

Bundanoon Public School

Annual Report



2016



1414

Introduction

The Annual Report for 2016 is provided to the community of **Bundanoon Public 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.

Linda Wilbraham

Principal

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School background

School vision statement

Our school is a true learning community, where all children are encouraged to explore ideas, expand their minds and express themselves in a safe and happy environment.

We aim to develop active, responsible, global citizens who engage in the challenges of sustaining our natural environment and human resources.

School context

Bundanoon Public School is situated on the lands of the Dharawal and Gundungurra people. We pay our respects to and acknowledge these traditional custodians of this land.

Our school enrolment of 190 students forms eight classes. Five percent have a language background other than English and three students identified as ATSI. The school ICSEA value is above the national average and fluctuations are evident. It caters for students from the full range of socio-economic backgrounds, reflecting our local community.

We have highly qualified, caring teachers who provide a curriculum which includes excellent literacy and numeracy programs, integrated technologies, healthy and active lifestyles, music, visual and performing arts, together with an inclusive and positive student welfare program. Our students regularly access state-wide and international events, competitions and local opportunities.

In classrooms, extra-curricular activities and the playground, our students perform successfully and behave well. They embrace the values of respect, responsibility and safety.

Our school is an inclusive school, with a strong focus on providing every student with every opportunity for personal growth and success. Intellectual quality, student engagement and significance of the learning underpin our planning, while our practices provide a high quality and balanced education for our students.

Parent and community involvement is integral to our daily programs and special events. This relationship is highly valued. Their generosity is a perfect model for students to learn about being an active, caring and responsible young person.

Our motto, Creativeness and Imagination, captures the atmosphere of our beautiful school which serves a village of about 2,500 residents in the Southern Highlands.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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.

In the domain of **Learning**, the school's efforts have primarily focused on Curriculum and Learning alongside Assessment and Reporting. It is evident that teachers involve students and parents in planning to support students as they progress through various stages of education, including successful Kindergarten Orientation and Transition to High School programs. Through strategic resourcing and professional learning, there has been a shift in the effective integration of technology in curriculum delivery. The school is proud to offer a range of extra-curricular opportunities, often in collaboration with the wider community. Another feature of the school's progress in this area has been the use of student assessment data to monitor, track and report on student performance. Parents are regularly updated on the progress of their children through individual student reports and face-to-face meetings. The school is working towards identifying trends in student achievement levels and using this analysis to inform future planning.

The major focus in the domain of **Teaching** has been on Effective Classroom Practice and Collaboration. Evidence-based teaching strategies (such as L3, TEN and Visible Learning) are given a high priority and teachers regularly review and revise teaching and learning programs. Teachers at this school are committed to collaborating in order to improve teaching and learning in order to maximise student outcomes. A strong feature of the school's progress in this area is the identification of expertise within the staff, which is utilised to further develop our professional community. One example of this involved engaging the expertise of the Learning and Assistance Teacher to mentor staff in implementing effective reading and writing programs across the school.

In the domain of **Leading**, the school's priorities have been to progress leadership and management practices and processes. Key to progress in this area has been the engagement of the whole school community in the development of the vision, values and purpose of the school. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. An evidence base, drawn from data such as NAPLAN and surveys, is used to review performance annually. The school acknowledges and celebrates a wide diversity of student, staff and community achievements. The school is developing systematic annual staff performance and development review procedures in order to drive strategic professional learning and further enhance student outcomes. The use of school facilities is optimised, servicing the needs of students, the local community and beyond. Examples include hosting the Teachers Federation Beginning Teachers Conference, State Scrabble Championships and Sydney/Canberra Recorder Society Workshops.

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

Curriculum Implementation

Purpose

To provide every student with quality learning experience through innovative curriculum delivery and evidence-based teaching practices.

To track and monitor individual student progress in literacy and numeracy through ongoing assessment in order to inform differentiated teaching programs.

To build a learning culture where *teachers see learning through the eyes of the student and students see themselves as their own teachers.* (Hattie)

Overall summary of progress

Teachers were supported through Professional Learning opportunities in current evidence-based pedagogies. This included training in L3 (Language Learning and Literacy), TEN (Targeted Early Numeracy) and Visible Learning Strategies. As a result of this focus on Quality Teaching, teachers developed and implemented engaging learning and teaching programs resulting in improved student outcomes. Teaching programs were increasingly data-driven as a result of professional learning in using PLAN software.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PLAN data indicates at least 80% of students meet or exceed minimum benchmarks along the literacy and numeracy continuums.	Progress has been made towards this goal with a reduction of students achieving below minimum benchmarks in literacy and numeracy.	Integration: \$26,356, Socio-economic: \$8,774, Learning & Support: \$15,292, Location: \$10,689.
Increase the percentage of students in the top two NAPLAN bands to be within 10% variance of state averages.	This goal was achieved in NAPLAN 2016. In Year 3, the percentage of students in the top two bands exceeded state averages. In Year 5, results improved with percentages matching State averages or within 10% variance.	Beginning Teachers: \$13,377, professional learning: \$10,416, Literacy & Numeracy: \$5,382.
PLAN data is updated at least every 10 weeks and is used to inform differentiated class programs.	PLAN data was entered by all teaching staff with improvements made in consistency and validity of judgements. Teaching programs included a current class analysis report each term and this was used to inform differentiated class programs.	as above
Student and staff surveys show an improvement in the type, regularity and usefulness of feedback.	Staff results indicated an increased awareness of the types of feedback and their use to improve student outcomes. Staff regularly used task and process feedback with students. Students indicated the effectiveness of feedback in their learning, especially use of rubrics.	QTSS Phase 1: 0.07 FTE Phase 2: 0.137 FTE

Next Steps

- Teachers will continue to enter PLAN data and use this to inform differentiated programs. Students not achieving required benchmarks will continue to receive additional support. Teachers will have ongoing training in the implementation of research-based quality teaching strategies with the aim of increasing the percentages of students meeting required benchmarks. Extension opportunities will be provided in maths.
- Staff will use self-regulation feedback to improve learning outcomes so that students can monitor, self-assess and set their own learning goals. To support this process, a whole-school approach to student-led learning will be developed, particularly in maths through use of "I can" statements.

Strategic Direction 2

Collaboration

Purpose

To build a culture of genuine collaboration in learning, where students are empowered through engagement with 21st Century learning tools.

To build a culture of collegial collaboration to achieve shared and individual goals.

To continue the established and valued collaboration with the Bundanoon community

Overall summary of progress

Staff and students were actively engaged in the use of digital tools to support genuine collaboration in teaching and learning. As a result, BYOD was implemented into all Year 3–6 classes.

Collegial collaboration was developed and maintained in the creation of shared goals aligned to the School Plan. Staff were supported through professional learning and collegial observations.

The school's history of strong collaboration with the local community continued to be nurtured and celebrated.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students in Years 3–6 (and their teachers) are engaging with various technologies as part of their teaching and learning program.	Implementation of BYOD was expanded into all Stage 2 & 3 classes with approximately 60% take-up from Stage 2 students. Stage 3 was much higher at 85%. Staff and students used GAFE (Google Apps for Education) across a number of platforms such as planning, programming and implementing teaching and learning.	Computer coordinator: \$4,542
100% of teachers have professional learning goals aligned to the school plan and meet Performance and Development Framework requirements.	100% of teachers created a Professional Development Plan (PDP) with goals aligned to the school plan. All teachers referred to the Australian Professional Standards for Teachers in order to develop their goals.	QTSS Phase 1: 0.07 FTE Phase 2: 0.137 FTE
Bundanoon Public School participates in and supports various community events throughout the year.	Staff and students participated in a number of community events including Brigadoon and Anzac Day. Highlights of the year were the school concert and fete.	Community Consultation Project \$5,666.60

Next Steps

- Continue to develop and refine current policy to include any new considerations as they arise. Train and mentor new staff in policy, procedures and ways to effectively use technology learning tools to promote genuine collaboration. Host a Stage 2 Parent Information Night to introduce incoming Year 3 students and caregivers to the current school policy and procedures. Information will be shared with parents on the use of the Seesaw app in creating digital portfolios to promote collaboration between students, parents and teachers.
- Align PDPs with the School Plan to ensure new staff are supported and familiar with the school's Strategic Directions. Continue to reference the Australian Professional Standards for Teachers in all shared and individual goals.
- Build on existing community partnerships to foster community involvement, including developing a relationship with the local aged-care home. In order to support school focus areas, further emphasis will be given to informing parents through newsletters, school website and information nights.

Strategic Direction 3

Communication and Wellbeing

Purpose

To provide students, staff and parents with clear expectations of behaviour as part of an updated Wellbeing policy designed to help all students *connect, succeed and thrive*.

To provide parents with clear and timely feedback on student progress and achievements.

To provide the school community with an up-to-date system of financial management and communication.

Overall summary of progress

A new era of communication and wellbeing commenced in 2016 with the implementation of Learning Management and Business Reform (LMBR) and Positive Behaviour for Learning (PBL). Both of these initiatives required significant new learning and time investment for staff. Written reports to parents were also updated. As a result of these major changes, communication with the school community as a whole is in a transition phase, moving to more streamlined and transparent practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PBL surveys indicate that staff, students and parents believe that clearly defined expectations for behaviour are in place and can be articulated.	Initial staff and parent surveys indicated the need for behaviour expectations to be clearly defined. Safe, Respectful Learners were voted as the three areas to describe and define expected behaviours. After analysing a variety of surveys, expectations were collaboratively written for classroom and non-classroom settings.	nil
School Excellence Framework data indicates an improvement in the <i>Assessment and Reporting</i> Learning Element from <i>Delivering</i> to (at least) <i>Sustaining and Growing</i> .	The format of the school's written reports to parents was refined in order to comply with policy requirements and provide clearer information for parents. Meet the Teacher Interviews were a successful way to open communication between home and school for the year.	QTSS: 6 days teacher relief
<i>Tell Them From Me</i> parent survey indicates high levels of satisfaction with school communication.	The <i>Tell Them From Me</i> parent survey was completed by 44 respondents. An overall rating of 6.5 out of 10 was given for the area of communication.	nil

Next Steps

- PBL expectations to be implemented in all classroom and non-classroom settings. Signage to support and promote expectations displayed around the school. Fast and frequent reward system to be created and implemented across the whole school.
- In Assessment and Reporting, the school is working towards consistent, school-wide practices that are used to monitor, plan and report on student learning outcomes across the curriculum.
- Communication with parents will continue to be a focus area, with additional information sessions offered regarding current teaching practice.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	100% of Aboriginal Students had a Personalised Learning Pathway (PLP) developed in order to identify individualised goals.	Teacher relief was provided \$915 to facilitate PLP development.
Low level adjustment for disability	Individual Education Plans were developed for students with additional learning and support needs. This process was facilitated by the Learning and Assistance Teacher (LaST) and supported by School Learning Support Officers.	Total: \$76,505 Staffing: Flexible Funding \$15,292
Quality Teaching, Successful Students (QTSS)	QTSS funds were used to facilitate professional learning and mentoring in the area of Visible Learning. This included collegial lesson observations on the use of Feedback.	20 teacher days
Socio-economic background	Socio-economic background funds contributed to the cost of employing two SLSOs. This provided much needed extra support for targeted students in both wellbeing and academic areas.	\$8,774
Support for beginning teachers	Beginning Teacher funds were used to provide mentoring with an experienced teacher as well as high quality professional learning.	\$13,377

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	108	98	92	101
Girls	103	90	85	90

The 2016 year started with students organised into seven classes. Towards the end of Term 1, student numbers increased to those required to form eight classes.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.3	95.4	93.3	93.5
1	94.5	94.5	96.5	92.9
2	95.8	96.3	95.7	94.4
3	94.3	94.2	95.1	95.7
4	94.2	95.5	95.4	93.5
5	94.3	93.1	95.2	95.2
6	95.9	95.5	93.1	93.2
All Years	95	95	94.8	94
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
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.59
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration & Support Staff	1.92
Other Positions	0.07

*Full Time Equivalent

In 2016, no staff members identified as Aboriginal.

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	

Professional learning and teacher accreditation

To support strategic directions, all teachers, learning support officers and administration staff participated in an extensive range of professional learning projects, programs and workshops in 2016. The school committed a large amount of the budget towards professional training and learning. School based professional learning occurred weekly for approximately one and a half hours with a focus on improving pedagogy as well as mandatory compliance training. Whole school monitoring of milestones related to the implementation of the school plan occurred each term.

Staff continuously worked towards maintaining their accreditation and achieving professional learning goals identified on Personal Development Plans (PDPs). Significant professional learning opportunities included: *Writing in the Middle Years* for teachers of Years 3 to 6 and *Language, Learning and Literacy* (L3) for teachers of Kindergarten to Year 2. All teaching staff were trained in *Positive Behaviour for Learning* (PBL) Tier One Universal Preventions. For administration staff, training in Learning Management and Business Reform (LMBR) was a huge commitment requiring 20 days of offsite training.

The school worked in collaboration with other local schools to achieve shared professional learning goals including a combined School Development Day focussed on *Visible Learning*. Leadership teams continued this collaboration by participating in *Evidence into Action* workshops over two days.

Beginning teachers worked towards gathering evidence and documentation for their submission for proficient teacher. This process was supported by an accreditation mentor employed to work with beginning teachers from the local community of schools (CoS).

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	66 155.75
Global funds	134 257.32
Tied funds	128 035.87
School & community sources	51 393.24
Interest	1 539.69
Trust receipts	6 232.02
Canteen	0.00
Total income	387 613.89
Expenditure	
Teaching & learning	
Key learning areas	15 614.39
Excursions	24 666.82
Extracurricular dissections	13 648.86
Library	468.98
Training & development	1 812.14
Tied funds	90 393.16
Short term relief	28 083.52
Administration & office	41 982.28
School-operated canteen	0.00
Utilities	14 874.64
Maintenance	16 737.53
Trust accounts	6 109.83
Capital programs	0.00
Total expenditure	254 392.15
Balance carried forward	133 221.74

The information provided in the financial summary includes reporting from 01 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	141 102.28
(2a) Appropriation	134 964.74
(2b) Sale of Goods and Services	710.00
(2c) Grants and Contributions	5 347.47
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	80.07
Expenses	-65 634.03
Recurrent Expenses	-65 634.03
(3a) Employee Related	-53 351.16
(3b) Operating Expenses	-12 282.87
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	75 468.25
Balance Carried Forward	75 468.25

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The financial management on a day to day basis is the responsibility of the Principal assisted by the School Administrative Manager (SAM).

The SAM performs the day to day accounting functions.

The Principal liaises with the staff and the P&C at meetings to ensure consultation for financial decisions.

The Finance Committee consists of the Principal, Assistant Principals, SAM and P&C Representatives. They meet on a regular basis. All members of staff are welcome to attend.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 278 336.98
Base Per Capita	9 420.76
Base Location	10 689.31
Other Base	1 258 226.91
Equity Total	86 193.74
Equity Aboriginal	915.12
Equity Socio economic	8 774.09
Equity Language	0.00
Equity Disability	76 504.53
Targeted Total	26 969.99
Other Total	8 538.46
Grand Total	1 400 039.17

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.

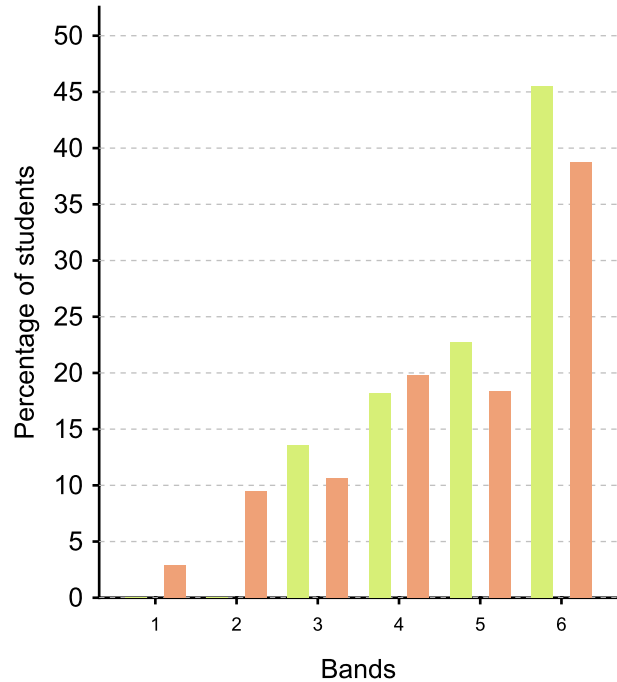
School performance

NAPLAN

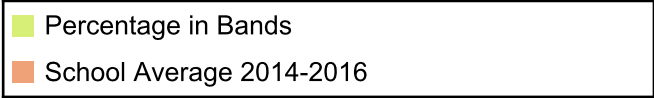
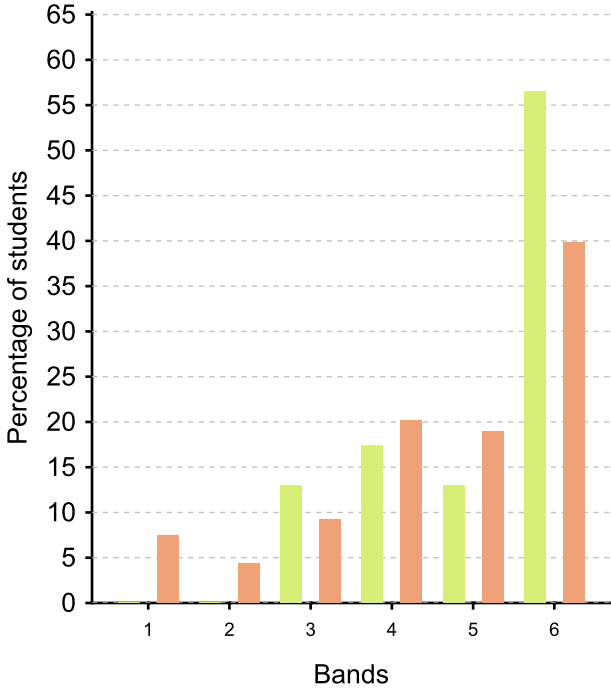
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The school performed strongly in Year 3 literacy, with percentages of students achieving in the top 2 bands above state averages in all areas. For example in Grammar and Punctuation, 70% of students achieved a result in the top 2 bands compared to a state average of 53%. Results in Year 5 were mixed with the strongest performance in literacy also in the area of Grammar and Punctuation: 54% in the top 2 bands compared to 41% across the state.

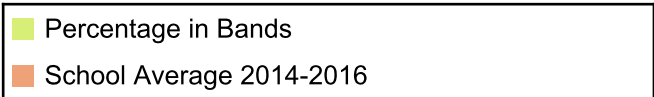
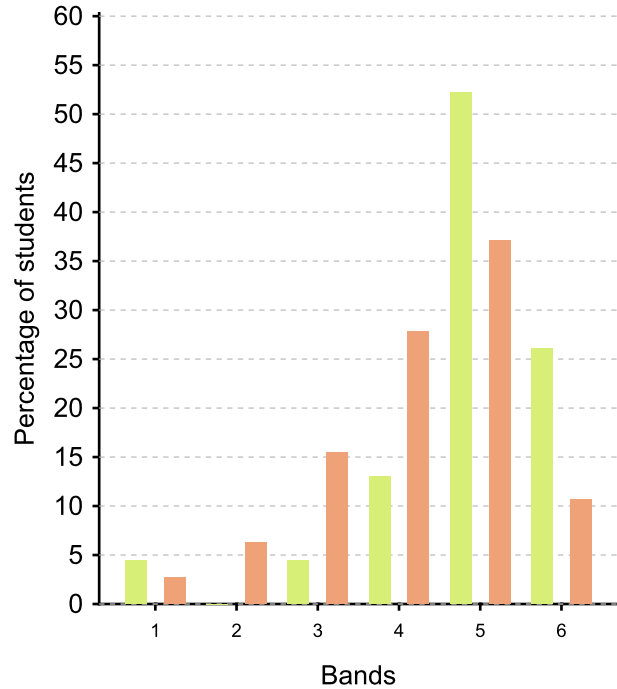
Percentage in bands:
Year 3 Reading



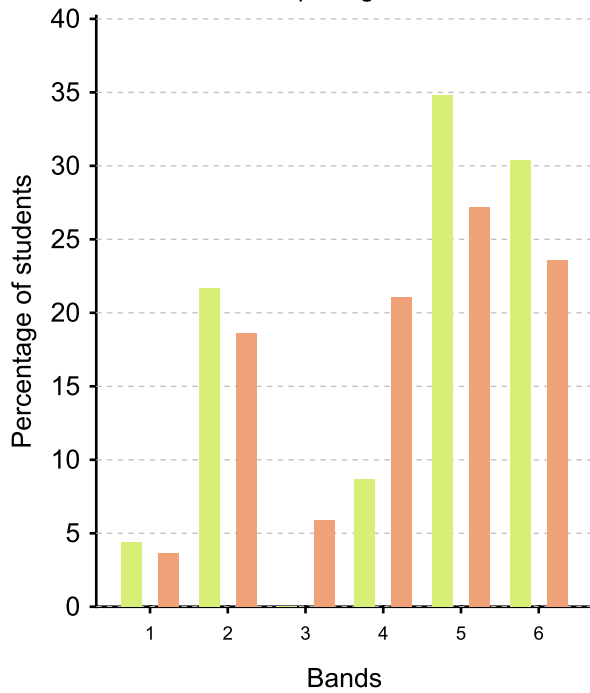
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in bands:
Year 3 Writing

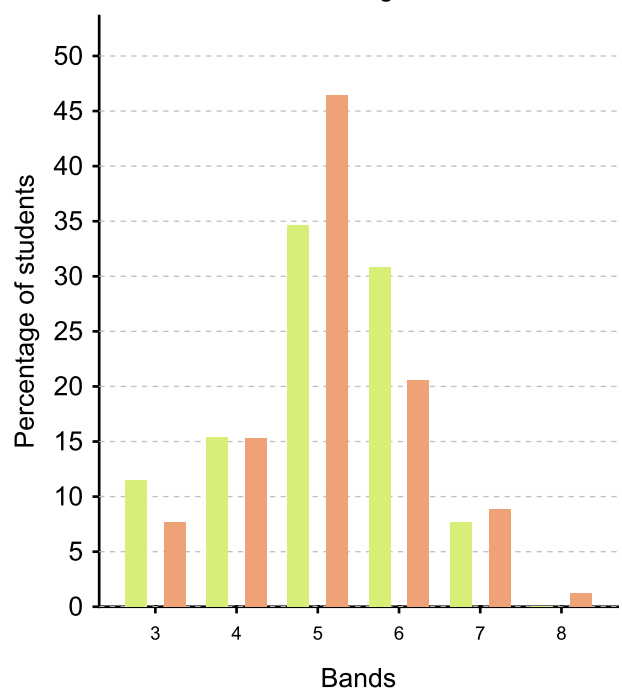


Percentage in bands:
Year 3 Spelling



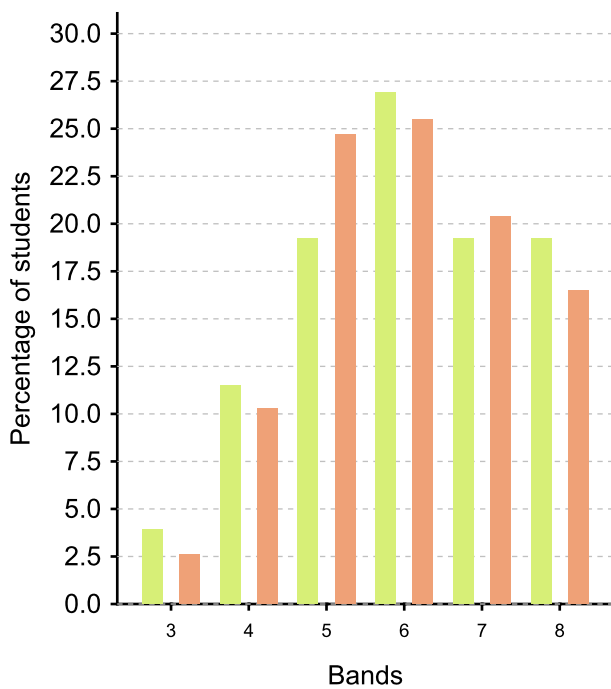
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



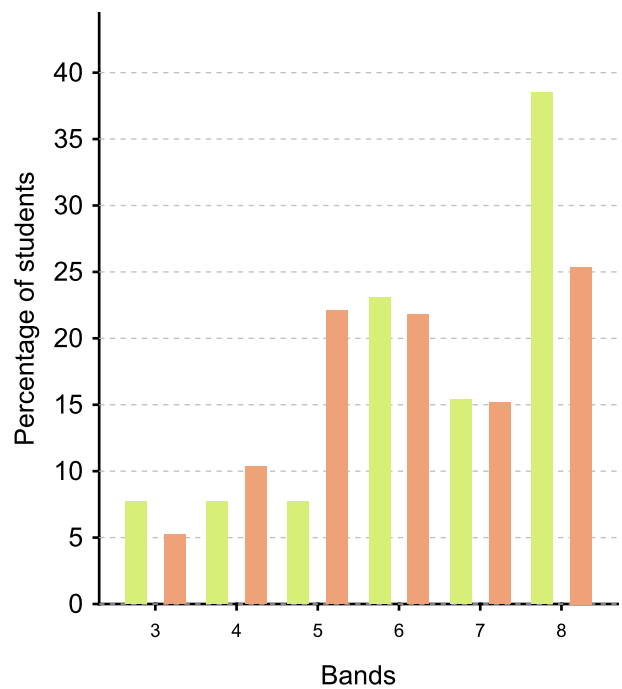
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



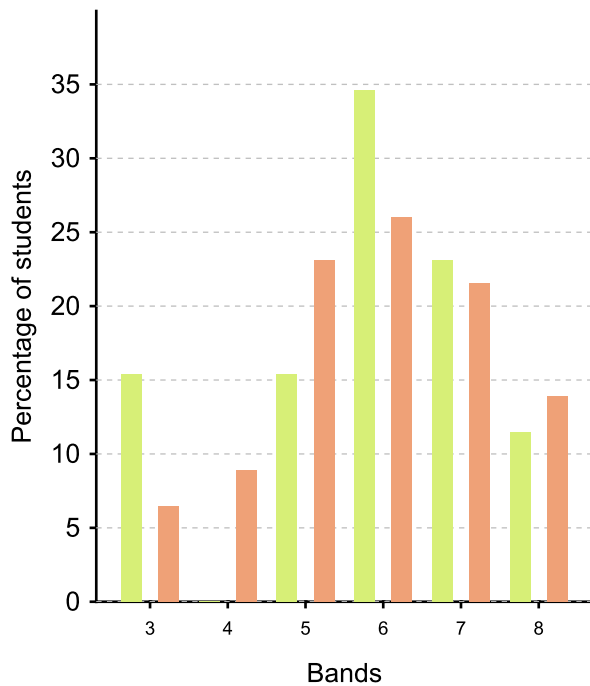
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

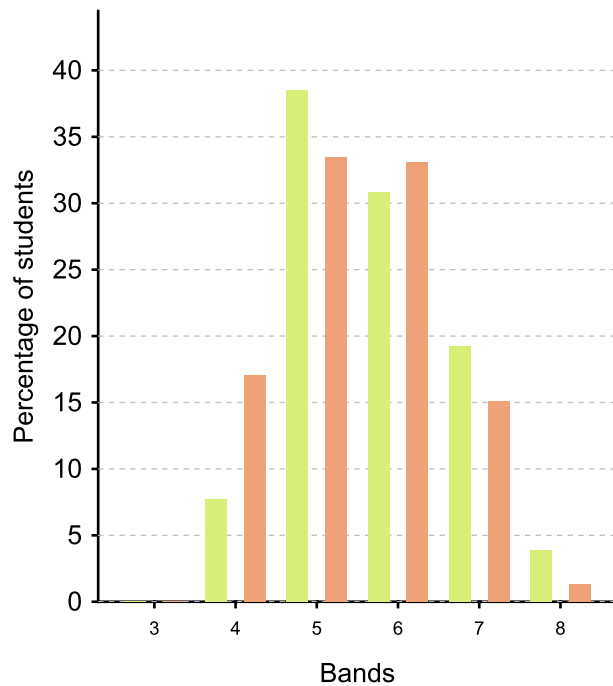
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

Year 3 performed strongly in numeracy, with 50% of students achieving results in the top 2 bands compared to 39% state-wide. The school had zero Year 3 students and only 8% of Year 5 students score a result in the bottom 2 bands for numeracy.

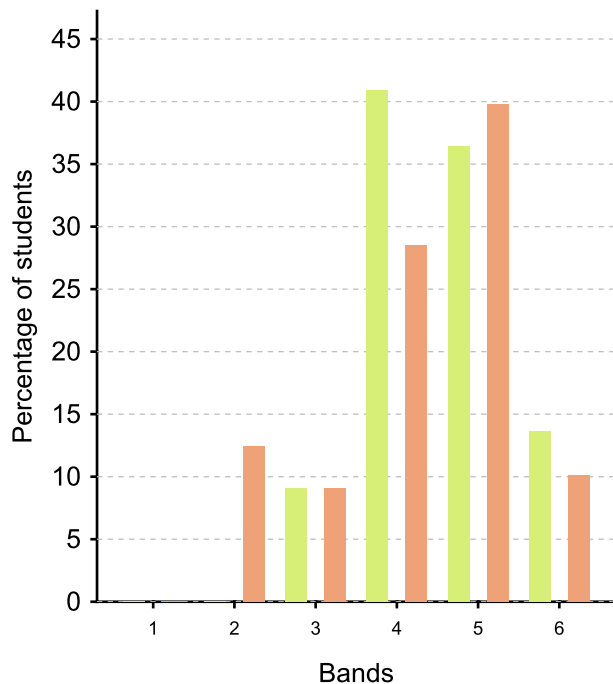
Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

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 *Find a School* and select GO to access the school data.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

The school participated in the *Tell Them From Me* surveys for parents, teachers and students. The results from the teacher survey indicated that the school had a positive learning culture and was an inclusive school that strives to cater for the needs of all students. The parent survey indicated that parents feel welcome at the school, rating this element 7.7 out of 10 and also indicated that the school supports positive behaviour, rating this element 7.8 out of 10. In the student survey 90% of respondents reported that they had positive behaviour and 94% indicated that they try hard to succeed in their learning.

Policy requirements

Aboriginal education

Personalised Learning Pathways (PLPs) were developed for the five Aboriginal students attending the school in 2016. These plans were completed collaboratively, with the teacher, parents and students all involved.

NAIDOC week was celebrated through a day of Indigenous Games, Aboriginal style art work and Dreamtime stories incorporated into a tabloid of events. Other times of significance were also recognised at the school, including Reconciliation Week, with lessons about these events occurring across the school.

The Aboriginal flag flies proudly at the school each day and an Acknowledgement of Country is given at all school assemblies.

Multicultural and anti-racism education

Multicultural perspectives are embedded in classroom teaching practices across the curriculum. Fostering knowledge, skills and attitudes through exposure to other cultures allowed students to address issues of tolerance towards the values and beliefs of others and develop the personal responsibility and commitment needed as members of a democratic, cohesive society. Just a small number of students at this school have English as their second language.

Blacktown's Intensive English Centre (EIEC) paid their annual visit to the school with their graduating students (16–19 years), many of whom are refugees, spending time in classrooms and the playground. They shared experiences about their culture, country of origin and their own childhoods and joined in class lessons.

The school provided students in Years 3 to 6 with the opportunity to participate in the Multicultural Perspectives Public Speaking Competition. This state-wide competition encourages students to explore topics such as racism, multiculturalism, harmony and refugees.