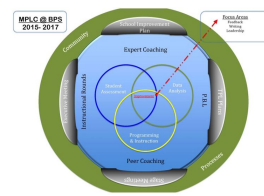


Buninyong Public School

Annual Report



2016



4616

Introduction

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

Anne van Dartel

Principal

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School background

School vision statement

At Buninyong Public School, we are committed to providing a respectful caring, professional environment.

Through a comprehensive, and balanced curriculum that promotes achievement and recognises individual difference. While promoting self-discipline, perseverance, resilience and responsibility.

School context

Buninyong Public School is situated in East Dubbo with 308 students, 67% of whom identify as Aboriginal. Our mission statement, 'building better futures' reflects our commitment to building strong bonds between the school, parents and the community. We are building a skills focused caring, cooperative learning environment. To prepare students for their future. The school is supported by a number of initiatives including: The 229 pilot Local Schools, Local Decisions education reform, Schools as Community Centres, The Stephanie Alexander Kitchen Garden program, Reading to Learn, Early Action for Success, Language, Learning and Literacy (L3), Targeting Early Numeracy (TEN) and Build, Maths Matters, BroSpeak and Sister Speak. Our special education unit has one class for students with severe intellectual disabilities and two classes for moderate intellectual disabilities. The school has a rich sporting heritage. Opportunities to participate in a variety of sporting events and competitions, at all levels are supported. Extracurricular activities include public speaking, Engineering Challenges, Premier's Spelling, participation in the local Eisteddfod and school performances with a focus on Aboriginal education. The P&C is an integral part of the school. Committed to working collaboratively with the staff to enhance learning opportunities. Students achieve in a safe, happy, respectful and culturally diverse environment through quality teaching practices, Positive Behaviour for Learning (PBL) and constructive and supportive community involvement. Our vision is one of success for all as safe respectful learners.

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 Leading, Buninyong is Delivering in three of the five areas and sustaining and growing in two. In the element of Teaching, Buninyong is delivering in one area and sustaining and growing in the other four. In the element of Leading, Buninyong is delivering in all four areas.

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

Teaching, Learning and Leadership

Purpose

To provide a methodology for enhancing the personal leadership skills of participants and provide them with important skills and capabilities in key learning areas critical to successful school improvement.

Implement the Premiers Priorities 2016 – 2017

Increase the number of students in the top 2 skill bands of NAPLAN, while increasing the number of Aboriginal students by 30% (2016 Changes)

Overall summary of progress

PBL data reflects a decline in days lost to suspensions.

PBL data used systematically to reinforce school directions in learning and engagement.

To increase the number of LSES and Aboriginal students in the top two skill bands of NAPLAN for both Year 3 and 5.

Increasing numbers of students reaching literacy and numeracy benchmarks as identified on the continuums.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PBL data reflects a decline in days lost to suspensions.	Classroom procedures and language consistent across the stages. All procedures displayed in the classroom and program as a matrix. Consistent PBL tier 2 procedures using data rules. (5–10% of students.) All data was successfully collected and analysed.	Classroom teacher released off class as Specialist PBL to establish, monitor and implement PBL processes. <ul style="list-style-type: none">• Aboriginal background loading (\$0.00) Classroom teacher released to collect and analyse data. <ul style="list-style-type: none">• Aboriginal background loading (\$0.00)
PBL data used systematically to reinforce school directions in learning and engagement.	All staff in stage meetings engage in PBL problem solving, conducting ERASE functional assessments to determine and successfully implement appropriate classroom and whole school interventions. Staff in stage meetings identified students and conducted PLASST behavioural assessments to determine and successfully implement appropriate classroom and whole school interventions.	Professional learning delivered by specialist Classroom Teacher PBL. <ul style="list-style-type: none">• Aboriginal background loading (\$0.00) Professional learning delivered by Assistant Principal Review. <ul style="list-style-type: none">• Low level adjustment for disability (\$0.00)
To increase the number of LSES and Aboriginal students in the top two skill bands of NAPLAN for both Year 3 and 5.		
Increasing numbers of students reaching literacy and numeracy benchmarks as identified on the continuums		

Next Steps

In 2017, all staff will have been trained in PBL Reload procedures and the PBL leadership team will have 2 staff members trained in the delivery of Functional behavioural assessment to ensure, Tier 2 and Tier 3 interventions, Check in Check out and Filial play, will be implemented with fidelity across the K–6 environment and incorporating the Learning Support Team.

Learning will begin on the implementation of PLAN across the K–6 environment to support the implementation of Learning Progression and the new PLAN software in 2018. Professional Learning will continue to support the areas of writing, reading and numeracy with fortnightly learning and team delivery of Instructional Rounds. This will also be a focus across schools to enhance the learning of both local schools and build the collectively efficacious nature of our Learning Community, through PL, data and feedback..

Strategic Direction 2

Personalised learning

Purpose

The Buninyong Public School Coaching for Improvement: Learning and Teaching project has been designed to provide opportunities for teachers to deeply explore their personal strengths and areas for development as classroom practitioners.

Overall summary of progress

Teachers will have the skills to and knowledge to ensure they are comfortable and confident to initiate change and try new ideas and strategies within their own classrooms

All staff are trained in the process of Instructional Rounds and have implemented 2 rounds internally.

Staff Professional Learning Plans are linked to the School Strategic Directions and they have used the BOSTES Australian Standards for Teachers to influence their decisions in their planning.

Writing has been the targeted area of improvements, K–6, during 2016.

Build the collection of meaningful data sets into the day to day work of classroom teachers so that it directs instruction through, success criteria clearly stated and focussed, relevant and meaningful personalised learning intentions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To improve student outcomes through the use of the Learning Continuums and PLAN data across the whole school.	PLAN Data is used across K–2 with yearly data entry in Stage 2.	Early Action for Success Instructional Leader and 2 support teachers for K–2.
Each teacher has a professional learning plan that reflects the key elements of quality teaching as described in the standards.	All teachers have professional development plans for semester 2 with goals planned for 2017.	
Increased accreditation of staff at appropriate and higher levels of knowledge and practice and engagement.	3 teachers achieved accreditation at Proficient. 2 staff completed maintenance at proficient.	

Next Steps

In 2017, staff will continue their learning journey with fortnightly Professional Learning sessions with the focus being on Thinking and Clarity based on current research and pedagogy. The building of Vocabulary skills has been identified as an area needing improvement across the school. Data collection will begin in 2017 and systems will be put in place through interventionists to support the findings.

The development of across school learning will be a focus. External evaluation from other schools can be a valuable source of information and planning. Instructional Rounds will begin across 2 local, closely situated Dubbo schools. A leadership opportunities will also arise to support those who have aspirational goals highlighted in their PDP.

Strategic Direction 3

Building sustainable communities

Purpose

To ensure the delivery of a quality education, underpinned by rigorous pedagogy, effective partnerships and strong organisational structures that value community participation.

Overall summary of progress

The employment of the AP to implement the findings of the Voluntary Review of ESES processes across the school in 2015, has been a very focussed 12 months project. This included a trip to Sydney, funded by the Director to build a Learning Community across the Blue Mountains focussing on education for Students in the Support classes.

The employment of a Speech pathologist, 3 days per week for 6 months, a OT 3 days a week for 8 month and physiologist 1 day a week has help immensely implement the plans from the review and has increased engagement and happiness of students in the Support Unit. All staff now have a clear outline of what is required in a one stop document to support differentiation where needed in the classroom.

The establishment of Gym to support the multi disciplinary therapy from the allied health professional's employed by the school has been a resource we will build upon in 2017 with P and C support. This also include the establishment of an additional Filial play room.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students have a developed Personalised Learning Plans written at 3 way conferences and reviewed twice a year.	Best Practice guide was written with flow charts to support all staff with students requiring additional support, while following DoE policy and procedure. This is to be presented in 2017.	Above establishment Assistant Principal Review Professional Learning SSP Schools in Sydney.
Increased numbers of students and carers at homework centre over three year.		
Increased attendance rates so that school attendance is inline with the state average.	Buninyong Bucks program was phased out in 2016. Attendance improved by 1% in 2016 compared to 2015.	
Parental/ Community groups requesting information and education regarding new reforms and learning.	Consistent processes are in place to enable improved communication, learning and wellbeing planning for students in special education unit.	Above establishment Assistant Principal Review Professional Learning SSP Schools in Sydney.
HSIE and Science units will reflect Aboriginal perspectives with a focus on Wiradjuri language across all classrooms.	Wiradjuri Language is taught across the school by AEOs and SLSO.	

Next Steps

2017, will be implementation of the Personalised Learning and Support Document across the school to support students needing additional support in the mainstream classroom and the Support Unit. Plans and processes have been developed though 2016 and a clear and accurate document produced using DoE resources and DoE staff expertise, not only in our local area, but though networks established in Sydney. All teaching staff will also be participants in the Personalise Learning Support modules to support students needing additional adjustments or resources during terms 2 and 3.

This will be monitored by the LST and Sentral is being purchased to support the upload of the relevant documentation for

easy access and for staff and executive.

All support staff will have a PDP formulated by the end of term 2, 2017 to support their career pathways and professional learning.

Parents and Community will be engaged in many and varied activities to ensure engagement and inclusivity of the parents and carers as first educators. Term 1 will see the Learning Garden – Discovery Night and the implementation of parent reading support morning in Kinder, Education Week and many sporting events. Parents are consulted through the P and C regularly.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Students have knowledge of Wiradjuri language and the opportunity to share their culture with others. Relationships with targeted families showed some improvement. Classroom teacher was released off class as Specialist PBL to establish, monitor and implement PBL processes.</p> <p>All data was successfully collected and analysed.</p> <p>All staff in stage meetings engage in PBL problem solving, conducting ERASE functional assessments to determine and successfully implement appropriate classroom and whole school interventions.</p> <p>Staff in stage meetings identified students and conducted PLASST behavioural assessments to determine and successfully implement appropriate classroom and whole school interventions.</p> <p>Class Teacher PBL Specialist also implemented the following:</p> <ul style="list-style-type: none"> • Introduced casual teacher books into classrooms providing important information for day to day casuals, eg. bell times, behaviour procedures, emergency procedures, • Revisited and revised School Wide Expectation matrix, aligning it to the wellbeing policy • Introduction of the games room as a tier 2 intervention and as a proactive procedure in supporting social skills for students. • Presented at the Special education conference – illustrating the journey that we have taken over the years, the practices that are in place that have seen a vast reduction of behaviour incidents across the school. • Updating lesson plans for teaching social skills and school wide focuses, aligning them to current syllabus documents and the PDHPE scope and sequence which now contains PBL. • Completion of all PBL evaluation tools which illustrate features that are in place – SAS 88%, SET 91.5%, TIC 95.45%, BOQ 93% • Regular contact with parents of students in relation to tier 2 interventions • Continued whole school and classroom reward system to recognise positive behaviour. Began collecting positive recognition data. • Documentation / fact sheets specific to BPS which explain the purpose and procedures of PBL for all staff – to ensure consistency • Update of SRL signage to make them more inclusive of the Support Unit 	<p>Community Links SLSOs</p> <p>Classroom Teacher released off class.</p>
Low level adjustment for disability	<p>The Assistant Principal Review led professional learning on planning and implementing guidelines for risk assessments in the Special Education Unit.</p>	<p>Assistant principal Review</p> <p>Professional Learning</p> <p>Sydney SSP schools</p> <p>Occupational Therapist –</p>

<p>Low level adjustment for disability</p>	<p>Program adjustments have been made. Access to additional funding was sought to create a network of support to achieve compliance with NDIS. All students in the Special Education Support unit were plotted on the English and Numeracy Frameworks, (learning continuums) led and supported by the AP Review.</p> <p>Staff visited mentor SSP schools in Sydney to establish best practice service for students both academically and socially. This allowed for the collection of resources and establishment of professional networks both on line and personally. A Best Practice guide was written with flow charts to support all staff with students requiring additional support, while following DoE policy and procedure. This is to be presented in 2017. Consistent processes are in place to enable improved communication, learning and wellbeing planning for students in the Special Education unit.</p> <p>Further evaluation throughout the year indicated the necessity to employ an Occupational Therapist and Physiologist to meet the Premiers Priorities – Child Obesity 2017 – Implementation of daily class exercise program designed by physiologist K-6. OT provided specialised programs for students with specific needs.</p>	<p>Semester 2 Physiologist – one day per week – Semester 2</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$0.00)
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Whole staff engaged in weekend learning to support the implementation of Instructional Rounds. Staff also attended fortnightly before and after school mini professional learning workshops. As a result, a culture of collective efficacy and teamwork has been established within stages to support teaching and learning, consistent program development and improvement of student outcomes in writing. Evidence of this was the 2016 NAPLAN results which showed an increase of Aboriginal students in higher bands. (Premier's Priorities) All staff engaged in professional learning workshops. A common language has been developed and increased collective efficacy is evident in program development and implementation of teaching strategies within stages. Collective Efficacy within stages is evident. All stages have developed problems of practice and theories of action to address the skill gaps identified from the analysis of student work. Increased sophistication in design and testing of the theories of action became evident. All staff engaged in Instructional Rounds to observe, assess and provide feedback to teachers to inform planning and programming for student learning. The school leadership team was empowered to engage staff in reflecting on student performance data as part of the Instructional Rounds process. Introduction of new and changing practices for writing occurred. e.g. exit tickets, graphic organisers, feedback. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own</p>	<p>Schmic Consulting – external mentor/coach Casual relief for the implementation of Instructional Rounds</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$22 000.00)

Quality Teaching, Successful Students (QTSS)	<p>teaching practices. Teachers incorporate data analysis in their planning for learning. Teachers regularly assess student progress and identify skill gaps for improvement. Improvement in writing (whole school focus) performance across the school is evident. Teachers' access to a coach and mentor has allowed for the introduction of new and changing practices with a focus on writing, based on current educational research. (Hattie) This has resulted in an increase in shared knowledge and understanding. Teachers ability to collaboratively evaluate student work using samples and engage in a consistent use of specialised language has increased. Cluster data has shown improvement. There is a particular focus on improved teaching methods in literacy and to some extent, numeracy. Professional learning based on current research has built teachers' understandings o effective teaching strategies in these areas. All teachers were actively engaged in planning their own professional development to improve performance. All teachers have a PDP that outlines their goals and achievements for semester 2.</p>	<p>Schmic Consulting – external mentor/coach Casual relief for the implementation of Instructional Rounds • Quality Teaching, Successful Students (QTSS) (\$22 000.00)</p>
Socio–economic background	<p>Buninyong Bucks program was phased out in 2016. Improvement in positive behaviour in and out of the classroom is evident. Implementation of individual support programs in every classroom has resulted in improved outcomes in writing.</p>	<p>14 SLSOs • Aboriginal background loading (\$450 000.00)</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	140	156	157	163
Girls	128	131	137	146

Student attendance profile

School				
Year	2013	2014	2015	2016
K	89.2	87.3	92.4	89
1	91.1	89.3	86	90.3
2	87.2	88.4	88	87.1
3	90.3	87	90.3	89.2
4	90.7	91.4	84.2	89.1
5	86.2	90.7	87.4	86
6	92.9	91.2	87.3	86.9
All Years	89.4	89.1	87.9	88.2
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

Management of non-attendance

Classroom teachers continually monitor the attendance of students in their class. Parents are contacted when a student has been absent for 2 consecutive days. Notes reminding parents to provide explanations for their child's absence are also periodically sent home by classroom teachers. An Assistant Principal monitors whole school attendance, contacts parents and refers to Home School Liaison Officers. The Walking Bus and Breakfast Club have also supported student attendance in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	11.26
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
School Counsellor	1
School Administration & Support Staff	7.62
Other Positions	0.97

*Full Time Equivalent

Buninyong has 2 Aboriginal Assistant Principals, 3 Aboriginal classroom teachers, 2 Aboriginal Education Officers and 7 Aboriginal SLSO's.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	96
Postgraduate degree	4

Professional learning and teacher accreditation

Three classroom teachers completed their accreditation at Proficient level. Two completed maintenance at Proficient level.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 27th January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	545 361.29
Revenue	4 687 094.83
(2a) Appropriation	4 385 533.65
(2b) Sale of Goods and Services	20 265.65
(2c) Grants and Contributions	88 625.54
(2e) Gain and Loss	0.00
(2f) Other Revenue	185 954.15
(2d) Investment Income	6 715.84
Expenses	-5 171 344.72
Recurrent Expenses	-5 138 093.61
(3a) Employee Related	-4 310 958.30
(3b) Operating Expenses	-827 135.31
Capital Expenses	-33 251.11
(3c) Employee Related	0.00
(3d) Operating Expenses	-33 251.11
SURPLUS / DEFICIT FOR THE YEAR	-484 249.89
Balance Carried Forward	61 111.40

During 2016 Buninyong PS experience an arson attack in July. This fire took our canteen, 2 mainstream classrooms and 2 Support Classes, toilet block and shower/laundry facility.

All planned funding and spending ceased from that time as replacement of classroom essentials was required to support 4 classes of learners and a canteen facility.

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	1 992 367.64
Base Per Capita	16 859.57
Base Location	3 266.00
Other Base	1 972 242.08
Equity Total	1 076 902.05
Equity Aboriginal	409 216.72
Equity Socio economic	466 345.34
Equity Language	684.33
Equity Disability	200 655.67
Targeted Total	676 195.80
Other Total	344 398.64
Grand Total	4 089 864.14

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.

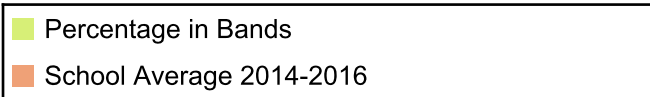
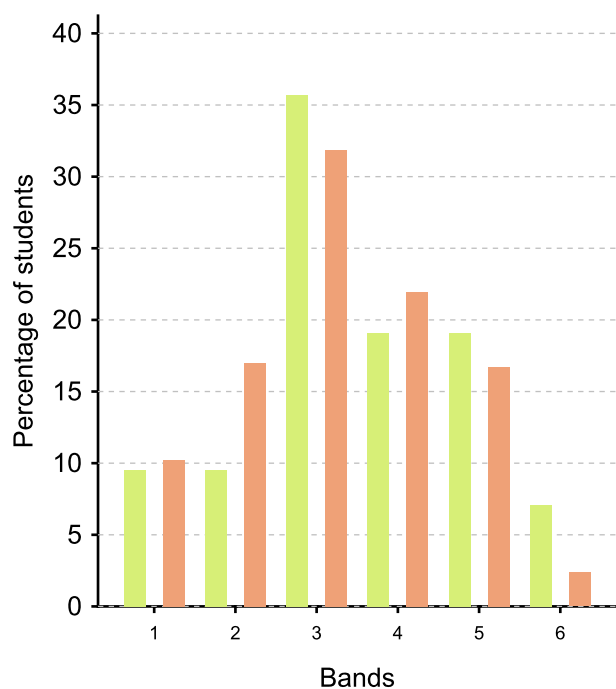
In the years 2014–2016 our NAPLAN Data showed the following trends.

Year 3: There is a trend of growth in year three reading with a significant movement of students out of band 1. There has been a continuous improvement trend in writing.

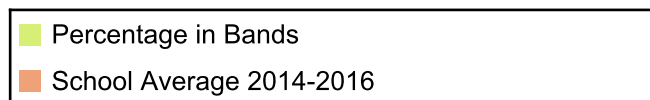
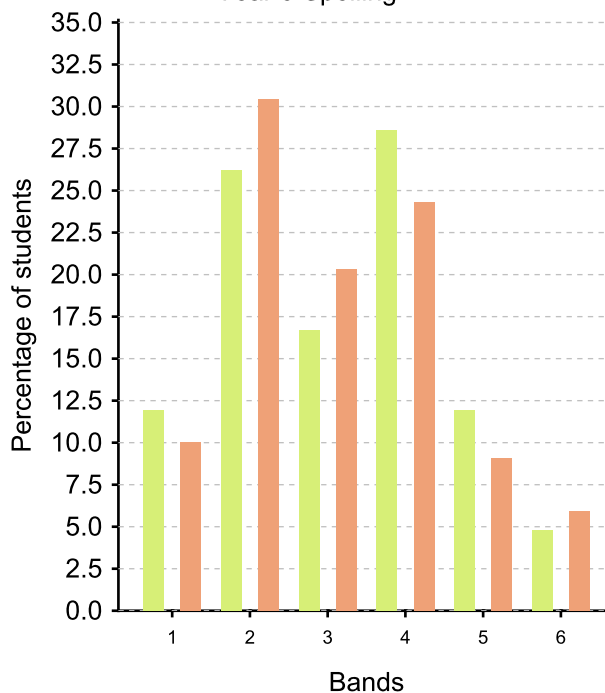
Year 5: Writing showed healthy progression followed by minimal growth (cohort data is consistent between 2014 and 2016 with the exception of writing and grammar which demonstrated an upward trend)

Reading – there is evidence of a steady decline in reading data

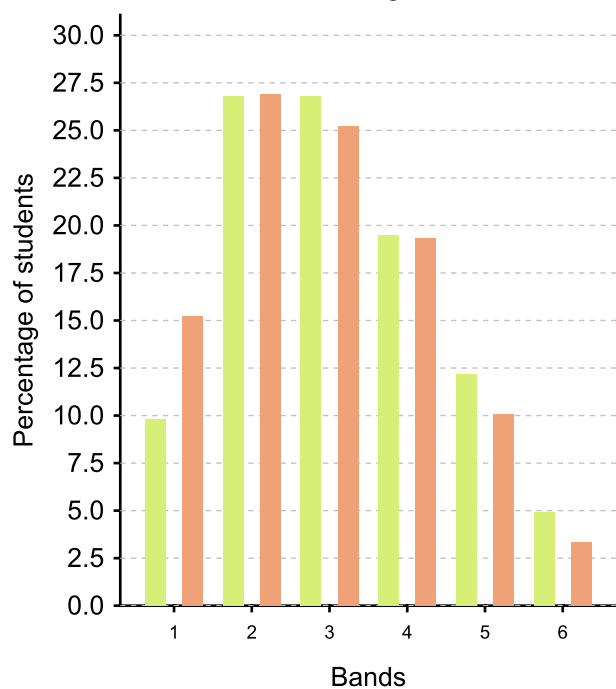
Percentage in bands:
Year 3 Grammar & Punctuation



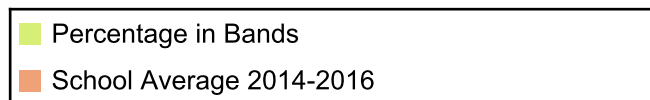
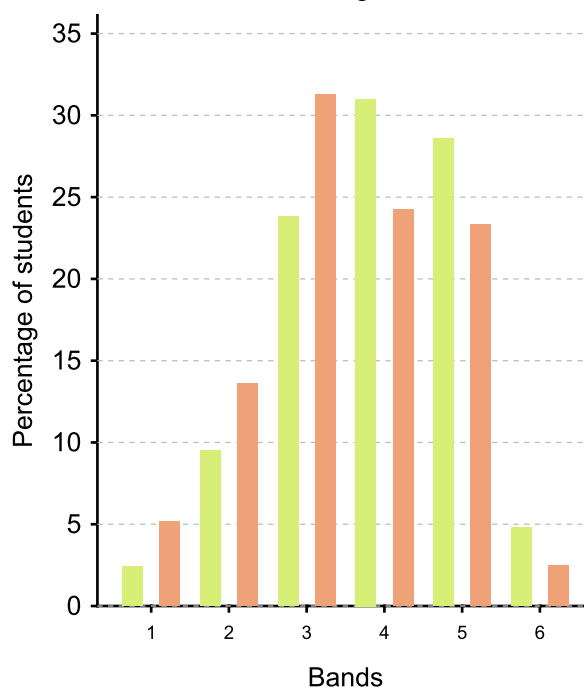
Percentage in bands:
Year 3 Spelling



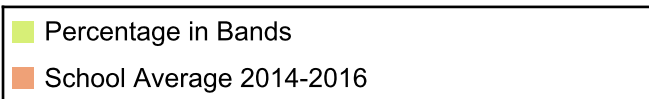
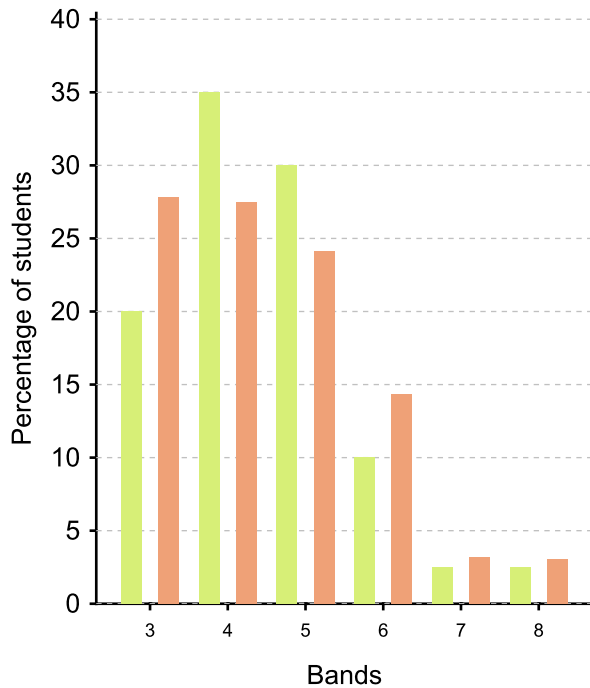
Percentage in bands:
Year 3 Reading



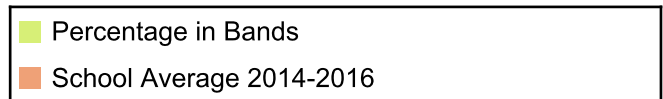
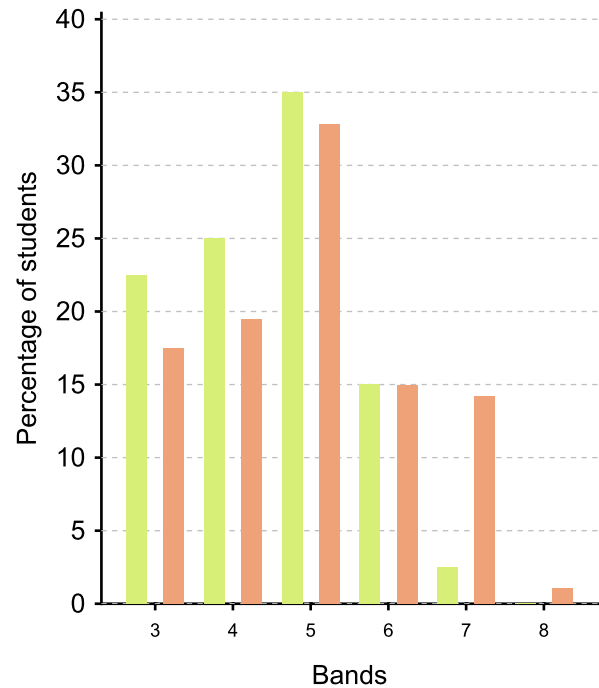
Percentage in bands:
Year 3 Writing



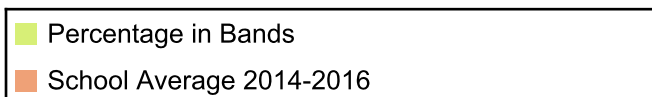
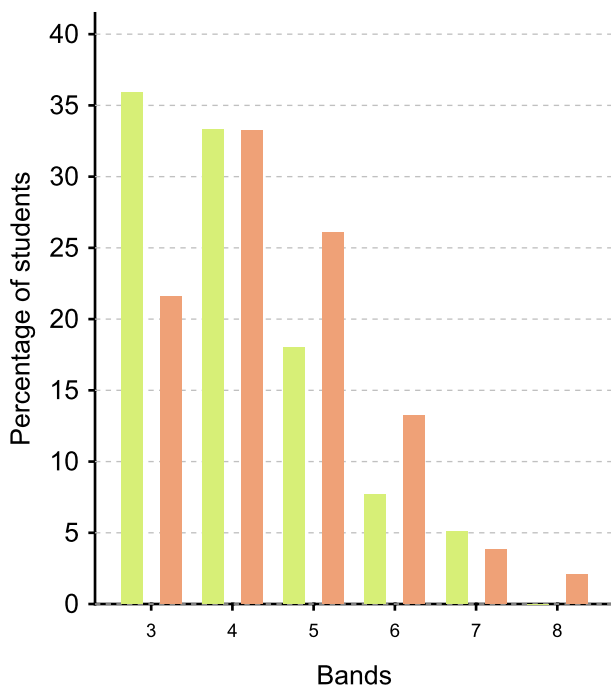
Percentage in bands:
Year 5 Grammar & Punctuation



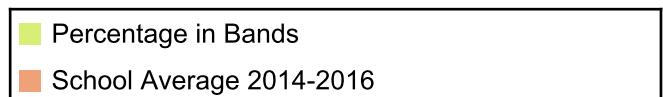
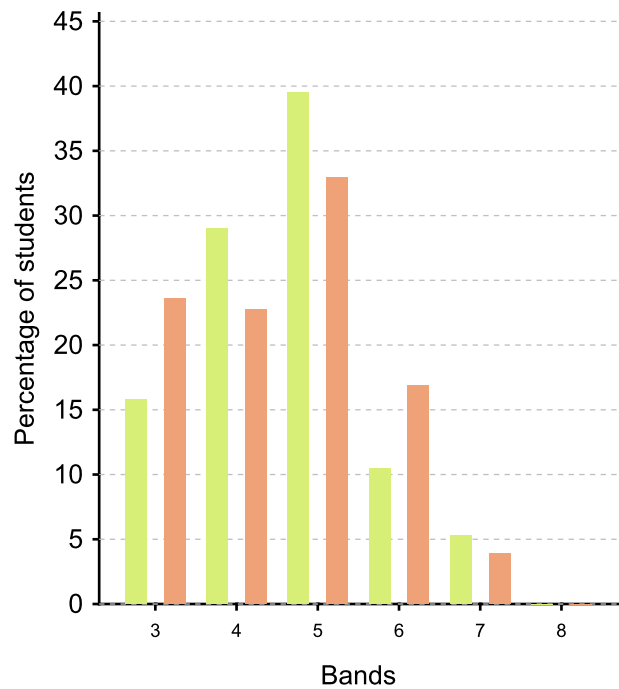
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



In the years 2014–2016 our NAPLAN Data showed the following trends.

Year 3: There has been steady progression followed by plateau in Numeracy.

Year 5: Numeracy – there is evidence of a steady decline in Numeracy data

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.

Aboriginal Students: 2014–2016

Year 3: Reading, spelling and numeracy follow a consistent pattern of healthy growth followed by a plateau. Writing has shown evidence of healthy sustained growth. Grammar has shown evidence of growth over a 3 year period.

Year 5: Reading has shown a consistent slight downward trend. Grammar and writing have shown a consistent healthy progression. Numeracy has shown a consistent downward trend.

Parent/caregiver, student, teacher satisfaction

Parents/carers and students regularly use social media to give their opinions about the school. Some of their responses are presented below.

- My 2 children love it. Very friendly. My kids have learnt a lot. Teachers are excellent +++++ highly recommend this school
- Very positive environment for learning. Friendly and professional staff. Excellent school.
- The best primary school in Dubbo.... so many different programs happening there.

Policy requirements

Aboriginal education

Buninyong Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

Wiradjuri Language continued to be taught at Buninyong Public School during 2016. The program operated across the school with each class involved in a 30 minute lesson once a week. Lessons were delivered by 2 Aboriginal Education Officers and a Student Learning Support Officer. All students participated in NAIDOC Day and Harmony Day celebrations. Bro and Sista Speak programs continued to be implemented with the addition of Aboriginal Dance classes for every student in the school.

Multicultural and anti-racism education

In response to the cultural diversity of NSW, Buninyong Public School is committed to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society. The school engenders a paradigm that serves to eliminate all forms of racial discrimination for parents, students and staff.

All classroom teachers ensure that multiculturalism is a fundamental value and culturally inclusive teaching practice. Teaching and learning programs promote an understanding of our multicultural heritage. Our students are involved in:

–Whole Community participation in NAIDOC events.

–ANZAC and Remembrance Day ceremonies and activities.

–Multicultural events related to HSIE syllabus outcomes.