

Bundarra Central School Annual Report



2017



1415

Introduction

The Annual Report for **2017** is provided to the community of **Bundarra Central School** as an account of the school's operations and achievements throughout the year.

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

Jennifer Cox

Principal

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Message from the Principal

Bundarra Central is a vibrant Central School located in the Northern Tablelands. We offer a comprehensive education for our students from Kindergarten to Year 12.

Bundarra Central School provides a caring and friendly environment fostered by a professional body of committed staff who provide stimulating learning opportunities. There is a strong focus on quality teaching and learning amidst an expectation of individual excellence and the achievement of personal best. Achievement, commitment and improvement are rewarded through our Student Wellbeing Framework and Positive Behaviour for Learning Program.

I am proud of both the academic, cultural and sporting achievements of our students in 2017, and the ongoing success of the strategies being implemented by the school to create quality learning experiences for our students. The school continued its focus on student achievement with our Collaboration for Visible Learning Project ensuring our students learning goals are achieved. In addition, we have experienced a high level of success in our sporting endeavours, especially our touch football teams who hold State Level titles. All students were provided the opportunity to participate in a wide range of academic and cultural opportunities. These included our Play Night, NAIDOC Day celebration, academic competitions and our Cancer Council Walkathon.

As teachers and parents, we hold high expectations and aspirations for our students, and are working together to build student confidence to succeed in life. We provide a learning environment that allows every student to thrive as an individual and achieve their personal best.

At Bundarra Central School we strive for excellence in everything that we do.

Message from the school community

The P&C has yet again had another busy and successful year for 2017. It has been a privilege to work alongside parents, carers, P&C members, teachers, staff, and members of our community to support our school. The P&C has had the pleasure of achieving some successful fundraising events this year such as, mother's day and father's day stalls, playnight supper, catering for zone cross country, catering for regional touch football, and catering for the school formal. Each of these events were supported well through generous donations and voluntary support.

The P&C has donated funds for excursions and girls sports shirts this year and will continue to liaise with the school as to where our funds will be most beneficial in 2018. The P&C's long-term goal is to fundraise to help the school purchase a LED school sign.

On behalf of the P&C I would like to thank all parents, carers, teachers and volunteers who have contributed their time

and considerable effort to make this year such a success.

With Thanks, Bec Smith, (P&C President 2017)

School background

School vision statement

At Bundarra Central School we value individuality, creativity and critical thinking, providing opportunities for all students to develop and grow academically, vocationally and culturally.

We are committed to providing a safe, stimulating and nurturing environment empowering students to reach their full potential and experience success in life.

We encourage our students to be respectful of others, involved in improving and responsive to change, being responsible users of technology and resources.

As a school community we seek to model life long learning, tolerance and high personal expectations. We encourage our students to be responsible global citizens and contributing members of their community.

School context

Bundarra Central School, set in a picturesque location beside the Gwydir River, caters for the educational needs of students from Kindergarten to Year 12 and has approximately 115 students. A quality-learning environment created for all students through the delivery of diverse curricula, using innovative practice focused on quality teaching and learning. Our students are engaged and active learners. Senior students can access a range of H.S.C courses and vocational education pathways. Bundarra Central School is a Positive Behaviour for Learning school with the core values of Respect, Responsibility, and Involvement. Strong links to community organisations and business enterprises contribute to the successes of the 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. 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.

Elements

LEARNING:

Learning Culture Delivering Sustaining and Growing

Wellbeing: Delivering

Curriculum: Delivering

Assessment: Delivering

Reporting : Delivering

Student performance measures: Working towards Delivering

TEACHING

Effective classroom practice: Delivering

Data skills and use: Delivering

Professional standard: Delivering

Learning and development: Sustaining and Growing

LEADING:

School planning, implementation and reporting: Delivering

School resources: Working towards Delivering

Management practices and processes: Delivering

Our self-assessment 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

Improving the Outcomes for Student Learning

Purpose

To improve the learning outcomes for students across Academic, Vocational, Social and Cultural sectors of the school preparing students for a productive and fulfilling life.

Overall summary of progress

Teaching learning program evaluation has indicated that students have made significant learning gains and the majority are achieving appropriate stage outcomes. Professional learning and program support has been identified for 2018 to ensure continued growth for students. The visible learning action plan has been developed and learning walks and learning intentions are routinely implemented in teaching and learning within the school. Digital technologies project proposal has been presented to ACARA and is being prepared for implementation in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Value adding data for all students• Regular assessments and criteria marking used in all classrooms• student progress in PLAN data• Engagement rates of students to improve measured by increased attendance rates and participation rates in school programs.	Early Action For Success Equity RAM	Teaching learning program evaluation have indicated that students have made significant learning gains and the majority are achieving appropriate stage outcomes. Professional learning and program support has been identified for 2018 to ensure continued growth for students. The visible learning action plan has been developed and planning around implementation is beginning to occur. Digital technologies project proposal has been presented to ACARA and is awaiting feedback for implementation in 2018.

Next Steps

Teaching and learning programs have been audited and evaluated in terms of student learning growth and needs identified for 2018. Identified strategic directions for the new cycle of planning has occurred with a realignment to a new school vision. Staff attended stage 6 meSH training to unpack the new curricula in English, Science and Mathematics. Stage 5 students attended work experience as part of their student engagement focus. Staff were introduced to the ACARA digital technologies project and a project focus identified for 2018 – 2020.



Strategic Direction 2

Development of Leadership in the School Community

Purpose

To build, guide and foster leadership capacity in the school community developing everyone's skills to contribute in improving our community.

Overall summary of progress

Professional learning with staff to build capacity within the school was undertaken. Staff evaluated the current school vision and refocused where the school vision need to change for today's society. Staff undertook LMBR training and implementation of new programs. Impact coach training was provided to two identified staff members. Learning and wellbeing officer worked with teaching staff on how to work with SLSOs in the classroom. A staff member was selected into The Highly Accomplished Teacher accreditation program. Student leadership was enhanced with participation in the City Country Alliance, GRIP Leadership, visits to NSW Parliament House, excursions and student leadership training.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Development of student leadership with greater engagement in school programs.• Teacher accreditation at highly accomplished and lead levels• Staff leadership opportunities	Equity Professional Learning	SASS staff able to use the new systems and are in a good position to implement for 2018. Staff have begun to implement School Edge timetabling for 2018.

Next Steps

A continued focus on Executive Training, mentor development and PDP's founded on the Australia Teaching Standards will occur in 2018. Student Leadership will continue to be developed with Peer Support Training. Capacity building within the staff and community will continue to be a priority.



Strategic Direction 3

Developing and Strengthening Community Partnerships

Purpose

To develop and strengthen the co-relationships with all parts of the community where the school is a large focus of that community.

Overall summary of progress

In 2017 many opportunities for community engagement were provided. These include: Play Night – Kindergarten to Year 12. UNE ORALA visit to talk with aboriginal students about education opportunities, Year 10 to 11 three way interviews, Armajin Health visit, Hunter New England Health wellbeing days. Work experience for our VET students. Grandparents/Science day. Transition Year 6 into 7 also Pre to Kinder. Small school STEM camps. The play night provided a great opportunity to showcase student talent and develop a greater sense of school belonging. Students have developed a greater collective efficacy for themselves as a student body. These experiences have enabled the community to engage with the school in a more holistic manner. The introduction of the school Facebook page saw a strengthening in communication and school promotion.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Greater attendance at P & C• Stronger Communication with the community• Opportunities for the community to engage with the school in a meaningful manner• School involvement with community events	RAM Equity Funding	As a result of greater school engagement with community partnerships, stronger links have been made across several sectors to enable greater opportunities for our students. In 2017 it appears that students have a stronger sense of community and many opportunities for parents, carers and the wider community to engage with the school.

Next Steps

Community partnerships and collaboration with academic, tertiary, health and community groups will continue to be a priority in 2018.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background loading	An Aboriginal SLSO was employed to support students in literacy and numeracy. Aboriginal leadership programs were implemented which resulted in greater engagement in leadership roles by Aboriginal students in 2017.
Support for beginning teachers	Support For Beginning Teachers	In 2017 three teachers were provided with New Scheme Teacher Support. NST Induction programs were implemented. Each teacher was assigned a mentor who worked alongside the teachers in developing teaching and learning programs. One teacher attended L3 training with the support of an Instructional Leader. The teachers were engaged in a number of targeted professional development opportunities and all participated in Collaboration for Impact Visible Learning professional development.
Early Action For Success	Early Action For Success	On-going training in L3 enabled the Kindergarten teacher to implement strategies to improve student growth in Literacy and Numeracy with independent and small group activities. Instructional Leader provided support and mentored the Kindergarten teacher. Regular case management meetings between the Instructional Leader and K-10 staff allowed for the analysis of data with individual student progress monitored and assessed on the Literacy and Numeracy continuum through PLAN data entries for K-6 students. Collegial sharing and mentoring support for K-10 staff in teaching and learning strategies sourced from network meetings and Instructional Leader resources enabled students to show growth in Literacy and Numeracy strands.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	93	85	65	47
Girls	76	75	77	60

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.1	93.8	94.2	91.4
1	92.5	92.7	93.6	92.1
2	93.1	92.8	90.4	97.6
3	95.4	92.3	91.3	91.9
4	91.1	93.3	93.9	91.3
5	94.8	87.3	94.2	93
6	94.6	89.7	90.1	93
7	87	87.8	89.2	81.4
8	88.6	90.1	93.2	85.4
9	88.8	90.4	83.4	91.8
10	86.6	83.1	78.6	86.8
11	83.3	77	72	79.8
12	78.6	75	62.3	76.5
All Years	89.2	86.4	85.7	87.3
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
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	93	92.3	92.3	92.3

Management of non-attendance

Monthly meetings are held to monitor students at risk attendance. Attendance is addressed fortnightly at the Learning Support Team Meeting with homeroom teachers assigned to case managing. Student's parents/caregivers are sent a text when their child is away following and asking for a response. Follow up procedures include phone calls, letters and referrals to the Wellbeing, HSLO and Aboriginal advisors.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			0
Employment			
TAFE entry			
University Entry			
Other			0
Unknown			57

Year 12 vocational or trade training

Students in Year 12 completed Vocational training in Automotive (TAFE), Hospitality, Construction and Metals and Engineering Cert II.

Year 12 attaining HSC or equivalent

Year 12 students obtained their HSC successfully. Achievements include being in the honours list for Modern History.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	4.71
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1
Teacher Librarian	0.57
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.38
Other Positions	0.1

*Full Time Equivalent

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	30

Professional learning and teacher accreditation

In 2017 two New Scheme Teachers achieved teacher accreditation. One teacher began working towards Highly Accomplished Teacher Accreditation. Five staff members maintained their Teacher Accreditation at Proficiency.

All staff were engaged in a myriad of teacher professional learning that met NESA accreditation standards.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	649,068
Global funds	187,640
Tied funds	420,817
School & community sources	36,616
Interest	9,013
Trust receipts	6,855
Canteen	19,733
Total Receipts	680,675
Payments	
Teaching & learning	
Key Learning Areas	28,701
Excursions	25,341
Extracurricular dissections	22,970
Library	1,204
Training & Development	0
Tied Funds Payments	334,884
Short Term Relief	17,410
Administration & Office	44,072
Canteen Payments	11,423
Utilities	27,743
Maintenance	36,686
Trust Payments	9,967
Capital Programs	0
Total Payments	560,402
Balance carried forward	769,342

	2017 Actual (\$)
Opening Balance	0
Revenue	796,879
Appropriation	776,374
Sale of Goods and Services	6,206
Grants and Contributions	14,299
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-143,028
Recurrent Expenses	-143,028
Employee Related	-88,681
Operating Expenses	-54,347
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	653,851
Balance Carried Forward	653,851

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.

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

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,526,838
Base Per Capita	21,701
Base Location	36,127
Other Base	1,469,010
Equity Total	419,828
Equity Aboriginal	42,468
Equity Socio economic	253,307
Equity Language	0
Equity Disability	124,053
Targeted Total	9,960
Other Total	97,275
Grand Total	2,053,900

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.

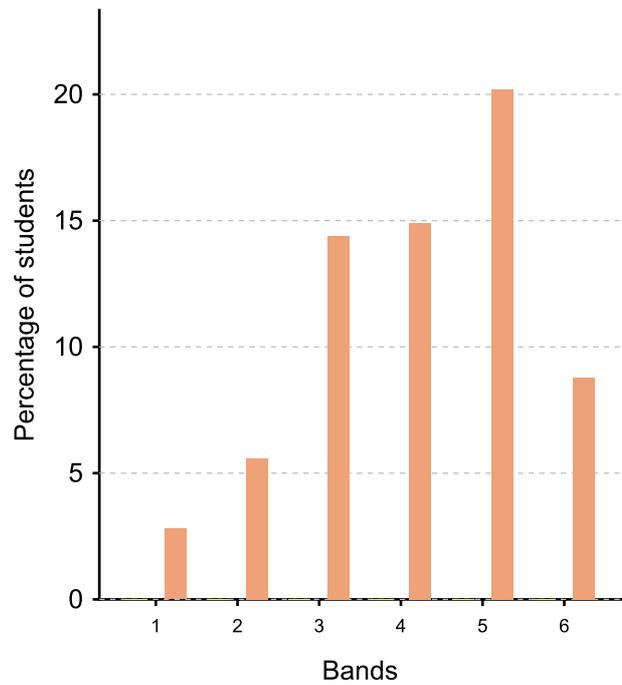
School performance

NAPLAN

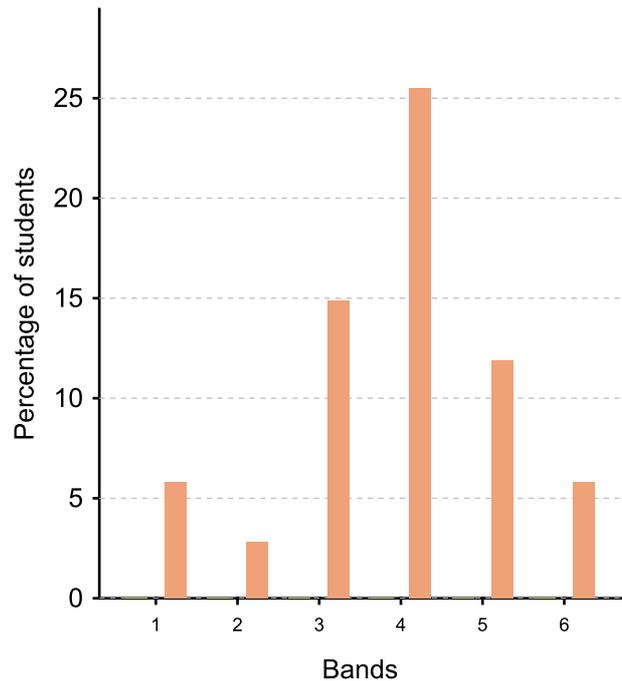
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2017 all students in Year 3 and Year 5 were above minimal standards. The majority of students in Years 3, 5, 7 and 9 were at or above expected growth in literacy.

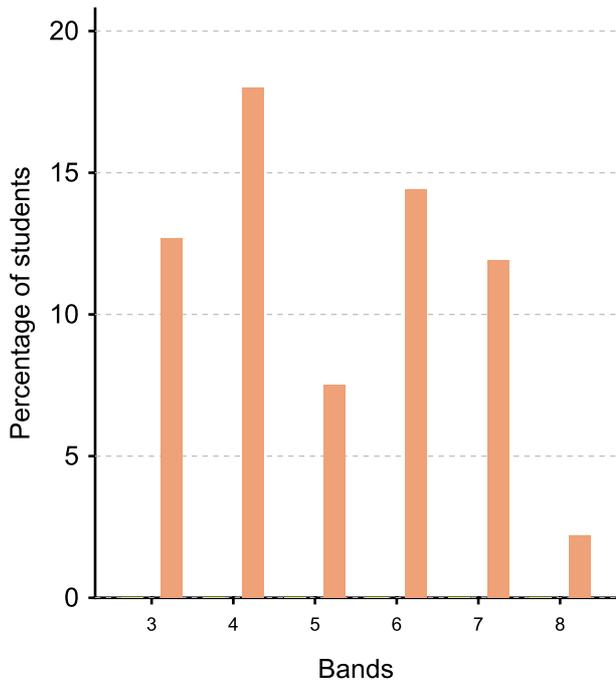
Percentage in bands:
Year 3 Reading



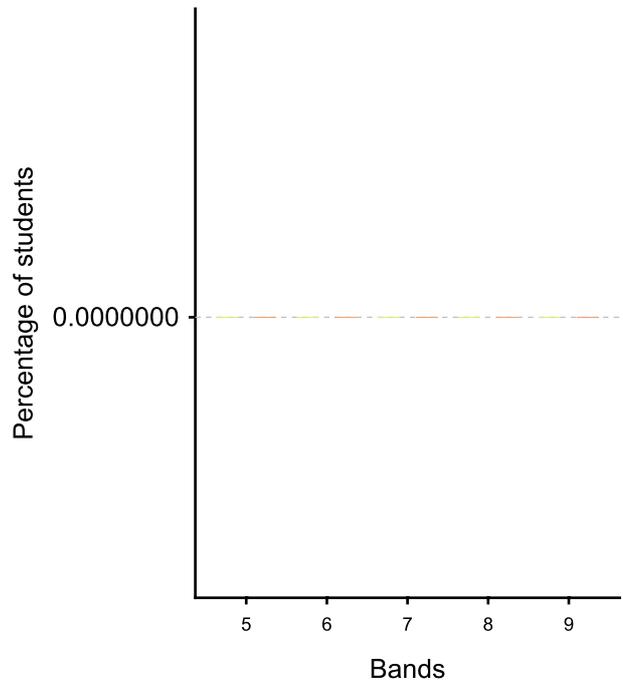
Percentage in bands:
Year 3 Writing



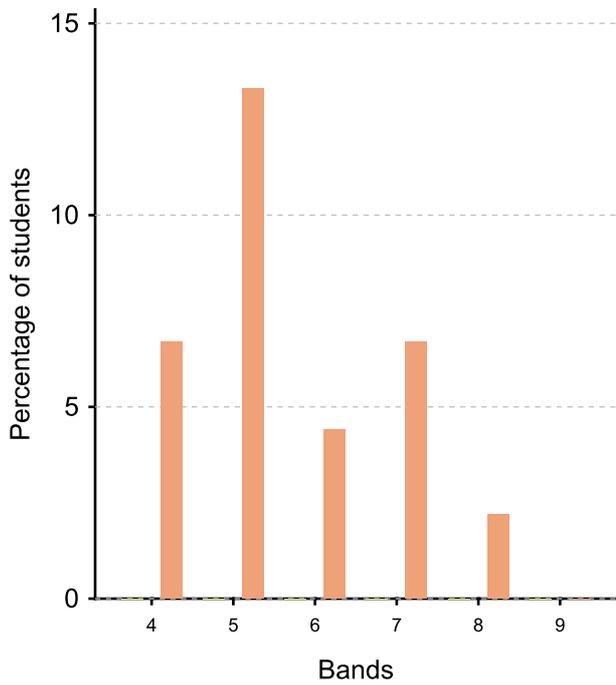
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 9 Reading

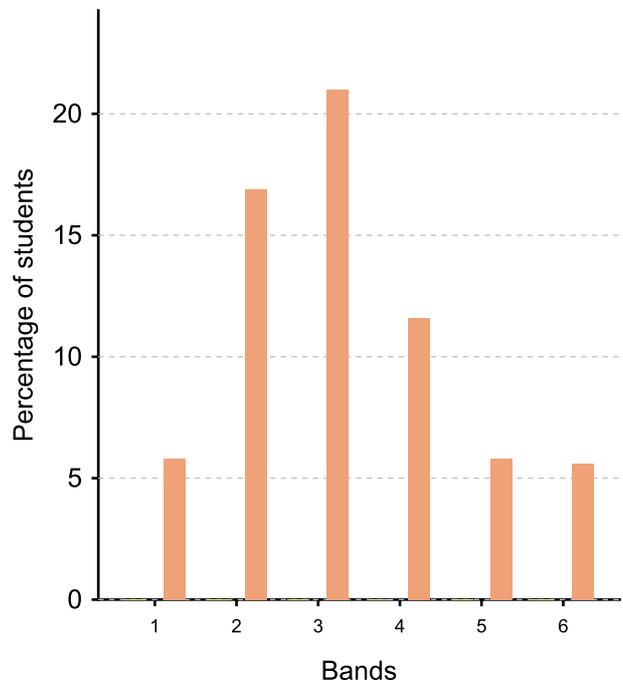


Percentage in bands:
Year 7 Reading

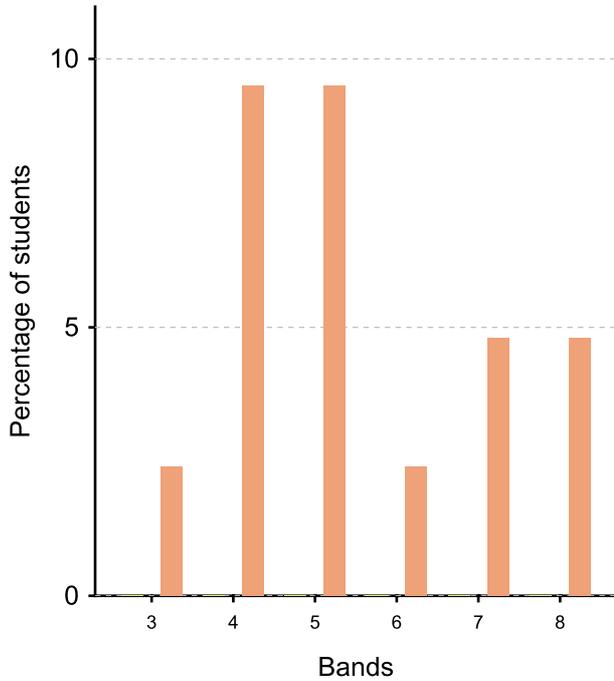


In 2017 the majority of students in Years 3, 5, 7 and 9 were at or above student growth. There was significant improvement in the Year 5 and 7 numeracy results.

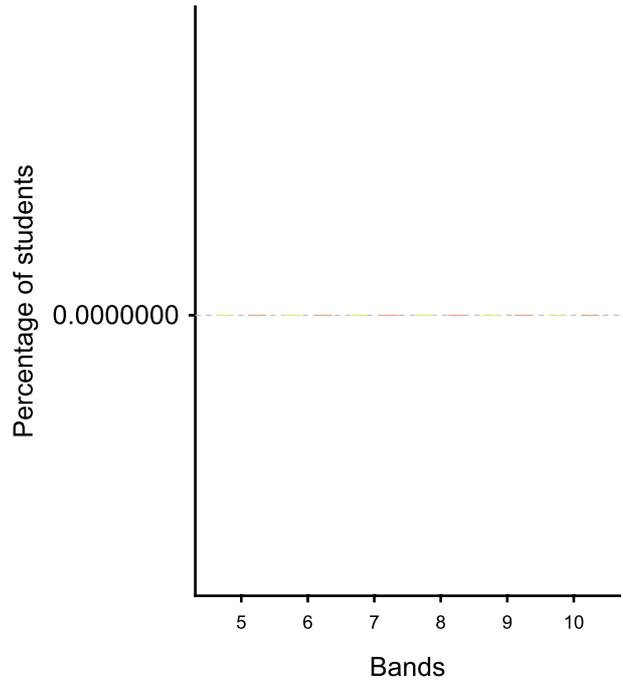
Percentage in bands:
Year 3 Numeracy



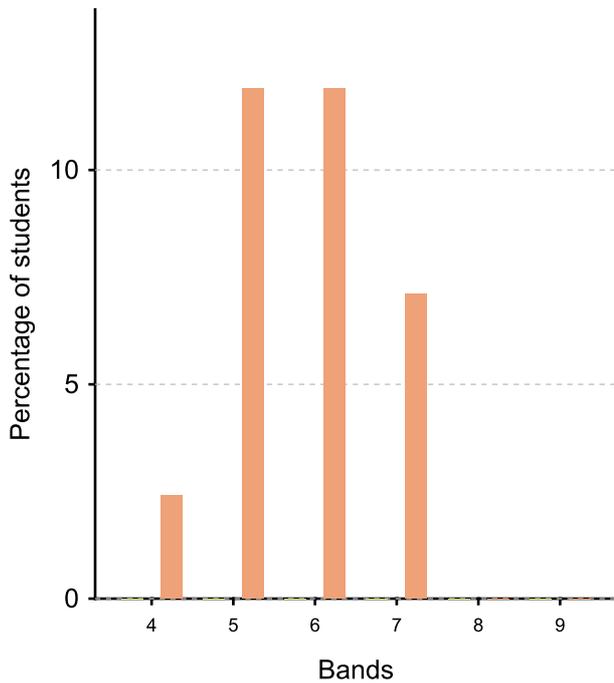
Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 7 Numeracy



Higher School Certificate (HSC)

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

Parent/caregiver, student, teacher satisfaction

Positive Behaviour For Learning

Bundarra has been implementing PBL since around 2010 with varying levels of success. PBL was then refocussed in 2017 with significant professional development and team building. Data was collected around culture, wellbeing and behaviour with the PBL lessons addressing the core values in all classes. At the end of the year a series of interviews conducted with students, staff and parents was collected to evaluate PBL in 2017.

The evaluation indicated that all stakeholders had a greater understanding of the core values driving the rewards system. Both staff and students indicated that team work and the use of common language throughout the school meant that the values of responsibility, respect and involvement were understood and used on a daily basis, Parents indicated that their children knew the three core values and could tell them what this meant for them. All felt that the core values were more visible in the school.

The PBL team leaders all indicated that they felt more comfortable in team leadership roles and that their professional development in PBL coaching enhanced their capacity to lead and implement PBL within the school.

sense of belonging for everyone. They were days for all students to embrace cultural diversity and to share what we have in common. Data shows a significant increase in students' sense of belonging at Bundarra Central.



Policy requirements

Aboriginal education

The school has continued to maintain a strong commitment to supporting Aboriginal students and embedding indigenous perspectives across the curriculum in 2017.

Students and teachers shared cultures, customs and everyday life experiences including learning workshops from visiting Aboriginal people. Participating in a whole school Bush Tucker Day and exploring contemporary and traditional Aboriginal literature.

Staff provide students with experiences to develop a deep understanding and knowledge of Aboriginal culture through the teaching and learning programs.

Aboriginal academic achievement and citizenship were recognised at a special NAIDOC assembly. As a sign of respect, students commence assemblies with the traditional Acknowledgement of Country.



Multicultural and anti-racism education

The Multicultural Education Policy and the Anti-Racism Policy have supported the school community to acknowledge and respect cultural diversity and a sense of belonging through the celebration of days such as Harmony Day and NAIDOC Week. Both events involved activities about inclusiveness, respect and a