

Bundanoon Public School

Annual Report



2018



1414

Introduction

The Annual Report for **2018** 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.

Mel Morris

Principal

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Message from the Principal

As we wind up this term, what a wonderful year to reflect on! Our school is always bubbling, we are always keen to try new things and we always ensure our students are provided with the very best teaching and educational opportunities.

The end game is simple— outstanding results for our students. Every student's learning is tracked on both the Literacy and Numeracy Continuum and against Syllabuses. Gaps are focused on, programs developed, extension, small group or individual lessons delivered, with all staff working hard to ensure our students are achieving to their full potential.

Our Literacy and Numeracy teaching and learning data indicates outstanding achievement across all grades, reflecting our commitment in maintaining rigour in regards to our core programs.

In addition, our creative arts and physical education programs provide a broad range of opportunities for our students. We certainly appreciate the breadth of talent we have within the community and on the teaching staff which allows us to deliver such diverse experiences. Our flourishing music program which includes band and a recently formed choir, will be joined in 2019 by individual strings tuition and group collaboration. We also look forward to offering additional PSSA sporting opportunities throughout the year.

2019 will see plans for substantial infrastructure, come to fruition. Our Sensory Nature Trail including vegetable garden, tree planting and community herb spiral, our library refurbishment and technology upgrade will bring greater scope for learning and wellbeing.

Within our core curriculum, there are many skills that students will need in the future. Recently at the NSW Primary Principal's Annual Conference, discussions were held around the top skills companies will be looking for in 2030. Three qualities were highlighted as being at the very top of this list: **self-motivation, tenacity and creativity**.

At Bundanoon Public School, we are creating an environment where these traits can develop and blossom and which guide our vision for students and community

Self-motivation, which is the intrinsic desire to improve, achieve, try harder, find out, finish the task, make it happen and not be a victim of circumstance but instead to take personal responsibility in moving forward **will be an essential part of a growth mindset in the future. Tenacity**, resilience, the ability to stick with it, get back up, overcome obstacles, problem solve, work with your team, learn and relearn, seek clarification and work to overcome challenge and adversity are qualities important for all aspects of the future workplace. Also essential will be **creativity**. The ability to reflect, think critically, explore, be curious, to wonder, emphasise and think outside the box.

We acknowledge, we cheer on, we support, we guide. Most of all, parents can be assured that all children in our school are known, valued and cared for.

I work with a very talented teaching staff who I'm proud to say, are a hardworking and professional group. There are many tasks that they take on on top of their normal teaching load – some of which are apparent on a daily basis, but many which go under the radar. Every day I am grateful for our teacher's commitment towards our students and families.

Our support staff have had a huge role to play during this year and I thank them for making our school the wonderful place it is to work. Our beautiful grounds, the mastery of new administrative systems, our targeted student support are all important aspects of a school successfully providing a quality education for all students.

Bundanoon Public School P&C are an important part of our school community and do an amazing job. I encourage everyone to become involved and help support our school. You really are a positive, welcoming group.

Our parent and community helpers – our mums and dads, grandparents & friends who have worked with our students., your time and effort is appreciated and valued.

Bundanoon Public School students are a joy to work with every day! There is a commitment to learning, a positivity and a drive throughout the student body, which is outstanding – I'm looking forward to 2019 already!

Education is a team effort and what a team! We all play an important role in helping to make our students the best that they can be.

Message from the school community

As a P&C, we work within our school to provide the very best possible outcomes for the students and for the greater Bundanoon community.

As this year comes to a close, we would like to take this opportunity to recognise and celebrate our successes and to acknowledge the role that the P&C and our volunteers play in the life of our school.

This year, the P&C have raised over \$18,000. This is a phenomenal amount and we simply could not have done it without the many hours volunteers have sacrificed to make this happen. So to every single one that helped out in some way – thank you so much.

Some of these funds have been introduced back into the school by contributing to the Life Skills Wellbeing program to reduce the cost for families, replacement of softfall for the playground and replacement of the air conditioning in the library and 2 classrooms. 10 new fruit trees were also bought along with worm farm materials, plants and gardening tools. We also saw the removal and replacement of ferns for the creation of the Prehistoric Garden. We have also funded 13 new laptops for the school.

The P&C have allocated funds based on parent feedback for the printing of sport representative shirts and new swimming caps for district teams. Funds raised from the trivia night are allocated to new playground equipment that we hope to see that created in 2019.

This year, on behalf of the school, the P&C donated to Buy a Bale to help our drought stricken farmers as well as to Camp Quality.

