2010 Annual School Report
Bondi Beach Public School

NSW Public Schools – Leading the way
Our school at a glance

Bondi Beach Public School is privileged to be situated in a beautiful setting close to Sydney’s most famous beach.

We have an excellent reputation in the local and wider community.

Our school provides a range of quality educational programs which integrate information communication technologies leading to excellence in outcomes for all students.

Students

At the last audit, 313 students were enrolled at our school, of which 154 were girls and 150 were boys; 24% of our students have a language background other than English.

Staff

In 2010 we had 32 members of staff. This included the principal, three teaching executive, 18 teaching staff, one school counsellor, one youth worker, one school administrative manager, four school administrative officers, two school learning support officers and a general assistant. Some of these positions were only part-time.

All our dedicated and talented teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Our major school performance was Wesharia, an original, whole school musical production jointly funded by the Artists in Schools Grant, the Parents and Citizens Association (P&C) and the school.

The project started in Term 1, was further developed in Terms 2 and 3 and culminated with four sold out performances in our new hall in September. All students and staff were involved in the production.

We were fortunate to have Tracey Fellows, the managing Director of Microsoft, here as Principal for a day. Tracey was very impressed with our ICT resources and very kindly had some of her staff conduct professional learning in innovative software programs for BBPS teaching staff.

We are part of a global learning community and we encourage all our students to expand their horizons and think outside our local community. As a result, we applied to be part of the Sydney Region Expanding Horizons with China program. BBPS was allocated two sister schools in China: Hanjiang Experimental School and Hanjiang Foreign Languages Experimental School. This led to us forming a committee of interested parents: Denise Adair, Alicia Khoo, Lucy Wang and Nick Fitzimmons. We will explore the possibility of a cultural excursion to China in 2011 or 2012.

Every classroom has six networked computers and eight classrooms have an Interactive White Board (IWB). Our computer lab in the library, has 30 networked computers and our interactive classroom is equipped with an IWB and video conferencing equipment.

We participated in video conferences with NASA astronauts, hosted by Sydney Girls High School. Staff and students were also able to collaborate with global organisations, such as Microsoft.

One of the highlights this year was a visit to the school by the Gyuto Monks of Tibet. The monks conducted lessons for Kindergarten to Year 6 in art, history and culture.

Our before and after school Languages Other Than English (LOTE) program grew to include three languages: French, Mandarin and Spanish.

We continued our highly successful Kindergarten orientation and transition programs. As a result, we anticipate the formation of four Kindergarten classes in 2011.

We saw the construction of our new hall, funded by the Federal Government’s Building the Education Revolution stimulus package, and the installation of play equipment and refurbishment
of school amenities using the National Schools Pride (NSP) in our Schools funds.

NSP funds were also used to install large aluminium tables and bench seats for our students to use at lunch time and for outdoor activities. This has been an excellent result for our school.

Many of our students participated in the University of NSW Competitions, which test students in many academic disciplines, achieving very good results.

**Student achievement in 2010**

**Literacy – NAPLAN Year 3**

In Year 3, 39 students sat the NAPLAN literacy test in the areas of writing, reading, spelling, grammar and punctuation:

94% of students achieved at or above minimum standards.

**Numeracy - NAPLAN Year 3**

In Year 3, 40 students sat the NAPLAN numeracy test in the areas of number, patterns and algebra, measurement, data, space and geometry:

95% of students achieved at or above minimum standards.

**Literacy – NAPLAN Year 5**

In Year 5, 39 students sat the NAPLAN literacy test in the areas of writing, reading, spelling, grammar and punctuation:

100% of students achieved at or above minimum standards.

**Numeracy - NAPLAN Year 5**

In Year 5, 39 students sat the NAPLAN numeracy test in the areas of number, patterns and algebra, measurement, data, space and geometry:

100% of students achieved at or above minimum standards.

**Messages**

**Principal’s message**

Bondi Beach Public School continues to foster great community spirit, with its inclusive culture and exciting educational initiatives. We are proud of our reputation as an innovative school achieving excellence in academic, creative arts and sport programs.

Our community works cooperatively with our highly qualified and dedicated staff to provide a happy safe learning environment in which all children staff and parents are respected and valued as individuals.

There is a strong emphasis on quality teaching and learning. We encourage and support each child to achieve their full potential both academically and as socially and morally responsible citizens.

A well-rounded education is a high priority and we encourage children to develop a life-long love of learning.

This year has seen another year of growth and success for many in our community. Our NAPLAN results are excellent and University competition results are outstanding.
Our OOSH is an excellent facility and we thank Kathy, Kartini and Kira for embracing our school ethos and for providing a high quality service. Thank you to all in our community for your continued support. I am very proud to be principal with such dedicated talented staff, enthusiastic, motivated students and caring involved parents and carers.

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.

Maria Hardy
Principal
Honorary Associate Sydney University

P & C message

We aim to support teachers, staff and students at Bondi Beach Public School in making the school a better place to learn and play.

We run the canteen, with a mix of paid staff and volunteers, offering healthy meals and snacks five days a week. You can now place online orders for the canteen, and in 2011 we will be having a big push to get more families online.

The volunteers who run our uniform shop source durable, affordable clothing and accessories. The shop is open twice weekly for convenience.

The P&C also raises money to buy items identified by the staff. We fund a combination of cultural, sporting and classroom resources.

In 2010 we supported the whole-school musical Wesharia with additional director’s fees, and seating and lighting hire. The professional staging complemented the great performance.

Cricket nets are a big-ticket item on the wish list, and are a priority for our grants committee. In the meantime, we coordinated the Sports for Schools voucher collection and bought 20 sets of Speedminton for the school. The school also acquired equipment and uniforms through the Premiers Sporting Challenge.

Classroom resources attracted the biggest spend. This year we donated over $15 000 for reading resources pledged in 2009. We bought digital cameras for every classroom and some miscellaneous educational items. Our biggest outgoing was $32 000 for four interactive whiteboards (IWBs). Since we bought the school’s first IWBs in 2009, interest from teachers and students has skyrocketed.

All this spending would not have been possible without the generosity of local businesses and the amazing volunteer efforts of the people who organised and participated in the trivia night and silent auction, markets sizzles, City2Surf fund-raising, mothers’ and fathers’ day stalls, and children’s art fundraiser.

A big thank you is owed to everyone who supported our P&C activities throughout the year, and who attended our meetings to discuss important issues relating to our school.

Susan Woodland
P&C President

Student Representative Council Coordinator’s message

The BBPS Student Representative Council (SRC) comprises of two representatives from each class Years K-6. In addition our captains, vice captains and ministers also attend the meetings.
Our school leaders, in particular the captains and ministers play a vital role in the organisation of significant events and environmental matters.

Throughout the year the SRC organised fundraising events for Bandaged Bear Appeal (Westmead Children’s Hospital), Crazy Hair Day, Genes for Jeans day, Pink Ribbon Day and Movember.

As well as fundraising for charities the SRC also raised funds for SchoolAid's Victorian Bushfires Emergency Appeal.

Rebecca Devine  
SRC coordinator

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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

Bondi Beach Public School continued to achieve a steady growth in student enrolments.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>120</td>
<td>129</td>
<td>149</td>
<td>144</td>
<td>159</td>
</tr>
<tr>
<td>Female</td>
<td>88</td>
<td>94</td>
<td>119</td>
<td>132</td>
<td>154</td>
</tr>
</tbody>
</table>

Student attendance profile

School attendance has remained constant this year. Attendance rates are higher than the state average, with many absences being due to short family holidays. Parents and carers who need to take their child from school for more than 15 days are now required to complete exemption forms, which are approved by the School Principal.

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Management of non-attendance

Bondi Beach Public School staff record daily student attendance and maintain accurate attendance rolls. Staff work closely with parents and carers, their colleagues and the home school liaison officer to monitor the attendance of students. Parents and carers provide written information to explain student absences. Parents and carers sign in and sign out procedures exist.

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.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KX</td>
<td>K</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>KZ</td>
<td>K</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>6P</td>
<td>6</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5 6 B</td>
<td>5</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>5 6 B</td>
<td>6</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>1PG</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>3S</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3 4 CD</td>
<td>3</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>3 4 CD</td>
<td>4</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>
Structure of classes
According to the DET staffing formula the school was entitled to 13 classes which are parallel in their ability levels.

The school also employed a dance teacher, music teacher, singing teacher, computer co-ordinator and sports teacher.

Reading recovery operated every morning until 11.00 am for Year 1 students.

School funding also enabled additional time for the support teacher learning assistance and executive release.

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

Bondi Beach Public School has dedicated caring and professional teachers and ancillary staff who are committed to providing the best learning opportunities for all students. Staff are involved in ongoing professional learning both on and off site. Teachers participate in collaborative planning sessions and weekly professional learning workshops. At other times staff attend off site regional professional learning.

Teachers were supported by two school learning support officers, one counsellor and one youth worker.

The school community was supported by the school administrative manager and one full-time and four part-time administrative officers and one general assistant.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>

Staff retention
At the end of Term 2, one teacher retired and one teacher was appointed as a permanent member of staff.

Teacher qualifications
All teaching staff met 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>85%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15%</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>98 615.28</td>
</tr>
<tr>
<td>Global funds</td>
<td>175 310.01</td>
</tr>
<tr>
<td>Tied funds</td>
<td>58 746.96</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>387 005.48</td>
</tr>
<tr>
<td>Interest</td>
<td>5 384.30</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>12 486.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>737 548.38</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>89 299.97</td>
</tr>
<tr>
<td>Excursions</td>
<td>8 549.46</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>137 457.05</td>
</tr>
<tr>
<td>Library</td>
<td>1 869.35</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>473.51</td>
</tr>
<tr>
<td>Tied funds</td>
<td>102 835.490</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>55 386.85</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>114 384.37</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>39 327.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>21 815.09</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>9 847.07</td>
</tr>
<tr>
<td>Capital programs</td>
<td>40 240.87</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>621 486.08</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>116 062.30</strong></td>
</tr>
</tbody>
</table>

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.
School performance 2010

Achievements

Arts

Our commitment to educating the whole child involves providing a strong innovative Creative and Performing Arts Program.

Dance

We had another very successful year. K-6 students had weekly dance classes with Ms Devine.

Our dance ensembles auditioned and were selected for regional and state festivals, gaining valuable performing experience. The Senior Dance Ensemble performed in the Sydney Region Dance Festival and in the State Dance Festival at the Seymour Centre, Martin Place and Circular Quay. The Junior Dance Ensemble performed in the Showcase at South Sydney Juniors Leagues Club and in the Schools Spectacular at the Entertainment Centre.

All students performed in Wesharia. They also brainstormed descriptions of their characters and chose movement words from the Creative Arts Syllabus’ Dance Elements, in order to explore their movement compositions. These contributed to the choreographic development of the musical production.

Music

All students had one hour music lesson each week with Mr West. Junior students learned about the music elements as they learned to play recorder, xylophone, keyboard and percussion, and started to learn how to read music. The keyboard room continued to be a hive of activity as senior students studied a range of contemporary songs and how to play them on the keyboard. Senior students also learned how to play a rock beat, compose songs using the pentatonic scale and about the history of rock and roll.

Students in Years 3-6 also were treated to special performances by parent Jeremy Sawkins, who gave a guitar demonstration, and Jim Conway, who taught them how to make instruments out of recycled materials.

As part of their study of composition, senior students collaborated to perform musical items at a number of special assemblies, including the Reconciliation Assembly. Another highlight was the emerging rock band, made up of Year 4 students coached by ex-student Matt Murphy.

In Terms 2 and 3 we all focused on the school musical, Wesharia. Students in Years 3-6 composed short pieces in keyboard class, under Mr West’s guidance, that were later recorded with some being used as part of the musical soundtrack of the show. In addition, Mr West collected a range of drums and other recycled materials and formed a Found Object Band (FOB). They composed a range of catchy rhythms that provided a funky soundtrack to much of the musical.

Our band program continued this year under the tuition of Mr West. Due to increasing numbers we now have three bands; beginner, junior and senior. Students learned how to play trumpet, clarinet, saxophone or drums and to read music and collaborate in their band group for rehearsals and performances. These groups performed at many assemblies and special days, including the Anzac Day assembly and Open Day.
Violin performances involved the Instrumental Festival at the Opera House, citizenship ceremonies at Waverley Council, and other council initiatives such as Festival of the Winds, Festival of Winter and Christmas Carols.

The choir performed at special school events such as Harmony Day, Open Day and Presentation Day. Proud representatives of our school, the choir, also performed at a range of events. Highlights include: Waverley Council citizenship ceremonies, the Combined Primary Schools Choir Concert at Rose Bay Secondary College, appearing in front of 2700 people at The Entertainment Centre as the featured children’s choir with the international show, Abbamania, singing at the Artists is Schools Grant Showcase at Casula Powerhouse Arts Centre, and performing Christmas in Bondi to 50 of Oprah Winfrey’s American fans.

We ended the year with the marvellous news that one of our students had successfully auditioned for the Conservatorium High School – a highly selective school.

Visual Arts

All students had visual arts lessons with their class teachers. Stage 2 were successful in being selected for the Koori Arts Expressions exhibition at the Australian Museum and at the Atrium of the DET State Office in Bridge Street, Sydney.

One of our students won the Artists’ Choice prize at Sculptures by the Schools.

Sport

Our sports program involved a mixture of competitive and non-competitive activities. We participated in tennis, gymnastics, tae kwon do, swimming and surfing lessons; and competed in the Public Schools Sports Association (PSSA) competitions in Rugby League, soccer and netball.

BBPS was represented admirably by our students in athletics and cross country festivals. Some of our talented students went on to represent us at regional and state level in various sports.

Other students trialled successfully for cricket, AFL, Rugby, Rugby League, netball and soccer competitions.

Some students were selected by outside agencies and sporting clubs to take part in competitions for their age groups. For example, some of our students went on to play representative football for Sydney University and one was selected to be part of the inaugural Sydney Swans Academy.

Academic

International Competitions and Assessments for Schools (ICAS) are conducted by the University of NSW.

In 2010 students in Years 3-6 were invited to participate in the English, Mathematics, Science, Writing and Computer competitions. ICAS provides an opportunity for students to gain a measure of their achievement in an external assessment situation.

English competition

- 34 students participated and were awarded 8 distinctions, 9 credits and 15 participation certificates.

Mathematics competition

- 33 students participated and were awarded 1 distinction, 12 credits and 20 participation certificates.

Spelling competition

- 32 students participated and were awarded 3 distinctions, 10 credits and 19 participation certificates.
Writing competition
- 26 students participated and were awarded 6 credits and 20 participation certificates.

Science competition
- 33 students participated and were awarded 4 distinctions, 10 credits and 19 participation certificates.

Computer competition
- 34 students participated and were awarded 1 high distinction, 8 distinctions, 15 credits and 10 participation certificates.

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

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

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)

Note: State growth scores are for students in DET schools only.
Growth data for Spelling and Grammar & Punctuation and comparison data for the newly created SSG categories is only available for the period 2008-10.

This year at Bondi Beach Public School:
- 39 students from Year 3 sat the literacy test (22 boys, 17 girls);
- 40 students from Year 3 sat the numeracy test (23 boys, 17 girls);
- 39 students from Year 5 sat the literacy and numeracy tests (19 boys, 20 girls).

Literacy – NAPLAN Year 3

Reading

The analysis of the reading results for Year 3 students shows that:
- 36% of our students achieved band 6 in reading compared with the state average of 25%
- 15% of our students achieved band 5 in reading compared with the state average of 19%
- 23% of our students achieved band 4 in reading compared with the state average of 24%
- 10% of our students achieved band 3 in reading compared with the state average of 16%
- 13% of our students achieved band 2 in reading compared with the state average of 12%
- 3% of our students achieved band 1 in reading compared with the state average of 4%.

In reading, year 3 students demonstrated strengths in:
- Inferring the main message in a fable
- Identifying a persuasive strategy in a paired persuasive text
- Interpreting the motivation for a character’s actions in a narrative text.

Writing

The analysis of the writing results for Year 3 students shows that:

- 23% of our students achieved band 6 in writing compared with the stage average of 22%
- 28% of our students achieved band 5 in writing compared with the stage average of 29%
- 31% of our students achieved band 4 in writing compared with the stage average of 28%
- 8% of our students achieved band 3 in writing compared with the state average of 13%
- 3% of our students achieved band 2 in writing compared with the state average of 5%

- 7% of our students achieved band 1 in writing compared with the state average of 3%.

In writing, Year 3 students demonstrated strengths in:

- Using verbs, adverbs, adjectives and nouns accurately
- Using correct links between sentences and paragraphs
- Using accurate sentence punctuation.

Spelling

The analysis of the spelling results for Year 3 students shows that:

- 18% of our students achieved band 6 in spelling compared with the state average of 19%
- 21% of our students achieved band 5 in spelling compared with the state average of 24%
- 23% of our students achieved band 4 in spelling compared with the state average of 23%
- 18% of our students achieved band 3 in spelling compared with the state average of 19%
- 15% of our students achieved band 2 in spelling compared with the state average of 10%
- 5% of our students achieved band 1 in spelling compared with the state average of 5%.

In spelling, Year 3 students demonstrated strengths in:
- Correctly spelling one and two syllable words
- Identifying and correcting errors
- Correctly spelling words with suffix – er.

**Grammar and punctuation**

The analysis of the grammar and punctuation results for Year 3 students shows that:
- 21% of our students achieved band 6 in grammar and punctuation compared with the state average of 26%
- 23% of our students achieved band 5 in grammar and punctuation compared with the state average of 23%
- 23% of our students achieved band 4 in grammar and punctuation compared with the state average of 19%
- 13% of our students achieved band 3 in grammar and punctuation compared with the state average of 14%
- 10% of our students achieved band 2 in grammar and punctuation compared with the state average of 10%
- 10% of our students achieved band 1 in grammar and punctuation compared with the state average of 8%

In grammar and punctuation, Year 3 students demonstrated strengths in:
- Identifying correct closing punctuation in a complex sentence
- Identifying correct capitalisation in a simple sentence
- Locating a missing apostrophe of contraction in a compound sentence.

**Numeracy – NAPLAN Year 3**

The analysis of the grammar and punctuation results for Year 3 students shows that:
- 21% of our students achieved band 6 in grammar and punctuation compared with the state average of 26%
The analysis of the overall numeracy results for Year 3 students shows that:

- 15% of our students achieved band 6 in overall numeracy compared with the state average of 14%
- 20% of our students achieved band 5 in overall numeracy compared with the state average of 22%
- 18% of our students achieved band 4 in overall numeracy compared with the state average of 22%
- 25% of our students achieved band 3 in overall numeracy compared with the state average of 25%
- 18% of our students achieved band 2 in overall numeracy compared with the state average of 14%
- 5% of our students achieved band 1 in overall numeracy compared with the state average of 4%.

In numeracy, Year 3 students demonstrated strengths in:

- Identifying expanded form of a 3-digit number
- Following directions to locate position on a grid
- Solving single step problems involving addition, subtraction and multiplication
- Identifying division expression as solution to word problem.

Literacy – NAPLAN Year 5

Reading

The analysis of the reading results for Year 5 students shows that:

- 26% of our students achieved band 8 in reading compared with the state average of 16%
- 25% of our students achieved band 7 in reading compared with the state average of 15%
- 23% of our students achieved band 6 in reading compared with the state average of 22%
- 21% of our students achieved band 5 in reading compared with the state average of 24%
- 5% of our students achieved band 4 in reading compared with the state average of 14%
- 0% of our students achieved band 3 in reading compared with the state average of 9%. 

Percentage of students in bands: Year 5 reading
In reading, Year 5 students demonstrated strengths in:

- Linking information across two sections of a simple information text
- Recognising the purpose of a text feature
- Using tone and content to identify a change in a character’s attitude in a text.

**Writing**

![Percentage of students in bands: Year 5 writing](chart)

The analysis of the writing results for Year 5 students shows that:

- 8% of our students achieved band 8 in writing compared with the state average of 10%
- 18% of our students achieved band 7 in writing compared with the state average of 15%
- 41% of our students achieved band 6 in writing compared with the state average of 37%
- 31% of our students achieved band 5 in writing compared with the state average of 23%

- 2% of our students achieved band 4 in writing compared with the state average of 10%
- 0% of our students achieved band 4 in writing compared with the state average of 5%.

In writing, Year 5 students demonstrated strengths in:

- Elaborating ideas in a narrative
- Using paragraphs
- Using the correct links between sentences.

**Spelling**

![Percentage of students in bands: Year 5 spelling](chart)

The analysis of the spelling results for Year 5 students shows that:

- 21% of our students achieved band 8 in spelling compared with the state average of 12%
- 15% of our students achieved band 7 in spelling compared with the state average of 23%
- 28% of our students achieved band 6 in spelling compared with the state average of 26%
- 26% of our students achieved band 5 in spelling compared with the state average of 22%
- 10% of our students achieved band 4 in spelling compared with the state average of 12%
- 0% of our students achieved band 3 in spelling compared with the state average of 5%.

In spelling, Year 5 students demonstrated strengths in:
- Correctly spelling one, two and three syllable words
- Correctly spelling homophones
- Identifying and correcting errors.

**Grammar and punctuation**

The analysis of the grammar and punctuation results for Year 5 students shows:
- 15% of our students achieved band 8 in grammar and punctuation compared with the state average of 16%
- 44% of our students achieved band 7 in grammar and punctuation compared with the state average of 26%
- 10% of our students achieved band 6 in grammar and punctuation compared with the state average of 18%
- 26% of our students achieved band 5 in grammar and punctuation compared with the state average of 20%
- 3% of our students achieved band 4 in grammar and punctuation compared with the state average of 13%
- 2% of our students achieved band 3 in grammar and punctuation compared with the state average of 7%.

In grammar and punctuation, Year 5 students demonstrated strengths in:
- Identifying the correct punctuation for sentences and direct speech
- Identifying clauses in a complex sentence
- Identifying the apostrophe of possession in a complex sentence.

**Numeracy – NAPLAN Year 5**
The analysis of the numeracy results for Year 5 students shows:

- 8% of our students achieved band 8 in numeracy compared with the state average of 13%
- 28% of our students achieved band 7 in numeracy compared with the state average of 17%
- 35% of our students achieved band 6 in numeracy compared with the state average of 24%
- 26% of our students achieved band 5 in numeracy compared with the state average of 28%
- 3% of our students achieved band 4 in numeracy compared with the state average of 13%
- 0% of our students achieved band 3 in numeracy compared with the state average of 5%.

In numeracy, Year 5 students demonstrated strengths in:

- Problem solving related to graphs
- Identifying a fraction as part of a whole
- Solving word problems involving addition, multiplication and capacity
- Identifying a decimal in expanded form.

**Progress in literacy**

**Reading**

- Average progress in reading between Year 3 and Year 5

**Writing**

- Average progress in writing between Year 3 and Year 5

**Spelling**

- Average progress in spelling between Year 3 and Year 5

**Grammar and punctuation**

- Average progress in grammar & punctuation between Year 3 and Year 5
Progress in numeracy

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.

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

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>90</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</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>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>97</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Note:** Because exempted students are included with students not meeting the minimum standard the percentages above will not necessarily correspond with those reported in the band percentage tables.

Significant programs and initiatives

**Aboriginal education**
We pride ourselves in the way our staff integrate Aboriginal perspectives into many aspects of the curriculum.

This year we worked with the Regional Aboriginal Education team, who provided professional learning for our staff in Aboriginal cultural awareness. Aunty Fay, a member of the team, attended some of our Reconciliation and NAIDOC assemblies.

Stage 2 teachers and students participated in the regional Koori Art Expressions program, *Unsung Heroes, Closing the Gap by Leading Their Way*, with three of our artworks being selected for the exhibition shown at the Australian Museum. Two of these works went on to be exhibited at the head office of the NSW Department of Education and Training in February and March 2011, as part of a smaller exhibition.

We were proud of one of our Aboriginal students who received a Sydney Region *Deadly Kids Doing Well* Award for outstanding achievement.

**Multicultural education**
We welcomed many new students from overseas and provided a teacher of English as a Second Language (ESL), Ms Gill, who supported students
who have a language background other than English (LBOTE).

Ms Gill supported LBOTE students with specific English needs and five new arrivals who enrolled with no English knowledge.

Our school celebrated Harmony Day, Senior Citizens Week, Education Week, Book Week, Reconciliation week and NAIDOC Week.

We continued our before and after school languages other than English program. Spanish lessons were provided by Zea Vargas and French by Fun Language Clubs, whose staff also took over the Mandarin lessons toward the end of the year.

The school hosted study tours for overseas teachers and principals, who commented positively on our school programs and practices.

Respect and responsibility

Our restorative practices philosophy underpins all programs and is embedded within our quality teaching and learning.

Values education and service learning help to develop a local and global responsibility and many student led initiatives resulted in positive outcomes for our community.

Connected learning

In Term 3 students in Years 3-6 began using a new online blogging tool, available through the DET. In addition to being a platform for displaying work and reflecting on class topics, blogs were used as a class portal, where the teachers posted homework information, handouts, useful links and other resources for easy access at school or at home.

Gifted and talented

Ten academically gifted students from Years 5 and 6 participated in the maGneT program, offered by Rose Bay Secondary College (RBSC) and coordinated with other local primary schools. In 2010, there were 65 students involved from 11 local primary schools.

These students attended the college for one day per week across seven weeks and undertook a variety of stimulating and highly challenging units, designed to cater for the interests and abilities of the maGneT students and provide them with the opportunity to further develop their academic interests. Each unit extended laterally from the normal Stage 3 curriculum allowing students the opportunity to explore such areas as Ethics, Laws & Morality, History and Mythology, Cryptography and Science. These units were designed and taught for the maGneT students by Educational Consultant Mr Daniel Judd and expert teachers from the Science Faculty at the college, Mr Ben Pickering and Mr Tim Jamieson.

Our gifted students excelled in the program demonstrating their high intellectual capabilities. Evaluation of the program by RBSC, highlighted the value of the program to highly gifted students. It provides an opportunity for students to develop and enhance their intellectual strengths, in an academically safe environment, with peers who have the same interests and capabilities.

Two students represented our school at the grand final of Number Crunchers, a regional initiative hosted by ABC presenter Adam Spencer at the Powerhouse Museum.

Public speaking and debating

All students participated in the Public Speaking program. Students from each stage were selected to compete in the annual school public speaking competition and finalists then went on to represent the school in the Bondi District Public Speaking Competition. One Stage 3 student advanced to the finals. All Years 3-6 students participated in the school Multicultural Public Speaking Competition and students were selected to compete in the district competition.

Stage 3 students were given the opportunity to develop debating skills and to participate in the Bondi District Debating Competition. They
demonstrated a high level of commitment, enthusiasm and debating skills.

Environmental education

After letting our vegetable garden lay dormant for six months due to the building of the new hall, we started planting out again half way through the year.

A parent run initiative, the vegetable garden at Bondi Beach Public School continues to thrive. As in previous years, the students chose what they wanted to grow and then the parents ran gardening classes throughout the week. The canteen uses the produce to make food to sell to the students.

A new environmental initiative that was introduced this year by our environmental ministers was the Rubbish Round-up. Students and classes earned rewards for collecting rubbish from the playground.

In Semester 2, all students took part in our bi-annual school production, Wesharia, which focused on the importance of sustainability.

Progress on 2010 targets

The DET Office of Schools Plan 2009-2011 provided schools with six priority areas for that period. These six priority areas are: Literacy, Numeracy, Student Engagement and Retention, Aboriginal Education and Training, Teacher Quality and Connected Learning.

Target 1

Teacher Quality

To increase teacher capacity to improve student learning outcomes in all key learning areas and to enhance school leadership capacity for school improvement.

Our achievements include:

- Aspiring executive participating in regional leadership programs in 2010.
- Elements of the Quality Teaching and Learning Framework more evident in class programs and classroom practices.

Target 2

Literacy

To continue to improve student outcomes in literacy with 95% of Year 3 and Year 5 students achieving at or above state average in NAPLAN.

Our achievements include:

- 95% of Years 1-6 students demonstrating improved performance in literacy assessments and standardised spelling tests
- 80% of Kindergarten students achieving Reading Recovery level 5 or above by November, with 10% reading texts level 10 and above
- 90% of Year 1 students achieving reading level 16 or above by November
- 90% of Year 2 students achieving reading level 26 or above by November
- most Year 3 students achieving at or above state and national benchmarks in NAPLAN literacy test
- most Year 5 students achieving at or above state and national benchmarks in NAPLAN literacy test.

Target 3

Numeracy

To continue to improve student outcomes in numeracy with 95% of Year 3 and Year 5 students achieving at or above state average in NAPLAN.

Our achievements include:

- 90% of Year 2 students achieving SENA 1 by the end of November
- 90% of Year 4 students achieving SENA 2 by the end of November
- most Year 3 students achieving at or above state and national benchmarks in NAPLAN Numeracy test
most Year 5 students achieving at or above state and national benchmarks in NAPLAN Numeracy test.

Target 4

Connected Learning

Using interactive technologies for learning, teaching and professional learning.

All staff trained in Interactive Whiteboard (IWB) software programs and video conferencing facilities.

Our achievements include:

- cooperative learning being supported by Information Communication Technology (ICT) in all classrooms
- classrooms being well resourced and ICT learning opportunities being enhanced
- increased number of computers for every classroom
- having an interactive whiteboard installed in six classrooms
- increased number of classes involved in blogging and video conferences
- successful implementation of the newsletter emailing system for community members, thus reducing the environmental footprint of the school.

Target 5

Aboriginal Education and Training

Strengthen literacy and numeracy results for Aboriginal students to ensure they achieve at or above state and national benchmarks.

Continue to develop a school culture and practice that respects and responds to every student’s aspirations, culture, gender and learning potential.

Our achievements include:

- 100% of staff committed to implementing the Aboriginal Education and Training Policy
- Aboriginal and Torres Strait Islander authors and themes being well represented in our teaching resources and curriculum implementation
- DET Professional Learning in Aboriginal Education was evaluated positively by staff.

Target 6

Student Engagement and Retention

Improve social and emotional well-being and skills for life of every student.

Have 98% of students attend school every day and improve punctuality of the 2% of latecomers.

Our achievements include:

- a Restorative Practices approach embedded in our student welfare policy and school practices and procedures
- having a positive school culture and climate that supports inclusion and builds student resilience
- a reduced number of students sent to time out and/or support desks.

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 teaching, English and school culture amongst students in Years 2-6, parents and carers, and teachers.

Educational and management practice

Teaching

Background

The plan of outcomes and teaching sequences is designed to implement syllabus requirements. It allows students to demonstrate achievement of outcomes and promotes the optimal development of students. In this survey we wanted to investigate how students, parents and carers perceive the relevance of the curriculum and how the school responds to students’ individual needs.

Findings and conclusions

- 96% of students, 97% or parents and carers, and 100% of staff agreed that learning is important
88% of students, 89% of parents and carers, and 100% of staff stated that teachers provide lessons that are interesting and help students learn.

92% of students, 68% of parents and carers, and 100% of staff reported that teachers tell students what they are learning and why.

80% of students, 92% of parents and carers, and 100% of staff agreed that the way teachers manage the class helps students to learn.

88% of students and 92% of parents and carers stated that teachers know what students can do and what they need to learn.

79% of students and 94% of parents and carers agreed that teachers keep records and samples of students’ work to include in school reports.

80% of students, 61% of parents and carers, and 75% of staff agreed that students understand how their learning will be assessed.

88% of students, 87% of parents and carers, and 100% of staff agreed that school reports and parent interviews provide clear information about students’ learning.

**Future directions**

- Ensure staff use strategies to link teaching and learning and assessing for students, eg WALT (What am I learning to do?) and WILF (What am I looking for?).
- Include information about assessment tasks in the class curriculum overviews distributed to parents and carers each term.

**Curriculum**

**English**

**Background**

The development of strong literacy skills with an emphasis on guided reading, independent writing, spelling and grammar has been a priority of the school for many years. A significant amount of funds has been allocated to purchase multiple copies of books for guided reading, home readers, software, big books, listening posts and quality literature. We evaluated English to determine the effectiveness of school programs in this key learning area.

**Findings and conclusions**

- 98% of parents and carers agreed that their child is developing skills in reading.
- 93% of parents and carers agreed that their child is developing skills in writing.
- 95% of parents and carers agreed that their child enjoys reading.
- 77% of parents and carers agreed that their child enjoys writing.
- 84% of parents and carers reported that their child enjoys topic talks and public speaking.
- 100% of parents and carers felt confident to assist their child with reading, writing and spelling at home.
- 72% of parents and carers agreed that school has kept them well informed of their child’s progress in English.
- 93% of parents and carers would like to learn more about how reading, writing, spelling, grammar and punctuation are taught.
- 60% of parents and carers were satisfied with the frequency of reporting in English.
- 93% of parents and carers found the report on their child’s progress in English easy to understand.
- 100% of staff compare student work samples when preparing school reports.

**Future directions**

- Develop a whole school system to track student achievement.
- Staff will provide regular feedback to students and their parents and carers on their progress in English.
- Continue to conduct sessions for parents and carers in reading, writing, spelling, grammar and how to help their child at home.
Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents and carers about the school culture. Their responses are presented below.

The majority of parents and carers commented on our positive school culture:

- 93% of parents and carers, and 100% of staff agreed that the school knows about the families and community it serves.
- 93% of parents and carers, and 100% of staff stated that school leaders have a strong influence on school culture.
- 97% of parents and carers, and 100% of staff appreciated that the school often praises and rewards individuals who are successful.
- 93% of parents and carers, and 100% of staff appreciated the strong focus on individual students and their wellbeing.
- 96% of parents and carers agreed that the school encourages students to achieve their best.
- 85% of parents and carers, and 100% of staff agreed that the school continually makes changes to improve its programs and practices.
- 100% of staff identified a high level of collegiality and support.
- 100% of staff appreciated opportunities for professional learning.
- 85% of parents and carers agreed that the school is continually finding ways to improve what it does.
- 89% of parents and carers, and 100% of staff agreed that, when necessary, the school makes important changes to what it does.

Future directions

- Continue strong focus on programs and practices to promote student well being.
- Continue to provide professional learning and in class support to develop and enhance staff.

- Communicate school improvement initiatives in the newsletter and at P&C meetings.
- Increase school community involvement in changes to school programs and events.

Professional learning

The school received funds from the NSW Department of Education and Training (DET) to provide for teacher release from class and course fees. Professional learning is related to areas identified in the school plan and DET target areas. Literacy, numeracy and ICT have been the major focus areas for professional learning this year. Tied funds of $8,840 were spent to facilitate this learning. Average expenditure per teacher on professional development at school level was $700.

All staff participated in professional learning sessions throughout the year including staff development days, weekly meetings and stage meetings. Teachers attended a range of external conferences and workshops, which included the following areas: leadership, quality teaching, welfare, Best Start, literacy, numeracy, ICT, Aboriginal Education, and Restorative Practices.

Robyn Wild was an excellent facilitator for Guided Reading and she will continue to provide support in literacy for us in 2011.

In order to have a whole school approach to improving grammar, punctuation and vocabulary development, Mrs Buys provided sessions on VCOP (vocabulary, connectives, openers and punctuation).

Mrs Cairns conducted practical sessions in using computer technology and on how to use our interactive white boards to improve student learning and engagement.

Miss Devine was invited to provide professional learning in Dance for staff in other schools across the Sydney region.

Our staff development days at the end of the year focused on the team planning for learning activities in 2011 and discovering how to create and edit digital animations.

Mandatory training in Child Protection, Emergency Care and CPR took place. A series of workshops to better help and manage our
students with asthma and anaphylaxis were held at the school. Support and administrative staff attended courses relevant to their areas of responsibility.

**School development 2009 – 2011**

We will continue to develop whole school approaches to student well being and quality teaching and learning to ensure enhanced outcomes for students in literacy, numeracy, student engagement and retention, Aboriginal education, teacher quality and connected learning.

**Target 1**

**Teacher Quality**

*To increase teacher capacity to improve student learning outcomes in all key learning areas and to enhance school leadership capacity for school improvement.*

- Strategies to achieve this target include:
  - Release teachers for collaborative planning to develop units of work that differentiate the curriculum.
  - Aspiring executive participate in regional leadership professional development programs.
  - Providing professional learning opportunities by encouraging class teachers to relieve in executive positions.
  - Provide Best Start training for Early Stage 1 staff.
  - Staff develop effective assessments and use school based data and NAPLAN data to inform planning programming and class organisation.

Our success will be measured by:

- Quality Teaching Framework evident in programs, policies and classroom practices.
- Staff collaboratively plan to enhance learning outcomes for students.

**Target 2**

**Literacy**

*To continue to improve student outcomes in literacy with 95% of Year 3 and Year 5 students achieving at or above state average in NAPLAN.*

- Provide professional learning on high order thinking skills and reading comprehension strategies.
- Purchase resources to support guided and independent reading.
- Implement VCOP K-6.
- Implement whole school spelling plan.

Our success will be measured by:

- High order thinking skills are embedded in classroom programs and practices.
- VCOP displays and activities are in all classrooms.
- Sequential teaching of spelling strategies.
- Improved inferential and critical reading skills of students.
- Increased number of students borrowing from the library.
- Improved growth for students in years 3 and 5 as measured by NAPLAN.

**Target 3**

**Numeracy**

*To continue to improve student outcomes in numeracy with 95% of Year 3 and Year 5 students achieving at or above state average in NAPLAN.*

Strategies to achieve this target include:

- Provide professional learning in *Count Me In Too* and *Counting On*.
- Purchase resources to support teaching and learning programs in Mathematics.
- Use *SENA* and *PAT* data to track and monitor student progress.
- Incorporate problem solving and open ended strategies into class programs.
- Participate with Rozelle Public School, Stanmore Public School and Ultimo Public
School in community of mathematics practice.

Our success will be measured by:

- Increased opportunity for group work and individualised instruction.
- Improved student performance in school based assessments.
- Students engaged in open ended and challenging tasks.
- Students demonstrate increased confidence in mathematics activities.
- Improved growth for students in Years 3 and 5 as measured by NAPLAN.

Target 4

Connected Learning

Using interactive technologies for learning, teaching and professional learning.

All staff trained in Interactive Whiteboard software programs and video conferencing facilities.

Strategies to achieve this target include:

- Install a further four interactive white boards throughout the school.
- Purchase additional desktop computers, laptops and laptop benches.
- Professional learning for staff in IWBs.
- Review and update scope and sequence to enable new ICT skills to be embedded in all teaching and learning programs.

Our success will be measured by:

- Video Conferencing utilised by all staff and students.
- ICT Learning opportunities for students are enhanced.
- Programs are innovative and engage students.
- All staff use a variety of technologies including IWBs to support student learning.
- Increased engagement of students.
- ICT is integral to classroom learning.

- Schools website is informative and communication with school community is improved.

Target 5

Aboriginal Education and Training

Strengthen literacy and numeracy results for Aboriginal students to ensure they achieve at or above state and national benchmarks.

Strategies to achieve this target include:

- Continue to develop a school culture and practice that respects and responds to every student’s aspirations, culture, gender and learning potential.
- Invite Sydney region Aboriginal Education team to school events.
- Continue to have an Acknowledgement of Country at every assembly and school event.
- Continue to fly the Aboriginal flag and Torres Strait Islander flag every day.
- Provide professional learning for staff in Aboriginal Education.
- Stage 2 students participate in Koori Art Exhibition.
- All students participate in Aboriginal mural.

Our success will be measured by:

- All staff engages in mandatory Aboriginal Education training on-line.
- Aboriginal elders participate in school events.
- School community awareness of Aboriginal culture, history and art, raised through information sessions and school events and Aboriginal mural.

Target 6

Student Engagement and Retention

Improve social and emotional well-being and skills for life of every student.

Have 98% of students attend school every day and improve punctuality of the 2% of late comers.
Strategies to achieve this target include:

- Review student discipline policy with students and parents.
- Provide Restorative Practices session for parents.
- Continue to implement Bounce Back and Circle time.
- Employ a gifted and talented coordinator.
- Review school emergency management plan and regularly practise emergency evacuation and lock down procedures.

Our success will be measured by:

- Classroom practice and programs demonstrate a focus on student well-being.
- All staff is aware of the needs of gifted and talented students.
- Identification of gifted and talented students, and the subsequent provision of learning opportunities to maximise their potential.
- Results from competitions reflect the success of the gifted and talented program.
- Increased engagement for all students.

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.

Maria Hardy, Principal
Sarah Shannon, Relieving Assistant Principal
Zea Vargas, School Administration Officer
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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: