

# Burraneer Bay Public School Annual School Report 2014



## School context statement

Looking back at the many successes and achievements made in 2014 the Burraneer Bay Public School community should all share a deep sense of pride in the gains the school has made for all of its students.

A focus of the P&C's work in 2014 was to provide activities that focused on giving students an opportunity to have fun and at the same time strengthen and build community. The P&C carefully planned activities that provided opportunities for children to make new friends in a fun and relaxing atmosphere. The Parent Celebration Dinner was a new initiative that was well supported by the community and the family breakfast, School Disco and Carols Under the Stars were just some of the P&C community events that the children, and their families, enjoyed immensely. These activities all helped families feel connected to our wider school community. The P&C achieved its goal in this area, and additionally funded an extremely large amount of additional resources for the school. The P&C helped fund PSSA Sport Representatives, the Year 6 Musical and the purchasing of classroom resources, home readers, a substantial number of ipads, hovercams in every classroom, additional student bag storage units, K-2 aluminium seating and security fencing.

The P&C achieved major successes in its applications for several grants, not the least of which was the NSW Government Community Building Partnership Grant resulting in a new multi-purpose court and play area.

Burraneer Bay Public School has an excellent reputation in the wider community for the many achievements and successes of individual students and teams. This would not be possible without the support of the schools large base of volunteers and a very supportive Parents and Citizens' Association.

The school is very proud of its academic achievements. In the National Testing, over 60% of Year 3 students achieved in the proficient bands for Writing, Spelling and Grammar and Punctuation. Year 5 student growth was

excellent. 71% achieved greater than or equal to expected growth in Reading. 69% achieved greater than or equal to expected growth in Grammar & Punctuation. 60% achieved greater than or equal to expected growth in Writing. 76% achieved greater than or equal to expected growth in Numeracy. In 2014 Year 5 student growth was the highest it has been in five years.

National testing, however, does not measure the value or achievement of students in the many other activities BBPS offered to students in 2014. Burraneer Bay Public School provided a diverse range of opportunities for all children. These opportunities exist because of the dedication and expertise of the teaching, support and administrative staff.

Students were successful at gaining entry to Selective High School and an Opportunity Class, and there were standout achievements by individuals and groups of students in specialised programs such as Premiers Reading Challenge, Public Speaking, Tournament of Minds, Writing Competitions and Premiers Sporting Challenge.

In 2014 Burraneer Bay Public students participated in Art, Band, Choir, Dance, Excursions and Overnight Camps, Public Speaking, Year 6 Interrelate and Peer Support. The teaching staff and Sporting Associations such as the NRL, Sharkies and Sutherland Basketball provided a variety of sports such as swimming, cross country, athletics, softball, cricket, netball, soccer, rugby league, golf, tennis, gymnastics, beach fitness, Aussie Rules, hockey, basketball, swimming and water polo. As well as having outstanding performances at Cronulla Zone Swimming, Cross Country and Athletics, Burraneer Bay Public School had students selected in Zone, Region and State teams for numerous sports and in cultural and performing arts programs.



The school's dance groups, three choirs and senior and junior bands excelled at a variety of performances. Some of these groups have performed at school functions, the school's creative arts camp and also at the Sutherland Shire Music Festival, and a range of dance festivals. The Extension Dance Group once again performed at the School Spectacular.

The ICT resources, iPads in particular, provided by the P&C in 2014 has enabled students to create and share content in ways that would not be possible otherwise. This is an area that will be further developed in 2015 now that the school has wireless connectivity across the school.

Through the initiatives of the Student Council the school has raised money for several worthy causes such as the Sydney Children's Hospital, Gold Day Appeal, Cancer Council, Canteen, Relay for Life, Anglicare and the White Ribbon Foundation.



Burraneer Bay Public School is very fortunate to have such a creative and hard working group of volunteers who worked together to bring about positive outcomes for its wonderful students. The Parents and Citizens Association, its Executive and all the sub committees continuously supported the school throughout the year. Many volunteers assisted with reading, excursions, gardening, coaching, banking, uniform shop, pre-loved clothing, Mother's and Father's Day stalls, Easter raffles, parent morning teas, School Disco, Special Religious Education and Ethics classes, Year Book and in the canteen. Thank you to the Canteen Committee for your efforts this year for continuing to improve the service and nutritious choices for students.

Details of many highlights of the year are included in this report and I hope that you enjoy reading about your children's and our school's achievements. It highlights the strengths of our school community and identifies our future directions. Thank you to everyone who contributed to this report.

As we move toward 2015, we want to be prepared to meet the challenges of today's increasingly complex and global society so that we can prepare our students with the competencies necessary to be respectful, confident and resilient learners.



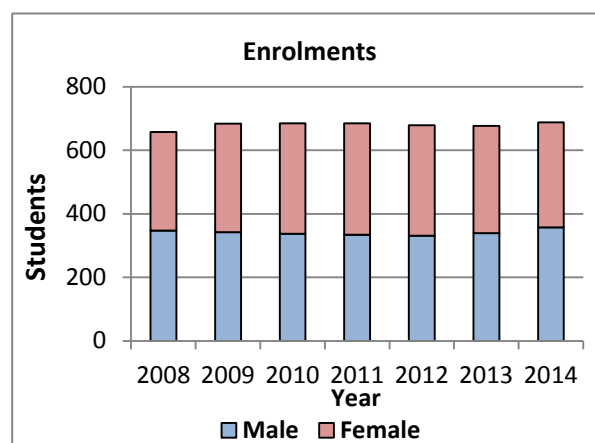
## Student information

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

### Student enrolment profile

In 2014 the school had 27 classes.

Gender	2009	2010	2011	2012	2013	2014
Male	342	337	334	331	339	357
Female	342	348	351	348	338	331



## Student attendance profile

Class rolls are marked electronically and daily. Attendance is monitored regularly for patterns of student partial or non-attendance consistent with school and DEC policy. The Principal is informed if a pattern of non-attendance develops and parents are contacted. The Home School Liaison Officer (HSLO) monitors the class rolls regularly.

	Year	2010	2011	2012	2013	2014
School	K	96.2	97.2	96.1	96.3	96.6
	1	95.3	96.5	95.1	95.7	95.4
	2	96.4	95.4	96.5	95.7	96.3
	3	94.9	95.9	94.8	95.6	95.3
	4	95.9	94.4	95.7	94.5	96.3
	5	94.8	94.6	95.2	95.6	94.9
	6	95.4	94.3	95.7	94.7	95.1
	<b>Total</b>	<b>95.6</b>	<b>95.5</b>	<b>95.6</b>	<b>95.4</b>	<b>95.7</b>
State DEC	K	94.7	94.7	94.3	95.0	95.2
	1	94.2	94.2	93.9	94.5	94.7
	2	94.4	94.2	94.2	94.7	94.9
	3	94.5	94.4	94.4	94.8	95.0
	4	94.5	94.3	94.3	94.7	94.9
	5	94.4	94.2	94.2	94.5	94.8
	6	94.0	93.8	93.8	94.1	94.2
	<b>Total</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>

## Workforce information

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23
Primary Part-time Teacher	1.1
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher of ESL	0.4
Primary Teacher RFF	1.218
School Counsellor	0.4
School Administrative & Support Staff	4.262
Total	38.28

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014 there was one Indigenous teacher employed at the school.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	23

## Professional learning and teacher accreditation

The teaching staff at Burraneer Bay Public School participated in a number of professional learning activities designed to build the capability of staff to achieve some of our key priorities as set out in our School Plan. In addition, the staff has been involved in professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders.

Burraneer Bay Public School had three temporary new scheme teachers work towards Board of Studies Teaching and Education standards (BoSTES) accreditation. One teacher was successful in 2014 at being accredited at Proficient. One newly appointed permanent teacher has commenced the process of accreditation at Proficient. There were four new scheme teachers who continued to maintain their accreditation at Proficient level.

As part of the BoSTES requirements, in order to maintain professional competence, new scheme teachers are required to undertake 100 hours of professional learning over a five year period. Our new scheme teachers, in order to develop and maintain professional competence, engaged in professional learning activities outlined above, to assist them to meet this criterion.

The total school expenditure on teacher professional learning was \$36 110.68 with an additional \$20 109.16 for professional learning activities for teaching and administration staff. 20 percent of the total funds were specifically allocated to provide permanent beginning teacher support. The average expenditure per teacher for professional learning was \$1405.00; however, many professional learning activities were school based and at no cost.

Teachers had professional learning in the following areas:

During Term 2 School Development Day thirty-three staff explored aspects of the English Syllabus with a particular focus on the comprehension clusters on the Literacy Continuum.

Twenty-seven staff completed the online compliance training titled Disability Standards for Education: NSW DEC.

Thirty-five teachers and staff members completed the Child Protection Awareness Training (CPAT).

Thirty-six staff attended four after hours workshops that explored the new mathematics curriculum and the use of the K-6 mathematics continuum of learning and the new mathematics syllabus to create assessment, plan units of work and evaluate student progress in accordance with the mandated requirements of BoSTES and the Disability Act.

During the Term 3 School Development day thirty staff completed training on the NSW Syllabus for the Australian Curriculum Science K-10 (incorporating Science and Technology K-6).

Ten teachers attended a workshop that focused on the effective use of iPads to support the K-6 English Syllabus in primary classrooms

Five staff attended a training session that explored the necessary steps to implement a Bring Your Own Device strategy into a school.

Six staff attended a course to deepen their understanding of what additional training is necessary for teachers to enable them to make the transition from using Best Start software for Kindergarten students to using PLAN software for all students.

Twenty-seven teachers were provided with relief to allow them time with their colleagues and a mentor to learn how to effectively place students appropriately on the Literacy continuum using PLAN software.

Thirty teachers and staff members completed Anaphylaxis training.

Six teachers attended a presentation to learn the requirements of maintaining accreditation at Proficient Teacher Level

One teacher attended a Road Safety Education training day for early career teachers.

One teacher attended training that focused on the accreditation process for beginning teachers.

One teacher attended the LAST course – Assistive technology for students with additional learning and support needs.

One teacher attended 3 Learning and Support Team Network Meetings.

The Principal attended 2 Principal's Professional Learning Conferences.

Five staff participated in a Leadership Program over four half day sessions that involved working with the executive staffs of other local schools.

As part of the school's ongoing implementation of Targeted Early Numeracy in class support and training was provided to five teachers.

Three staff completed the training on developing and implementing a professional learning plan for SAS staff.

The Principal and Office Manager completed Core Financial Literacy for NSW Public Schools.

One staff member completed the School Administrative Managers Conference



### Beginning Teachers

Burraneer Bay Public School has one newly appointed permanent teacher.

Beginning teachers are provided with extra support and funding to develop their skills and expertise that focused best practice. These resources have been utilised to provide release time for the beginning teacher and 1:1 mentoring for the development and support of programs, support with student assessments and grouping, data collection and internal and external training and development courses. Newly appointed permanent beginning teachers link their professional development to align with school priorities and their own professional needs.

Documentation is used to insure they complete and meet the DEC requirements

## 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	30/11/2014
<b>Income</b>	\$
Balance brought forward	244497.70
Global funds	424474.88
Tied funds	268048.01
School & community sources	571439.00
Interest	7490.01
Trust receipts	60607.48
Canteen	0.00
Total income	1576557.08
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	86914.80
Excursions	223686.45
Extracurricular dissections	234138.94
Library	6968.81
Training & development	20109.16
Tied funds	222513.88
Casual relief teachers	149719.30
Administration & office	188912.03
School-operated canteen	0.00
Utilities	67853.39
Maintenance	133683.02
Trust accounts	71639.35
Capital programs	23642.35
Total expenditure	1429781.48
<b>Balance carried forward</b>	146775.60

The total amount received from the 2014 voluntary school contribution was \$20 080. This amount is included in 'School & community sources'. All of the funds from the voluntary school contribution were used directly in classrooms to support teaching and learning programs.

'School & community sources' also includes \$111 256.73 raised by the P&C to provide equipment, resources, services, support and improvements made directly to the school. It also includes monies received for excursions, sport, sales to students and all other extra-curricular activities.

The balance carried forward includes funds already committed to:

- unpaid salaries for teachers, ancillary staff and teachers' aides (special);

- tied and trust accounts and

- unpaid accounts and orders, including maintenance costs.

A full copy of the school's 2014 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 2014

### Academic achievements

#### 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.

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

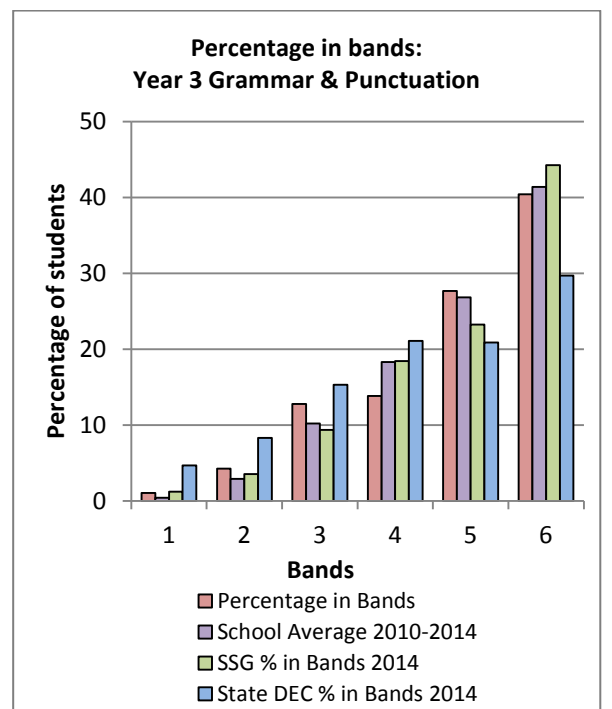
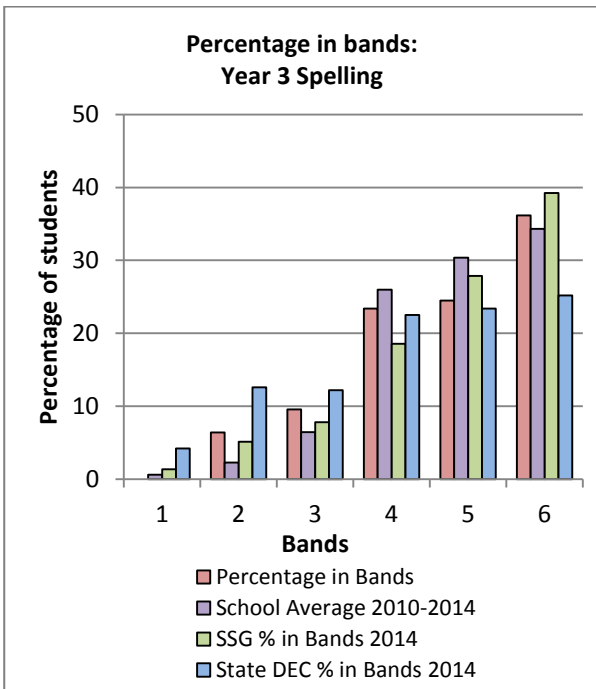
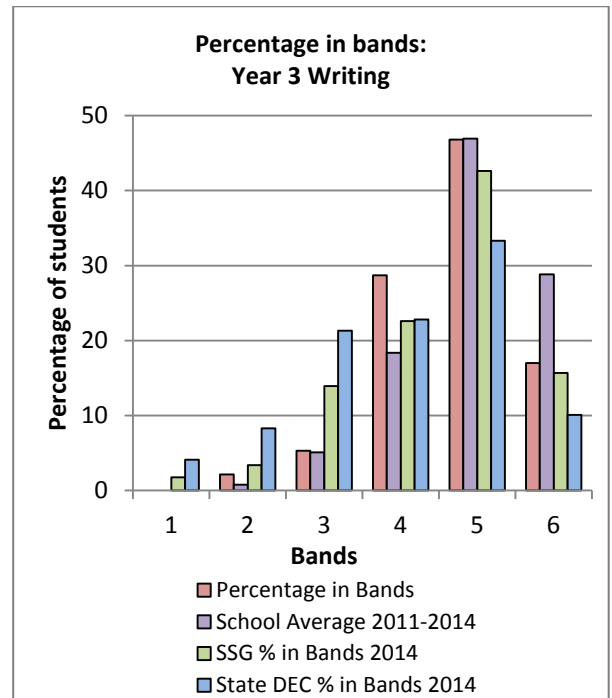
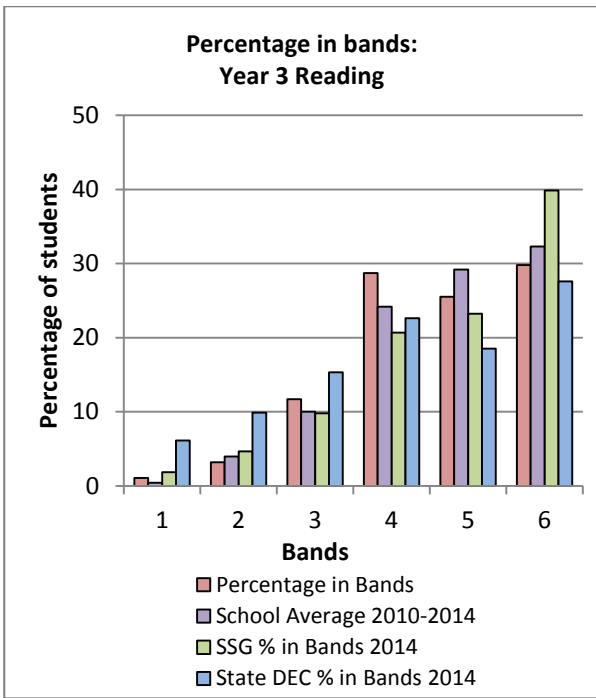
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter Burraneer Bay Public School in the *Find a school* and select *GO* to access the school data.

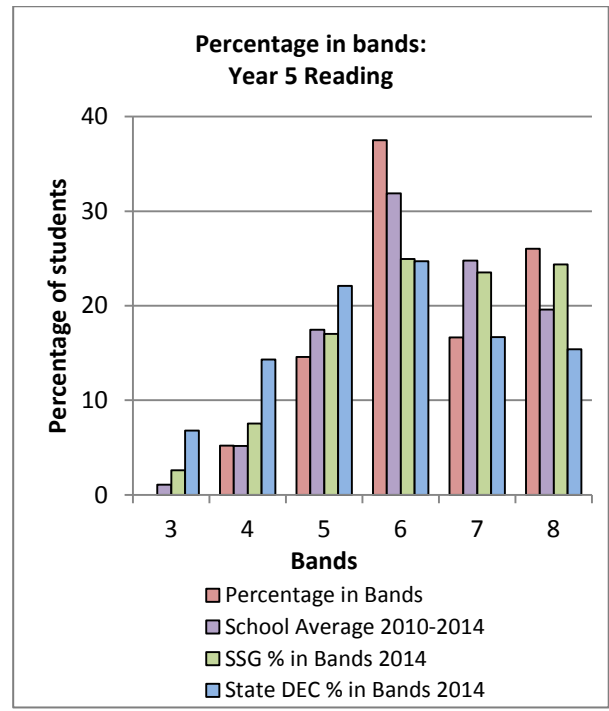
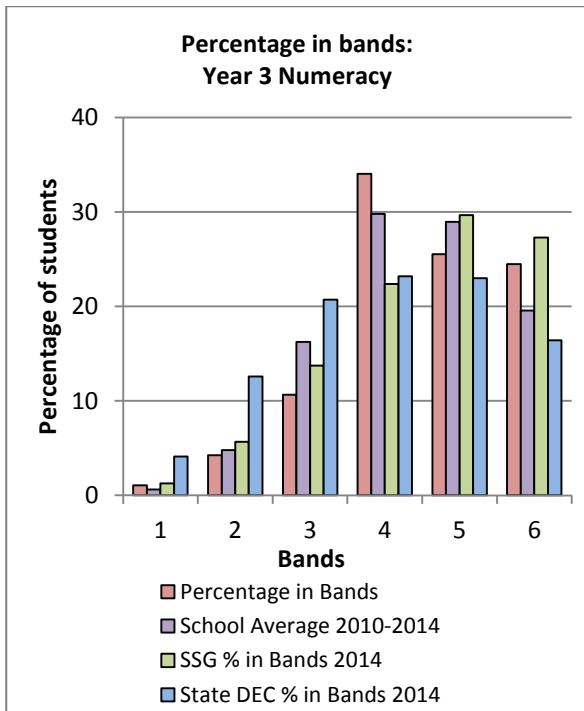
#### NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Ninety-four Year 3 students sat the 2014 Literacy assessments. Our 2014 Literacy results indicate that our school achieved higher results when compared to the state mean in Spelling and Grammar and Punctuation and equal to the National average in Reading. Students demonstrated strength in all strands of Literacy. In Writing 63% achieved proficient bands. In Reading 55% of students achieved proficient bands compared to 49% of State. Year 3 students performed strongly in Spelling with 60% in the proficient bands. Similarly, in Grammar and Punctuation with 68% in the proficient bands compared to 54% of the State.



**NAPLAN Year 3 - Numeracy**

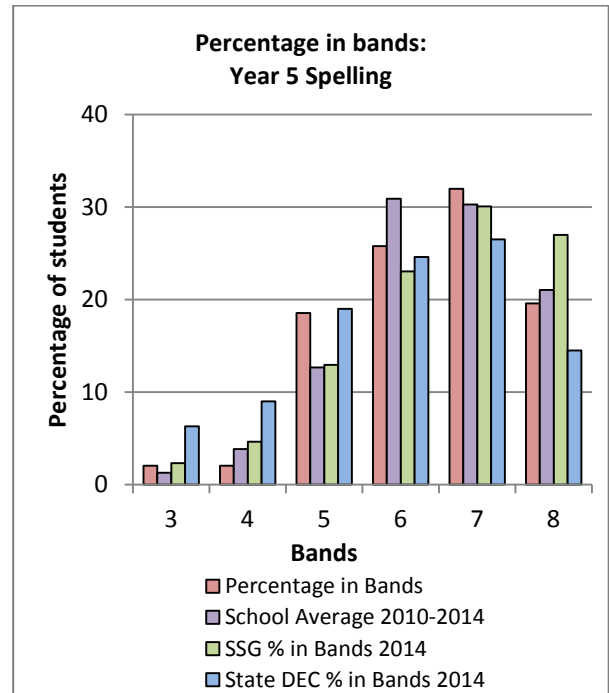
Ninety-four Year 3 students sat for the 2014 Numeracy assessments. Our 2014 Numeracy results indicate that our school achieved higher results when compared to the state mean. In overall Numeracy 50% of Year 3 students achieved in the proficient bands compared to 43% of the state.



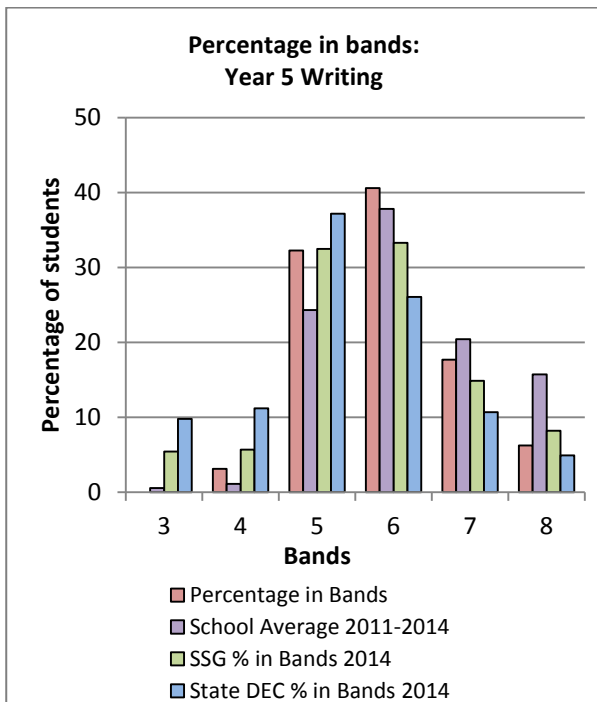
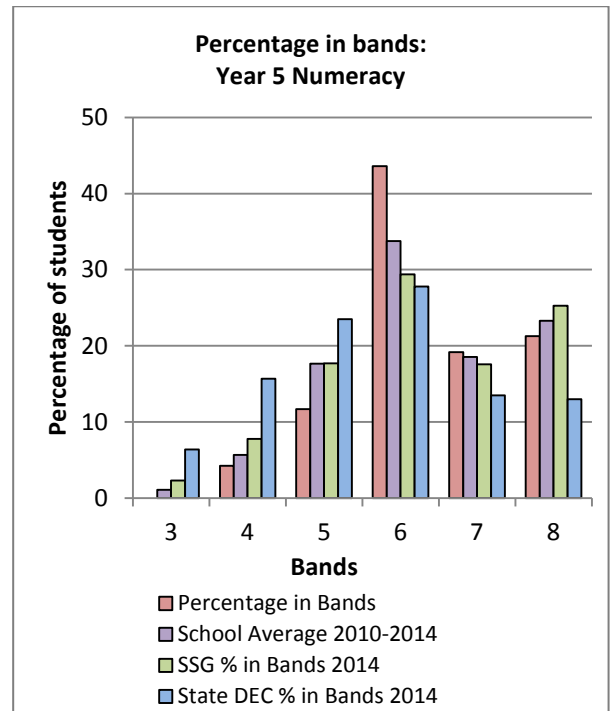
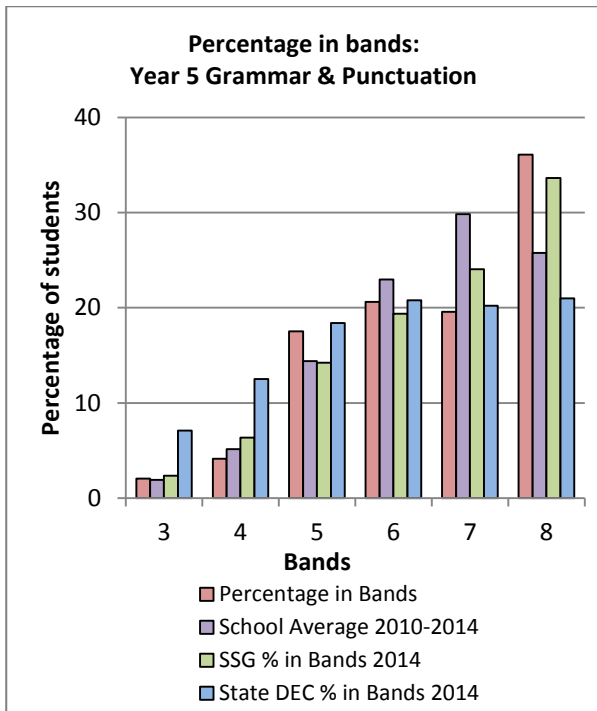
**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

Our 2014 Literacy results indicate that our school achieved much higher results when compared to the State mean in all strands of Literacy. In Reading, 42% of students achieved in the proficient bands compared to 37% of the State. 51% of students achieved the top two bands in Spelling, compared to 42% of the State. In Grammar and Punctuation, 55% of students achieved in the proficient bands, compared with 44% of the State. In Writing, 23% of students achieved in the top two bands, compared to 17% of the State. Overall, 100% of students are at or above Minimum National Standards in Reading and Writing.

Year 5 student growth was excellent. 71% achieved greater than or equal to expected growth in Reading. 69% achieved greater than or equal to expected growth in Grammar & Punctuation. 60% achieved greater than or equal to expected growth in Writing.







## Other achievements

### Arts

Burraneer Bay Public School prides itself on providing a relevant and balanced curriculum. The school has a strong commitment to the arts.

In 2014, students had the opportunity to participate in

- Choir
- Band
- Dance
- Schools Spectacular
- Violin Ensemble
- Creative Arts Camp
- Create South
- Raw Art
- Operation Art

Highlights of our 2014 program included:

Fourteen students successfully auditioned and were chosen to be part of the 2014 Create South Production "Link". They were successful in dance, choir, band, drama, visual arts and computer technology.

## NAPLAN Year 5 - Numeracy

Our 2014 Numeracy results indicate that our school achieved much higher results when compared to the State mean. 40% achieved the top two bands compared to 28% of the state. 76% achieved greater than or equal to expected growth in Numeracy. In 2014 Year 5 student growth was the highest it has been in five years.



## Band

- Students in Years 3-6 were provided with the opportunity to join the Junior Band and Senior Band. These bands have continued to be highly successful. They performed at a variety of school functions.
- The Senior and Junior Bands performed at Combined K-6 assemblies at the end of each term, Education Week and two Band nights for parents.
- Senior Band members participated in an overnight Creative Arts Camp at Stanwell Tops where they attended music tutorials and presented a concert to parents.
- Two Year 6 students were chosen to participate in Woolooware High School Intermediate Band.
- The Violin Ensemble performed at End of Term Assemblies, Band night for parents and at the Sydney Opera House.
- A Stage Band was formed in Term 4 with students auditioning from the Senior Band. They performed on Presentation Day.



## Choir

All children from Year 2 to Year 6 are given the opportunity to sing in the Year 2 Choir, the Junior Choir, the Senior Choir and Year 6 Special Choir. A Year 1 choir was also formed later in 2014.

These choirs all performed at various whole school functions throughout 2014.

In school performances included:

Combined K-6 assemblies at the end of each term, Education Week concert, Kindergarten Orientation, End of Year Presentation Days for K – 2 and Years 3 – 6.

The Senior Choir attended the Creative Arts Camp and performed at the concert at the end of the camp.

Outside of the school the choirs performed at the Sutherland Shire Schools Music Festival and the Kurranulla Concert for senior citizens.

## Drama

- All classes participated in school based drama activities with a number of students successfully auditioning for Create South.
- Six teams entered the Tournament of Minds. Each of these teams successfully completed the drama component of their challenge.

## Dance

- Burraneer Bay had 9 dance groups in 2014. Two Year 2 groups, a Year 3 group, a Year 4 group, a Year 5 group, a Year 6 group, a Primary Boys and Infant Boys group and an Extension Dance group. The groups performed at school assemblies, Education Week, Music Festivals, Kinder Orientation, Shire Youth on Parade, the Dance Extravaganza at Sutherland Shire Music Festival and the Dance Extravaganza for AP All Stars.
- The Extension Dance group, comprising 12 students successfully auditioned and performed at Schools Spectacular at the Sydney Entertainment Centre.
- The Year 6 and Extension Dance group attended the overnight Creative Arts Camp and the Sydney Dance Eisteddfod
- One student was chosen to perform as a member of NSW Dance.
- Two students were chosen to attend the State Dance Camp

## Year 6 Musical

- In 2014, Year 6 students presented a musical 'Into The Woods.' at Woolooware High School.
- Students developed skills in acting, singing and dancing. Students choreographed the group dance items and many students performed solo vocal numbers.

## Visual Arts

Visual Arts was again a key focus area in 2014. All students from K-6 participated in an art program called RAW ART. Students participated in two specialised lessons that focused on a range of mediums. The children enjoyed participating in lessons that introduced them to clay, sculpture, collage, drawing, fabric painting and printing.

Other highlights of our 2014 Visual Arts program included:

- Fourteen students across Stage 1, Stage 2 and Stage 3 were chosen to participate in Operation Art Workshops. The children enjoyed meeting students from other schools in the area, learning new skills and showcasing their art pieces.
- A large number of chosen entered the Year Book Design Competition and participated in the SSSMF Art Competition.

## Sport

The students at Burraneer Bay Public School are provided with many varied opportunities to participate in sport at school, zone, regional, state and national levels. Sport focused programs for all students are strongly promoted at Burraneer Bay Public School by encouraging participation, enjoyment, skill development, teamwork and excellent performance.



In 2014 all twenty-seven classes at Burraneer Bay Public School were involved in the Premiers Sporting Challenge. The school was awarded a Diamond Award for its achievement. Twelve Year 5 and 6 students successfully completed the Premier's Sporting Challenge "Learning to Lead" course. At our 2014 Presentation Day we presented our third Premier's Sporting Challenge Medallion. This prestigious award went to a student whose performances in multiple sporting arenas were not only exemplary for their results but also for consistent displays of sportsmanship.

In 2014 Kindergarten to Year 2 students all participated in weekly grade sport sessions. These sessions focused on developing the fundamental movement skills of jumping, hopping, skipping, side galloping, running and throwing and catching. The program was designed around various tabloid activities through which the students rotated. The program also aimed to emphasise the importance of a healthy lifestyle.

All students in Kindergarten to Year 2 also participated in a WRL rugby League skill session over 3 weeks in Term 4. This introduced most students to a new sport and new skills, and was thoroughly enjoyed by all students.

Students in Years 3 to 6 had many reasons to take great pride in their sporting achievements both at a school level and through the Primary Schools Sports Association (PSSA) competitions. Both these programs had a focus on fair play and sportsmanship.

Our school achievements in 2014

- Burraneer Bay Public School finished 3<sup>rd</sup> overall at the Cronulla Zone Athletics Carnival, 2<sup>nd</sup> overall at the Cronulla Zone Cross Country Carnival and 2<sup>nd</sup> overall at the Cronulla Zone Swimming Carnival.
- At the Cronulla Zone Swimming Carnival our school placed 2<sup>nd</sup> overall. Nine students qualified for individual entry at the Sydney East SSA regional Carnival. The Junior Girls and Junior Boys Relay Teams also qualified. Following the Regional Swimming Carnival one student qualified for individual events at the State Carnival. The junior Girl Relay team also qualified for the State Carnival. Despite their outstanding

efforts of the students involved none placed at the State event.

- In 2014 Burraneer Bay Public School placed 2<sup>nd</sup> overall at the Cronulla Zone Cross Country Carnival. Eight students who placed 6<sup>th</sup> or higher went on to represent Sydney East at the Regional Cross Country Carnival. Due to strong performances at the Regional Carnival, four students competed at the State Carnival representing Sydney East.
- Burraneer Bay Public School again performed well at the Cronulla Zone Athletics Carnival and finished 3<sup>rd</sup> overall. One student was named Age Champion at this event. Sixteen individuals finished with a result of 6<sup>th</sup> or better and went on to represent Cronulla Zone at the Sydney East Regional Athletics Carnival. The Senior Girls Relay team also finished 1<sup>st</sup> in their event. At the regional carnival four individuals and the Senior Girls Relay Team had top ten results with two of our students going to represent Sydney East at the state Carnival.
- A total of twenty-one students represented the Sydney East Region PSSA at the state carnival in a variety of sports including, swimming, cross country, athletics, hockey, rugby league, softball, water polo and rugby union.



- In 2014 our school entered teams in all Cronulla Zone PSSA competitions including, Girls Soccer, Basketball, Australian Rules Football, in Season One; Netball, Soccer and Rugby League in

Season Two; and Softball and Cricket in Season Three.

- Season 1 was non-competitive with an emphasis placed on participation, enjoyment and skill development. Many students enjoyed participating in a sport for the first time.
- Our teams performed well in their respective Winter Season PSSA competition. Both the Senior and Junior rugby league teams played in their respective grand finals and achieved the runners up title.
- Burraneer Bay Public School were successful in the Cronulla Zone Summer PSSA competitions. The Junior A team was defeated in their grand final but Senior A finished the season as champions.
- Thirty students competed in the Sydney East PSSA Water Polo Gala Day which provided students with a day of enjoyable competition and skill development.
- Two Rugby League Teams participated in the Annual Sharks All Schools Carnival held in May. The Seniors team drew on points in their grand final after a count back decision.
- Burraneer Bay Public School's At-School Sports Program involved non-competitive skill based activities in a variety of sports. These included golf, swim and gym, tennis, beach fitness, gymnastics, modified games and an NRL skills development program.
- 120 Year 2 students participated in a highly successful School Sport Foundation Learn-to-Swim program. Its aim was to increase competence in the water and encourage stroke correction.
- Year 5 students attended a surf awareness course at North Cronulla Surf Life Saving Club. The course is designed to build student's knowledge of the correct safety procedures to follow when swimming in open water.
- 3 staff held Executive Convener and Manager Positions at Zone and Regional level. One staff member was also appointed as Carnival Manager at the NSW PSSA State Under 11's Rugby League Carnival and also Carnival Manager of the School Sport Australian Rugby League Championships.

## Public Speaking Competition

In 2014 Burraneer Bay Public School had a Public Speaking Competition in which all children Kindergarten – Year 6 were encouraged to participate in.

Students developed their oral language skills through a range of Speaking and Listening activities culminating in a class public speaking competition. The class finalists progressed to the stage level school finals which were held in front of their peers and community members. One representative from each stage was chosen to participate in the area finals at a local school.

Kindergarten and Year 1 children participated in the School Public Speaking Competition. Two children from each class were chosen and then participated in a grade final in front of their peers. All children were congratulated for their efforts.

Four students were also chosen to participate in the Multicultural Perspectives Competition.



## Premier's Reading Challenge

The Premier's Reading Challenge continues to be a focal part of our whole-school literacy program having proven its worth as an effective motivational tool to improve engagement during independent reading sessions and to increase library borrowing.

## Peer Support

Peer Support is a peer led program which is designed to develop leadership skills, teamwork and promote a positive ethos within our school. After undergoing leadership training, Year 6 Peer Support Leaders help to implement the Kindergarten and Year 6 'Buddy' program where they work with multi age groups of about fifteen

younger students. The groups meet three times each term. The students engage in lessons designed to foster positive relationships, optimism, resilience, anti-bullying, playground games and promote Burraneer Bay Public School values. The program empowers young people to learn about their fellow students, support each other and work as a team to contribute positively to our school.

## Peer Mediation

All Year 6 students are Peer Mediators. Their participation in this program further develops their leadership skills. Towards the end of Term 4, Year 5 students are trained as Peer Mediators and supported in what will become their role in the following year.

Senior students are encouraged to help younger students in a variety of ways: teaching social skills and playground games or assisting younger students in difficulty, eg to assist with a lunch box lid. They also help resolve minor conflicts peacefully. Year 6 students are rostered on to assist several times each term and enjoy the responsibility, the opportunity to become role models as well as the interaction with younger students.

## Significant programs and initiatives – policy

### Aboriginal education

Aboriginal Education has an important focus at Burraneer Bay Public School. Our school community endeavours to recognise and embed Aboriginal perspectives and education throughout its curriculum programs. Throughout 2014, Aboriginal heritage was explored and appreciated in curriculum areas such as English, HSIE and the Creative Arts. The ownership, diversity and richness of Aboriginal cultures and Custodianship of Country are valued and respected as well as being promoted across all Stages.

An 'Acknowledgement of Country' which recognises the original custodians of the land, the Dharawal people is delivered at the beginning of School assemblies as well as other formal school events, including all Staff Meetings. The Dharawal version of 'Advance Australia Fair' is taught to choir students and is sung by every student K-6 at School assemblies. This reflects the high regard in which the Aboriginal Peoples, both past and

present are held. The Aboriginal and Australian flags stand side by side in the playground each day and are acknowledged during special events.

Our school continues to be committed to increasing knowledge and understanding of the rich cultures, histories and experiences of Aboriginal and/or Torres Strait Islander people as the First Peoples of Australia. We are also committed to enlightening our students about past events such as 'The Stolen Generation' as well as working towards an understanding of Recognition and Reconciliation.

There are currently three Aboriginal students attending the school, which is committed to improving the educational outcomes of these students in literacy, numeracy and all Key Learning Areas.

### **Multicultural education and anti-racism**

Burraneer Bay Public School ensures that all students have access to inclusive teaching and learning experiences. These experiences allow students to successfully take part in a rapidly changing world where cross-cultural understanding and intercultural communication skills are essential. We achieve this by promoting diversity as a positive learning experience, incorporating multicultural perspectives across all learning domains, and incorporating multicultural, anti-racism, and human rights perspectives in to school policies and practices.

At Burraneer Bay Public School in 2014 there were 108 families in which a language other than English is spoken at home, with nineteen families speaking Greek, nine speaking German, and nine speaking Croatian. We are thrilled to have seen the arrival of a Chinese family adding the Mandarin language to our culturally diverse school community. The number of students supported through the Languages Other than English Program in 2014 was 25.

We have provided support to students who live in homes where a language other than English is spoken, through our Languages Other Than English Program (LOTE). The LOTE program gives each child the opportunity to participate in learning experiences which include explicit teaching of the language and cultural understandings needed to effectively communicate in Standard Australian English. Our LOTE teacher provided specific programs which

were delivered both individually and in small groups.

We have executed learning experiences, across the grades, which encourage student's interest in understanding and appreciating, the significant contributions that people from varying backgrounds make to Australia's Identity.

For example, our recent focus on providing quality, Multi-Modal Literacy with explicit teaching through the New Australian Curriculum, has presented many opportunities to promote the student's appreciation of multicultural values. Tales from Australia's rich Indigenous Culture, along with tales from cultures around the world, have not only instilled a feeling of awe and mystery, but also opened the student's eyes, hearts, and minds to worlds beyond their own. We provided the power to transport, and to make a child feel connected to the larger world.

Students and staff celebrated Harmony Day and explored its associated themes. As a whole school approach, teachers executed lessons on diversity, anti-bullying and cultural inclusion. Each class made posters which reflected the theme of "Everyone Belongs." These were displayed in the school hall. Children were also invited to participate in a "Harmony Day" Poster competition.

In Term 4, 2014 Year two participated in Celebration Day to coincide with their HSIE topic 'Celebrations'. Year 5 students studied Japanese culture, its language and traditions. LOTE students participated in lessons which allowed them to explore the celebration rituals in Australian. Furthermore, they got the opportunity to deliver personal presentations sharing the celebration rituals of importance to their cultures and families.

## **Significant programs and initiatives – equity funding**

### **Aboriginal background**

The equity loading was allocated to payment for students to assist them to access resources where costs were prohibitive for them, to attend excursions and sporting events and subsidization of K-6 cultural performances. Funds were also used to support specific students develop friendships and improve social skills.

## Socio-economic background

These funds were used to provide low socio-economic student's access to programs and resources that families could otherwise not afford.

Developed and sustained a positive and inclusive school culture.

Provided financial support to help families in need so that no student was excluded from excursions or resources due to financial difficulties.

Increased the level of students' participation and engagement in learning.

Improved all students' learning outcomes.

Employed seven School learning Support Officers to help support students with additional learning needs.

## English language proficiency

The English as an Additional Language / Dialect (EAL/D) program has continued to provide support and individualised learning programs to students who speak a language other than English at home. An EAL/D teacher worked for the equivalent of two days per week to cater for the needs of these students. This support included individual programs in reading, writing, speaking and listening. The EAL/D program gives each child the opportunity to participate in learning experiences which include explicit teaching of the language and cultural understandings needed to effectively communicate in Standard Australian English. Our EAL/D teacher provides specific programs which are being delivered both individually and in small groups.



## Learning and Support

This loading has allowed for the expansion of the school's Reading for Success Program and the ability to provide SLSO support to students who fall within these disability criteria.

Individual Literacy Program- Reading For Success-catered for 20 students from Year 1 –Year 4. This program is supervised by Learning and Support teacher, and has an SLSO and 12 community volunteers who participate on a daily basis to provide selected students with the opportunity to work through a personalised non-threatening program to improve their literacy skills and increase self-esteem. Parents are involved in the running of the program and complete a small amount of work with their child at home.

Students with low level learning and support needs have been supported in several ways. Learning and Support teacher may provide assistance to classroom teacher to make adjustments for learning within the classroom and develop an individual learning plan. This may involve the inclusion of extra SLSO support to identified students.

Small groups of identified students participate in small group work which provides explicit teaching of identified weaknesses.

Staff have been regularly in serviced to ensure they have the skills to cater for individualised learning needs and make adjustments to class programs as needed.

The Learning and Support Team (School counselor, LaST, Assistant Principals) meet on a weekly basis to discuss identified students' needs and involve parents and class teachers in a collaborative process to work together to increase individual students participation and engagement in learning. The LST liaise with outside agencies to ensure that all parties are working towards the same goals. When appropriate outside agencies are invited to attend staff meetings to inform the whole staff of their role in assisting individual students.

Student with low level learning and support needs have had increased use of ipads with specific apps being purchased to enhance individual leaning within the regular classroom setting.

Students identified and accessing extra support;

- Year 1 -12 Students

- Year 2 – 16 Students
- Year 3 – 12 Students
- Year 4 – 12 Students
- Year 5 – 12 Students
- Year 6 – 5 Students

## School planning and evaluation 2012—2014

### School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used at Burraneer Bay Public School include:

- Analysis of NAPLAN and PLAN data.
- Identification of student weaknesses and strengths.
- Evaluation of significant programs through staff, student and community surveys and feedback.
- Target committees met regularly to monitor and plan according to School Plan scope and sequences.

### School priority 1

Literacy

#### Outcomes from 2012–2014

Strengthened teacher capacity to improve student learning outcomes in literacy.

Quality teaching and learning programs in literacy resulting in increased overall achievement for every student in line with state and regional targets.

Improved outcomes through targeted strategic early intervention for students experiencing difficulty in literacy.

#### Evidence of achievement of outcomes in 2014:

- 42% of year 5 students achieved band 7 and 8 in NAPLAN Reading compared to 37% of NSW. 51% of year 5 students achieved band 7 and 8 in NAPLAN Spelling compared to 42% of NSW. 55% of year 5 students achieved band 7 and 8 in NAPLAN Grammar & Punctuation compared to 44% of NSW. 23% of year 5 students achieved band 7 and 8 in NAPLAN Writing compared to 17% of NSW.

- The percentage of Year 5 students who achieved greater than or equal to expected growth in 2013 Reading was 58% compared to 71% in 2014
- 55% of year 3 students achieved band 5 or 6 in NAPLAN Reading compared to 49% of NSW. 63% of year 3 students achieved band 5 or 6 in NAPLAN Writing compared to 44% of NSW. 60% of year 3 students achieved band 5 or 6 in NAPLAN Spelling compared to 50% of NSW. 68% of year 3 students achieved band 5 or 6 in NAPLAN Grammar and Punctuation compared to 54%
- Staff professional learning resulting in a deeper understanding and knowledge of the NSW English Syllabus for the Australian Curriculum
- Increased use of multi-modal and digital texts by teachers and students.
- Staff aware of various strategies/resources to teach comprehension. Staff sharing successful teaching strategies and resources.
- Increased levels of student participation in Premiers Reading Challenge
- Appropriate adjustments made in learning programs to cater for individual needs.
- LaST program targeting students achieving in Bands 1 and 2 of NAPLAN
- Professional dialogue shared and encouraged at grade meetings and professional development sessions

### School priority 2

Numeracy

#### Outcomes from 2012–2014

Strengthened teacher capacity to improve student learning outcomes in numeracy.

Quality teaching and learning programs in numeracy resulting in increased overall achievement for every student in line with state and regional targets.

#### Evidence of achievement of outcomes in 2014:

- Introduction of Teaching Early Numeracy Strategies and the purchasing of new mathematic resources



- Staff participation in Registered course – “Assessment and Adjustment – Implementing the New Maths Syllabus”
- The proportion of Year 5 students in Bands 7 and 8 in NAPLAN Numeracy increased from 32% in 2013 to 40% in 2014
- The proportion of Year 5 students in the top three bands in NAPLAN Numeracy increased from 69% in 2013 to 83% in 2014
- The percentage of Year 5 students who achieved greater than or equal to expected growth in 2013 Numeracy was 67% compared to 76% in 2014
- The proportion of Year 3 students in Bands 5 & 6 in NAPLAN Numeracy increased from 38% in 2012 to 50% in the Proficient Band
- K-6 staff using new syllabus to write an assessment task for a relevant syllabus outcome
- Regular assessment of students’ progress through observation, work samples and formal written tasks.
- Staff using the Maths Continuum of new ideas to identify key learning ideas to assess
- Increased understanding of continuum and application to programming
- Formation of a collaborated online resource to assist the implementation of the new mathematics syllabus
- Staff familiar with software and its administration and teaching applications
- Peer teaching and mentoring of staff to build ICT capacity across the school.
- Parents and staff maximise the use of Apps such as Skoolbag and other technologies to enhance communication.
- Use of school website, email and sms to communicate with parents.
- Access points, associated cabling and appropriate hardware installed as per DET standards
- Staff familiar with network paths for accessing relevant resources, how to access and where to save.
- ICT committee familiar with relevant applications to enhance learning.
- Participation of interested staff in training using ipads or similar devices. Effective use of ipads to enhance learning.
- All uneconomical printers and copiers replaced by a more cost effective and sustainable solution

### Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students and parents were asked to write three words that best described Burraneer Bay Public School. The top five responses stated by parents were Educational, Caring, Excellent, Friendly and Welcoming. The top five responses stated by students were Fun, Caring, Supportive, Friendly and Safe.

97% of staff and 84 % of parents agree or strongly agree that the school is a friendly school that is tolerant and accepting of all students. 97% of students agree or strongly agree that teachers at their school look after and care for them.

Similarly 92 % of staff and 89 % of parents agree or strongly agree that the school has a strong commitment to students with 93 % of staff and 84 % of parents agreeing or strongly agreeing that the students are the school's main concern

### School priority 3

Connected Learning

#### Outcomes from 2012–2014

Enhanced teacher capacity to provide quality teaching through the use of ICT.

#### Evidence of achievement of outcomes in 2014:

- Staff participate in professional learning activities and visit other schools
- Attendance at registered courses for this specific purpose. Peer training and participation in Webinars and staff sharing

Over 460 students from Years 2-6 completed an online survey about how they felt about school.

99% of students agree or strongly agree that their school is a good place to learn, that their teachers encourage them and they are proud of their school. 96% of students either agree or strongly agree that Burraneer Bay PS gets good results and that their parents can talk to their teacher if they are worried about them. 95% of students either agree or strongly agree that when they make a mistake they are treated fairly by their teachers and that teachers provide extra help to students who need it. 92% of students, 91% of staff and 75% of parents (!15% did not know) agree or strongly agree that the school provides good access to computers and other technologies at school. 89% of students agree or strongly agree that BBPS has up to date resources and equipment. 85 % of students agree or strongly agree that the school website is helpful in finding out what is happening at school and BBPS buildings and grounds are well looked after.

Staff and parents also completed a survey that highlighted 2014 focus areas.

98% of students, 97 % of staff and 92% of parents agree or strongly agree that a wide range of extra curricular programs exist for students eg sport, music, drama, tournament of minds, peer support, choir

94% of staff, 91% of students and 70% of parents agree the school maintains a focus on literacy and numeracy.

91% of staff and 84 % of parents agree or strongly agree that the school is connected to its community and welcomes parental involvement.

95 % of staff and 92% of parents agree or strongly agree that the school promotes the school's uniform policy

94 % of staff and 85% of parents agree or strongly agree that the school teaches and promotes positive values.

97% of parents and 94% of staff agree that the school promotes a healthy lifestyle.

91 % of staff agree or strongly agree that the school provides extra support to students who need it.

Over 80 % of parents agree or strongly agree that the school appears attractive on entry and that

the school grounds/buildings are well maintained and that their child enjoys using the playground.

Between 75% and 82% parents agree or strongly agree that community involvement is encouraged by school staff, valued by the school and community members and is well publicised and a strength of the school. A significant percentage was neutral.

Effective communication is highly valued by staff and parents and the survey supports that this is an area that can continue to improve. The Newsletter is the most popular medium for gaining information about what is happening at school. 70% use the school apps, 53% use the website and 91% use the sms system. 73% of parents agree or strongly agree that parent/teacher interviews/meetings provide good information/feedback on the progress of their child.

The surveys showed that there is a high correlation between what students, staff and parents saw as areas they believed the school was doing well. All respondents offered suggestions on areas where the school could improve its practice or areas that should continue to be a focus in the next phase of the School Plan. These will be considered in the context of the range of feedback that has been provided by students, staff and parents.

## Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

## School Planning Process

Various school community groups were consulted throughout the planning process using the strategies mentioned below. Following this, the information and ideas were collated to inform Executive and assist in determining the three key Strategic Directions for 2015 – 2017.

Staff, students and parents completed an online survey regarding what the school is good at, where the school can improve, what programs are successful and how future planning can further improve the products and practices of the school for all stakeholders.

The school's P & C were also presented with information gathered and given the opportunity to discuss ideas and opinions focusing on future directions for the school.

The school's strategic directions and purposes for 2015-2017 are outlined below:

### **STRATEGIC DIRECTION 1**

- Relevant, Engaging and Successful Learning

#### **Purpose:**

Our school is committed to enhancing student outcomes, particularly in Literacy and Numeracy. In order to achieve their full potential as a learner, students will be engaged in meaningful and relevant learning experiences. Students will participate in programs that are differentiated and engaging to ensure they feel success and develop as lifelong learners.

### **STRATEGIC DIRECTION 2**

- Building and Developing Capacity

#### **Purpose:**

By further developing our quality teaching practices we facilitate the learning of our students. Focused professional learning and development is essential for every staff member. All staff will be engaged in ongoing, relevant and evidence –informed learning and practice at an individual and collective level. Our teachers will build their leadership capacity, demonstrate curriculum innovation and develop quality teaching practices, such as feedback and reflection, that inspire learning and cater for students' needs.

### **STRATEGIC DIRECTION 3**

- Confident and Resilient Individuals

#### **Purpose:**

Students need to feel valued. By fostering positive partnerships we will promote strong and healthy relationships based on mutual respect. We will align student, staff and community goals to provide students with a variety of experiences and opportunities that enhance student well being and promote best practice.

Students need to experience success and to develop confidence in their abilities. By building positive relationships, we will provide learning experiences that enable all students to become confident and resilient individuals.

### **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.

Yvonne Moss, Deputy Principal

Dianne Maidment, Assistant Principal

Maria Takacs, Assistant Principal

Amanda Dawson, Assistant Principal

Rhonda Cooper, Class Teacher

Gaylene Millar, Class Teacher

Veronica Fagan, Learning and Support Teacher

Sarah Fava, English as an Additional Language /  
Dialect

Mathew Sheen, Classroom Teacher

Greg Fitzgerald, Principal

### **School contact information**

Burraneer Bay Public School

161-165 Burraneer Bay Road

Ph: 9523 4869

Fax: 9544 1426

Email: [burraneerb-p.school@det.nsw.edu.au](mailto:burraneerb-p.school@det.nsw.edu.au)

Web: [www.burraneerb-p.schools.nsw.edu.au](http://www.burraneerb-p.schools.nsw.edu.au)

School Code: 4259

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

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>