

# Bundanoon Public School

## Annual Report



2017



1414

## Introduction

The Annual Report for **2017** 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

## School contact details

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## Message from the school community

2017 was a successful year for our P&C in terms of financial gain and community confidence. Our team pulled together, spread the word and got on with the job. We had big goals and some big wins. We started with a statement of aim:

Bundanoon Public School P&C is committed to supporting a free public education system inclusive of all, irrespective of culture, gender, academic ability and socio-economic status. We want our children to explore ideas, expand their minds and express themselves in a secure and happy environment and know this happens best when families, school and community work together.

Our wider community is diversely skilled and we look at bringing those skills into the school in ways that suit the time and availability of all parties and enriches the lives of all involved. Our P&C provides teaching resources, improvement of school grounds and equipment, a Uniform Shop, and Snack Shack (our weekly Friday canteen), as well as environmental, educational and community-minded initiatives.

Along the way this year we realised that raising money was not our only objective as a P&C. We wanted to be able to support students and families in a collaborative environment, sharing and shaping what we wanted to see happening now and into the future, fairly and together.

Bella Gnechi Ruscone

P&C President 2017

## 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 Gundungurra people. We pay our respects to and acknowledge these traditional custodians of this land.

Bundanoon Public School has an enrolment of 160 students and is valued as an integral part of the local community of Bundanoon, a small town in the Southern Highlands. Professional learning for teachers is highly valued, ensuring curriculum delivery is contemporary, data-driven and engaging. The school implements research-based literacy and numeracy programs, with an emphasis on Visible Learning strategies to enhance student outcomes. Technology is integrated across the curriculum, with commitment to promoting online safety through the development of digital citizenship skills.

Students at Bundanoon Public School enjoy a wide variety of extracurricular activities and opportunities to develop creative skills in music, dance, art and drama. Healthy and active lifestyles are promoted, with a variety of sports on offer in collaboration with the local community. The school is currently implementing Positive Behaviour for Learning as part of a comprehensive wellbeing initiative.

Bundanoon Public School is supported by an active and committed P&C Association, with community involvement embedded in the school's daily programs and special events. The motto, *Creativeness and Imagination*, captures the atmosphere of this beautiful school.

## 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework. The results of this process indicated:

In the Domain of Learning, expectations of behaviour are now being explicitly taught to students through the implementation of Positive Behaviour for Learning (PBL). This is assisting to build a positive learning culture with the aim of students taking responsibility for their own behaviour and learning goals. The school is developing a strategic and well-planned Wellbeing policy that supports students to connect, succeed and thrive. Quality teaching and assessment are a particular focus area for the school with the goal of providing individualised instruction for students. There is an increased use of data to inform teaching programs in order to differentiate curriculum delivery. Student engagement is enhanced through a wide range of extracurricular activities on offer throughout the school year. The implementation of Visible Learning strategies is impacting on the quality of assessment and reporting in the school. Written reports to parents include students' strengths and areas for growth based on agreed school-wide assessment practices. There is evidence of greater consistency of teacher judgement using valid evidence and benchmarks of achievement. Analysis of PLAN data is pivotal to this and is used regularly to monitor, track and report on student performance. Analysis of NAPLAN results shows that students consistently achieve results at or above national minimum standards. The percentages of students achieving results in the highest NAPLAN bands are significantly greater in Year 3 than in Year 5. Increasing the school's 'value-added results' will be an ongoing goal for improvement.

In the Domain of teaching, there is a strong focus on building teacher capacity in evidence-based teaching strategies. The school implements Language, Learning and Literacy (L3) in all K–2 classrooms. Effective strategies for teaching writing are used across the school (K–6) supported by an L3 trained LaST and Assistant Principals qualified as *Writing in*

*the Middle Years* trainers. Most teachers are trained in either Targeted Early Numeracy (TEN) or Taking Off With Numeracy (TOWN). Staff use evidence-based strategies from PBL, resulting in most classrooms being well-managed so that students can engage in learning productively. The school provides professional learning for teachers to build skills in the analysis, interpretation and use of data. “Data-driven conversations” are facilitated on school development days with a focus on using data to track progress and inform future directions. The staff are a tight-knit team who work together to achieve shared goals. There is a culture of collegial support and respect. To build on this, the school is working towards developing explicit systems for collaboration and feedback to support quality teaching practice. Professional Learning is highly valued by the school with teachers eagerly seeking opportunities to enhance their skills. The leadership team ensures that professional learning is closely aligned to the strategic directions of the school plan, with outcomes monitored through impact on student results. Teachers have a growing understanding of their responsibilities in maintaining and developing their professional standards. This is reflected in staff performance and development plans (PDPs) and their engagement in collegial networking opportunities for those seeking higher levels of accreditation.

In the Domain of Leading, Bundanoon Public School is an integral part of the local community, with strong links existing to support the goals of the school. Parents and community members have the opportunity to engage in a wide range of school-related activities. The school solicits feedback on school performance through *Tell Them From Me* surveys and parents are invited to the school to learn about new initiatives, such as PBL and use of digital technologies. There is strong collaboration with the Moss Vale Community of Schools to achieve shared goals in improving writing results and implementation of Visible Learning strategies. The current three-year plan, developed in consultation with the school community, is monitored and adjusted yearly in response to system priorities and changing needs. School staff regularly check on milestones of progress made towards achieving improvement measures identified on the school plan. This process will now be undertaken using SPaRO, with evidence collected periodically to validate achievement of milestones. School funds are used strategically to maximise learning outcomes for students. The school’s administrative manager works closely with the school principal to ensure an accurate and effective budget is in place, aligning financial resources with the school’s strategic directions. This also links to staff performance and development plans, ensuring resources are allocated appropriately to fund professional learning identified in PDPs. The school is regularly used as a community resource due to its picturesque grounds and well-maintained facilities, providing further income to the school. The leadership team regularly communicates school priorities to other staff members and the community. Changes in administrative practices are being made to effectively support school operations and the teaching and learning activity of the school. There is a commitment to responding to needs as they arise and to not “do what we’ve always done”. The school openly reports progress and areas for development through the annual report, published on the school website. This is supported by regular communication through the school newsletter, E-News app and P&C meetings. Further development of the management systems, structures and processes of the school, aligned with emerging DoE policies, will underpin ongoing school improvement.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>



## 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) 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)	Funds Expended (Resources)	Progress achieved this year
PLAN data indicates at least 80% of students meet or exceed minimum benchmarks along the literacy and numeracy continuums.	Socio-economic: \$13,323 Integration: \$71,131	Progress has been made towards this goal with a reduction of students achieving below minimum benchmarks in literacy and numeracy.
Increase the percentage of students in the top two NAPLAN bands to be within 10% variance of state averages.	Beginning Teachers: \$4,063 Professional Learning: \$14,089	NAPLAN 2017 results show that this goal has been achieved for Year 3 and Year 5 in writing.
PLAN data is updated at least every 10 weeks and is used to inform differentiated class programs.	Literacy & Numeracy: \$4,821	This goal has been achieved with all teachers regularly updating data in PLAN and using this information to inform class programs.
Student and staff surveys show an improvement in the type, regularity and usefulness of feedback.		There has been some progress made towards this goal, with teachers increasingly using effective feedback. Changes in teaching staff has resulted in an ongoing need for further professional learning in this area.

#### Next Steps

As a result of the 2015–2017 School Plan, we have embedded PLAN data into our school practice. It is updated every ten weeks and is used to inform differentiated class programs. As a result, we will continue to plan for and implement quality research-based pedagogy to continue to improve our literacy and numeracy results. This will include such initiatives as Training L3 Trainers, implementing a whole school spelling program and targeted professional learning for numeracy, through engagement in the Building Blocks for Numeracy course. Within this plan we have initiated use of Visible Learning strategies however, in the 2018–2020 plan, staff will continue to develop and grow their capacity to implement these strategies, with an emphasis on using effective feedback and formative assessment.

## 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

Training and mentoring of new and existing staff in policy, procedures and ways to effectively use technology learning tools to promote genuine collaboration was implemented. A Stage 2 Parent Information Night was held to introduce incoming Year 3 students and caregivers to the current school policy and procedures. Information was also shared with parents on the use of the Seesaw app in creating digital portfolios to promote collaboration between students, parents and teachers.

Staff Performance and Development Plans (PDPs) were aligned with the School Plan with reference to the Australian Professional Standards for Teachers. Staff were encouraged to investigate accreditation at highly accomplished or lead levels.

Existing community partnerships were built on, including working towards the achievement of many goals including the air conditioning of classrooms.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students in Years 3–6 (and their teachers) are engaging with various technologies as part of their teaching and learning program.	New Notebook computers: \$4300	Most teachers are engaging with technology and will benefit from further professional learning in this area in order to more effectively integrate a variety of ICT into teaching and learning programs.
100% of teachers have professional learning goals aligned to the school plan and meet Performance and Development Framework requirements.		This goal has been achieved and embedded in practice.
Bundanoon Public School participates in and supports various community events throughout the year.	Hiring of lighting and sound equipment for School Concert: \$2400	Staff and students participated in a number of community events including Brigadoon and Anzac Day. Highlights of the year were the school concert and Summer Fair.

#### Next Steps

As a result of the 2015–2017 School Plan, two out of three improvement measures are now embedded: PDPs and Community Participation. The improvement measure involving engaging with various technologies, will continue into the 2018–2020 School Plan as part of Strategic Direction three, known as Real World Connections.

## 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

Communication between home and school continued to be improved with enhancements made to the school newsletter and website.

Staff participated in further professional learning to support the ongoing implementation of PBL. Significant progress was made in this area including the establishment of a new whole school rewards system. Students and staff also participated in the Life skills program and school Kindness project, further supporting the wellbeing of both.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PBL surveys indicate that staff, students and parents believe that clearly defined expectations for behaviour are in place and can be articulated.		Parent survey indicated a positive response to the statement: <i>my child is clear about the rules for school behaviour</i> , with an 8.2 rating out of 10.  External PBL review (TFI) indicated that 100% of students surveyed could articulate the school wide expectations for behaviour.
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 reporting to parents process continued to be refined, with a more consistent approach evident across all stages. School Excellence Framework data indicates that the school is still at 'delivering' for this element.
<i>Tell Them From Me</i> parent survey indicates high levels of satisfaction with school communication.	Attendance at <i>Communication and Engaging with your Community</i> course by Principal & SAM: \$475	The 2017 Tell Them From Me parent survey indicated high levels of satisfaction with school communication, giving a rating above state average.

#### Next Steps

Implementation of PBL is ongoing, with an action plan to be developed in consultation with Assistant Principal PBL. Wellbeing will be a continued focus in the 2018–2020 School Plan.

School staff will continue to work on improving communication across the school, with a School Community Engagement Officer role to be established in 2018 using principal support funding.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2,018	Financial assistance was provided for Aboriginal students to attend Year 6 Camp and for the purchasing of resources.
<b>Low level adjustment for disability</b>	\$76,143	<p>\$60,944 funds the employment of the Learning and Support Teacher (LAST) 3 days per week.</p> <p>\$15,198 of flexible funding contributed to employing the LAST for an additional day per week.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$13,916	These funds were used to release Assistant Principals from class to work on school planning, policy and procedures as well as to provide professional learning and mentoring to staff.
<b>Socio-economic background</b>	\$13,323	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.
<b>Support for beginning teachers</b>	\$4,063	Beginning Teacher funds were used to provide mentoring with an experienced teacher as well as high quality professional learning.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	98	92	101	94
Girls	90	85	90	80

Student numbers were slightly down in 2017 due to a large Year 6 class leaving at the end of 2016 and a smaller incoming Kindergarten enrolment. The school formed seven classes.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.4	93.3	93.5	93.9
1	94.5	96.5	92.9	92.9
2	96.3	95.7	94.4	95.2
3	94.2	95.1	95.7	95
4	95.5	95.4	93.5	95.6
5	93.1	95.2	95.2	93.8
6	95.5	93.1	93.2	95.6
All Years	95	94.8	94	94.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Student attendance is highly valued with frequent items in the school's newsletter highlighting the benefits of regular attendance for every student. Class teachers are responsible for the online marking of the roll which is monitored by the executive team. We adhere to government requirements with a note of explanation for absences being requested.

The Home School Liaison Officer (HSLO) provides

advice, monitors class rolls and consults in cases of frequent or prolonged nonattendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	5.73
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.02
Other Positions	0

\*Full Time Equivalent

In 2017, 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	0

### Professional learning and teacher accreditation

To support strategic directions, all teaching and non-teaching staff participated in an extensive range of professional learning projects, programs and workshops in 2017. 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. One beginning teacher achieved accreditation at Proficient level and several more experienced teachers sought information about gaining accreditation at higher levels.

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

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	75,468
<b>Revenue</b>	1,640,579
Appropriation	1,567,460
Sale of Goods and Services	1,909
Grants and Contributions	69,776
Gain and Loss	0
Other Revenue	0
Investment Income	1,434
<b>Expenses</b>	-1,606,366
Recurrent Expenses	-1,606,366
Employee Related	-1,448,097
Operating Expenses	-158,269
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	34,213
<b>Balance Carried Forward</b>	109,681

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. Our future goal is to meet on a regular basis with all members of staff welcome to attend.

Balance carried forward figure of \$109,681 was higher than previous due to cautionary spending during first year of LMBR implementation.

## Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	1,319,828
Base Per Capita	29,190
Base Location	9,620
Other Base	1,281,018
<b>Equity Total</b>	91,484
Equity Aboriginal	2,018
Equity Socio economic	13,323
Equity Language	0
Equity Disability	76,143
<b>Targeted Total</b>	71,131
<b>Other Total</b>	15,151
<b>Grand Total</b>	1,497,594

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

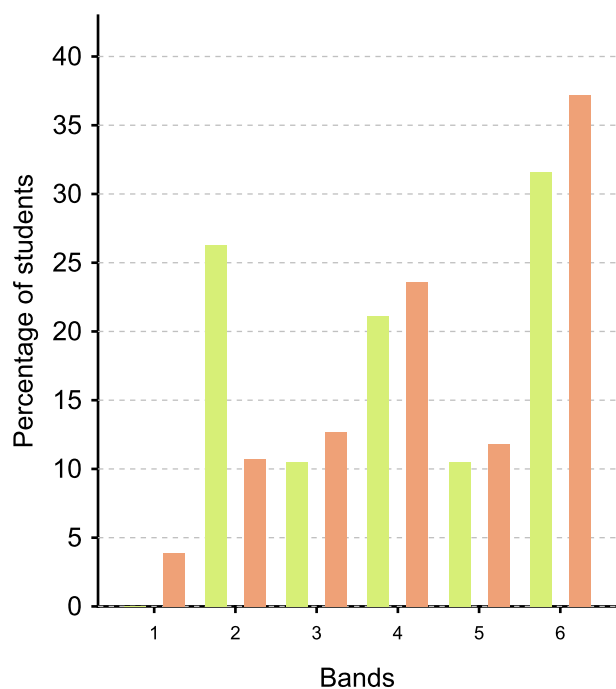
### NAPLAN

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.

Significant gains were made in writing results in both Year 3 and Year 5, with the percentage of students in the top two bands above state average. In other areas of literacy, the average number of students scoring in the bottom two bands was within ten percent variance of state averages, except for Year 3 Grammar and Punctuation.

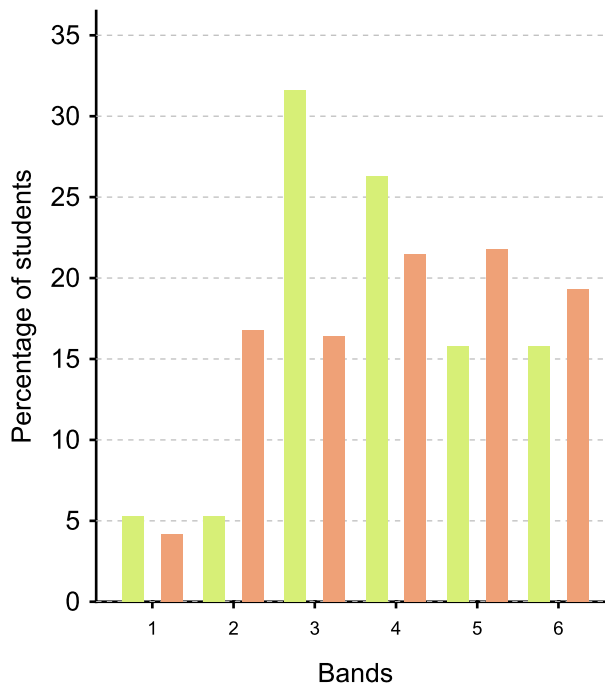


**Percentage in bands:**  
Year 3 Grammar & Punctuation



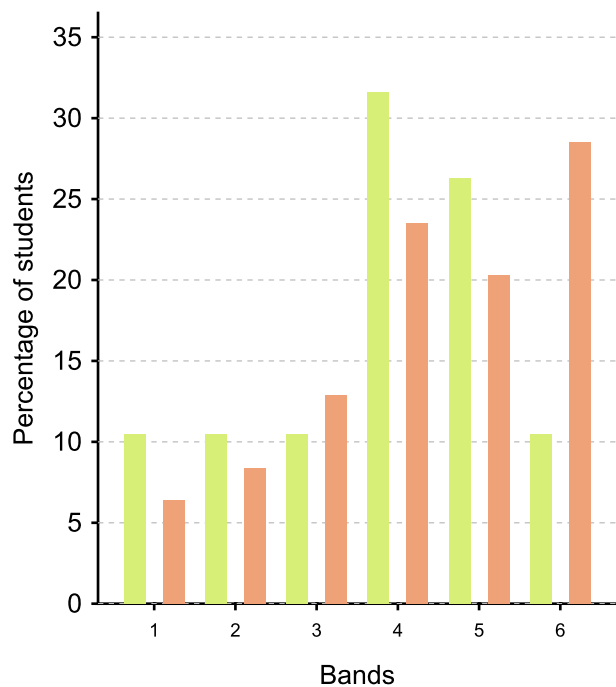
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Spelling



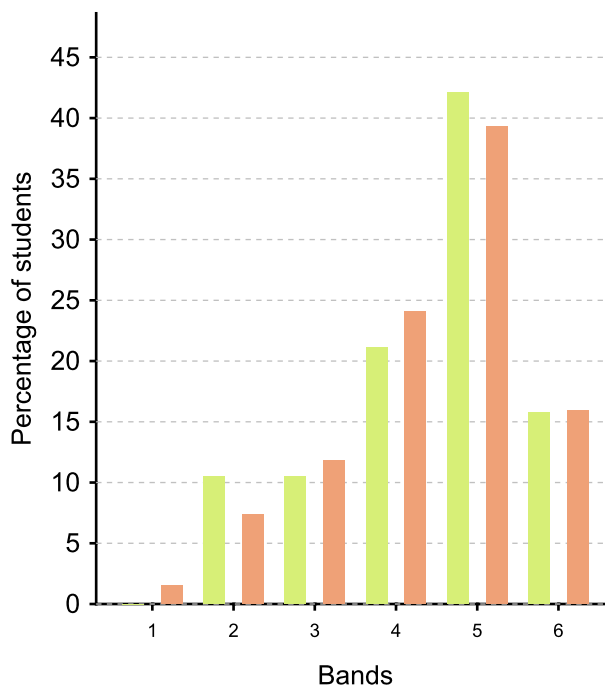
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Reading



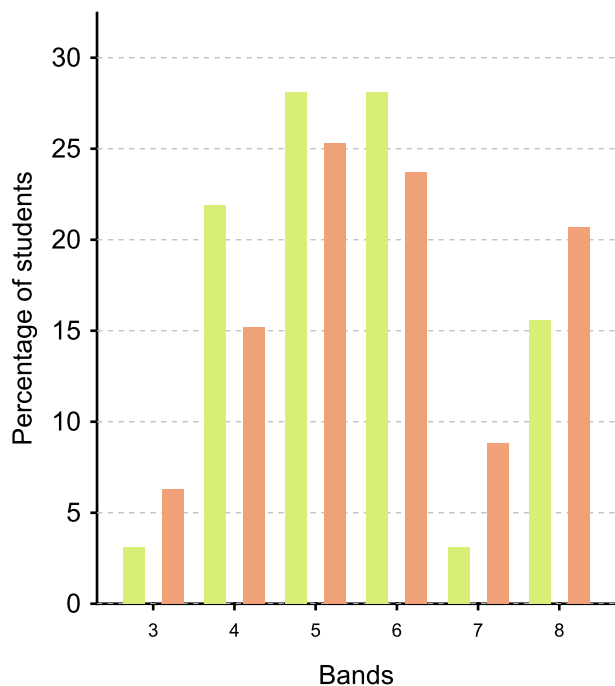
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Writing

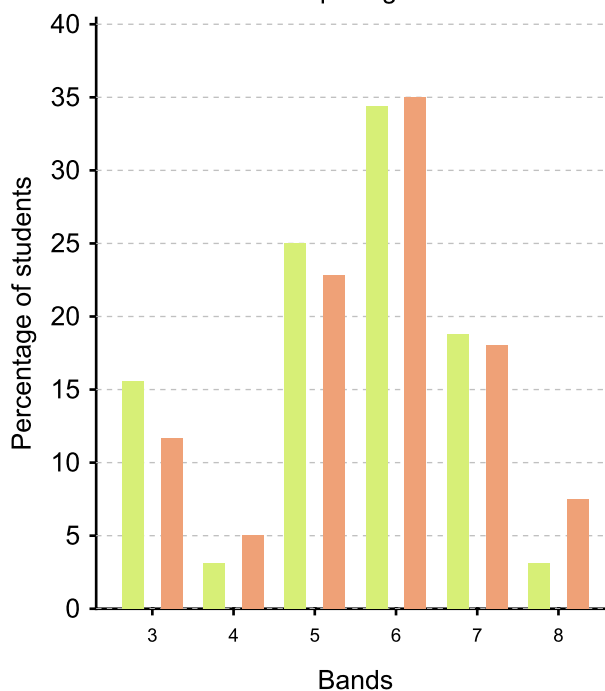


Percentage in Bands  
School Average 2015-2017

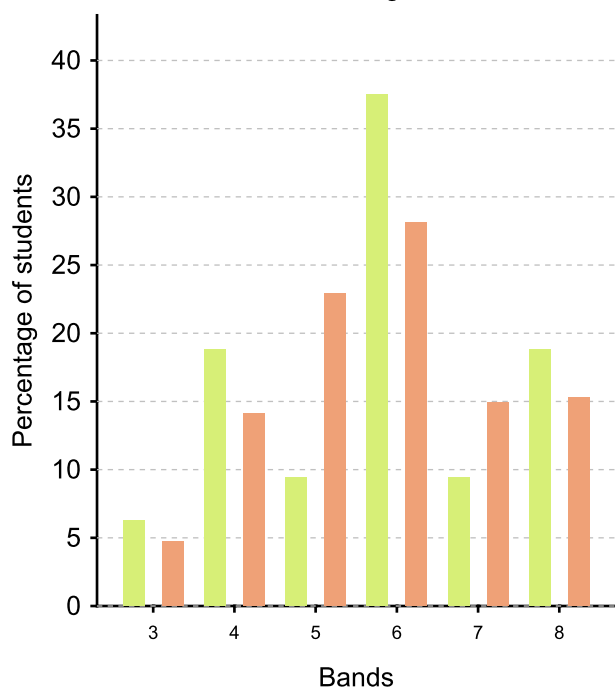
**Percentage in bands:**  
Year 5 Grammar & Punctuation



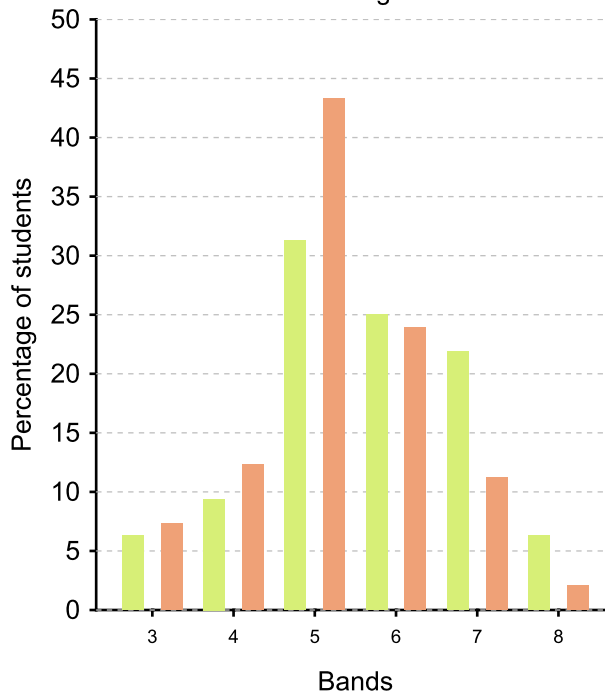
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



In numeracy the percentage of students scoring in the bottom two bands was within ten percent variance of state averages. Results in the top two bands show room for improvement and the need to focus on mathematics in the 2018–2020 school plan.

## Parent/caregiver, student, teacher satisfaction

In 2017, the school participated in the Tell Them From Me surveys for parents, teachers and students. Staff also participated in the NSW People Matter Survey. The school conducted internal surveys as well in order for parents and students to provide feedback.

The *Partners in Learning Parent Survey* was completed by 48 parents between August and September 2017. Parent responses, indicated on a ten point rating scale, were:

- Parents feel welcome: 7.6
- Parents are informed: 6.5
- Parents support learning at home: 6.8
- School supports learning: 6.9
- School supports positive behaviour: 7.6
- Safety at school 6.8
- Inclusive school 6.9

In the *Two Stars and a Wish Survey*, parents reported satisfaction in the school's reinforcement of positive behaviours through a new award system. They also identified a strong sense of community and dedicated staff as strengths of the school.

In the *Tell Them From Me* survey, students reported that most behaviour at the school is positive (93%) and 72% of students reported that they are interested and motivated at school. Students gave a rating of 8 out of 10 to the statement: *the school staff emphasises academic skills and hold high expectations for all students to succeed*.

Teachers reported that the school is inclusive with a strong learning culture and is well supported by parents. Most staff members (93%) reported that their job gives them a feeling of personal accomplishment.



## Policy requirements

### Aboriginal education

Personalised Learning Pathways (PLPs) were developed for the four Aboriginal students attending the school in 2017. 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. A school mural, designed and painted by community members proudly states the school is on Gundungurra Land.



### 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.

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.

One staff member was trained as an Anti Racism Contact Officer (ARCO) and has a mediation, procedural, educational and monitoring role in the school.