Snack Shack has also been a huge success. Penny and the team work tirelessly to feed our children on Fridays and have moved to the new online ordering system which has cut down administration volunteer hours by roughly seven hours a week.

If any of you would love to be a part of something that benefits our children, school and the community please consider joining the P&C in 2019.

We would like to take this opportunity to express our gratitude to Ms Morris and the teachers for supporting us as a P&C throughout the year. Mel has come on as our new principal and we couldn't have achieved what we have without her vision and passion for this school. We are excited to continue to work alongside Mel next year to make this school the best it can be.

To all our year six students, I wish you every success. May you be guided by your dreams and your passions.

To all the P&C executives, members and volunteers, thank you for everything you have done and achieved in 2018.

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 holistic 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. 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, 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 Literacy and Numeracy Continuum data is pivotal to this and is used regularly to monitor, track and report on student performance. Providing staff with professional learning around the Literacy and Numeracy Progressions and Planning for Literacy and Numeracy software (PLAN2) will be a goal moving into 2019. This will provide the basis of our continued focus on the tracking and monitoring of student Literacy and Numeracy progress.

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 Learning and Support Teacher (LaST) and Assistant Principals qualified as L3 trainers. Many teachers are trained in either Targeted Early Numeracy (TEN) or Taking Off With Numeracy (TOWN). Ongoing training in TEN will ensure consistency of implementation in early numeracy teaching. Staff use evidence-based strategies from PBL, resulting in 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, with additional professional learning surrounding the teaching standards planned for 2019. Staff performance and development plans (PDPs) and their engagement in collegial networking opportunities for those seeking higher levels of accreditation will be further developed to promote clear learning goals.

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. Parents are invited to the school to learn about new initiatives, such as PBL and are provided with opportunities to engage in workshops which assist them in helping with their child's learning. 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 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

Quality Teaching and Learning

Purpose

To apply evidence-based pedagogy to promote quality learning environments that improve learning outcomes and meet the needs of diverse learners.

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
Increase the proportion of students achieving expected growth in Literacy	Socio-Economic \$15,762 Integration \$114,013	In 2018 we built teacher capacity in L3 through professional learning and in-class support and ensured implementation of this pedagogy across each grade. We implemented the Soundwaves program (\$500) and provided targeted Literacy interventions for students who were not achieving at benchmark. This has resulted in an increase in students growth from years 3 to 5 in reading and spelling, though not in Grammar, punctuation and writing. Further work around improving these results will occur during 2019.
Increase the proportion of students achieving expected growth in Numeracy	Beginning Teachers \$3,000 Literacy and Numeracy \$4,928	In 2018 we built teacher capacity in planning and teaching effective Numeracy programs through the Building Blocks for Numeracy professional learning. This has resulted in an increase in the % of students achieving expected growth from years 3 to 5. During 2019 we will build on teacher's learning and their capacity to deliver quality Numeracy programs.
The extent to which teachers adapt current pedagogical practices in order to improve student learning with a focus on planning and assessment.	Beginning Teachers \$3,000 Professional Learning \$13,129	Teachers are implementing current pedagogical literacy and numeracy practices in the form of L3, Visible Learning, and number talks. The extent to which this is evidenced requires improvement in the form of a quality program supervision cycle and lesson observation documentation. Providing evidence to justify teaching and learning data will also be a focus.

Next Steps

As a result of the 2018 School Plan, we have further 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 develop our knowledge of the Learning Progressions and PLAN2 in order 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, continued training and support for teachers in their consistent implementation of a whole school spelling program and targeted professional learning for numeracy, through engagement in TEN training. In addition, a new Maths program K-6 will be implemented, with ongoing support provided for teachers. Within this plan we have continued use of Visible Learning strategies, with an emphasis throughout 2019 on using effective feedback and formative assessment.

Strategic Direction 2

Wellbeing

Purpose

A planned approach to develop whole school strategies and procedures that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Overall summary of progress

Significant progress was made to the implementation of Positive Behaviour for Learning, with classroom strategies and whole school focus points being embedded into daily routines. In addition, a whole school discipline structure has been built in response to parent and staff feedback around consistency of judgement in responding to positive and negative student behaviours. The system builds on whole school PBL reflective practices.

Proactive student wellbeing practices and programs included Life skills, Dance to Be Fit, stage 3 resilience workshops, lunchtime interest groups and after school sporting opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of evidence informed wellbeing strategies to identify and address needs of students. to support teaching and learning.	AP release day through QTSS funding to publish Wellbeing Strategies document <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$2823.00)	Proactive strategies such as PBL, opportunities for authentic teambuilding, student and parent resilience workshops and interest groups within the school have shown that progress has been made towards this goal as evidenced by reduced negative incidents in the playground and classroom.
All students and teachers to be consistently implementing PBL strategies	<ul style="list-style-type: none">• Budget given each term to implement PBL Reward Day at the end of the term for the whole school \$500.00 per term	Progress has been made towards this goal as evidenced by consistent teacher implementation of PBL structures and a thorough understanding by students of behavioural and learning expectations in both the classroom and playground settings. PBL focus elements are driven by positive and negative incident data.
The extend to which research based (CESE) 'What Works Best' procedures are implemented in the classroom and are reflected in the CESE 'What Works Best' tool.	<ul style="list-style-type: none">• Professional Learning \$6750.00	Progress has been made towards this goal being achieved as evidenced by an increased staff awareness of 'What Works Best' strategies, the inclusion of these in teaching and learning programs and implementation within classrooms.

Next Steps

Wellbeing will be a continued focus in 2019 with the implementation of PBL and the school discipline structure to go hand in hand. Positive and negative incidents will be tracked and monitored using school based software. Incident data will be analysed during PBL committee meetings and used to determine future focus. High expectations around behaviour in class and in the playground, with clear consequences, both positive and negative, will be a priority. All systems practices will be clearly communicated to community through newsletters, E-news app, phone calls and face-to-face community information sessions.

A clear understanding of the affect ongoing programs have on student and community wellbeing will be paramount in providing a wrap-around approach. Further opportunities for students to develop a strong sense of belonging and resilience will be explored whilst we continue with those programs and practices we know work.

Strategic Direction 3

Real World Connections

Purpose

To ensure that every student is prepared to lead rewarding and productive lives in a complex and ever changing society.

Overall summary of progress

As a result of the school plan, we have revised the school's Technology policy, with the Bring Your Own Device (BYOD) aspect amended to include only those students who have already purchased devices. Additional school laptops have been purchased. Staff and students have undertaken professional learning around the safe, equitable use of devices with protocols written into school policy to reflect DoE policy. In addition, staff have undertaken professional learning as to the SAMR (Substitution Augmentation Modification Redefinition) model of technology use, with a heightened awareness of using technology for the last two aspects of the model, with less use based on the first two.

Environmental practices throughout the school are being driven by the school's Sensor Nature Trail scope of works, with students engaging in wildlife audits, regeneration of bushland areas, a bush tucker garden and planting of fruit trees. Grants to the value of \$25 000 have been secured towards this project. School P&C funds and RAM funding have also been committed to the project. Community consultation and involvement in 'on the ground' assistance has been extensive. Larger infrastructure to support future works has begun. Other aspects include recycling projects (both food and other waste), nude food days and a worm farm. Students and staff have joined the 'Bundy on tap' initiative, which encourages the whole community to use only reusable drink bottles. This has been enormously successful, with the village being 'PT plastic drink bottle free'.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students have equitable access to technology and an increase of the number of teachers able to use technology for augmentation and redefinition. (SAMR model)	\$14,500 expended on additional school laptops & storage trolley.	There has been some progress made towards this goal, with most students having access to laptop devices.
Demonstration of increased community involvement with school environmental practices.	Funds expended on planting, ground works preparation for Sensory Nature Trail project and garden renovation. • \$6,000	Community satisfaction with school environmental practices is high, as evidenced through feedback during P&C meetings, parent involvement in working bees, information sessions and discussions at the school gate.

Next Steps

Continued investment in technology will include the purchasing of additional laptops, interactive screens in classrooms (to replace unusable smartboards) and robotics equipment. Staff will undertake further training in the SAMR model and in optimising interactive screens as a teaching and learning tool.

The library refurbishment project will be completed during term 1, with new shelving, furniture and technology installed before students, teachers and community begin to utilise it during term 2.

The Sensory Nature Trail project will continue, with further plantings, a large storage shed and teaching area adjacent to a tiered vegetable garden and chook enclosure built based on permaculture principles. A herb spiral garden will be built by visiting teachers undertaking professional learning in such projects. This will operate as a community garden upon completion of the structure. Greater commitment to sorting waste will occur, with all waste sorted into organic, paper based, plastic based and other. School garbage collection will reflect this, with organic waste to be set aside for mulch/worms/chooks.

The nature area, which houses the risky and imaginative play areas, will receive additional zoned infrastructure to enhance the current facilities, funded by the school and P&C.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,852	Financial assistance was provided for student assistance with costs of Year 6 Camp and end of year activities, making these events more accessible for students.
Low level adjustment for disability	\$69,412	<p>\$52,057 funds the employment of the Learning and Support Teacher (LAST) 3 days per week.</p> <p>\$17,356 of flexible funding contributed to employing the LAST for an additional day per week. This led to improved access to targeted learning opportunities for students with additional learning needs.</p>
Quality Teaching, Successful Students (QTSS)	\$31,650	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.
Socio-economic background	\$15,762	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.
Support for beginning teachers	\$15,674 roll over funds	Beginning Teacher funds were used to provide mentoring with an experienced teacher as well as high quality professional learning.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	92	101	94	80
Girls	85	90	80	78

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.3	93.5	93.9	95.5
1	96.5	92.9	92.9	94.8
2	95.7	94.4	95.2	92.7
3	95.1	95.7	95	94.4
4	95.4	93.5	95.6	94
5	95.2	95.2	93.8	94.2
6	93.1	93.2	95.6	93.1
All Years	94.8	94	94.6	94
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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.

Class sizes

Class	Total
K GECKOS	22
1_2 KOALAS	21
2_DINGOES	18
3_EMUS	22
3_4 KANGAROOS	26
5_6 DUGONGS	25
5_6 TASSIES	26

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.9
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*Full Time Equivalent

In 2018 no staff 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	90
Postgraduate degree	10

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 2018. School based professional learning occurred twice weekly with a focus on improving pedagogy as well as mandatory compliance training. All teachers maintained their accreditation, with some experienced teachers gaining information about accreditation at higher levels.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	109,681
Revenue	1,729,549
Appropriation	1,647,587
Sale of Goods and Services	1,123
Grants and Contributions	79,145
Gain and Loss	0
Other Revenue	0
Investment Income	1,694
Expenses	-1,639,204
Recurrent Expenses	-1,639,204
Employee Related	-1,488,325
Operating Expenses	-150,879
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	90,345
Balance Carried Forward	200,026

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 School Administration Officer (SAO). Our future goal is to meet on a regular basis with all members of staff welcome to attend.

Balance carried forward figure of \$200,026 was higher than previous due to cautionary spending during new school budgeting implementation.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,363,921
Base Per Capita	33,646
Base Location	8,658
Other Base	1,321,617
Equity Total	88,026
Equity Aboriginal	2,852
Equity Socio economic	15,762
Equity Language	0
Equity Disability	69,412
Targeted Total	114,013
Other Total	32,588
Grand Total	1,598,548

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Data shows an increased percentage of year 3 students scoring in the top 2 bands in writing, reading and grammar and punctuation. Spelling and writing will remain a focus for 2019 as little increase in results across the top bands have occurred here.

In year 5, students scoring in the top two bands in reading have increased with a slight increase in spelling. Writing and grammar and punctuation will be focused upon during 2019.

In year 7, students achieving at or above expected growth ranged between 50% and 65% for all areas of Literacy, except writing, which showed 48%.

In Numeracy, the percentage of students in years 3 and 5 scoring in the top two bands show some improvement, with a continued focus in this area in 2019, value adding results across the next 12 month period.

In Year 7 numeracy, results showed 58% of students achieving at or above levels of expected growth.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

50% of Aboriginal students achieved in the top two bands of NAPLAN Reading and Numeracy, an increase of 50% since 2017.

Parent/caregiver, student, teacher satisfaction

During community meetings, the school sought community feedback on wellbeing processes and changes to school processes which reflected department policies. Ensuing opinion was overwhelmingly positive, with open discussion and clarification sought and given.

During a communication audit, staff and community were consulted in the form of small group working parties as to current communication systems within the school and their effectiveness in maintaining efficient, open communication for all stakeholders. Resulting feedback was collated and formed the basis of a timelined plan of action to be undertaken over 24 months. The school is on track in maintaining commitment and action surrounding the implementation of this timeline.

At the end of 2018 the school recognised that students needed to be given the opportunity for appropriate student voice. Plans were made to implement a School Leadership Team, headed by a teacher co-ordinator who will structure this program.

Both school staff and community are working hard to

improve communication on a number of levels with the beginnings of a successful series of system changes.

Policy requirements

Aboriginal education

Personalised Learning Pathways (PLPs) were developed for the two Aboriginal students attending the school in 2018. 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 ensuring that incidents of a racist nature are recorded, responded to and communicated to the relevant staff. All staff, students and parents have the right to be heard when incidents of a racist nature are identified.