2008 Annual School Report
Bondi Beach Public School

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

Students
Our current enrolment is 266 students; 147 male and 119 female students comprising 27% 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

Values Forum
The school held a Values Forum to revisit the school values focus and programs. Parents, students and staff were invited to be part of the forum. Outcomes included the need for more information provided to parents and carers about the values we teach and the way in which they are taught.

School Plan 2009 - 2011
Planning for 2009 - 2011 was based on the priorities identified by the NSW Department of Education and Training (DET) Office of Schools Plan 2009-2011 and Sydney Region Plan 2009-2011. The whole school community was involved in various forums and surveys, resulting in a well attended parent and carer information evening. The Bondi Beach Public School Plan 2009 – 2011 has been presented to the School Council and to the Port Jackson School Education Director.

Student achievement in 2008
This year at Bondi Beach Public School 35 students from Year 3 (17 boys and 18 girls) and 21 students from Year 5 (14 boys and 7 girls) sat the National Assessment Program - Literacy and Numeracy (NAPLAN) tests.

Literacy – NAPLAN Year 3
All Year 3 students achieved above the national benchmark for overall literacy.

Numeracy – NAPLAN Year 3
All Year 3 students achieved at or above the national minimal standard in overall numeracy.
97% of students achieved above the national benchmark and 3% achieved the national benchmark.

Literacy – NAPLAN Year 5
All Year 5 students achieved at or above the national benchmark for overall literacy.

Numeracy – NAPLAN Year 5
In Year 5, 95% of students achieved at or above the national benchmark for overall numeracy: 90% of students achieved above the national benchmark and 5% achieved the national benchmark.

Messages

Principal's message
Bondi Beach Public School has had another great year with some notable achievements. Our school has a committed staff. They are supported by an enthusiastic, involved parent community who work in partnership to provide a safe, nurturing environment and to enhance the educational opportunities for all students.

We pride ourselves on being a school that is large enough to provide a variety of innovative programs to extend and enrich student lives, while retaining a family atmosphere in which each student is known and valued.

We believe in providing quality educational programs where each child is encouraged to develop a lifelong love of learning and to achieve their personal best.

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

P&C message
This year the Bondi Beach Public School Parents and Citizens (P&C) Association benefited from the many new parents and carers who gave their considerable energy to our activities. We held many successful fundraising events, some established and some new ventures, which enabled us to contribute considerable extra funds to the school. We contributed to the purchase of bike racks, computers and extra classroom resources to cover the influx of Kindergarten children.

The P&C operated Shark Bite Café now opens five days a week and remains successful in providing healthy and affordable food. The school garden, run by parents and carers, benefited by a grant from Bunnings Hardware and the children have been able to eat the produce they have grown themselves. The uniform shop was staffed and run by volunteers.

Other longer term projects have been slower to be completed. Our Federal grant for a shade structure has encountered problems and we may
have to submit an alternative plan. The bike racks are approved and will be built in January 2009.

The Fundraising Committee is already planning for 2009.

Di Smith
P & C President

School Council message
Bondi Beach Public School continued throughout 2008 to be a vibrant exciting school. This is reflected in our classrooms, playground and at school events.

Our School Council has been involved in developing our school's environmental education policy and our Asset Management Plan, in planning budget priorities and in approving future directions for the school.

This year presented challenges for our classroom resources with the increase in student enrolments.

We have been monitoring the properties issues to ensure our school environment is maintained and enhanced.

We have been actively involved in supporting development applications for Saturday Growers Markets, which we hope to have approved in 2009.

Student Representatives’ message
The School Representative Council has been following a new leadership system this year with two captains, vice captains and six Ministers: Education, Environment, Sport, Finance, Events and Student Welfare. Each class elected two students representatives for each semester, who attended weekly meetings. During these meetings the representatives reported on class news and had discussions on student welfare issues within the classroom and in the playground. Decisions were made on new student initiatives and fundraising activities. Throughout the year we discussed the importance of friendly and conscientious behaviour.

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
There was a significant increase in enrolment numbers with 66 kindergarten students commencing school in 2008.

Student attendance profile
The student attendance rate was slightly below that of regional attendance, but above state levels.

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 table below shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<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>15</td>
<td>15</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
<td>17</td>
<td>17</td>
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<tr>
<td>KS</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>KX</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>1BD</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1PW</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2 3G</td>
<td>2</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>2 3G</td>
<td>3</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3S</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4 5M</td>
<td>5</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>4 5M</td>
<td>4</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>29</td>
<td>29</td>
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<tr>
<td>5 6P</td>
<td>5</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>5 6P</td>
<td>6</td>
<td>23</td>
<td>28</td>
</tr>
</tbody>
</table>

Structure of classes

Class sizes were kept at or below optimal numbers. Classes were carefully organised with parent, carer, staff and student input. Data from school based and external assessment was also 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>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>10</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>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

*These are not full time positions.

Staff retention

Retention of permanent teaching staff from 2007-2008 was 100%. A new assistant principal was appointed at the beginning of 2008.

Staff attendance

Staff had access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97.4%.

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>77%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>23%</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 : 30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
</tr>
</tbody>
</table>

Income:

- Global Funds | $133,725.78
- Tied Funds | $35,926.20
- School & community sources | $318,481.66
- Interest | $10,227.74
- Trust receipts | $24,978.16

Total receipts | $523,339.54

Total Funds Available | $646,423.46

Expenditure:

- Key learning areas | $103,295.68
- Excursions | $10,905.47
- Extracurricular dissections | $92,267.96
- Library | $17,731.24
- Training & development | $11,070.15
- Tied funds | $49,690.32
- Casual relief teachers | $33,917.95
- Administration & office | $63,427.18
- Utilities | $27,757.08
- Maintenance | $21,461.27
- Trust accounts | $29,949.61
- Capital programs | $19,703.11

Total expenditure | $481,177.02

Balance carried/forward | $165,246.44

A full copy of the school’s 2008 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 2008

Achievements

Arts

Dance became a main focus within the Creative Arts curriculum in 2008. Students from Years 1-6 began learning about the Dance Elements, documenting their composition work in their dance journals. The Dance Ensemble performed in the Regional Dance Festival and Showcase 2008.

The Visual Arts curriculum was enhanced with two large projects. K-2 students created an installation of recycled water bottles for Sculptures by the Schools, and Years 3-6 students participated in Koori Art Expressions, an initiative of the regional Aboriginal Education Team. Three art works were selected to be shown at the Pine Street Gallery Exhibition.

Students have embraced singing and percussion lessons with one of our parents, Cassy Bartolomei. The senior choir performed in several school and community events. Other performance groups representing Bondi Beach Public School were the junior and senior band and the violin group. A highlight for our school was the fantastic film festival Hollywood by the Sea, where every student received the opportunity to be on the big screen through their class dance or drama film.

Sport

Public Schools Sports Association (PSSA)

During 2008 the students from Years 3-6 were able to participate in girls Netball, mixed Soccer and mixed Rugby League as their interschool sports. The Netball teams excelled in their competition; all girls thoroughly enjoyed their games. The Soccer teams competed in Division 1 of their competition. Rugby League entered an Under 9’s team and an Under 10’s team in their competition. The Under 10’s team were runners up in their competition.

This was the first year no finals were played in the Sydney Coastal PSSA.

Carnivals

Swimming

The 2008 primary swimming carnival, held at Cook and Phillip Aquatic Park, was a great success. It was a thoroughly enjoyable and inclusive event for all that attended. Students were able to compete in a range of swimming races. A water play time was also set up for non-swimming students.

Cross Country

This cross country carnival was split into two main events. K-2 held their own running carnival on school grounds while Years 3-6 held their carnival along Bondi Beach Promenade. Our school sent a team of 32 students to the regional carnival at Centennial Park. One student represented the district at Zone level.

Athletics

The school athletics carnival was held in Term 3 and involved the whole school. Years 3-6 participated in time trials throughout the morning while K-2 enjoyed teacher lead tabloid games and participated in 50m sprints. In the afternoon session K-6 students were involved in tabloid games.

Many students participated in finals at the regional athletics carnival with one student progressing to the Zone Carnival.

School Sport

All students participated in a variety of sports in 2008, these included:

- skateboarding, Tae Kwon Do, gymnastics and softball as an alternative to PSSA sport for Years 3-6;
- gymnastic lessons in Term 3 for K-2;
- circuit training and gross motor activities.

Swimming

In Term 4, all students were able to attend weekly swimming lessons at The University of New South Wales Leisure Centre. These lessons were lead by qualified AustSwim teachers.

Year 2 students also participated in the (DET) swimming lessons held at Bondi Icebergs pool in Term 1.
Other

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 in the following:

<table>
<thead>
<tr>
<th>Area</th>
<th>C</th>
<th>D</th>
<th>HD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>18</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>English</td>
<td>14</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>8</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Spelling</td>
<td>5</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Writing</td>
<td>5</td>
<td>2</td>
<td>-</td>
</tr>
</tbody>
</table>

C- Credit
D- Distinction
HD- High Distinction

Public Speaking

All K-6 students participated in public speaking during the year. We held stage competitions to select students to represent the school in the local school competition. Three out of four students competed in the grand final, with our Early Stage 1 student selected as the winner.

Students in Years 3-6 participated in the School Multicultural Public Speaking competition. Our Stage 2 representative won the Regional final and competed at the State level.

Environmental Education

In Term 3, the Observatory Hill Environmental Education Centre led the students and staff in a day of environmental learning with a focus on water conservation.

We established units of work which incorporated an environmental perspective.

Academic

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

The achievement scale represents increasing levels of skills and understandings demonstrated in the 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: The 'Percentage in Band' and 'School Average' figures are not shown if results are available for less than 10 students. State average band distributions do not include students who were exempted from the tests.
Literacy – NAPLAN Year 3

Percentage of students in bands:
Year 3 reading

Percentage of students in bands:
Year 3 spelling

Percentage of students in bands:
Year 3 writing

Percentage of students in bands:
Year 3 grammar and punctuation
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 2008.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage Achieving at or Above Minimum Standard</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>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage Achieving at or Above Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>95</td>
</tr>
<tr>
<td>Spelling</td>
<td>90</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

The school implemented a number of highly successful programs to provide students with extra educational support and opportunities throughout 2008. These were:

- values education lessons;
- Spanish and Mandarin lessons;
- student ministers and portfolios;
- a concert band program; and
- multicultural public speaking competitions.

Aboriginal education

This year began with the Prime Minister formally apologising to the Stolen Generations. All our students watched the broadcast of this historic event. Senior students watched with community members at the Bondi Pavilion. The broadcast opened with a replay of the first ‘Welcome to Country’ in Parliament House, which had taken place the day before. Many students were moved by this occasion and participated in class discussions following the broadcast.

During NAIDOC Week students celebrated the culture and history of the traditional custodians of our land with a whole school assembly. This year the NAIDOC committee asked the community to celebrate Aboriginal achievements, as the apology had enabled a moving forward. Senior classes discussed the 2008 NAIDOC theme, *Advance Australia Fair?* and explored what a fair society should look like.

At the commencement of Term 4, all primary students worked in small groups to create collages for an exhibition which was a Sydney Region initiative. Three shared artworks by seven students were selected for an exhibition at the Pine Street Gallery in Chippendale in November. The theme was *The Apology; First Steps* and students were asked to represent their interpretation of this and how we can move forward together with optimism. Students were exposed to examples of literature, music, art and language to facilitate the completion of their work.

Acknowledgement of Country takes place at all school assemblies and school events. The Aboriginal flag and Torres Strait Islander flag is flown alongside the Australian flag every day at Bondi Beach Public School.

Multicultural education

Bondi Beach Public School has 72 students who were born in another country or whose parents were born overseas. Our school maintains a focus on multicultural education by providing programs that develop knowledge, skills, values and attitudes required in our culturally diverse society.

In 2008 we developed and implemented an *English as a Second Language* program to cater for the specific needs of students from a non-English speaking background.
All students in Years 3-6 were given the opportunity to participate in the Multicultural Public Speaking Competition.

*Exchange and Change*, a cultural exchange program between Bondi Beach Public School and Granville South Public School Yr 4 students, evolved in 2008. This has been an investigative process of exploring cultural identities through pen pal letters. Visits to each school for students to interact with their pen pals have been very successful. Friendships have formed and teachers are now confident in allowing the students some time to exchange open ended emails.

A special day was held for our whole school community to celebrate Harmony Day, with a school concert in the courtyard and a display of hands and words that describe harmony in our school hall.

**Respect and responsibility**

As with all public schools, our school has at its foundation the values of Australian society. We have incorporated the values into our educational programs and practices.

In 2008, we have continued to consolidate this area by:

- Teaching respect and responsibility through specific programs such as our student welfare and leadership programs.
- Incorporating the values into our newsletter and class overviews.
- Implementing a focus on each value every three weeks.
- Giving awards at our weekly assemblies to students demonstrating the value we are focussing on.

**Other programs**

**Information and Communication Technology (ICT)**

We were fortunate to be selected as part of the *Connected Classrooms* program. This involved our school being provided with an interactive whiteboard (IWB) and video conferencing facilities at the beginning of Term 4. Five staff members were trained in the use of the technologies at regional level, as well as all staff having in-school support provided by a DET consultant. Students and staff have begun including IWB technology into class learning activities.

**Progress on 2008 targets**

**Target 1**

*Provide quality teaching and learning in literacy in order to ensure improved literacy outcomes for students.*

Our achievements include:

- all Year 3 students achieved above the national benchmark for overall literacy:
  - 29% of students achieved Band 6
  - 23% of students achieved Band 5
  - 29% of students achieved Band 4 and
  - 19% of students achieved Band 3.

- all Year 5 students achieved above the national benchmark for overall literacy:
  - 19% of students achieved Band 8
  - 43% of students achieved Band 7 and
  - 19% of students achieved Band 6.

Note: The 'Percentage in Band' and 'School Average' figures are not reported if results are available for less than 10 students.

**Target 2**

*Provide quality teaching and learning in numeracy in order to ensure improved outcomes for students.*

Our achievements include:

- all Year 3 students achieved at or above the national minimum standard in overall numeracy:
  - 34% of our children achieved Band 6
  - 17% of students achieved Band 5
  - 26% of students achieved Band 4.
  - 20% of students achieved Band 3 and
  - 3% of students achieved Band 2.

- all Year 5 students achieved the national benchmark for overall numeracy:
  - 19% of students achieved Band 8
  - 33% of students achieved Band 7
  - 33% of students achieved Band 6
  - 11% of students achieved Band 5 and
  - 4% of students achieved Band 4.
Target 3

Incorporate ICT in teaching and learning K-6 and in school management and administration.

Our achievements include:
- Improved School Administrative Support Staff ICT skills enabling use of technology to improve administrative systems and management processes, including newsletters, policies and programs.
- Staff confidence in use of ICT improved and teaching strategies strengthened.
- K-6 Staff using a wider variety of appropriate software across KLAs.
- All staff accessing EduWeb for internet and intranet more regularly.

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 2008 our school carried out evaluations of School Leadership, Creative Arts and School Satisfaction.

Number of survey respondents:
- 62 parents and carers;
- 99 years 3-6 students;
- 16 teachers.

Educational and management practice

Leadership

Background

Improving learning outcomes and enhancing the quality of academic and social interaction for students in schools is our core business. With this in mind the school administers various surveys every year based on the Department of Education and Training School Map Best Practice Statements 2001.

Leadership was the Educational and Management practice area identified by the School Council for evaluation in 2008.

Findings and conclusions

- 94% of parents, 100% of staff and 97% of students agreed that the school leaders understand the school and get the best from staff and students.
- 100% of parents, 100% of staff and 94% of students agreed that the school leaders value the contribution of individuals and groups within the school.
- 100% of staff agreed that school leaders encourage teachers to reflect on their own practice.
- 97% of parents 98% staff and 83% of students agreed that students are encouraged to take leadership roles at the school.

Future directions

- Continue to develop leadership skills in students.
- Continue to conduct leadership training for students.
- Encourage parents to take leadership roles in the school.
- Continue to provide professional learning about leadership to all staff.

Curriculum

Creative Arts

Background

Syllabus implementation is the context for this evaluation. Creative Arts lessons are taught by a combination of classroom and specialist teachers as part of the school’s release from face to face program. This survey investigated how Creative Arts is implemented at this school and what improvements can be made.

Findings and conclusions

- 100% of parents agreed Creative Arts is an important Key Learning Area.
- 95% of teaching staff would prefer to teach their own Visual Arts lessons.
- 93% of teaching staff would prefer that Performing Arts be taught by specialist teachers in our school.
• 95% of parents agreed their child is making progress in Visual Arts.
• 81% of parents agreed their child is making progress in Music.
• 87% of parents agreed their child is making progress in Dance.
• 61% of students agreed that they learn new things in Music.
• 69% of students agreed that they learn new things in Visual Arts.

Future directions

• Ensure that specialist teachers are employed wherever possible to teach Dance, Music and Drama to all students.
• Ensure student voices are heard, and incorporate their ideas where possible, e.g. learning more about famous composers, film-making, hip hop and sculpture.
• Provide professional learning for teachers to improve their skills and confidence in the teaching of Visual Arts.
• Timetable effectively for Creative Arts to allow students to participate in all strands of music, visual arts, drama and dance in 2009.

Other evaluations

Parent, student, and teacher satisfaction

Background

In 2008 the school sought the opinions of parents, carers, students and teachers about the school through surveys and a school planning forum.

Findings and conclusions

• 97% of students, 100% of teaching staff and 98% of parents agreed the school is a friendly school that is inclusive and accepting of all its students.
• 95% of students, 100% of teaching staff and 98% of parents agreed the school teaches and promotes core values.
• 94% of students, 87% of teaching staff and 89% of parents agreed the school promotes its uniform policy.
• 93% of students, 100% of teaching staff and 98% of parents agreed the weekly newsletter keeps the community informed about coming events and school achievements.

Future directions

• Continue gifted and talented programs.
• Provide a range of sporting activities.
• Maintain a strong focus on Creative Arts.
• Incorporate technology into all KLAs.
• Continue to focus on being an environmentally friendly school.

Professional learning

All teachers had access to professional learning during 2008. Teaching staff participated in professional learning conducted by the NSW Department of Education and Training in areas such as:

• Service Learning: teaching and learning approach that integrates meaningful community service with curriculum goals.
• Quality Teaching in KLAs: The identification and sharing of quality teaching to achieve educational success for all students.
• Focus on Literacy: Supporting the implementation of a balanced, high quality literacy program in all KLAs.
• Gifted and Talented: enabling schools to develop and implement effective teaching
programs and support strategies for the gifted and talented student.

- The 7 Habits of Highly Effective People: innovative three day workshop based on personal and interpersonal effectiveness.

School based professional learning was provided based on staff needs as well as DET mandatory training in areas such as:

- child protection;
- planning and programming in the teaching and learning cycle;
- Restorative Practices;
- the Quality of Teaching Makes the Difference;
- assessment and reporting;
- a whole school focus on spelling;
- Interactive Whiteboard training;
- environmental education;
- Girls' and Boys' Education Strategy; and
- DET code of conduct.

Future directions

- Provide professional learning in IWB and video conferencing, including how to incorporate the Quality Teaching Framework into innovative interactive lessons.
- Provide professional development on using the Quality Teaching Framework for planning and programming in all key learning areas.
- Professional Learning will be delivered using a variety of methods including action research, interest groups and off site services.

School development 2009 – 2011

Targets for 2009

The DET 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 literacy and numeracy and to enhance school leadership capacity for school improvement.

Strategies to achieve this target include:

- Provide professional learning on Quality Teaching Framework in all key learning areas.
- Provide opportunities for stage collaborative planning and programming.
- Organise whole school timetable for daily two hour literacy and one hour numeracy lessons.
- Provide programming proformas that include the elements of the Quality Teaching Framework.

Our success will be measured by:

- Aspiring executive participating in regional leadership programs.
- Quality Teaching Framework being evident in class programs and classroom practices.
- All staff having access to quality school based and regional professional development.

Target 2

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:

- Developing a K-6 Spelling Plan.
- Revising and rewriting the school English Policy.
- Providing professional learning on Reading, Writing, Spelling and Grammar.
- Trialling stage based grouping for guided reading.
- Monitoring student performance through running records and providing support through Teacher Learning Assistance and School Learning Support Officers for students identified with special learning needs.
Our success will be measured by:

- 95% Years 1-6 students demonstrating improved performance in NAPLAN and standardised spelling tests.
- 80% of Kinder 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.
- All Year 5 students achieving at or above state and national benchmarks.

**Target 3**

**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 for staff on *Origo Mathematics*.
- Provide days for SENA assessments for K-4.
- Monitor student performance and provide STLA and SSLO support for students identified with special needs.
- Revise and rewrite the school’s Mathematics Scope and Sequence.
- Purchase ACER testing package for Years 3-6.

Our success will be measured by:

- 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.
- All year 5 students achieving at or above state and national benchmarks.

**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.**

**Strategies to achieve this target include:**

- Provide professional learning on IWB and video conferencing facilities.
- Purchase laptops and laptop benches.
- Have teachers and students trial IWB units of work.
- Allocate planning days to develop class programs using IWB.
- Establish a technology team to support effective classroom practice in technology.
- Install IWB in 3 classrooms.
- Upgrade server and cabling.

Our success will be measured by:

- Cooperative learning being supported by 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.

**Target 5**

**Aboriginal Education and Training**

*Strengthen literacy and numeracy results for aboriginal students to ensure they meet 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.*
Strategies to achieve this target include:

- Implement the Aboriginal Education and Training Policy.
- Have staff engage in online professional learning about Aboriginal Education.
- Participate in NAIDOC and Reconciliation Week activities.
- Continue to implement an Aboriginal perspective in units of work where appropriate.

Our success will be measured by:

- 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.*

Strategies to achieve this target include:

- Employ a youth worker to support families who require assistance.
- Have assistant principals conduct friendship groups at lunch time.
- Revisit student welfare policy and procedures to ensure consistency of approach.
- Adapt and modify Kindergarten buddy program.
- Continue to implement a Restorative Practices approach, LAMP and the Bounce Back Program.
- Provide positive feedback to students for improved attendance and punctuality.
- Have students select one unit of work per semester.

Our success will be measured by:

- Having a positive environment that supports inclusion and builds student resilience.
- A reduced number of students at support desks and reduction in suspensions.
- Parents and Carers reporting effective relationships with our school, students and staff.

About this report

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

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: