- Stage based meetings and whole school planning to ensure a consistent approach across the school.
• Improved results from students and demonstrated capability in chance & data.

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, and Leichardt PS.
3. Use of connected learning through DART to provide students with authentic distance educational learning.

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

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:
• Formulation of an assessment rubric for all writing samples.

• Correlation of school based assessment rubric with DET Foundation Statements and Board Of Studies curriculum material.
• The design of a student feedback sheet for writing samples to enable students to judge their sample against marking criteria.

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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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr