2009 Annual School Report
Bondi Beach Public School

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

Students

Our enrolments in 2009 were 278 students, 145 male and 133 female students, comprising 32% from a diverse range of cultural backgrounds.

Staff

All teaching staff met the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Aboriginal artist in residence

In Term 3, Mr Jimmy Smith, an Aboriginal elder was invited to work with all classes in the school. Over three days he led Visual Arts workshops with K-2 students who produced artworks based on their handprints, while Year 3-6 students learned about the major nation groups of Aboriginal Australia, which they mapped in traditional Aboriginal earth colours.

Technology

Our Parents and Citizens Association (P&C) raised funds to purchase interactive whiteboards and these were installed in two classrooms.

Some of our school funds were used to purchase 28 computers in order to ensure that there are six computers in each classroom so that technology is integrated effectively into daily classroom practice.

The school also received an additional allocation of eight computers and a new server from the NSW Department of Education and Training (DET).

Student achievement in 2009

The following summary describes our students’ achievements in the National Assessment Program Literacy and Numeracy (NAPLAN) tests held in May 2009:

- 94% of our Year 3 students scored above the national minimum standard for overall literacy.
- 84% of our Year 3 students scored above the national minimum standard for number, patterns and algebra.
- 98% of our Year 3 students scored above the national minimum standard for measurement, space and geometry.
- 97% of our Year 5 students scored above the national minimum standard for overall literacy.
- 87% of our Year 5 students scored above the national minimum standard for number, patterns and algebra.
- 100% of our Year 5 students scored above the national minimum standard in measurement, space and geometry.

Messages

Principal's message

Bondi Beach Public School is a community school that prides itself on building positive relationships and providing quality teaching and learning programs. Our exciting educational programs enable each student to achieve their personal best while developing a life-long love of learning.

Our location forms an important part of our identity. Our school song, which was written this year by our singing teacher, Ms Cassy Bartolomei, who is also one of our parents, reflects our appreciation of our diverse cultural backgrounds.

Our school provides a safe, supportive and educationally stimulating environment for all our students. In 2009 there was a high level of parent and community participation in the school which greatly enhanced the opportunities provided for our students.

Our dedicated staff continued their commitment to professional learning and the implementation of innovative programs to improve the learning outcomes of our students.

Congratulations to our students for their outstanding achievements in Literacy and Numeracy, the arts and on the sporting fields this year.

Finally, I would like to take this opportunity to thank our school community for their commitment and support in 2009.

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
Parents & Citizens Association message

It has been a good year for the P&C managed canteen, the Shark Bite Cafe. The cafe, which is staffed by a mixture of paid staff and volunteers, supplies affordable healthy meals and snacks five days a week.

The uniform shop is entirely run by volunteers and is open two mornings per week. The team of Denise Adair, Jane Cichero, Nadia Pashley and more recently Deb Contos have taken the shop from running at a deficit to well into the black.

Our sausage sizzles at the Sunday Markets have had a profitable run thanks to some ever reliable helpers and, in particular, Scott Milson, who manages the ordering and smooth running of these events.

Students were given the opportunity to purchase gifts for the special people in their lives at the popular Mother’s and Father’s Day stalls. Brenda Miley and Felicity Simpson coordinated the stalls and items were donated by families.

A number of our parents have expertise in many areas and were generous with their time providing advice and support on a range of projects. Thank you to everyone who helped through the year and, in particular, Phil Moore and Chris Walsh, who were very involved in negotiations about our new school hall, play equipment and gardens.

The City2Surf is one of the biggest days in Bondi and thanks to Suzie Forell, our parking organiser extraordinaire; it is one of the biggest days for P&C fundraising. The 2009 event included a sizzle on the day and raised sufficient funds to buy state of the art interactive whiteboards for the school.

We were fortunate to have Deb Contos organise a fundraising activity which had every child in the school creating an artwork that could be applied to calendars and cards.

Every grade had their own vegetable garden to plant and tend to, thanks to Gaby Berry, who coordinated all the volunteers and worked with the teachers to make it happen.

Funds raised by the P&C were spent on the following:

- $15 000 for two interactive white boards
- $500 per term to the school towards the cost of excursions and concerts for families experiencing financial hardship
- $250 garden supplies
- $5 000 for K-2 home readers
- $10 000 for K-6 reading resources
- $400 for the sound equipment for Splendour in the Quad.

Susan Woodland
P&C President

Student representative's message

We held a meeting each week with our K-6 Student Representative Council (SRC) and Ms Devine.

We had to explain what each class was learning about. We also discussed problems in our classrooms and the playground and how to solve them. We talked about things that would help our school, like putting higher fences up so that skaters would not come in.

We held fundraisers for charities, such as Bandaged Bear Day and Crazy Hair Day. We held a Mufti Day on the last day of every term.

Coen Nelson, Year 4 student

School context

Student information

Student enrolment profile
Student attendance profile

Student Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>94.5</td>
<td>95.0</td>
<td>94.4</td>
<td>95.0</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>95.0</td>
<td></td>
<td>94.9</td>
</tr>
<tr>
<td>2</td>
<td>94.4</td>
<td></td>
<td>95.2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.0</td>
<td></td>
<td>95.1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>92.5</td>
<td></td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.2</td>
<td>93.2</td>
<td>94.8</td>
<td>94.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.4</td>
<td></td>
<td>95.0</td>
<td>95.2</td>
</tr>
<tr>
<td>1</td>
<td>94.9</td>
<td></td>
<td>95.1</td>
<td>95.3</td>
</tr>
<tr>
<td>2</td>
<td>95.1</td>
<td></td>
<td>95.2</td>
<td>95.3</td>
</tr>
<tr>
<td>3</td>
<td>95.2</td>
<td></td>
<td>95.1</td>
<td>95.3</td>
</tr>
<tr>
<td>4</td>
<td>95.1</td>
<td></td>
<td>95.3</td>
<td>95.3</td>
</tr>
<tr>
<td>5</td>
<td>95.3</td>
<td></td>
<td>95.3</td>
<td>95.3</td>
</tr>
<tr>
<td>6</td>
<td>94.5</td>
<td></td>
<td>95.3</td>
<td>95.3</td>
</tr>
<tr>
<td>Total</td>
<td>95.0</td>
<td>95.0</td>
<td>95.2</td>
<td>93.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td></td>
<td>93.7</td>
<td>94.0</td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
<td></td>
<td>94.0</td>
<td>94.1</td>
</tr>
<tr>
<td>2</td>
<td>94.0</td>
<td></td>
<td>94.0</td>
<td>94.0</td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td></td>
<td>94.0</td>
<td>94.0</td>
</tr>
<tr>
<td>4</td>
<td>94.0</td>
<td></td>
<td>94.0</td>
<td>94.0</td>
</tr>
<tr>
<td>5</td>
<td>93.6</td>
<td></td>
<td>94.0</td>
<td>94.0</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>93.6</td>
<td>94.1</td>
<td>92.1</td>
</tr>
<tr>
<td>Total</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

Our school has a student attendance action plan which encourages students to be punctual and to attend school every day.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>KB</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2G</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>3/4B</td>
<td>4</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>3S</td>
<td>3</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>4MD</td>
<td>4</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>5/6P</td>
<td>5</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>5/6P</td>
<td>6</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

Structure of classes

Class sizes were kept at or below optimal numbers. Classes were carefully organised with student, parent, carer and staff input. Data from school based and external assessments were used to ensure a balance of academic ability in each class.

Staff information

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

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 Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12</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 (SASS)</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
</tr>
</tbody>
</table>
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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30%</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.

Date of financial summary: 30/11/2009

**Income**

<table>
<thead>
<tr>
<th>Source</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>165 246.44</td>
</tr>
<tr>
<td>Global funds</td>
<td>156 101.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>166 639.31</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>299 798.20</td>
</tr>
<tr>
<td>Interest</td>
<td>4 666.97</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>25 211.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>817 663.72</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

- Teaching & learning
  - Key learning areas: 120 291.90
  - Excursions: 27 125.74
  - Extracurricular dissections: 86 724.20
- Library: 11 579.37
- Training & development: 12 582.25
- Tied funds: 158 659.77
- Casual relief teachers: 40 191.83
- Administration & office: 86 581.28
- School-operated canteen: 0.00
- Utilities: 33 784.22
- Maintenance: 31 149.15
- Trust accounts: 24 291.84
- Capital programs: 86 086.89

**Total expenditure** 719 048.44

**Balance carried forward** 98 615.28

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the School Council. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

**Arts**

**Dance**

Our Dance Ensemble performed *Thriller Time Warp* at the Sydney Regional Dance Festival, at Showcase, and at Eastgardens Westfield Shopping Centre for Education Week.

All K-6 students had a one hour dance lesson each week. The dance program incorporated dance theory and practical components.

We concluded the year with a special performance in which K-2 celebrated Michael Jackson’s talent with jazz dances choreographed using some of his familiar hits. Years 3-6 performed hip hop dances.

**Music**

All students started learning music in 2009 with Mr Stuart West, as it became a major focus of the creative arts curriculum with one hour weekly lessons for K-6. The keyboard room was a hive of activity as students learned to play a range of songs on the keyboards.

Students also learnt about the musical elements, how to read written music, played a range of
different instruments and composed a simple melody.

K-2 students participated enthusiastically in singing lessons with Ms Cassy Bartolomei. The senior choir performed at several school and community events.

Other groups representing the school were the violin ensemble and the junior and senior bands.

Another highlight of 2009 was the rock band, an energetic group made up of Year 6 students and led by two parents, Tim Burns and David Robbins.

The spectacular biennial event, Splendour in the Quad, was organised by Garry Scale, our librarian. It involved students and their families performing musical items in the quadrangle under the stars.

**Violin group**

Our violin program continued this year, under the tuition of Ms Lilia Brodskaya. Our students performed on numerous occasions for our school community. They also performed for the Waverley Council Citizenship ceremonies and at the Bondi Beach Festival 2009. Fifteen of our students performed at the Opera House.

Three of our students took an examination at the Conservatorium of Music, obtaining excellent results. Two of these children were selected to perform with the Sydney String Orchestra for children.

**Sport**

**Public Schools Sports Association (PSSA)**

Students from Years 3-6 were able to participate in girls’ netball, mixed soccer and boys’ Rugby League interschool sport. The students enjoyed playing the weekly games and their sporting skills developed through participating in these interschool competitions.

**Swimming carnival**

A key feature of the 2009 primary swimming carnival, held at Cook and Phillip Aquatic Park, was its inclusiveness. Students were able to compete in a range of swimming races, and a water play time was scheduled for non-swimming students. Based on their performances at this carnival, sixteen students were selected to represent our school at the Sydney Coastal Schools swimming carnival.

**Cross country carnival**

Separate cross country carnivals were held for Years K-2 and Years 3-6. The K-2 carnival took place on the school grounds while Years 3-6 held their carnival along the Bondi Beach promenade.

Thirty five primary students were selected to represent our school at the Sydney Coastal Schools cross country carnival at Centennial Park.

Our runners put in a magnificent effort, gaining a handicap position of third out of the 14 participating schools. This was a great improvement on previous years when our school was usually ranked eleventh or twelfth.

**Athletics carnival**

The school athletics carnival was held in Term 3. Years 3-6 participated in timed running events throughout the morning, while K-2 enjoyed teacher led tabloid games and participated in 50 metre sprints. In the afternoon session K-6 students were involved in tabloid games.

A team of 18 students were selected to compete in the Sydney Coastal Schools athletics carnival at E.S. Marks Field, with one student progressing to the district level and then representing the district at the state carnival at Homebush in the long jump.

**AFL**

Our senior students were given the opportunity to participate in the Paul Kelly Cup, which was open to Stage 3 students in the Sydney Region. Our players put in an impressive effort and were runners up at the first gala day held at Queens Park. We gained a wild card entry to the Sydney regional final and finished in the top 16.

**School Sport**

All students participated in a variety of sports in 2009, which included:

- Tae kwon do, skateboarding, gymnastics and softball, offered as an alternative to PSSA sport for Years 3-6.
- Weekly surfing lessons in Term 1 for Year 6 and a surfing lesson for each K-2 class in Term 4.
- Gymnastics lessons in Term 3 for K-2
- Gross-motor and fundamental movement skills circuits for K-2.
- Class fitness activities, sports skills and games sessions.
Swimming

Year 2 students participated in the ten days NSW Department of Education and Training (DET) School Swimming Scheme which was held at the Bondi Icebergs Pool in Term 1.

All K-6 students attended weekly swimming lessons at the University of New South Wales Leisure Centre during Term 4. These lessons were led by qualified AustSwim instructors.

Other

Gifted and talented

Students identified as gifted and talented were provided with enrichment activities within the classroom, such as open ended tasks, problem solving and high order thinking skill activities.

Our gifted and talented Year 5 and Year 6 students were invited to attend Rose Bay Secondary College (RBSC) for one day a week for a term, to participate in enrichment activities in a program called Magnet.

UNSW – Educational Assessments Australia

An increased number of students in Years 3-6 participated in the International Competitions and Assessments for Schools (ICAS) organised by Educational Assessments Australia, attaining pleasing results and awards.

Chess

Chess club was offered every Wednesday morning in the library before school. It enabled students to enjoy social and competitive chess.

Public speaking and debating

All K-6 students participated in the school public speaking program. Stage competitions were held to select students for the Bondi district competition. Two students advanced to the finals. One Stage 3 student was runner up and participated in the Sydney region competition.

Years 3-6 students participated in the school multicultural public speaking competition.

All Stage 3 students participated in the school debating program. Students then volunteered for the district debating competition and both teams won their division’s competition.

Environmental education

In Term 3, we expanded our school vegetable garden from one to seven beds. In previous years the Kindergarten and Year 1 students had been primarily involved in the care and tending of the garden. The school community had expressed interest in getting all our students involved.

The seven garden beds are located at the rear of the back playground. We researched the fruit, vegetables and flowers that would thrive in the conditions and which fruit and vegetables the canteen could use. Each class then chose what they wanted to grow from the compiled list.

Our students planted the gardens over two separate planting days with the generous donation of seeds, soils and straw from Bunnings Warehouse.

By Week 5, Term 4, after much care and interest from keen parents and extra keen students, our first crop was pulled from the garden and given to the canteen to use!

Academic

In NAPLAN, 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 the assessments.

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

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

This year at Bondi Beach Public School:

- Thirty two students from Year 3 sat the test (21 boys and 11 girls).
- Thirty three students from Year 5 sat the test (20 boys and 13 girls).

Literacy – NAPLAN Year 3

![Percentage of students in bands: Year 3 reading](chart.png)
The analysis of the overall literacy results for Year 3 students shows that there has been an increase in students achieving the higher bands compared to previous years:

- 94% of our Year 3 students scored above the national minimum standard for overall literacy.
- 47% of our students achieved Band 6.
- 31% of our students achieved Band 5.
- 16% of our students achieved Band 4.
- 6% of our students scored below Band 3.

- Girl’s results were slightly higher than the boys’ with the average overall literacy score for girls being 468.6 (higher than the state average of 436.1) compared to the boys’ average score of 454.4 (again higher than the state wide average score for boys of 413.7).
Numeracy – NAPLAN Year 3

The analysis of the overall numeracy results for Year 3 students shows:

- 25% of our students achieved Band 6 in overall numeracy.
- 19% of our students achieved Band 5.
- 34% of our students achieved Band 4.
- 13% of our students achieved Band 3.
- 6% of our students achieved Band 2.
- 3% of our students achieved Band 1.
- 3% of Year 3 students achieved below the national minimum standard in overall numeracy.
- 91% of our students scored above the national minimum standard.
- 6% of our students achieved the national minimum standard.
- Each of the strands in mathematics, displayed similar results with 84% of the Year 3 students achieving above the national minimum standard and 13% achieving the national minimum standards in Number, Patterns and Algebra.
- 98% of the Year 3 students achieved above the national minimum standard in Measurement, Space and Geometry.
Year 5 literacy results analysis
There has been an increase in students achieving higher bands compared to previous years and we have achieved above the state and Sydney region in the top two bands in the last two consecutive years:

- 97% of our Year 5 students scored above the national minimum standard for overall literacy.
- 27% of our students achieved Band 8.
- 36% of our students achieved Band 7.
- 24% of our students achieved Band 6.
- Girls’ results were slightly higher than the boys’ results with the average overall literacy score for girls being 547 (higher than the state average of 511) compared to the boys’ average score of 538.6 (again higher than the state wide average score for boys of 490).

Numeracy – NAPLAN Year 5
Year 5 numeracy results analysis
- 39% of our students achieved Band 8 in overall numeracy.
- 18% of our students achieved Band 7.
- 24% of our students achieved Band 6.
- 15% of our students achieved Band 5.
- 3% of our students achieved Band 4.
- 97% of our Year 5 students scored above the national minimum standard with 3% achieving the national minimum standard.

Progress in literacy
Note: State growth scores are for students in DET schools only.

The average overall growth in literacy was 74.7% compared with 77.6% state-wide. The boys displayed an average growth of 74.9% below the state average of 96.7%. The girls displayed an average growth of 74.5% compared to the state average of 93.8%.

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 at our school in NAPLAN is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>
Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

The School implemented a number of highly successful programs to provide students with extra support and educational opportunities throughout 2009. These were:

- Spanish and Mandarin lessons
- Learning and Mentoring Program (LAMP)
- Gardening lessons
- Student leadership training
- Junior band, senior band and rock band
- Chess club
- Drama club.

Aboriginal education

Bondi Beach Public School opens all assemblies and gatherings with an Acknowledgement of Country.

Our school also shows respect for Aboriginal Australia by flying the Aboriginal and Torres Strait Islander flags alongside the Australian flag each day.

Our school has also established the tradition of acknowledging and commemorating two important dates in the Aboriginal calendar: Reconciliation Week including Sorry Day, and NAIDOC Week.

Students are invited to wear the colours of the Aboriginal and Torres Strait Islander flags for these ceremonies which provide an opportunity for the school to model respect and value for Aboriginal Australia in our community.

Each ceremony features a multimedia presentation including a slide show prepared by students, music and displays of current posters. The program includes a description of the historical background underlying these events as well as its meaning and impact upon Aboriginal people in contemporary Australia.

During NAIDOC Week students explored the theme Honouring our Elders, Nurturing our Youth. The occasion was celebrated at a school assembly presented by Stage 3 students. Paul Kelly’s land rights song dedicated to Vincent Lingiari, From Little Things Big Things Grow, was enthusiastically embraced by all students.

A group of students performed a range of musical items, conducted by Ms Cassy Bartolomei and accompanied by Mr Stuart West on trumpet. The music of Gurrumul Yunupingu was also played to the audience.

This year we were privileged to welcome two honoured Aboriginal guests to our celebration, Mr Jimmy Smith, an Aboriginal elder residing in Bondi, and Mr Bruce Shillingworth, relieving Aboriginal Community Liaison Officer for the Sydney Region Aboriginal Education team. Each guest addressed the assembly to an appreciative audience and Mr Jimmy Smith also played the didgeridoo.

During this time Aboriginal Studies became a focus in Stage 3 classes with the reading of two books written by Sally Morgan; Sally’s Story and Arthur Corunna’s Story. These works, through the telling of personal stories, opened up the exploration and appreciation of Aboriginal culture, history and the importance of family ties. In response to this literary journey, students produced artworks on paper and canvas.

Our school has been a member of the Dare to Lead Coalition for many years.
Multicultural education

Our staff incorporated multicultural perspectives into units of work when appropriate.

We celebrated Harmony Day and had a large number of parents and carers attend our Harmony Day Concert, where students showcased their talents in a variety of musical items.

Our Year 3 students continued our cultural exchange program with the Mitrataa Foundation School in Nepal writing to and receiving letters from their pen pals.

Our Year 1 students participated in a pen pal program with students from the Star of Bethlehem School in Ghana, West Africa.

English as a Second Language (ESL)

We employed an ESL teacher, Ms Cathy Gill, who supported students who have a language background other than English. She worked with first phase learners and also supported students who were new arrivals to Australia.

Reading Recovery

In 2009 the school received a Reading Recovery allocation. Nine Year 1 students entered the program throughout the year. This represented 14% of the 64 Year 1 students enrolled in the school. Seven students discontinued, one was referred from the program and one was carried over to the next year.

Student Welfare Initiatives 2009

Our Student Welfare Policy was revised to include a Restorative Practices approach, which develops student resilience and fosters healthy relationships.

Using Commonwealth Government National Chaplaincy Program funds, we employed a youth worker for three days a week who worked with individual children and families supporting their emotional and social well-being.

Our Learning Support Team (LST) met with each teacher and School Learning Support Officer (SLSO) each term to monitor and evaluate implementation of individual learning programs and behaviour management plans.

We continued to implement our student leadership training program which developed and enhanced student leadership skills.

We also implemented the Department’s Learning and Mentoring Program (LAMP), in Term 1 and 2 for students supported by parents and coordinating teachers.

Outcomes included:

- A Restorative Practices approach was embedded in policy and practices.
- A “well-being” audit indicating that 96% of our students were developing empathy and confident about resolving conflict.
- Daily playground incident reports being monitored and followed up by executive staff.
- “Circle time” and “Bubble time” being provided for students to support each other in class.

Respect and Responsibility

Our school continued to have a strong emphasis on respect and responsibility.

Our students were encouraged to:

- Behave well at school and home and to show good manners
- Take responsibility for their personal belongings and school property
- Play fairly at school and at sporting events.

We had an explicit focus on the teaching of values and advertised our “value of the week” at assemblies and in the Bondi Bulletin, our weekly newsletter, so that it could be discussed at home.
Progress on 2009 targets

The Department’s Office of Schools Plan 2009-2011 provides schools with six priority areas for the next three years. 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.
- Elements of the Quality Teaching and Learning Framework evident in class programs and classroom practices.
- All staff accessing quality school based and regional professional development.

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.
- All Year 3 students achieving at or above state and national benchmarks in NAPLAN literacy test.
- All 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.
- All Year 3 students achieving at or above state and national benchmarks in NAPLAN Numeracy test.
- All Year 5 students achieving at or above state and national benchmarks in NAPLAN 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.
- Connected Classroom being used regularly to enhance teaching and learning in all key learning areas.
- Classrooms being well resourced and ICT learning opportunities being enhanced.
- 100% staff attending the DET IWB courses.
- Our school being selected as one of the hosts for BUGs (Board User Group) training and development.
- Increase number of computers for every classroom.
- Having an interactive whiteboard installed in two classrooms (Stage 2 and Stage 3).
- Staff incorporating technology into units of work in all key learning areas.
- Increased number of classes involved in video conferences.
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.
- Aboriginal and Torres Strait Islander storytellers and artists visiting our school.

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 2% of late comers.

Our achievements include:

- A Restorative Practices approach embedded in our student welfare policy and school practices.
- Having a positive environment that supports inclusion and builds student resilience.
- A reduced number of students sent to support desks.
- Parents and carers reporting effective relationships with our students and staff.

Educational and management practice - Learning

Background

Students, parents and teachers were surveyed about the student learning. They were asked if they agreed with a statement:

- Almost always
- Usually
- Sometimes
- Rarely.

Findings and conclusions

The findings from the students’ surveys were:

- The majority of our students felt that what they were learning about was important.
- 92% of our students said that their class activities were interesting and helped them learn.
- The majority of students felt their teachers communicated the learning outcomes with them.
- 84% felt that their teacher almost always knew what they could do and what they needed to learn.
- 93% of students thought that their teachers kept records and samples of their work to include in their school report or portfolio.
- 85% of students understood their teacher’s assessment process.
- 90% of students felt that school reports and parent interviews provided information about their learning.

The findings from the parents’ surveys were:

- 95% of the parents felt that what students were asked to learn was important.
- 95% felt that the activities provided by the teachers were interesting and appropriate to their child’s learning needs and abilities.
- 97% of parents felt that the way their child’s class teacher manages the class helps their child learn.

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 2009 our school carried out the following evaluations:

- Learning
- Personal Development Health and Physical Education (PDHPE) key learning area.
92% of parents believed that their child's teacher knows what their child can do and needs to learn.

97% of parents believed that their child's teacher kept records of his/her progress.

71% of parents felt they understood how students learning were assessed.

95% of parents believed that the school provides clear information about student achievements through the school's reporting process.

The findings of the teachers' surveys were:

- 100% of the teachers thought that their students were provided with a relevant curriculum.
- 100% of teachers reported that they maintain records of students' progress.

**Future directions**

- The school will ensure that parents and carers are aware that information about learning for each stage is provided in term class overviews, school newsletters and parent information sessions.
- At parent teacher interviews, the staff will provide individual student work samples that demonstrate the content of each key learning area.
- Staff will be explicit about what students are learning in each lesson.

**Curriculum - Personal Development Health and Physical Education (PDHPE)**

Teaching and learning of this key learning area at Bondi Beach Public School, focuses on the following strands: Interpersonal relationships, Growth and Development, Games and Sport, Gymnastics, Dance, Active lifestyle, Personal Health Choices and Safe Living.

**Background**

Bondi Beach Public School has been implementing the *K-6 PDHPE Syllabus* since its introduction to schools in 1999. Evaluation of the teaching of this document and resultant learning was undertaken using a survey.

Students, parents and teachers were asked if they agreed with a series of statements:

- Almost always
- Usually
- Sometimes
- Rarely.

**Findings and conclusions**

The findings from the student, parent and staff surveys were:

- 92% of our students agreed that it was important to be active and play sport.
- 90% of our students agreed that they enjoyed games and sport.
- 82% agreed that they did like to play in a team with other students.
- 74% agreed that they were getting better at playing with equipment (e.g., catching, throwing and dribbling).
- 75% of students agreed that they were learning about how our bodies grow and change.
- 84% of students agreed they were getting better at gymnastics.
- 90% of students felt that they knew how to make healthy choices in food.
- 93% of students reported that they knew how to get help if they feel unsafe.
- 79% of students agreed that their teacher informed them about how they were progressing in PDHPE.
- 95% of staff agreed that it was difficult to give time to all the *K-6 PDHPE Syllabus* strands.
- 90% parents agreed that the school had a variety of sporting options for students.
- 30% of parents agreed that more time should be provided for sport during the week.
Future directions

- Staff will provide more detailed information in student reports about their progress in PDHPE.
- The school will continue to implement Bounce Back Program K-6.
- The school will provide a Restorative Practices workshop for parents and carers.
- Teachers will inform parents and carers about K-6 PDHPE Syllabus and its components.
- The schools will continue to provide professional learning for staff on the teaching of physical education skills.

Other evaluations

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

- All parents and carers surveyed felt welcome and valued in the school.
- Most parents and carers agreed that the school’s main emphasis is to improve teaching and learning.
- Students, staff, parents and carers agreed that the content of what students are learning is important.
- Most students believed that their classrooms are interesting places to learn and that the school is well resourced.
- The majority of students believed that the school expects them to do their best and consequently students tried to do their best and took pride in their work.

Professional learning

Staff participated in a wide range of professional learning activities that enhanced their ability to deliver quality teaching and learning programs and assisted in their own professional learning.

During the year, four members of staff successfully achieved accreditation with the New South Wales Institute of Teachers.

All staff attended DET mandatory training sessions. These included:

- Code of Conduct
- Child Protection
- Anaphylaxis
- Cardio Pulmonary Resuscitation (CPR)
- Aboriginal Education.

School based professional learning was provided to link with the DET priorities and identified staff professional learning needs:

- A whole school approach to making a difference using the Quality Teaching and Learning Framework
- Using NAPLAN data for improvement in student learning
- Live Life Well
- The Quality Teaching and Learning Framework
- Strategies for improving reading, writing, grammar and punctuation
- Assessment and reporting
- Spelling - a whole school approach to improving practice
- Teaching mathematics using the Mathletics program
- Interactive whiteboard training & development
- Connected classroom literacy and numeracy activities
- Epilepsy awareness training.

Future directions

- The school will continue to incorporate the Quality Teaching and Learning Framework into innovative interactive lessons.
- The school will continue to provide professional learning in literacy and numeracy.
- The school will provide professional learning using a variety of methods including action research, interest groups and off-site services.
School development 2009 – 2011

Targets for 2010

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:

- Providing professional learning in all key learning areas.
- Providing professional learning opportunities by encouraging class teachers to relieve in executive positions.
- Ensuring teacher assessment and review schedule (TARS) and executive assessment and review schedule (EARS) processes include identification of individual staff professional learning needs.
- Providing a range of environmental education curriculum learning experiences involving school and local community members.

Our success will be measured by:

- Improved student learning outcomes.
- Elements of the Quality Teaching and Learning Framework evident in teaching programs and classroom practices.
- 80% of staff volunteering to relieve in executive positions of a term or more.
- Students highly engaged in environmental educational lessons.

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.

Strategies to achieve this target include:

- Identifying items in which our students performed under the state average and developing strategies to improve student performance in these items.
- Monitoring and reviewing student progress at Learning Support Meetings (LST).
- Support Teacher Learning Assistance (STLA) and School Learning Support Officer (SLSO) assisting students who require additional support with their learning.
- Continuing to implement the Reading Recovery program with Year 1 students.
- Providing opportunities for collaborative planning, differentiating the curriculum for each grade.
- Conducting action research on the teaching and learning of grammar and punctuation.

Our success will be measured by:

- 95% of students achieving results at or above state average on all NAPLAN test items.
- 85% of students in Kindergarten, Years 1, 2, 4 and 6 performing at or above stage level.

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:

- Identifying items in which our students performed under the state average and developing strategies to improve student performance in these items.
- Monitoring and reviewing student progress at LSTs.
- Providing opportunities for collaborative planning, differentiating the curriculum for each grade.
• The STLA and SLSO assisting students who require additional support with their learning.
• Participating in the Community of Schools (COS) mathematics tutor program.
• Using Best Start results to assist early identification of individual student needs in mathematics.

Our success will be measured by:
• 95% of students obtaining results at or above state average on all NAPLAN test items.
• 85% of students in Kindergarten, Years 1, 2, 4 and 6 performing at or above stage level.
• Increased support for Early Stage 1 students in mathematics.

Target 4
Connected Learning
Using interactive technologies for learning, teaching and professional learning.

Strategies to achieve this target include:
• Purchasing IWBs for four classrooms.
• Students continuing to attend weekly technology lessons.
• Providing opportunities to incorporate technology into the school musical production.
• Continuing to provide training on the use of Wikis, blogs and video conferencing to enhance teaching and learning.
• Providing opportunities to include artists in residence programs to enhance student learning outcomes.

Our success will be measured by:
• Students having greater access to IWBs.
• 90% of staff planning lessons using IWBs.
• Continuing to have 90% of staff integrating ICT in classroom programs.
• Student skills in technology being developed and enhanced.

Target 5
Aboriginal Education and Training
Continue to develop a school culture and practice that respects and responds to every student’s aspirations, culture, gender and learning potential.

Strategies to achieve this target include:
• Continuing to incorporate an Aboriginal perspective into units of work.
• Continuing to include Acknowledgement of Country at school assemblies and events.
• Continuing to fly the Aboriginal flag and Torres Strait Islander flag every day.
• Continuing to commemorate Sorry Day, NAIDOC Week and Reconciliation Week.
• Inviting regional staff to provide professional learning on Aboriginal education.
• Continuing to invite Aboriginal elders, story tellers and artists to enhance our school programs.

Our success will be measured by:
• 100% of staff committing to implement the Aboriginal Education Policy.
• Our school community being more informed about Aboriginal culture and history.

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 2% late comers.

Strategies to achieve this target include:
• Continuing the implementation of the Bounce Back program to develop student resilience and foster healthy relationships
• Continuing the implementation of quality teaching and learning strategies that promote student engagement
• Providing opportunities for students to attend the National Student Leadership Forum.
Our success will be measured by:

- 98% of students attending school every day.
- Reducing the number of students arriving late for school.
- 100% students engaging in their learning.
- 100% of students responding positively about their relationships with peers on the “well-being audit”.
- Student leaders resolving conflict with K-2 students in the playground.
- Improved confidence and leadership skills of 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
Cheny Mitchell, Assistant Principal
Susan Woodland, P&C President
Zea Vargas, School Administration Officer
Vicki Schmidt, Relieving Senior Administration Manager

School contact information

Bondi Beach Public School
Campbell Parade
Ph: 9130 2116
Fax: 9130 3932
Email: bondibeach-p.school.nsw.edu.au
Web: www.bondibeach-p.schools.nsw.edu.au
School Code: 1292

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: