

Bulahdelah Central School

Annual Report



2016



1402

Introduction

The Annual Report for **2016** is provided to the community of **Bulahdelah Central School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Don Hudson

Principal

School contact details

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School background

School vision statement

The School's mission is "striving to achieve in all endeavours in a happy, caring and supportive environment".

In consideration of what we as a school value, at Bulahdelah Central School we:

- care about the academic, cultural, physical and social development of each child;
- aim to create a learning environment which will develop each student's growth in all of these areas;
- encourage children to become self-motivated learners who work effectively, independently and co-operatively.

Bulahdelah central school has a strong commitment to teaching and learning with high expectations of academic, sporting and cultural endeavour. We aim to provide programs which:

- maximise each student's progress according to his or her potential;
- encourage student participation by expanding opportunities;
- widen our students' personal experiences;
- develop sound attitudes towards the school and the community;
- promote positive social values; and,
- provide opportunities for leadership.

At Bulahdelah central school we foster a caring and cooperative learning environment that enables us to work closely with the community to ensure that:

- parents can play an important and constructive part in school activities;
- parents' ambitions and wishes are given full consideration; and,
- contact with the community, and particularly with parents, is harmonious and in the best interests of the students.

School context

Bulahdelah Central School is the public primary and secondary education provider for the township of Bulahdelah. It is also the public secondary education provider for the communities of Tea Gardens, Hawks Nest, Booral, Coolongolook, Bungwahl and other adjacent communities.

The school has close links with its partner schools within the Myall Community of Schools and runs many programs throughout the year to support our student's transition to high school.

A declining school population, mainly through changing demographics has resulted in a more strategic curriculum offering in our senior years.

The school has been fortunate to receive significant funding through the Resource Allocation Model (RAM) which will allow the school to implement many programs and initiatives to improve student learning outcomes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Bulahdelah Central School is committed to the pursuit of excellence and the provision of high–quality educational opportunities for each and every child currently enrolled and those yet to enrol. Within our school plan we set out a number of targets and we have been working hard towards achieving those targets.

The 2016 self–assessment provided BCS with valuable feedback on achievements, strengths and areas that require closer attention.

All our teaching staff understand that student engagement and learning are related and have been working to increase the commitment within the school community to strengthen and deliver on school learning priorities. Expectations of behaviour, especially within the Primary area are explicitly taught to students and reinforced daily.

Our attendance team meet regularly to monitor attendance rates and to ensure actions are put in place promptly to address issues with individual students.

Staff have been presented with a school Wellbeing policy which provides a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. Our Head Teacher Welfare continues to further develop the procedures after staff and student feedback.

The school has a consistent school–wide approach and practices for assessment and reporting across the curriculum whilst all teachers are committed to identifying, understanding and implementing the most effective teaching methods. To this end staff regularly analyse student assessment data to identify student achievements and progress in order to inform future faculty, stage and school directions.

This year there has been a better alignment between the school plan and staff professional learning providing for better and more explicit systems for collaboration and feedback to sustain quality teaching practice. This has led to all staff demonstrating a personal responsibility for maintaining and developing their professional standards.

The school has worked hard to ensure that the school plan is at the core of continuous improvement efforts and resources are strategically used to achieve improved student outcomes.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

RELEVANCE AND ENGAGEMENT

Purpose

- To provide a relevant and engaging curriculum which prepares our students for the challenges of the 21st Century
- To reflect the shared vision and diverse needs of all students and the broader community to maximise their learning potential.

Overall summary of progress

Staff continue to work towards changes in teaching and learning to better reflect the changing nature of our students. Major work is being undertaken within both literacy and numeracy across K–12.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Increase the Value Added data for all HSC courses.	The learning growth of students in Year 12 was above average for the 2016 HSC cohort and reflects the work being done to improve our students approach to responding to HSC assessment tasks and external examinations.	\$1500
• Increase the percentage of staff engaging in Professional Learning	Professional Learning Communities (PLC) met regularly throughout each term. Most staff recognise that they must work together to achieve their collective purpose of learning for all and worked at creating structures to promote a collaborative culture within their PLC. More staff are now accessing professional learning opportunities.	\$85,000
• Increase the proportion of students in Years 3, 5, 7 & 9 achieving at and above the national minimum standards in reading and numeracy.	Limited success has been achieved with our lower performing students. More work needs to be done on developing strategies to employ with those students struggling to achieve the learning outcomes expected for their year level.	\$23,000

Next Steps

- Continue to build the capabilities of teachers and support staff through providing professional learning targeted at individual needs.
- Collaboratively develop whole school strategies and approaches to improve student learning outcomes in literacy and numeracy from Kindergarten through to Year 12.
- To build on the capability of teachers to use relevant data to inform teaching and learning practices
- Investigate detailed tracking practices to monitor student progress throughout the year and across school years in the secondary school.
- Implement across the school the use of explicit learning intentions and purpose of learning or assessments to maximise student success.
- Access further 'Super Six comprehension strategies' professional learning opportunities for staff (K–10) to build upon current level of knowledge and understanding.
- Develop a shared understanding of 'consistent teacher judgement' to ensure more consistent methods of reporting to parents.
- Ensure all staff in Early Stage 1 and Stage 1 access L3 (Language, Learning and Literacy) training.

Strategic Direction 2

LEADERSHIP AND CAPACITY

Purpose

- To develop a culture of mutual leadership for the purpose of promoting success and to build the capacity of staff to ensure quality practice
- To embed a culture of continuous professional and customised learning and dialogue to enhance student engagement and encourage lifelong learning

Overall summary of progress

The school's approach to Professional Learning Communities has increased as every teacher continues to engage with colleagues in the ongoing exploration of what success looks like for our professional learning community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Increase the number of teachers seeking and gaining accreditation at Accomplished and Leadership levels.	A small group of teachers have begun working towards accreditation at the higher levels within the Australian Professional Standards for Teachers.	\$4,500

Next Steps

- Deputy Principal Teaching and Learning will continue to work with staff to build capacity using the Australian Professional Standards for Teachers and the School Leadership Capability Framework.
- Deputy Principal Teaching and Learning to support staff in the development and refinement of their Personal Development Plans ensuring these are linked to the Australian Professional Standards for Teachers.
- Support the formation of a 'Aspiring Leaders' group for staff who are seeking promotion or accreditation at highly accomplished or lead level.
- Develop procedures and protocols for the collective sharing of skills, expertise and experience to create a much richer and more sustainable opportunities for all staff members.
- Reform our approach to Professional Learning Communities to ensure a deeper commitment to high quality professional learning.

Strategic Direction 3

A COHESIVE COMMUNITY

Purpose

- To provide a positive collaborative community and create a safe, supportive, nurturing environment inclusive of all participants, valuing common goals.
- To build partnerships between students, parents, community and staff to promote positive learning, cohesion and achievements of personal bests.

Overall summary of progress

- Work continues on enhancing the school profile at school and community events and broadening our communication to parents electronically.
- Collaboration at different levels with parents and the community has taken place to ensure more students come to school ready and able to learn.
- The schools has actively sought out relationships with the community to develop the vital partnerships necessary to improve children's learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Monitoring and reporting on student achievements (linked to a school program and assessment).	Minor adjustments have been made to reporting practices.	\$1000
• Goals, progress and achievement are regularly monitored and refined as required through staff, executive, faculty, staff, team and PLC meetings	All staff continue to contribute positively to the monitoring of the school plan on a regular basis.	\$2500
• Parent, staff and student satisfaction surveys to be completed yearly through "Tell Them from Me" surveys.	Only a small number of staff and parents completed the Tell Them from Me survey despite increasing our communication to both groups.	\$1200
• Parent, staff and student surveys indicate an increased positive school culture.	The 2016 results indicate the school culture is positive but there are differences between year groups. Staff and parent responses were too small to make any real conclusions.	

Next Steps

- Increase the number of Parents and Staff members accessing and completing the 'Tell Them From Me' surveys.
- Explore further options to develop a stronger planned and proactive engagement with the parent and broader community.
- Facilitate increased stakeholder input to make a considered, robust decision for our school through effective consultation.
- Work at developing teacher and parent capacity so that parents can be included as a vital partner in their children's learning.
- Continue to refine meeting agendas to include more professional learning opportunities and staff collaboration.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	The school employed additional Learning Support Officers to support our Aboriginal students both in class and after school. Staff also spent time refining and/or developing personalised learning plans for all our Aboriginal students.	\$25,229
Low level adjustment for disability	The school has a MC (Multi-Categorical) Class to support students with additional learning and support needs. The school also employed additional Learning Support Officers to support students with low level disability and staff members in the mainstream.	\$188,335
Quality Teaching, Successful Students (QTSS)	The school has been provided with a small allocation of additional staffing to improve the quality of teaching in the Primary School. This resource has been used to supplement other professional learning activities and include jointly working together to develop units of work and assessment tasks as well as work together to assess and analyse student data.	Staffing
Socio-economic background	<p>The school employed a Deputy Principal Teaching and Learning to work with and along side teachers to improve classroom practices. using the Australian Professional Standards for Teachers to guide professional conversations and learning.</p> <p>The DP T&L also used the School Excellence Framework to assess our school's current performance and set targets for school improvement.</p>	\$207,801
Support for beginning teachers	<p>Beginning Teacher Support Funding has been made available under the Great Teaching, Inspired Learning reforms. The provision of structured support for eligible teachers is articulated in Great Teaching, Inspired Learning – a blueprint for action, specifically action 7.1, and is a key strategy to assist new teachers who are entering the profession.</p> <p>We had two teachers who attracted funding under this initiative in 2016. The school also supported a number of other temporary and casual teachers in their early years of teaching. This support included:</p> <ul style="list-style-type: none"> • Reduced teaching load. • School based induction. • Mentoring by an experienced colleague. • Involvement in collaborative practices. • Additional Professional Learning specifically aimed at early career teachers. • The development and implementation of a Performance and Development Plan. 	\$26,530

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	241	211	199	197
Girls	241	217	196	210

There has been a steady decline in student enrolments in both Kindergarten and Year 7 over a number of years. This has been due to changes in demographics in both Bulahdelah and our surrounding communities.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	90.7	90.7	91.5	92.3
1	90.4	92.5	89.9	94.2
2	93.3	94.2	89.6	93
3	95	96.1	92.5	91
4	94.1	92.8	93.8	89.1
5	89.3	93.7	91.2	92.9
6	93.1	92.1	93.3	94.2
7	91.4	92.3	89.3	91.3
8	90.3	88.7	88.8	86
9	88.5	91	83.8	86.4
10	84.9	85.6	84.9	85.6
11	86.7	88.5	86.6	84.9
12	86.5	90	84.5	88.3
All Years	89.3	90.3	88	88.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

Management of non-attendance

To get the most out of education, children need to go to school every day. We know that school attendance has a major influence on educational outcomes and students who attend school regularly are more likely to achieve better results at school and are more likely to complete their schooling. Parents can encourage their child to attend school by having a positive attitude to learning and education.

Poor school attendance patterns can start as early as Kindergarten so it is important that from the first day of school parents set an expectation that their children will be at school every day.

Bulahdelah Central School has a Attendance Team that meets regularly to monitor student attendance and has direct links to our Wellbeing Team to ensure action is taken promptly to address issues with individual students. We continue to employ an Attendance Officer to assist with the administration of our attendance procedures.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			5
Employment	100	50	37
TAFE entry			13
University Entry			13
Other			20
Unknown		50	12

In 2016, 41 students graduated from Bulahdelah Central School with a Higher School Certificate. In March 2017, HSC graduates were contacted to clarify their main activity in their first year after completing school.

A total of 15 students are working either full time or part time, including five who deferred a university place. They have found work locally, as well as in Sydney, Newcastle and Brisbane. One student is registered with a disability support agency with an NDIS plan in place.

A total of 5 students have accepted their university offers and going to university in 2017. All have chosen regional universities in Newcastle, Armidale and Lismore. UAC made 6 main round offers and 5 early round offers in addition to 7 direct offers from UNE.

5 students have enrolled in TAFE courses at Newcastle or Taree. One has enrolled in a Pathways program at university and 2 have gone to private colleges. One student is doing extensive travel overseas with family, combining some study in language. Two students are actively looking for work and a small percentage could not be contacted.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	2
Head Teacher(s)	5
Classroom Teacher(s)	18.41
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	1.4
Teacher Librarian	1.2
School Counsellor	1
School Administration & Support Staff	8.89
Other Positions	5.6

*Full Time Equivalent

The Australian Education Regulation 2014, requires schools to report on Aboriginal composition of their workforce. 2 percent of staff identify as Aboriginal and/or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

All teachers had access to purposeful, well-resourced and high quality professional learning throughout the year. Much of this professional learning was linked to each staff members Performance and Development Plan which was developed in consultation with their supervisor. The overarching purpose of the performance and development process is to support the ongoing improvement of student outcomes through continuous development of a skilled, effective and professional teaching workforce.

Staff also engaged with The Australian Professional Standards for Teachers which formed the basis for

guiding development and assessing performance, and facilitated the teachers professional growth.

Professional learning opportunities included:

- Peer observations
- Lesson study
- Moderating student work
- Professional Learning communities
- Structured discussions

In 2016 we had staff members who were working towards mandatory Proficient Teacher Accreditation whilst we also had a small number of teachers working on the maintenance of their Proficient Teacher Accreditation which required attendance and participation in high-quality professional development activities over five years.

Accreditation means a teacher has met the Australian Professional Standards for Teachers at one of the 4 key career stages. To start or return to work as a teacher in a NSW school, the person needs to be provisionally or conditionally accredited with BOSTES.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	715 377.71
Global funds	443 901.08
Tied funds	486 000.32
School & community sources	184 193.74
Interest	14 309.66
Trust receipts	20 904.12
Canteen	132 099.29
Total income	1 996 785.92
Expenditure	
Teaching & learning	
Key learning areas	80 480.51
Excursions	70 799.52
Extracurricular dissections	50 438.65
Library	5 162.29
Training & development	3 471.39
Tied funds	606 183.10
Short term relief	108 369.66
Administration & office	162 582.38
School-operated canteen	120 219.75
Utilities	69 688.96
Maintenance	32 435.09
Trust accounts	12 784.30
Capital programs	92 319.33
Total expenditure	1 414 934.93
Balance carried forward	581 850.99

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

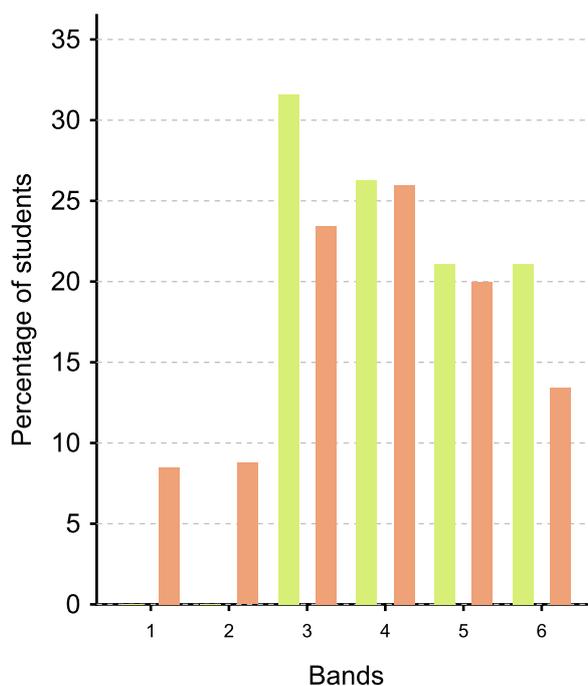
In the National Assessment Program, the results across the Year 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

An analysis of our NAPLAN results indicate we need to focus more resources into our Year 7 and 9 literacy programs whilst Year 5 writing appears to be a particular weakness. We are committed to:

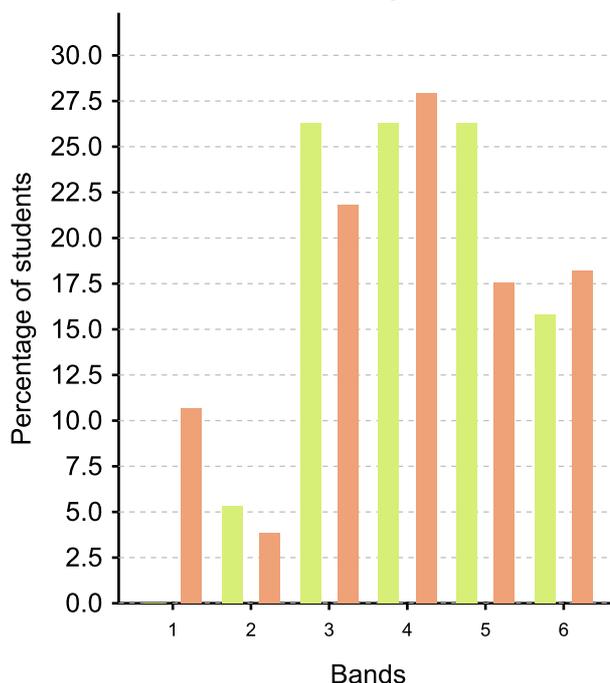
- A continued focus on intervention in the early years of schooling
- Developing explicit teaching and better, faster diagnostic assessments to target those students struggling to reach appropriate levels.
- Providing more support for literacy in our secondary classes.
- Accessing quality professional learning for our teacher in literacy teaching.

The graphs represent the results of a single test on one day (a snapshot test) and the data must be considered with other school assessment data to make an informed decision. Consideration also must be given to the fact we have small cohorts of students and as such one student performing poorly or exceptionally can dramatically change the results as shown in the following graphs.

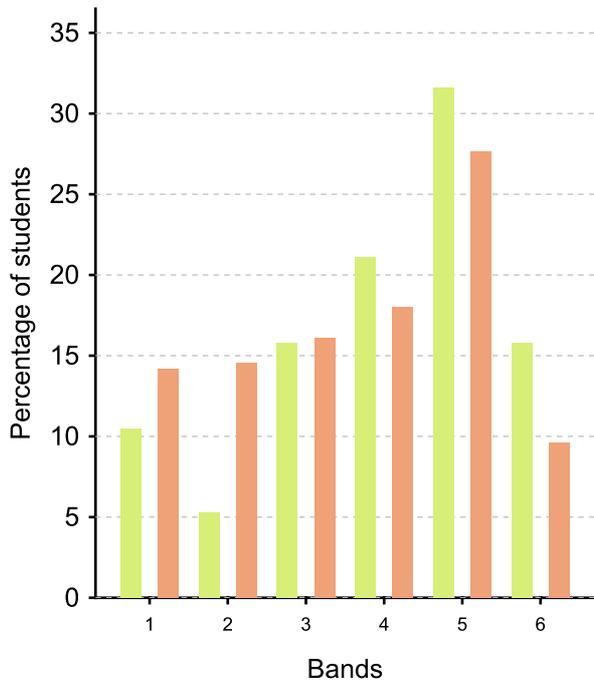
Percentage in bands:
Year 3 Grammar & Punctuation



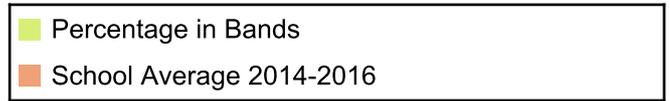
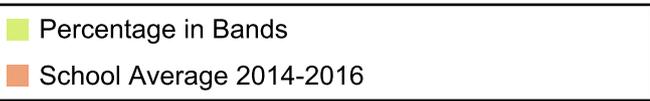
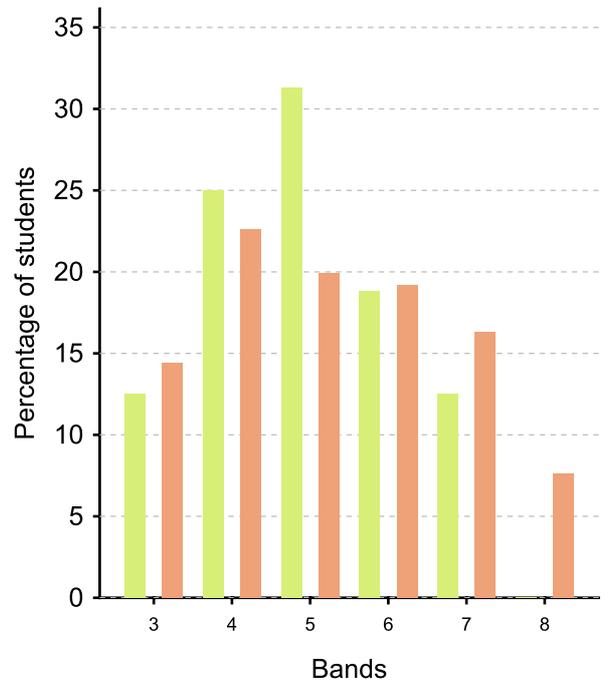
Percentage in bands:
Year 3 Reading



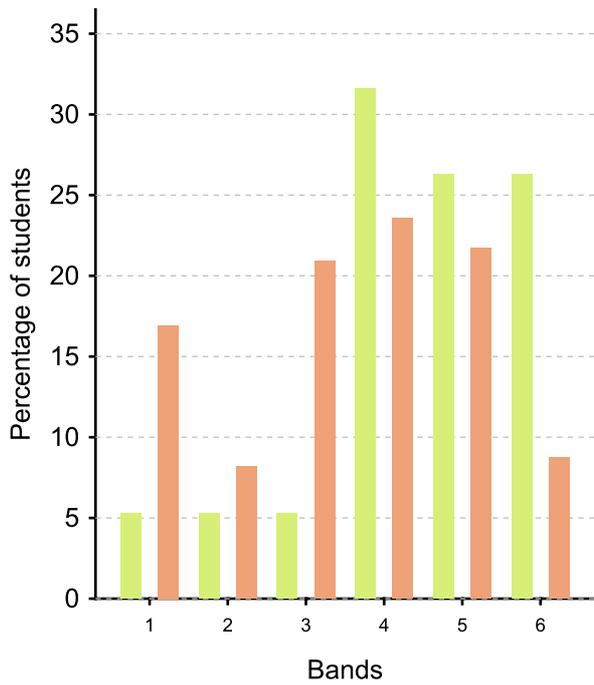
Percentage in bands:
Year 3 Spelling



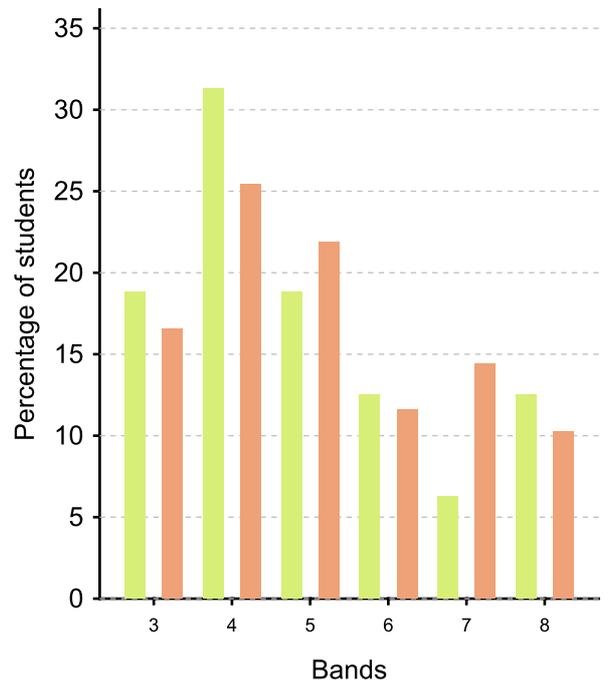
Percentage in bands:
Year 5 Grammar & Punctuation



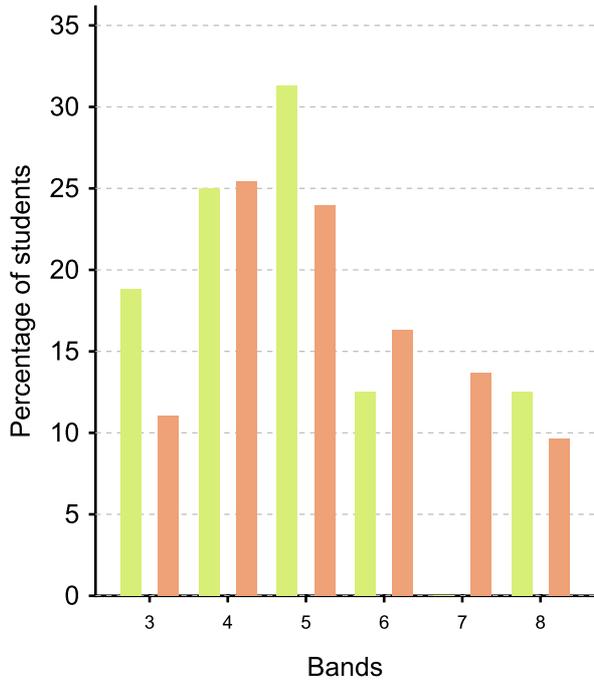
Percentage in bands:
Year 3 Writing



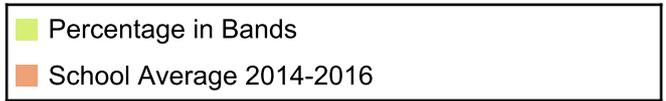
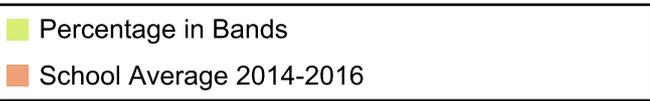
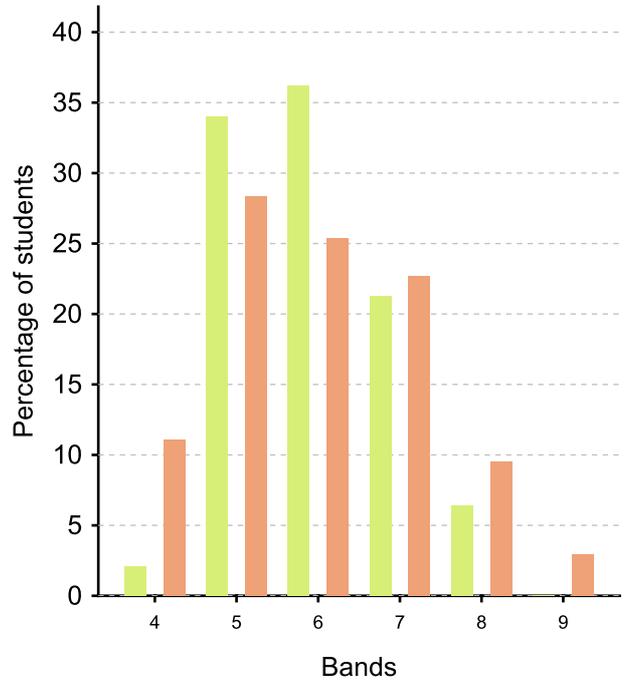
Percentage in bands:
Year 5 Reading



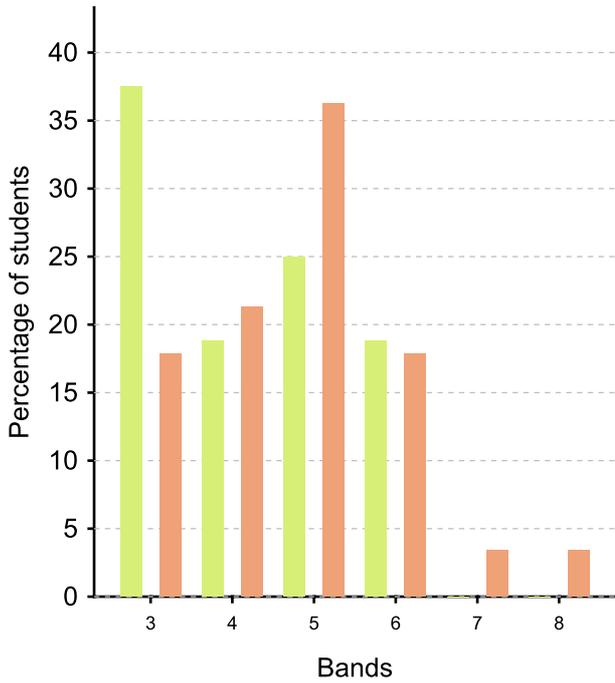
Percentage in bands:
Year 5 Spelling



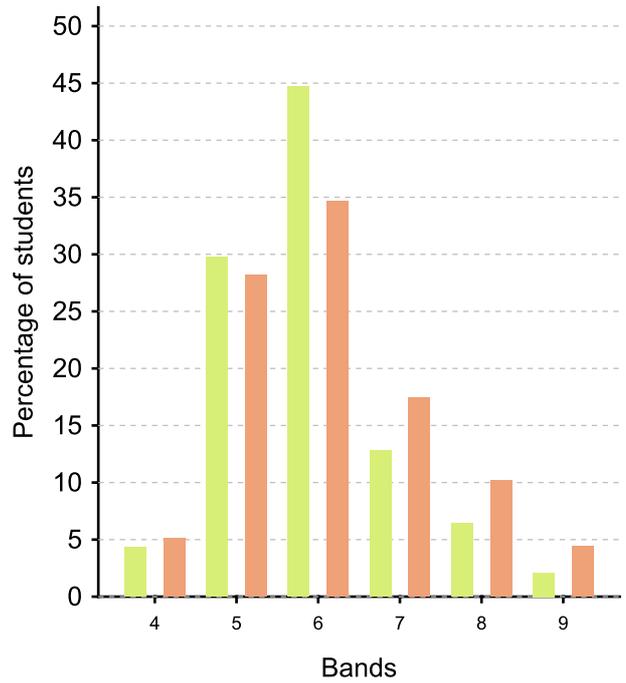
Percentage in bands:
Year 7 Grammar & Punctuation



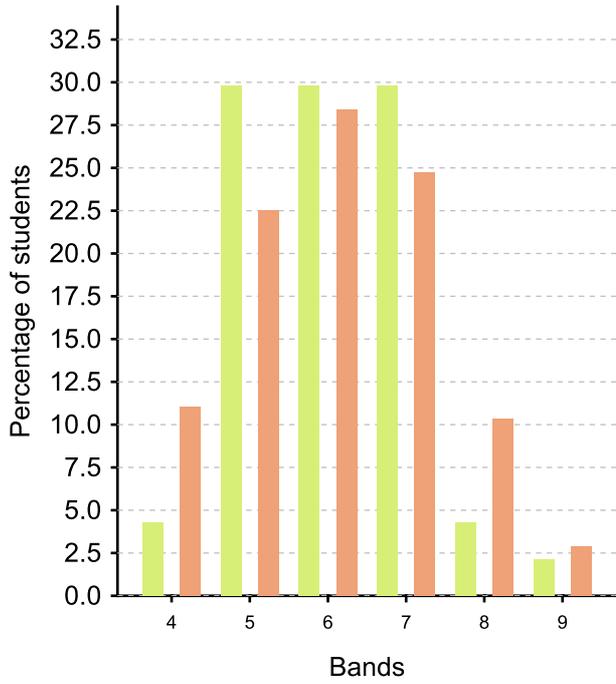
Percentage in bands:
Year 5 Writing



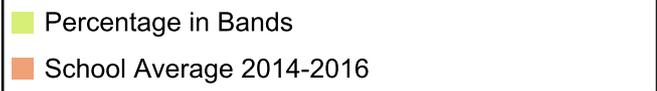
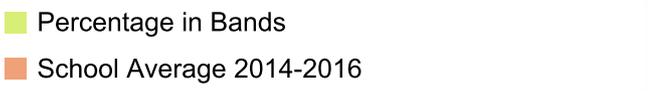
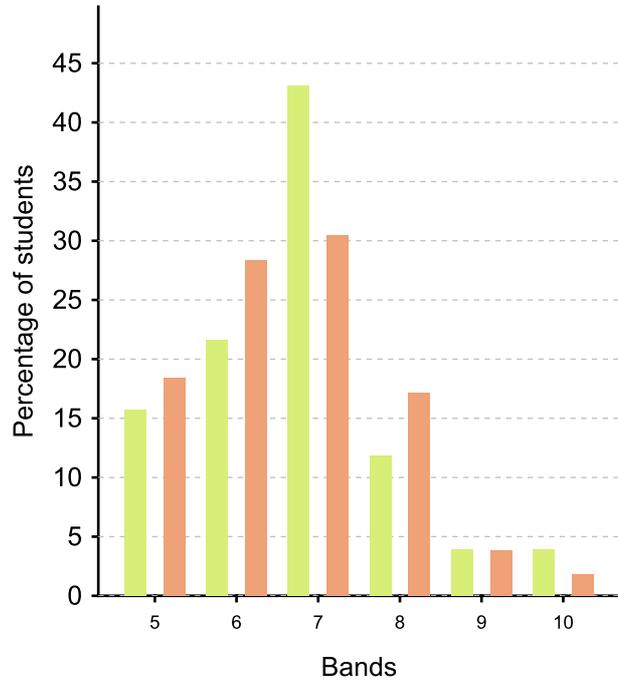
Percentage in bands:
Year 7 Reading



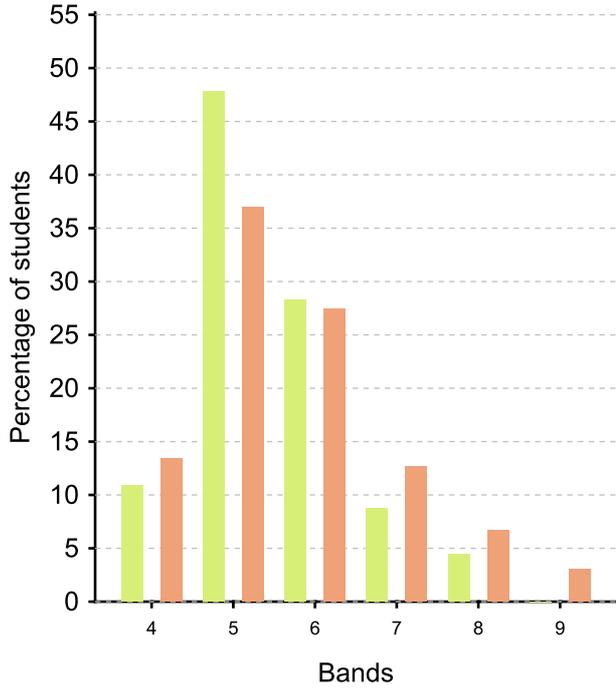
Percentage in bands:
Year 7 Spelling



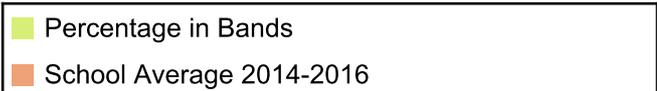
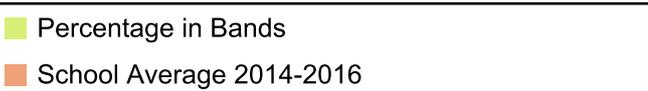
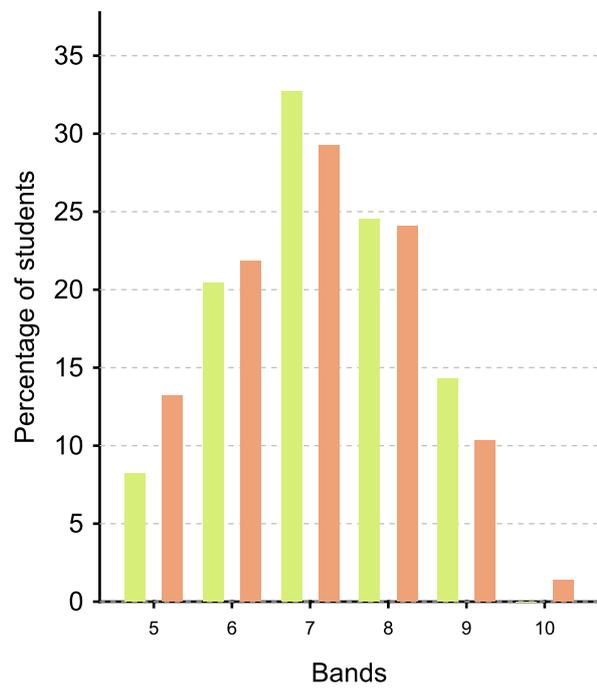
Percentage in bands:
Year 9 Grammar & Punctuation



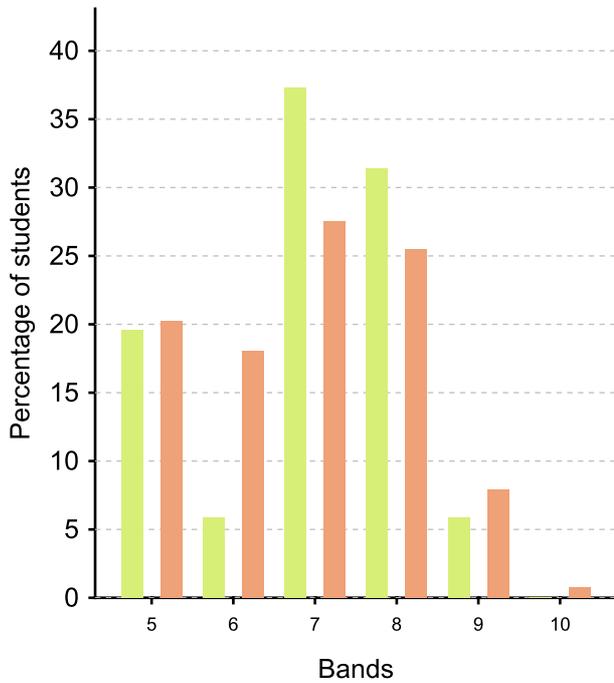
Percentage in bands:
Year 7 Writing



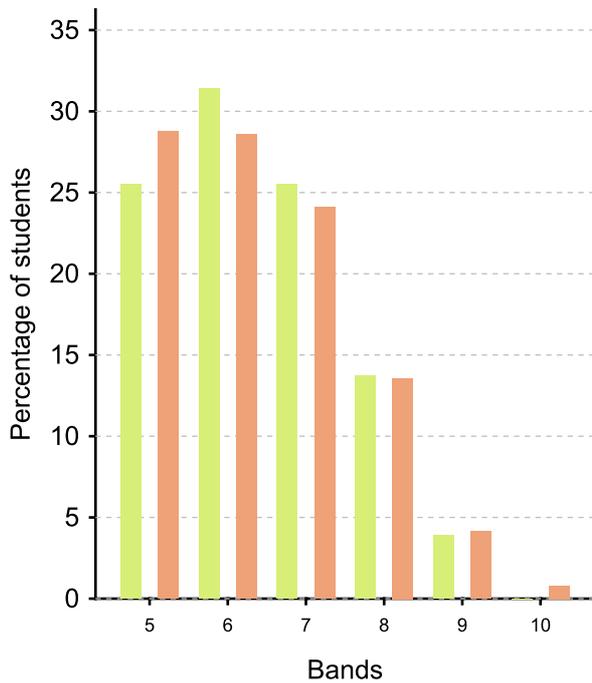
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Writing

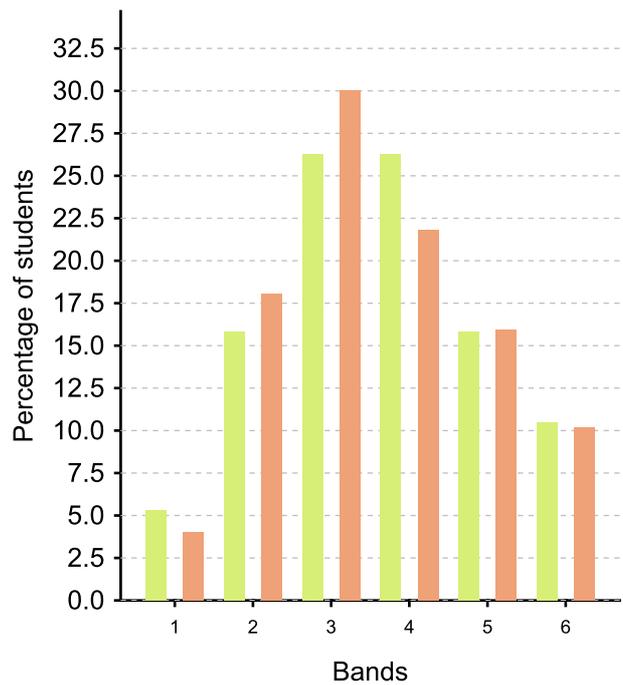


Our numeracy results have been quite pleasing but we are still concerned with the drop off of students engaging with numeracy as they move through their schooling. This is evident in the decline in the number of students achieving in the top bands of NAPLAN as they progress from one year to the next. As with Literacy we are committed to:

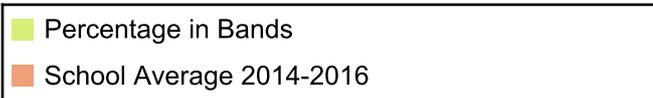
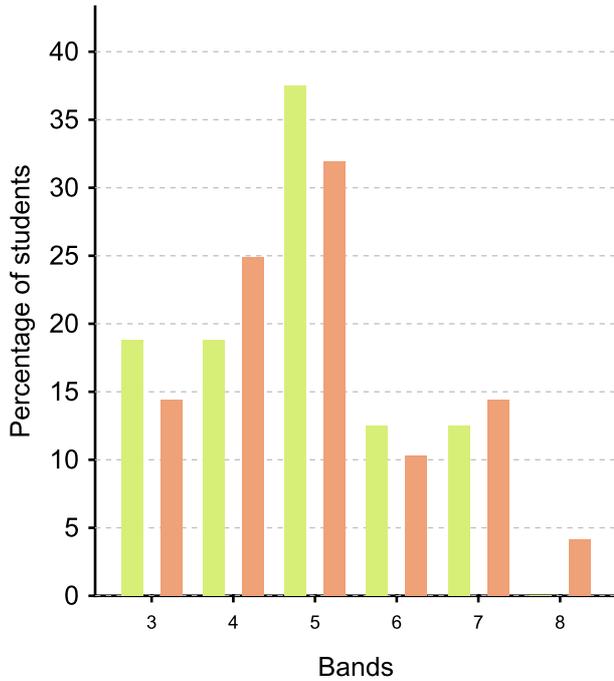
- A continued focus on intervention in the early years of schooling
- Developing explicit teaching and better, faster diagnostic assessments to target those students struggling to reach appropriate levels.
- Providing more support for numeracy in our secondary classes.
- Accessing quality professional learning for our teacher in numeracy teaching.

The graphs represent the results of a single test on one day (a snapshot test) and the data must be considered with other school assessment data to make an informed decision. Consideration also must be given to the fact we have small cohorts of students and as such one student performing poorly or exceptionally can dramatically change the results as shown in the following graphs.

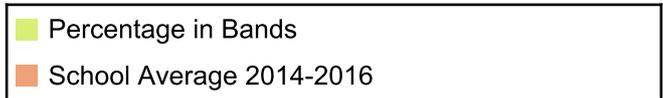
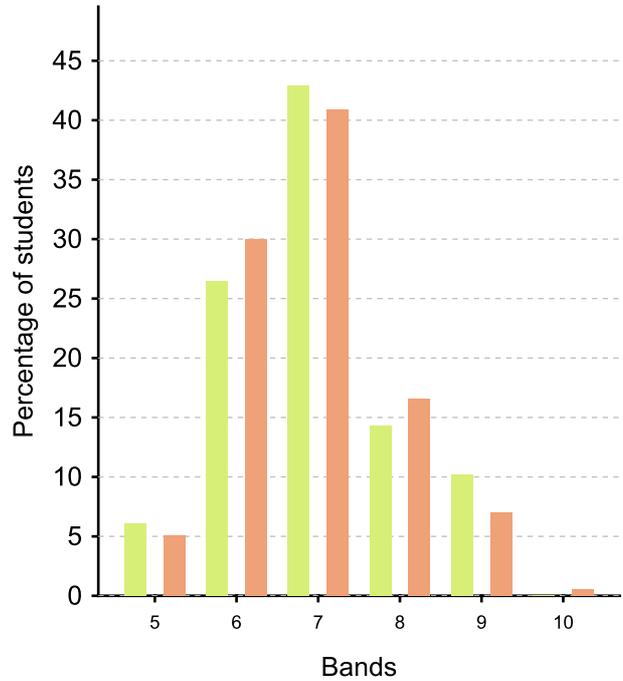
Percentage in bands:
Year 3 Numeracy



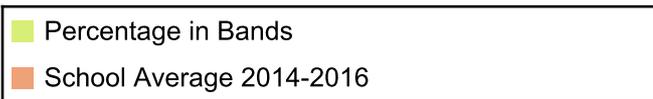
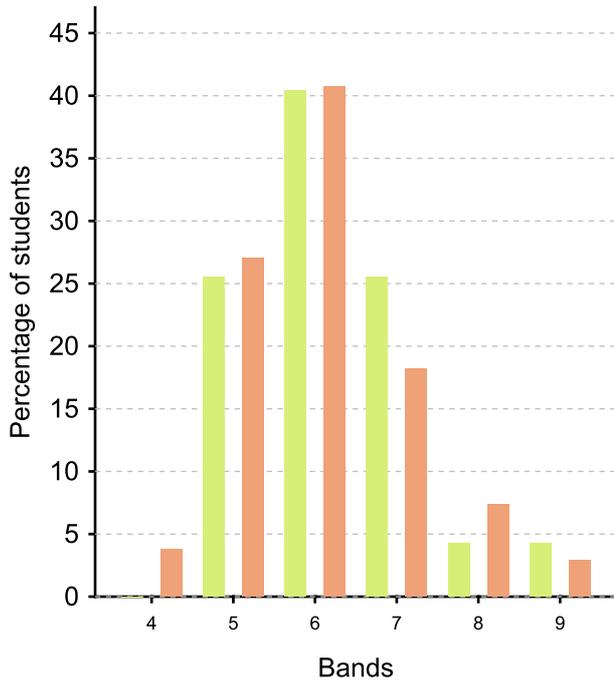
Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 7 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing.

Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Bulahdelah had a very small cohort of students identifying as Aboriginal sitting the NAPLAN assessments in 2016. As such the analysis of their performance compared to their cohort is very difficult and would produce unreliable data.

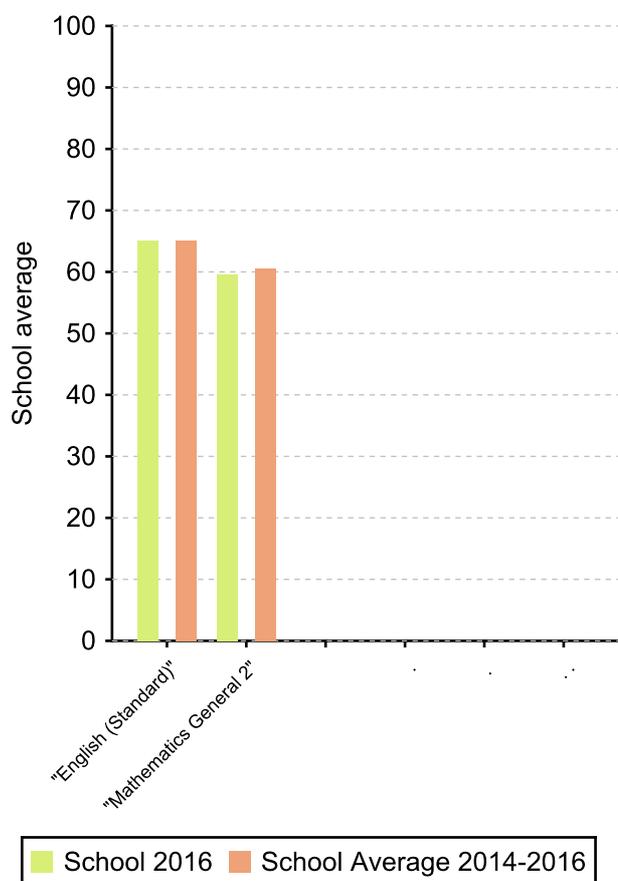
The school continues to support our Aboriginal students to improve their learning outcomes and ensure that they achieve at or above state averages and are comparable with non Aboriginal students.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Due to the small cohort of Year 12 students from **Bulahdelah Central School** in each of the HSC courses, the only course summaries available are English (Standard) and Mathematics General 2. As the graph highlights student performances have been close to the same for the past three years.

Students participated in the following HSC courses in 2016: English, Mathematics, Biology, Chemistry, Physics, Human Society and Its Environment, Technological and Applied Studies, Creative Arts and Personal Development, Health and Physical Education.



Ours school's average HSC marks are just below the State's average marks.

Parent/caregiver, student, teacher satisfaction

Each year our school asks students, parents and staff members to provide feedback on how the school is performing. We use The Tell Them From Me surveys suite to provide the school with insight into student engagement and wellbeing, and the impact of teaching practices at our school, from the perspective of students, teachers and parents. Data collected from the survey responses are compiled into reports and these reports provide information that can help our school identify emerging issues and plan for improvement.

The *Tell Them From Me* student survey provides an insight into student engagement, wellbeing and effective teaching from the perspective of students.

The Partners in Learning parent survey helps to clarify and strengthen the important relationship between parent and school.

The Focus on Learning teacher survey is for teachers and helps our school:

- understand teachers' perspectives on critical aspects of school and classroom effectiveness,
- provide evidence of areas of strength to support self-assessment and reporting
- engage the school community in discussions to identify strategic directions for school improvement
- establish quantitative improvement measures and helps our school track achievement against them.

Our analysis of the data high lights that parents/caregivers and students are generally satisfied that students are receiving a good education at Bulahdelah Central School.

Families that did respond to the survey indicated that they are very happy and satisfied with the operation of the school indicating they feel welcome and are able to approach the teachers and/or principal in relation to their child's education.

They also believe the school continually aims to improve the quality of learning and teaching.

Our Primary students results indicated the following:

- 61% of students had a high sense of belonging.
- 67% of students had positive relationships.
- 87% of students valued School Outcomes.
- 59% of students were interested and motivated in their learning
- 84% of students tried hard to succeed.
- students rated Effective Classroom Learning Time as 8 out of 10.
- Students rated *that classroom instruction is relevant to their everyday lives* as 7.3 out of 10.

Staff identified that professional development needs are there biggest area of need and that this needs to be tailored more to their needs to assist with improving student performance.

Policy requirements

Aboriginal education

Aboriginal Education remains a focus at Bulahdelah Central School and in 2016 staff continued to use Aboriginal knowledge authentically and productively with students across the school through the implementation of The 8 Aboriginal Ways of Learning pedagogy framework. This allowed teachers to include Aboriginal perspectives by using Aboriginal learning techniques to enhance the learning for all students, both Aboriginal and non Aboriginal.

Bulahdelah Central School again implemented The Norta Norta indigenous tutoring program in 2016 to target Year 11 and 12 students in an effort to elevate their overall success rate for work placement or university admissions. The versatility of this program resides in the evidence of the different student needs reflected in 2016 compared to previous years.

Naturally, the tutoring is geared toward developing literacy and numeracy skills to fulfil the requirements of exams and assessment tasks. However, the success of the program lies in tutors not focusing purely on academia alone. In fact the program required a holistic approach. Understanding the driving forces behind student motivation requires perceptiveness and empathy, then a targeted approach to the individual.

Tutors assisted students in developing their PLP (Personal Learning Programs), developing detailed resumes, preparing for interviews and ensuring students were well prepared for the actual interview stage. For the Year 11 contingent, in addition to the literacy and numeracy component, time was focused on organising students' individual study loads and working on developing coping skills and stress management techniques.

Bulahdelah Central School is committed to the continual improvement of the educational outcome and well being of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

Multicultural and anti-racism education

During 2016, Bulahdelah Central School confirmed its commitment to multicultural education through a variety of programs. In the secondary school there were electives in the studies of Chinese as well as all of Year 7 completing the mandatory 100 hours. In the primary school students are able to participate in multicultural activities on our showcase day with our partner school and every year they participate in the CWA international study, which focuses on a different country every year.

The school has a AntiRacism Contact Officer who deals with reported incidences. All reported incidences in 2016 were resolved. The ARCO was also trained and updated in the latest DoE policy, procedures and processes.

The role of the Anti–Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO role also involves promoting the values of respect for all races and cultures.