

# Bungendore Public School

## Annual Report



2018



## Introduction

The Annual Report for **2018** is provided to the community of Bungendore 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.

Narelle Lloyd

Principal

### School contact details

Bungendore Public School

Gibraltar St

Bungendore, 2621

[www.bungendore-p.schools.nsw.edu.au](http://www.bungendore-p.schools.nsw.edu.au)

[bungendore-p.school@det.nsw.edu.au](mailto:bungendore-p.school@det.nsw.edu.au)

6238 1317

### Message from the Principal

This year we have celebrated our 150th Year with a range of celebrations including BPS Celebrates 150 Years Dance Video, 150 Years Anniversary Ball, 150 Years Spring Fair, 150 Years Paving Project and Time Capsule, Bungers and Mash Cookbook and special 150 Years Presentation Day.

I would like to thank staff, students and our P&C for supporting and celebrating this fantastic milestone and for ensuring that all our celebrations were a triumph.

My message for the Time Capsule, to be opened in 2068, said that in 2018 the best thing about our school is the people. We have lovely students who are kind, co-operative, polite and friendly. They do beautiful work. We have wonderful staff who are caring, passionate, professional and dedicated. They give generously. In 50 Years time at Bungendore Public School I hope all students have prospered and are living happily, fulfilled and successful lives. I hope that they are contributing to a community where people are living together harmoniously and where school students and their families are confidently looking forward to a secure and peaceful future.

**Narelle Lloyd**

## Message from the school community

Bungendore Public School Parents and Citizens Association would like to thank everyone that participated in our fundraising events during 2018, with the school's 150th Anniversary year. It was a huge year on all accounts. We set our sights high with our 'Back to the Future Technology Package' which was to replace 11 LED Panels and purchase 32 Laptops with 2 storage trolleys. At the end of 2018 all panels had been ordered with some installed, and in early 2019 the laptops and trolleys will be ordered. This package totalled over \$106,000. Sure we didn't get there from just our fundraising alone, and received help from some significant grants from Hon John Barilaro via the Queanbeyan–Palerang Regional Councils Stronger Communities Fund and Bungendore Community Bank and their Community Enterprise Foundation. Huge thanks to everyone that supported our journey... WE DID IT!!!! Another initiative was the 150th Anniversary Commemorative Path. Thanks to families past and present and local businesses who purchased a paver, and the assistance of Infigen Energy through their Capital Community Committee Fund, and Canberra Institute of Technology, Department of Horticulture and Floristry Teachers and 2018 Year 1 Landscape Student. Now BPS students have a dry path to enter the sports field, and its one heck of a good looking path! Whilst these initiatives were for the school's celebrations, the P&C continued to support the school with reading resources for all stages, e-reading resources, World Book, costs towards travel for excursions, Lego resources and of course uniforms for all students. We could not do what we do without our volunteers. If it's not helping out at the uniform shop, selling a snag or gift or cleaning up after an event, WE THANK YOU AS YOU ARE OUR BACKBONE! Of course we always welcome new and old friends to be part of the P&C. If you want to be involved in your child's school, please let us know via our Facebook page or send us an email. Best wishes to all families for 2019!!!

**Nicole Duffy BPS P&C President**

## Message from the students

This year, 2018, we were proud to be the captains of Bungendore PS as the school celebrated it's 150 Year Anniversary. We enjoyed the opportunities to represent our school as part of the Captain's role and would like to thank our teachers, parents, classmates and other students for their support throughout the year.

One of our favourite things about being captains was the chance to attend so many interesting and fun events. We especially enjoyed the Young Leaders Day in Sydney where we listened to many great Australians talk about leadership and being good role models. We also participated in events such as Anzac Day, Reconciliation Walk, Remembrance Day, Harmony Day, Peer Support and we helped with the many Year 6 and SRC fundraising activities.

Once again thank you to everyone for making our last year at Primary School such a special one.

**Chloe Parkinson, Rylan Brummell, Evie Lange and Lachlan English**

## School background

### School vision statement

At Bungendore Public School we strive to develop students' knowledge, skills and attitudes so that they are equipped to take their place in an ever-changing society.

Our school motto is "Where children grow to be worthy citizens".

Our school values are honesty, respect, responsibility, doing your best and co-operation.

Our vision supports the Melbourne Declaration and its goals which are:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become:

- Successful learners
- Confident and creative individuals
- Active and informed citizens

### School context

Bungendore Public School's students come from the Bungendore Village and surrounding rural areas. The school has 20 mainstream classes, 1 support class and a total student population of 506. We have a hall and school library which are shared community resources and all students have excellent access to technology to support their learning.

## 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.

Within the domain of Learning our school achieved Sustaining and Growing in the areas of Learning Culture, Wellbeing, Curriculum, Assessment, Reporting and Delivering in the area of Student Performance Measures.

Within the domain of Teaching our school achieved Sustaining and Growing in the areas of Effective Classroom Practice and Professional Standards, Delivering in the area of Data Skills and Use and Excelling in the area of Learning and Development.

Within the domain of Leading our school achieved Sustaining and Growing in the areas of School Planning, Implementation & Reporting and Management Practices and Process, and Excelling in the area of School Resources.

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

### Literacy and Numeracy

#### Purpose

To develop consistent, high quality educational practices which result in improved student outcomes and are driven by high expectations and explicit teaching in all aspects of Literacy and Numeracy.

#### Overall summary of progress

We have begun moving towards our 3 year targets in both parts of our first improvement measure and in the other four improvement measures we are on track to achieve these by 2020.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased % of Year 5 students in the top 2 bands in Writing from 8.2% to 12% and reduce the % of Year 5 students in the bottom 2 bands of Writing from 24.6 % to 16%  Increased % of Year 3 students in the top 2 bands in Numeracy from 31.6 % to 35% and reduce the % of Year 3 students in the bottom 2 bands of in Numeracy from 19.7% to 15 %	\$700.00	We have increased our % of Year 5 students in the top two bands of Writing from 8.2% to 10.8% and have reduced the % of students in the bottom 2 bands from 24.6% to 13.8%.  We have maintained our % of Year 3 students in the top 2 bands at 31.5% and we have reduced the % of students in the bottom 2 bands from 19.7% to 17.1%
Improved whole school approach to teaching spelling is systematic and consistent between stages	\$3,000	The Words My Way program was trialled by Stage 2 teachers in 2018. A whole school decision was made not to proceed with this program in 2019.
Demonstrated consistency of teacher judgement of student performance in Key learning areas, stages and year levels	\$200	Positive feed back was received from staff and parents regarding consistent assessment and reporting procedures.
100% of teachers utilising NAPLAN Item analysis and learning support materials to benefit and improve teaching programs.	\$400	All teaching staff attended Professional Development sessions to support the use of SCOUT and linked learning materials.
100% of teacher teams are collecting, analysing and interpreting data from our school assessments to inform their teaching practices.	\$200	All stage teams are collecting, analysing and interpreting data from our school assessments to inform their teaching programs and practices.

#### Next Steps

In Literacy: 1. Introduce a spelling scope and sequence with a focus on graphemes, blends, patterns and focus concepts for each grade and expand the use of the Sounds Wave program to strengthen class programs and 2. Continue with the L3 program, training new teachers, providing on-going professional development for those teachers continuing on their stage with supported timetabling and resourcing for ES1 and Stage 1

In Numeracy: 1. Introduce and resource the MathsBurst program K – 6 with a focus on developing students spatial reasoning skills and 2. Participate in the University of Canberra Spatial Reasoning Research project Years 4 to 6

## Strategic Direction 2

### Engagement and Across Curricular

#### Purpose

To employ best practice which creates quality learning experiences that engage and develop successful, confident and creative learners with a focus on improving critical thinking, communication and collaborative skills.

#### Overall summary of progress

We have begun moving towards our 3 year targets in the three parts of our improvement measures and are on track to achieve these by 2020.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers differentiate curriculum delivery to meet the needs of all students.	\$22,000.00	Team teaching and support programs have been put in place to ensure differentiated curriculum delivery is meeting the needs of all students.
Students articulate their learning and understand what they need to learn for continued improvement.	\$8,000.00	All staff are engaged in HOW2Learn (Higher Order Ways to Learn) training and are being supported to implement the program.
100% of classroom teachers participate in our team teaching timetabled ICT program.	\$5,000.00	K – 6 timetables demonstrate that 100% of classroom teachers are participating in our ICT team teaching program.

#### Next Steps

1. Expand the support program with targeted timetabling for the Learning and Support teachers to support identified individual students and small group work and with focussed timetabling for our school learning support officers to support literacy and numeracy programs in classrooms
2. Continuation for the How2Learn training for teachers with a focus on students becoming "successful learners, confident and creative individuals and active and informed citizens" (Melbourne Declaration Dec 2008 Goal 2)
3. Enhance our team teaching program and general ICT program to include research projects, participation in the Web.Comp 2019 competition, participation in Maths Olympiad and introduce the new Science and Technology Syllabus with a focus Inquiry based learning

## Strategic Direction 3

### Student Wellbeing

#### Purpose

To enhance whole school programs and practices so that all students learn in a positive, nurturing and supportive environment while developing their emotional intelligence, social skills and resilience .

To improve student's social and emotional wellbeing by developing a supportive school community where positive mental health and wellbeing are promoted.

#### Overall summary of progress

We have begun moving towards our 3 year targets in both parts of our improvement measures and we are on track to achieve these by 2020.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Sustained high levels of student engagement in learning and positive behaviour outcomes	\$1,800.00	Interactive White Boards and LED Panels in all classrooms and upgraded resources and concrete learning materials.
Engaging student extra-curricular activities are used to complement and enhance educational programs within Bungendore Public School	\$1,700.00	Activities that complemented and enhanced educational programs included Sports Gala Day, Monaro Soccer, PSSA Sports Carnivals, Stage Excursions, LEGO workshops, Stage 3 camps, GRIP Leadership Musica Viva programs, The Music Bus, Labyrinth in the Library, Public Speaking competitions, Spelling Bee, and both the the District Performing Arts and Choral Festivals competitions

#### Next Steps

1. High levels of student engagement in learning and positive behaviour outcomes to be strengthened through focus on the DET Strategic Plan 2018–2022 Goal 2:  
"Every student is known, valued and cared for in our schools
2. Correlate extra-curricular activities to correspond with stage teaching and learning programs and syllabus documents with special emphasis on Creative Arts, PD Health PE, History and Geography.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	School Learning Support Officers <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$ 6640.00)</li> <li>• Aboriginal background loading (\$6 640.00)</li> </ul>	New PLP format developed and introduced  Parent/Carer/teacher/Student meetings held to develop PLPs  NAIDOC Week celebrations and activities  Participation in district Reconciliation Walk
<b>English language proficiency</b>	School Learning Support Officer <ul style="list-style-type: none"> <li>• English language proficiency (\$ 300.00)</li> <li>• English language proficiency (\$300.00)</li> </ul>	SLSOs worked with targeted classes to implement programs for identified students developed by the classroom teacher
<b>Low level adjustment for disability</b>	School Learning Support Officers <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$ 55037.00)</li> <li>• Low level adjustment for disability (\$55 037.00)</li> </ul>	SLSOs worked in targeted classrooms to implement programs developed by the classroom teacher for identified students
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$ 88288.00)</li> <li>• Quality Teaching, Successful Students (QTSS) (\$88 288.00)</li> </ul>	Mentoring programs established with executive teachers working with their stage teachers to develop and implement improved teaching/learning programs and enhanced teaching practices.
<b>Socio-economic background</b>	School Learning Support Officers <ul style="list-style-type: none"> <li>• Socio-economic background (\$ 25987.00)</li> <li>• Socio-economic background (\$25 987.00)</li> </ul>	SLSOs worked with targeted classes to implement programs for identified students developed by the classroom teacher.
<b>Support for beginning teachers</b>		

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	255	250	252	256
Girls	230	239	242	243

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	93.8	94.3	92.9
1	92.5	93.5	93.6	91.8
2	94.2	93.9	94.5	92.2
3	93	93.7	92.2	93.4
4	94	92.4	93.7	92.5
5	93.2	93.2	93.3	92.5
6	92.2	93	91.6	90.5
All Years	93.5	93.4	93.3	92.3
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

The school values the attendance of our students and understands that regular attendance is integral to student academic success. School attendance is regularly monitored with the assistance of the Home School Liaison Officer. Parents work with school staff to achieve maximum attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.57
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.96

\*Full Time Equivalent

There is one Aboriginal staff member included in the Workforce Composition table above who is currently employed as a permanent classroom teacher.

### 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	15

### Professional learning and teacher accreditation

All teaching staff are fully accredited with the NESAs (NSW Education Standards Authority).

All staff have completed a range of professional learning activities including:

- How2Learn (Higher Order Ways to Learn)
- Effective teaching of Spelling
- First Aid, CPR and Anaphylaxis training
- L3 Training – ES1 and Stage 1 teachers
- Minds Wide Open – Critical Thinking
- Teaching Writing K – 6
- Teaching K – 6 Technology Curriculum
- Sue Larkey (Autism) Workshop
- 123 Magic and Emotion Training
- Dr Tony Attwood (Students with Autism)
- Interventions Plus (Rage and Anger Management)
- PETA (Primary English Teachers Association)
- MS Outlook Work Smart
- Bridges out of Poverty Framework
- VALID Professional Learning for Science Assessment



- Senior First Aid
- EBS Fees and Curriculum
- SAP Reports and Banking
- Meet Manager – PSSA Recording Sporting Results
- Difference Differently Diversity Education
- Aboriginal Education Workshop – School Leadership

Also staff attended conferences including:

- School Administration Manager Conference
- SASSPA Conference
- NSW TF Teacher Librarian Conference
- Beginning Teacher Conference
- Primary Principals Conference
- Fundamentals for Fed Reps and Women's Contact
- Teacher Librarian Conference – Talking About Texts

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	358,147
<b>Revenue</b>	4,545,297
Appropriation	4,267,734
Sale of Goods and Services	12,416
Grants and Contributions	261,146
Gain and Loss	0
Other Revenue	200
Investment Income	3,801
<b>Expenses</b>	-4,401,849
Recurrent Expenses	-4,401,849
Employee Related	-3,987,715
Operating Expenses	-414,135
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	143,448
<b>Balance Carried Forward</b>	501,595

Our school's financial management processes and governance structures meet financial policy requirements.

The intended use of funds from the 2018 balance includes:

- extension of our learning support program with extra timetabling of school learning support officers
- expanded professional development activities for all staff K – 6
- engagement in enrichment activities such as orienteering, coding, theatre performances and

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,496,726
Base Per Capita	96,190
Base Location	19,074
Other Base	3,381,462
<b>Equity Total</b>	208,688
Equity Aboriginal	12,740
Equity Socio economic	25,987
Equity Language	400
Equity Disability	169,561
<b>Targeted Total</b>	173,821
<b>Other Total</b>	258,818
<b>Grand Total</b>	4,138,053

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. For Year 3 students the highest band attainable is Band 6 and for Year 5 students the highest band attainable is Band 8.

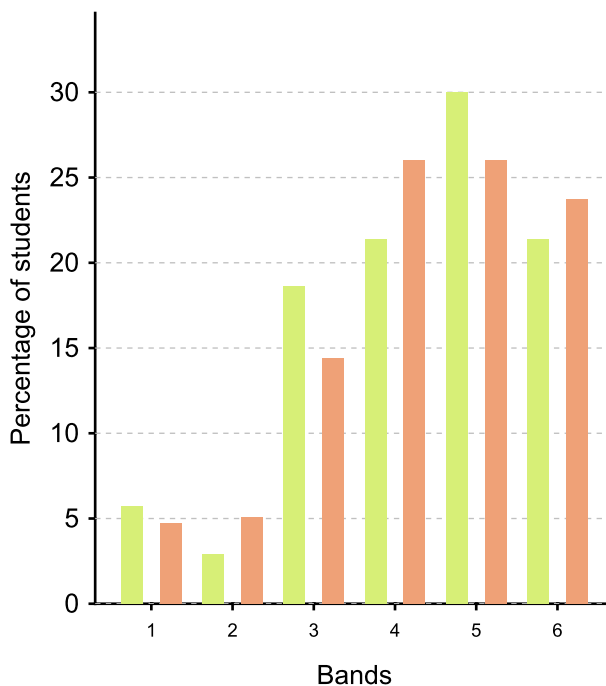
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

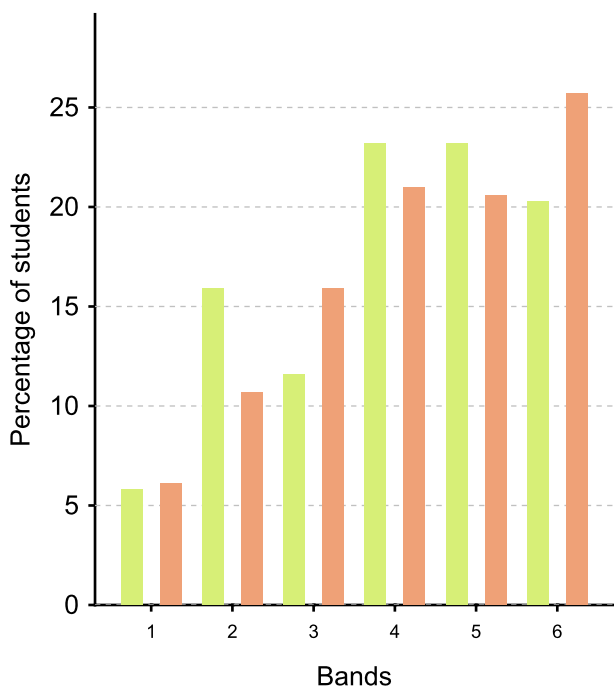
Our Year 3 students performed particularly well in the areas of Reading and Grammar and Punctuation and our results indicate we need a greater focus in the area of Spelling to improve student scores.

Our Year 5 students also performed particularly well in the areas of Reading and Grammar and Punctuation and as with the Year 3 results Year 5 results indicate we need a greater focus in the area of Spelling to improve student scores.

**Percentage in bands:**  
Year 3 Reading



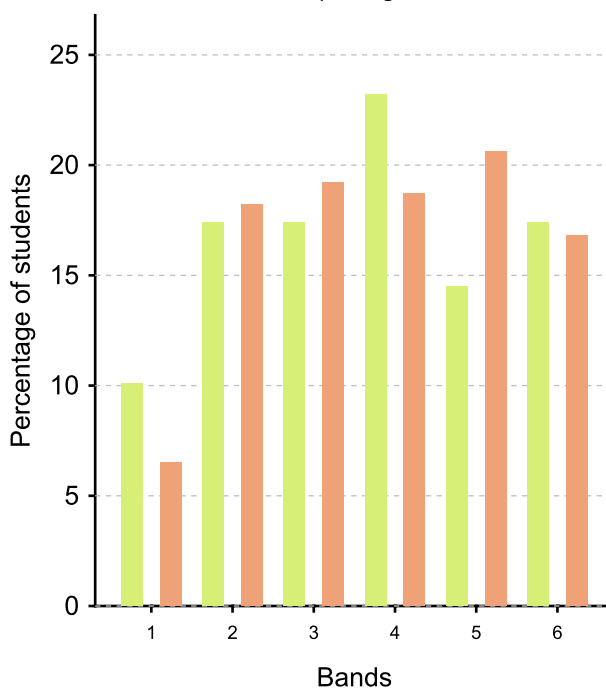
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands (Green bar)  
School Average 2016-2018 (Orange bar)

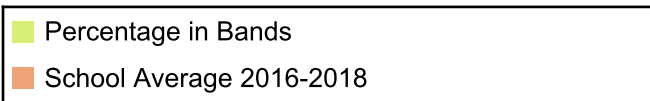
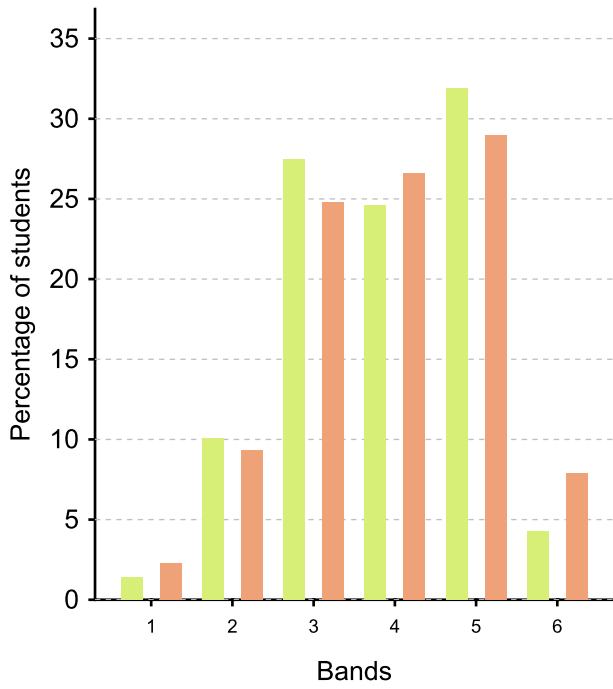
Percentage in Bands (Green bar)  
School Average 2016-2018 (Orange bar)

**Percentage in bands:**  
Year 3 Spelling

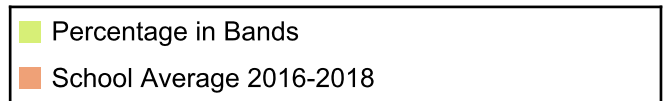
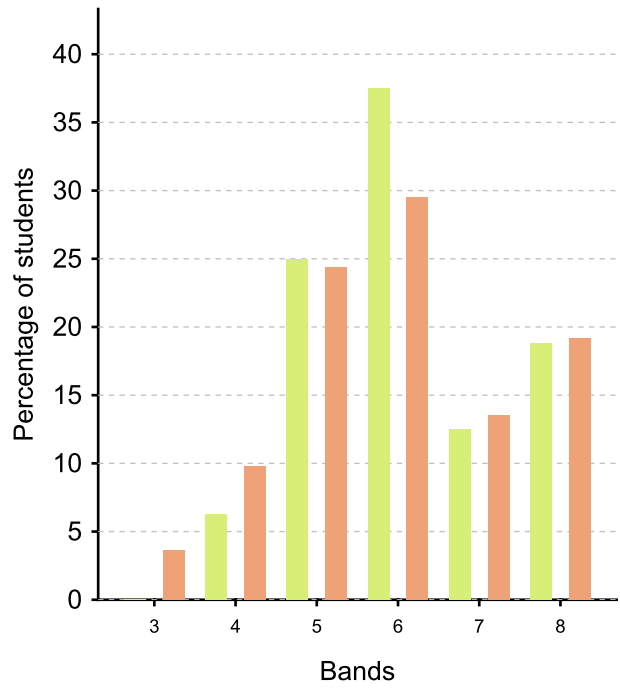


Percentage in Bands (Green bar)  
School Average 2016-2018 (Orange bar)

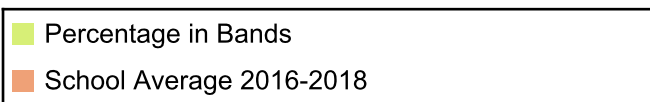
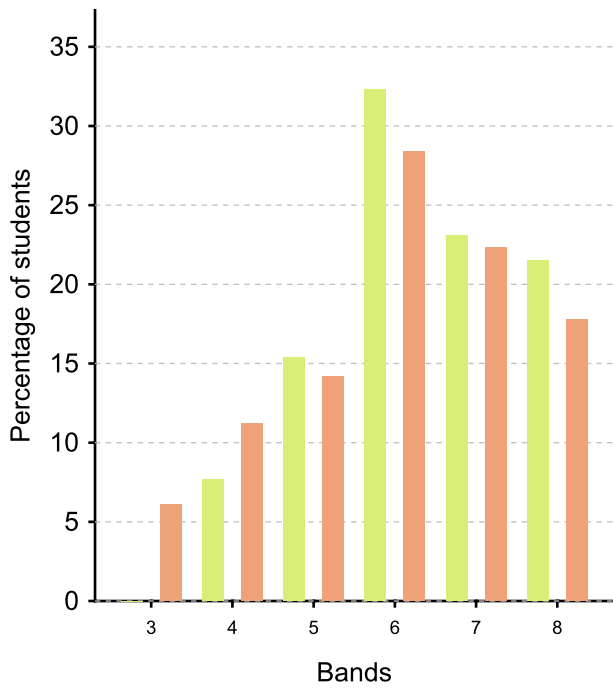
**Percentage in bands:**  
Year 3 Writing



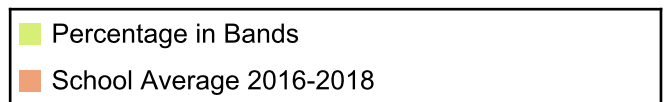
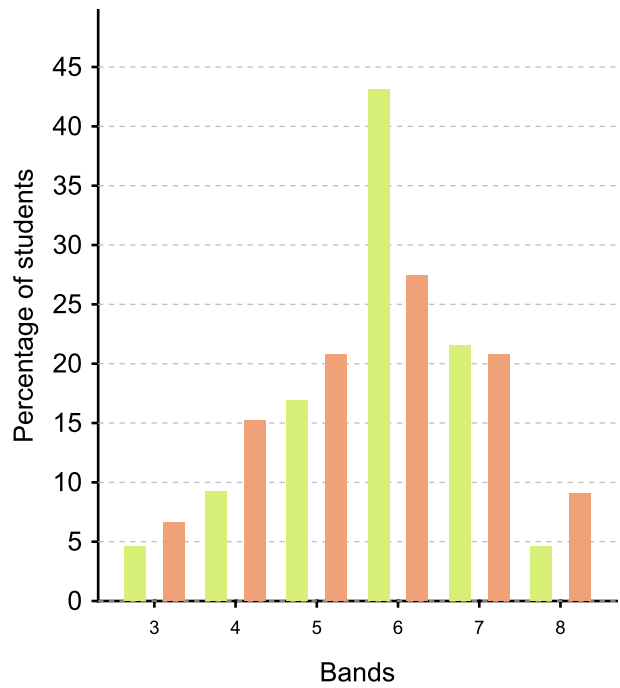
**Percentage in bands:**  
Year 5 Reading



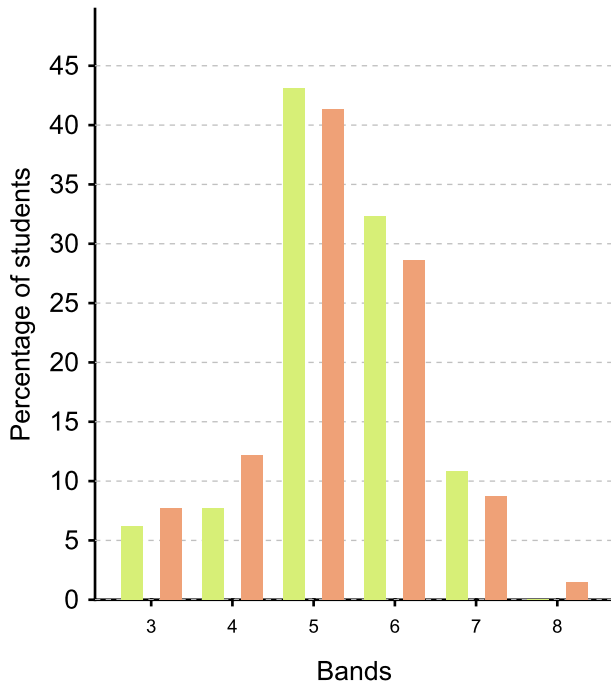
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



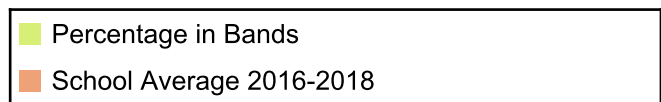
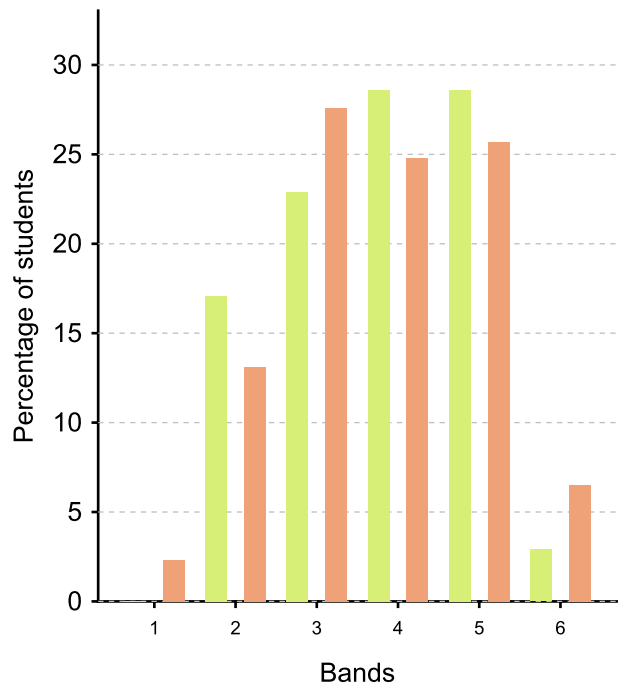
**Percentage in bands:**  
Year 5 Writing



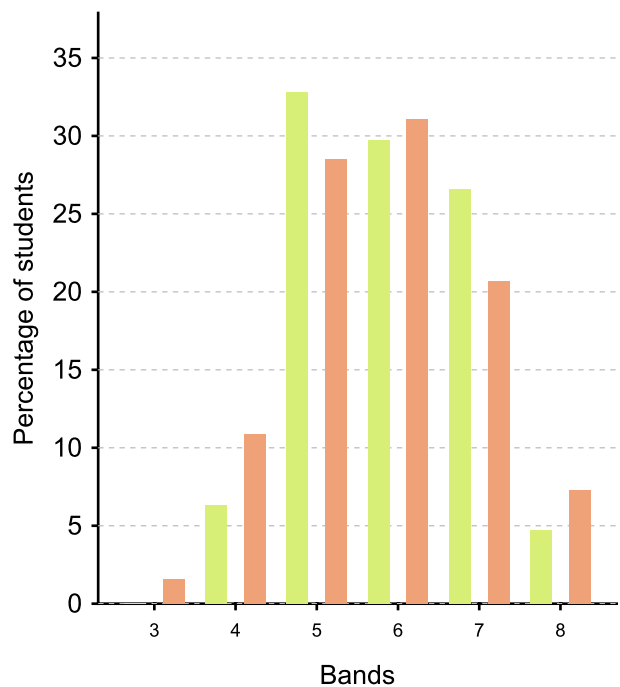
Our Year 3 graphs indicate our Year 3 students performed well overall in Numeracy. Other available data indicates that our students performed particularly well in the areas of operations and number patterns and this data also indicates we need a greater focus in the area of Measurement to improve Year 3 student scores.

Our Year 5 graphs indicate our Year 5 students performed very well overall in Numeracy. Other available data indicates that our students performed particularly well in the areas of using operations to solve problems and in chance and data. This data also indicates we need a greater focus in the area of Geometry to improve Year 5 student scores.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



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.

It is a mandatory reporting requirement that schools report in accordance with the *Premier's Priorities*:

*Improving education results* and in accordance with *State Priorities: Better services – Improving Aboriginal education outcomes*.

In relation to the Premier's Priorities, our data shows that we have 51.43% of Year 3 students in the top 2 bands in Reading and 31.25% of Year 5 students in the top 2 bands in Reading. Our data also shows that we have 31.47% of Year 3 students in the top 2 bands in Numeracy and 31.25% of Year 5 students in the top 2 bands in Numeracy

In relation to the State Priorities, our data shows improved NAPLAN results for Year 3 Aboriginal students with 50% of Aboriginal students being in the top two bands in Grammar and Punctuation and in Writing and 50% of Year 5 Aboriginal students being in the top two bands in Reading.

## Parent/caregiver, student, teacher satisfaction

### Parent/Caregiver Satisfaction – Beginning of Year Organisation for Year 1 students

During 2016 and 2017 we gathered feedback from parents regarding the initial return to school processes around classroom organisation for the first few days back in the new school year. We have refined these processes to better support our Year 1 students to ensure classrooms, staff and structures enhance the transition from Kindergarten to Year 1 ensuring our Year 1 students enjoy a safe and happy return to school.

### Student Satisfaction – Peer Support Program

Based on feedback from students we reviewed the implementation and content of the school's Peer Support program. As a result teachers engaged in professional development to improve the training of our Year 6 leaders and matched the content of the program so that it reflected the identified needs of the students K – 6.

### Teacher Satisfaction – LEGO Workshops

Staff evaluated the training and implementation of the LEGO skills based workshops. This evaluation led to a specialist trainer conducting professional development for staff and follow-up workshops with their students in all classrooms K – 6. Teachers reported that they were more comfortable using the equipment and working with the trainer in their own classrooms improved the sustainability of the program.

## Policy requirements

### Aboriginal education

In 2018 our Aboriginal students participated in a range of extra-curricular programs to enrich the Aboriginal elements of our teaching and learning programs. These programs focussed on developing skills, knowledge

and understanding while encouraging leadership, self-expression, creativity and empowerment.

These programs included:

- Queanbeyan and Palarang Regional Council Reconciliation Walk
- Personalised Learning Plans
- Reconciliation Action Plan (Draft)
- NAIDOC Public Speaking Workshop
- NAIDOC Public Speaking Competition
- NAIDOC Week Activities
- Larry Brandy Presentation
- Indigenous Literacy Foundation Fundraising
- Acknowledgement of Country at all Assemblies
- Staff attendance and reporting at the local AECG meetings
- School Lead Aboriginal Education Workshop

### Multicultural and anti-racism education

Our school has participated in a number of focussed and rewarding teaching and learning activities to celebrate cultural diversity and to promote anti-racism.

These activities include:

- Harmony Day celebrations:

Theme Everyone Belongs, K–6 Group activities, Mufti – dressing in orange and/or rainbow colours,

- All staff completing a 6 hour on-line training program called Difference Differently – Diversity Education, Cultural Diversity and Inclusion
- Inter-cultural understandings across the KLAs in teaching/learning programs
- Ethics Groups
- Outdoor Education Day