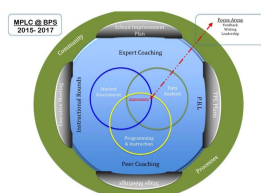


# Buninyong Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of Buninyong Public School as an account of the school's operations and achievements throughout the year.

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

Anne van Dartel

Principal

## School contact details

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## School background

### School vision statement

Building a community of safe, respectful learners.

### School context

Buninyong Public School is located in East Dubbo. At our school, our students learn in a stimulating environment where they are encouraged to reach their full potential. We have a school philosophy that supports family values and inclusive education. Strong academic programs with a focus on inquiry learning and thinking pedagogy, Aboriginal perspectives, individualised support, a highly dedicated staff and excellent resources offer children the very best opportunity to succeed. Our school drives the philosophy of developing strong community partnerships. We have state of the art technology in the classrooms to help enhance our students' learning as 21st Century global citizens.

We are proudly building a community of safe, respectful learners through quality education in a caring, innovative environment.

## 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, our school demonstrates evidence that we are sustaining and growing in the areas of Learning Culture, Curriculum, Assessment, Reporting and Student Performance Measures. The school is excelling in the area of wellbeing where whole school practice reflects the personalised needs of all students.

In the domain of Teaching, our school demonstrates evidence that we are delivering excellence in the area of Data Skills and Use. We are sustaining and growing in the areas of Effective Classroom Practice, Professional Standards and Learning Development.

In the domain of Leading, our school demonstrates evidence that we are sustaining and growing in the areas of Educational Leadership, School Resources and Management Practices and Processes. We are excelling in the area of School Planning Implementation and Reporting.

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

### Learning

#### Purpose

Build learning culture, teacher capacity and personalised learning, targeting literacy and numeracy; strengthen wellbeing practices and celebrate cultural diversity.

#### Overall summary of progress

Targeted evidence based Tier 2 interventions such as MiniLit supplemented the quality classroom teaching in 2018. Tier 3 interventions were developed and implemented for a small number of Kindergarten students. Teaching programs K–2 demonstrate teacher's ability to explicitly teach, make adjustments and support the learning needs of individual students using a phonics based approach. Students show significant growth in this area.

PLAN2 data was progressively entered and monitored throughout the year. It demonstrated an increased proportion of students K–2 achieving Stage expectations in phonological awareness and phonic knowledge. This was achieved by building staff capacity through the delivery of targeted professional learning, co-planning and co-teaching using evidence based strategies to address class, group and individual learning needs. Assessments were developed and PLAN2 data enabled staff to develop, implement, evaluate and reflect on the effectiveness of teaching learning programs in literacy and numeracy.

The introduction of Number Talks in ES1 and S1 involved teaching staff in the selection of innovative practices in numeracy. Students consolidated the concept of 'growth mindset' while selecting and sharing the most effective strategies for their learning purpose.

A number of students gained access to our occupational therapist, physiologist and speech therapist as well as PBL Tier 2 interventions and Filial Play therapy. Two Aboriginal Staff were trained in the Stronger Smarter Program in readiness for implementation in 2019 to strengthen and support the development of students' personal and cultural identity.

All staff were trained in trauma informed therapy by Michelle Montgomery from KidXpress to support the wellbeing needs of all students. Staff developed an awareness of their own wellbeing needs and were presented with strategies to support their self-care practices.

2018 saw the introduction of a new whole school reward system "Bluey's Bucks", a free and frequent acknowledgement for all students. For the first term we did not have the rewards system in place, but once in place, there was a marked reduction in behaviour referrals. After the initial introduction however, referral numbers rose for the year compared to the past two years. We continued to operate the same Tier 2 interventions as before. Check In Check Out saw 8 students nominated for the intervention. These students had a varying response to the intervention with it being the correct intervention for about 20% of the students. We also utilised the games room for students seeking peer attention and social skills. More students were nominated for this intervention than previously.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students achieving expected growth K–6 in literacy and numeracy.	Extra hour RFF \$61800  Instructional Leader Primary \$103,000  3 teachers released for interventions \$309,000  TPL LaST \$1020  Resources \$4086	K–2 teaching programs reflect explicit teaching of phonological and phonic skills with adjustments. PLAN 2 data indicate an improvement in student learning.  Assessment developed by IL to support tracking students on Learning Progressions. A collaboratively produced resource document supports teacher planning. Assessments show significant knowledge growth.
Increased proportion of students reporting a positive sense of belonging, cultural identity, expectations of success and	Stronger Smarter \$11,885.82  OT \$55,800	PBL data for show that the frequency of PBL meetings, effectiveness of interventions and staff professional learning needs to be reviewed. Stronger Smarter Training complete.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
advocacy at school.	Physiologist \$41,200 Attendance \$80.00 Tikkabilla \$5,500 KidXpress \$12,397	PBL data for show that the frequency of PBL meetings, effectiveness of interventions and staff professional learning needs to be reviewed. Stronger Smarter Training complete.
Increased proportion of parents and community engaged with student learning.		ES1 and S1 worked on: sustaining parent/carer relationships and presenting regular, relevant and accessible information to parents/carers about school programs and individual student progress  Kinder Start pre-schoolers graduation was planned so that new and current parents and carers were able to attend and learn about the school. Facebook still remains the main conduit for parent engagement as well as non-learning events which see a high level of parent attendance.

## Next Steps

The Stronger Smarter ideology will be used to strengthen community engagement with the school in 2019. In collaboration with the Schools as Community Centre coordinator, trained staff will facilitate the transition of students from pre-school into Kindergarten. Instructional Leaders will support the continued implementation of literacy interventions with the addition of the Quick Smart Maths program to improve outcomes in numeracy. Three SLSOs and three teachers will be trained in this program with the Instructional Leader Primary overseeing its implementation across the primary cohort. Parent workshops in reading skills will be rescheduled as a major goal for 2019. Teachers will continue to access professional learning and classrooms K–2 will be resourced accordingly in order to improve pedagogy and practice in the teaching of phonological and phonic skills across K–2. Personalised learning and wellbeing will continue to be a focus with regular support from in-house allied health professionals, KidXpress Trauma based therapy and maintaining attendance monitoring systems. We will also maintain continual staff training in aspects of PBL as needed to upskill (particularly new) staff and ensure that they have a clear understanding of the function of student behaviour so that interventions can be accurately matched.



## Strategic Direction 2

### Teaching

#### Purpose

Build teachers' learning clarity and high quality questioning to promote rich talk, supporting systematic feedback and reflective practice.

#### Overall summary of progress

Throughout 2018, Buninyong staff attended fortnightly morning professional learning workshops with our SCHMIC Consulting external pedagogical coach. Using strategies from the Learning Thinking Scope, Teachers consolidated their use of school wide routines and acquired new teaching strategies to improve the students' use of sophisticated language and rich talk, leading to improved student outcomes in writing.

Stage 3 students successfully used their rich talk strategies to analyse, deconstruct and reconstruct A grade work samples and improve their writing using successfully embedded feedback strategies. All students used non-verbal, verbal and written feedback strategies, including exit tickets, to indicate their levels of understanding or to regulate their engagement in collaborative learning situations. All classes have implemented our school wide routines (SLANT and Turn and Talk) with fidelity. Gap to Got It is an evaluation/assessment continuum that was implemented in Stage 3 to track writing progress and students in Stage 2 have tracked their mathematics progress using this continuum. The executive team used Gap to Got It to map progress on the School Excellence Framework. Students show evidence of being able to explain their learning and thinking.

To further enhance the use of sophisticated language by our students, the Word of the Week program ran in Terms one, two and three. All classes participated in delivering words to the whole school assembly each morning. Classes chose how they worked with these words in different ways. Some created class dictionaries, others used them in word work, some classes used them in their writing and others just practised saying them on the day they were taught.

All teaching and non teaching staff were trained in 8 Ways Pedagogies. Teaching programs and student work samples reflect inclusion of 8 Ways elements. Plans are underway to embed Aboriginal perspectives into all teaching and learning programs via 8 Ways which will then become an authentic aspect of our school wide routines.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of evaluative thinking and reflective practice to inform thinking, teaching and learning	External coach SCHMIC Consulting \$40,000 8 Ways –DoE Staff.	SLANT and Turn and Talk implemented with fidelity. Gap to Got it is used in Stages 2 &3 and by executive to map achievement on SEF.  All staff engaged in professional learning on 8 Ways Pedagogies.
Increased proportion of students who understand, choose and use a range of school wide learning routines and strategies. .		Stage 3 Students successfully use rich talk strategies.  All students use a variety of feedback strategies to aid continual improvement.
Increased proportion of students who demonstrate growth and development across all areas of language.	Speech Therapist \$50,000	Teaching programs and student work samples show evidence of an increased use of more sophisticated vocabulary and language devices in writing. Students in all stages regularly use explicit success criteria and success criteria to guide their learning.

#### Next Steps

In 2019, the implementation of 8Ways Pedagogies will embed Aboriginal perspectives with fidelity into all teaching and learning programs. Staff and students will develop a shared language around the 8 Ways Pedagogies which will be incorporated into teaching and learning, corresponding with the Quality Teaching Framework and melding into our existing school wide routines. Instructional Rounds will continue as a process of evaluation and reflection of classroom practice with further review of the role of the external coach in consultation with all staff. A whole school implementation plan for targeted AVID strategies will be established and implemented as an extension of current school wide routines. Through a process of distributed leadership, the Primary Implementation team will support colleagues across stages with professional learning and facilitation of reflective practice to embed targeted routines across the school. These routines are intended to provide an incremental and differentiated system of support for students transitioning to high school as part of the Schools Plus Success for All project.



## Strategic Direction 3

### Leading

### Purpose

Cultivate independent learners and leaders through strong collaborations

### Overall summary of progress

Buninyong Public School belongs to a cluster of Dubbo Schools who are engaging in the Schools Plus Success for All, Inquiry Based Learning project. This involves regular meetings with the School's Plus Success for All cluster team and engaging in rigorous professional learning to improve students' critical and creative thinking skills, promote learning readiness, self determination and support a smooth transition to high school. Members of the cluster team travelled to Sydney where our school was one of those featured in a video presentation of our activities at the Fair Education Conference.

As part of Buninyong's engagement in the Schools Plus project, the teaching of STEAM (Science, Technology, Engineering, Arts and Mathematics) was introduced by trained specialist teachers, across Stages 1–3 for three hours per week during release from face to face time. This project based, inquiry learning program successfully enhanced student engagement, enthusiasm and critical and creative thinking. STEAM was also introduced to the community at Aboriginal Education Consultative Group (AECG) and Parent and Citizen (P&C) meetings, Personal Learning Pathway (PLP) meetings, parent open night and via media platforms such as face book and the school web page.

2018 Staff surveys demonstrate that 67% of students report a very high level of interest in STEAM and 33% a moderately high level. 47% of students often talk about their STEAM lessons and 53% usually talk about their experiences with STEAM. 20% of students demonstrate a highly noticeable rise in Growth Mindset attitude and behaviour with 73% obviously noticeable and 7% no shift. . 97% of students report that they enjoy STEAM and over 50% report a very high enjoyment and engagement via a variety of learning styles and methods. Of approximately 40 parents surveyed, only 18 had any knowledge of STEAM. 30 parents reported that their child talks about STEAM at home. 29 indicated that they would like to learn more about STEAM and had a desire to attend a STEAM workshop,

A collection of data from parents on two critical questions from the School's Plus Success for All project has been analysed. 98% of parents surveyed reported that their child has conversations with them about their learning. 3% believed these conversations are somewhat important; 3% believed these conversations are important; 9% very important and 87% extremely important.

A large number of staff received professional learning in Advancement Via Individual Determination (AVID) teaching strategies which were introduced to non-trained staff at whole staff meetings in Term 3. Teacher leaders then took on the role of presenting professional learning to their stage. School wide AVID routines were embedded through the display of posters to track strategies and to promote a shared culture and language across the school. 100 % of staff have begun to implement WICOR (Writing; Inquiry; Collaboration; Organisation; Reading) in their classrooms. All staff continued to trial the strategies.

As a result of our work with STEAM and AVID, Buninyong Public School was invited to participate in the very prestigious Myer Maths Trial to improve the competence and confidence of teachers' and students' engagement with mathematics. Staff received professional learning in readiness for implementation in 2019.

An umbrella of teams has been established. The three teams engaged in planning for 2019. The Primary Implementation team developed a sequence of strategies linked to the requirements of the Success for All cluster schools to support high school transition.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of staff are skilled practitioners in the implementation and delivery of AVID inquiry based learning strategies	AVID/Maths training  \$19,300 – Partially funded by Fairfax Foundation and Sidney Myer Foundation.	WICOR posters are in every classroom. Professional learning is taking place in stage meetings. Trained staff understand AVID philosophy.  Three staff attended Primary Implementation at Summer Institute. (6 staff to Maths K–6 as part of

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of staff are skilled practitioners in the implementation and delivery of AVID inquiry based learning strategies		Myer Maths trial)  AVID site team meeting occurred on 29/11/18.
Increase in school and interschool STEAM workshops and challenges across the cluster schools.	1 casual teacher 0.4 \$41,200  2 teachers released off class \$206,000	The STEAM team began developing a bank of topics to be used across the school, exploring equipment needs and looking at the logistics of across cluster STEAM competitions and parent workshops.
Increased number of parents, community, organisations and agencies involved in purposeful collaboration with the school.		Schools Plus meeting and coaching day took place on 8/11/18. All schools reported progress so far. All schools decided to have input into the new curriculum review. Brainstorming took place. Next steps are to focus on strategies to engage community. The collection of data from parents on two critical questions has been implemented.

## Next Steps

### Buninyong Public School – Success for all 2019 Activity Proposal and Myer Maths Trial

Moving forward we will develop a meeting schedule for the umbrella of teams – Expert Site Team; Primary Implementation; STEAM Team and Myer Maths Team. Teams will finalise the scope and sequence for implementation of WICOR strategies SU–K–6 (linked to Cluster School requirements for High School Transition) in the areas of note taking; critical reading and quick writes.

The Myer Maths Team will develop a teaching plan and engage in lesson observations and interviews. The team will develop interactive notebooks as a resource to be used for professional learning across the whole school in 2020. The maths coach/AVID coordinator will report to Myer Maths Coordinators and also to Fairfax Foundation via the Schools Plus Success for All team of cluster schools.

The Primary Implementation team members will continue to present professional learning and support implementation of WICOR strategies across their stage. STEAM will continue to be taught in RFF time across Support Unit and K–6 for 3 hours per week. An Expert Site–Team member will support new STEAM teachers with professional learning and team teaching. We will explore the possibility of engaging in interschool STEAM competitions with other cluster schools.

In 2019, we will explore the possibility of attending the Woy Woy visit with Dubbo South PS or alternatively visit Wodonga West, as this is a school of similar size and demographic to Buninyong, is also a participant in the Myer Maths Trial and is an accredited AVID school.

We will continue to share our AVID journey with the school community via P&C, AECG, Web page and Face Book and actively explore ways to engage with and utilise community facilities and organisations to relate students' learning to real world issues. We will also engage parents by running STEAM workshops that promote fun and enjoyment of learning and involve students working and learning together with their parents and carers. Surveys will be ongoing to acquire feedback from parents, teachers and students.

A priority will be developing a collaborative relationship with Dubbo School of Distance Education to enlist support with technology/resources and staff expertise. Two more staff members will be trained at the 2019 AVID Winter Institute with the Maths Team returning to Summer Institute in Term 4.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>SLSOs running walking bus and breakfast club. \$32880</p> <p>Stronger Smarter PL \$9000 + flights and accommodation.</p> <p>NAIDOC celebration \$1000</p>	The walking bus and breakfast club continue to support student attendance and prompt arrival at school each day. Stronger Smarter action research project planning is in progress for 2019. All staff engaged in professional learning on 8 Ways Pedagogies. Teaching programs and students work samples, reflect inclusion of 8 ways elements.
<b>Low level adjustment for disability</b>	<p>3 teacher released to teach interventions. \$309000</p> <p>Extra Nurse SLSO to for Support Unit. \$61252</p> <p>MacLit kit purchase \$4086</p> <p>Site reading kit \$600</p> <p>TPL LaST \$1020</p> <p>Employment of OT and Physiologist</p> <p>\$55800</p> <p>\$41200</p>	<p>K–2 teaching programs reflect the explicit teaching of phonological and phonic skills with adjustments. PLAN 2 data indicate an improvement in student learning. Phonological awareness (PhA) and Phonic Knowledge (PKW) assessments were developed by Instructional Leader K–2. Students tracked on Learning Progressions. Weekly planning is taking place. Assessments show significant student knowledge growth. Whole cohort data is available through PLAN2 and addressed during weekly Stage professional learning. Students are receiving interventions from occupational therapist and physiologist.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>APs released off class part time \$309000</p> <p>2.4 above establishment temporary AP's \$79461</p> <p>Instructional leader primary \$103000</p> <p>Extra hour of RFF per teacher \$61800</p>	Instructional leaders meet weekly with teachers during their extra hour of RFF to develop a culture of reflection and continuous improvement of pedagogy and practice.
<b>Socio–economic background</b>	<p>SCHMIC Consulting external coach</p> <p>\$40000</p> <p>SLSOs in every classroom \$612000</p> <p>STEAM as RFF \$10000 consumables</p>	Stage 3 students successfully use their rich talk strategies and successfully embedded feedback strategies to indicate their levels of understanding or to regulate their engagement in collaborative learning situations. Students from Years 1 –6 are engaged in Inquiry based learning opportunities through our STEAM program. SLSOs provide support for all students in both classroom and playground.
<b>Support for beginning teachers</b>	Extra release \$103000	All teachers have received full support and are performing satisfactorily in their roles. PDPs have been completed and 3 teachers have completed and submitted their accreditation.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	157	163	167	181
Girls	137	146	160	163

There has been a marked increase in student enrolments with 344 students enrolled at Buninyong Public School in 2018.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.4	89	89.2	90.8
1	86	90.3	88.1	88.7
2	88	87.1	93.7	88.7
3	90.3	89.2	86.3	94.6
4	84.2	89.1	91.2	90.3
5	87.4	86	89.2	89.9
6	87.3	86.9	86.7	87.2
All Years	87.9	88.2	89.2	90
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

Attendance is closely monitored at Buninyong Public School. Class teachers call parents after students have been absent for two days and refer attendance concerns to the Learning and Support Team. An Assistant Principal monitors student attendance on an ongoing basis with fortnightly meetings taking place with Home School and Aboriginal School Liaison Officers (HSLO/ASLO) to address concerns. Every student with attendance below 85% has a Personal Attendance Pathway (PAP) which is explained and

signed by parents and carers at the beginning of the year. This is a monitoring system where all stake holders can support the attendance improvement of individual students. All support interventions are recorded on the PAP. Parents and carers are also sent a letter from the Principal informing them that their child's attendance has dropped to an unsatisfactory level with information on support services available to them and an invitation to attend the school to discuss. To further support student attendance, the school provides a Walking Bus service and Breakfast Club. The Attendance Buddy program ran again this year with Aboriginal Education Officers (AEOs) supporting individual students and families with attendance and welfare issues. The Bluey Book Worm program also ran which saw all students with 100% attendance and/or explained absences receive a free book at the end of each term. These initiatives had a positive impact on the majority of students, with whole school attendance rates showing upward movement and marked improvements in individual cases. Reports are made to Family and Community Services for students with very high absences.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.42
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	7.92
Other Positions	0.54

\*Full Time Equivalent

In 2018 Buninyong Public School consisted of 15 class teachers and support staff, four of whom identified as Aboriginal. We had two Aboriginal Assistant Principals and five SLSOs who also identified as Aboriginal. Two Aboriginal Education Officers are also employed at Buninyong to support students, families and teachers and play a pivotal role in connecting us to our school community. Buninyong has a Learning and Support Teacher, as well as an Instructional Leader K–2 as part of the Early Action for Success program. An AP has been released off class full time to serve as Instructional Leader 3–6. Three class teachers were released off class to support personalised learning interventions in line with Strategic Direction One of the School Plan. A speech therapist, physiologist and occupational therapist have been employed part time to

support students' personalised learning, health and wellbeing needs. A part time EALD teacher was employed to support students from English as a second language backgrounds.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	96.2
Postgraduate degree	3.8

### Professional learning and teacher accreditation

All teaching and nonteaching staff have Professional Development Plans (PDPs) which consist of a minimum of three goals aligned with the Australian Standards for Teachers. PDP meetings are conducted at the beginning, middle and end of the year to plan, review and evaluate the impact and achievement of goals. All staff undergo mandatory training, as well as specific professional learning designed to achieve their goals. This year, staff undertook whole school professional learning with SCHMIC Consulting –Learning Thinking Scope designed to improve student outcomes in writing, oral expression and thinking; KidXpress Trauma Informed practice in support of student wellbeing; 8 Ways Pedagogies to embed Aboriginal perspectives into the teaching and learning process and AVID inquiry based learning strategies to enhance students' creative and critical thinking skills.

All staff are accredited to teach in NSW schools through NESA. All are at various stages of development and maintenance.

## 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>	631,473
<b>Revenue</b>	5,756,014
Appropriation	5,634,312
Sale of Goods and Services	19,297
Grants and Contributions	89,625
Gain and Loss	0
Other Revenue	10,278
Investment Income	2,502
<b>Expenses</b>	-5,835,168
Recurrent Expenses	-5,835,168
Employee Related	-5,145,547
Operating Expenses	-689,621
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-79,154
<b>Balance Carried Forward</b>	552,319

The opening balance in 2018 was at \$631,473 and closed at \$552,319. A large proportion of expenditure was related to employment of staff to support interventions and student wellbeing. Staff professional learning was also a priority although was partially funded by Sidney Myer Fund and Fairfax Foundation as part of the Myer Maths Trial and Schools Plus Success for All project. Resources to support literacy interventions and Early Action for Success across Stage 1 also attracted substantial funds.

### 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>	2,534,272
Base Per Capita	67,223
Base Location	2,645
Other Base	2,464,404
<b>Equity Total</b>	1,432,467
Equity Aboriginal	584,563
Equity Socio economic	596,392
Equity Language	14,886
Equity Disability	236,626
<b>Targeted Total</b>	796,417
<b>Other Total</b>	609,253
<b>Grand Total</b>	5,372,409

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.

### Year 3.

Aboriginal students continue to outperform SSG (Aboriginal) in all areas of literacy with marginal scores between 15.26 and 41.54. Aboriginal students outperformed state (Aboriginal) by 3.52 in writing and 9.64 in grammar and punctuation.

There is a distinct trend of cohort movement out of the lower bands in grammar and punctuation with an increase of 16% for student representation in the top three bands.

Student representation in the top two bands for writing showed girls at 26% compared to 12% boys. 5% of students were in the top band compared to 0% in 2017.

In reading there has been a reduction by 8% in student representation in the bottom band and an increase of 12% in the top two bands.

32% of girls are represented in the top two bands in spelling with boys at 17%.

### Year 5

Aboriginal students outperformed SGG (Aboriginal) in all areas of literacy with marginal scores between 16.53 and 50.34. Students outperformed state (Aboriginal) by a score of 9.69 in writing and 9.29 in grammar and punctuation.

Outstanding cohort upward movement has been noted in grammar and punctuation. Student representation in band 8 has risen by 3% and by 9% in band 7. There has been a 20% reduction of students in band 3 since 2015 with a 3% reduction since 2017. There has been a 30% reduction of student representation in band 4 compared to 2017.

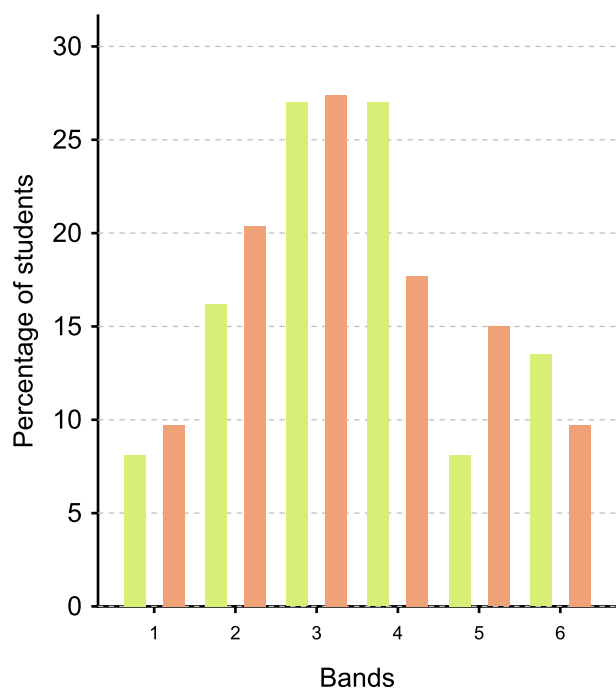
Student representation in the top three bands in reading has increased by 12%.

There has been a reduction in student representation in the bottom two bands for spelling with student representation in the top two bands increasing by 17% compared to 2017.

There has been a consistent movement of students out of the bottom two bands and into the middle band in writing with representation in band 5 13% higher than bands 3 and 4 combined compared to 0% difference in 2017.

60% of year 5 students are showing greater than or equal to expected growth, in grammar and punctuation and in spelling, both of which are above state.

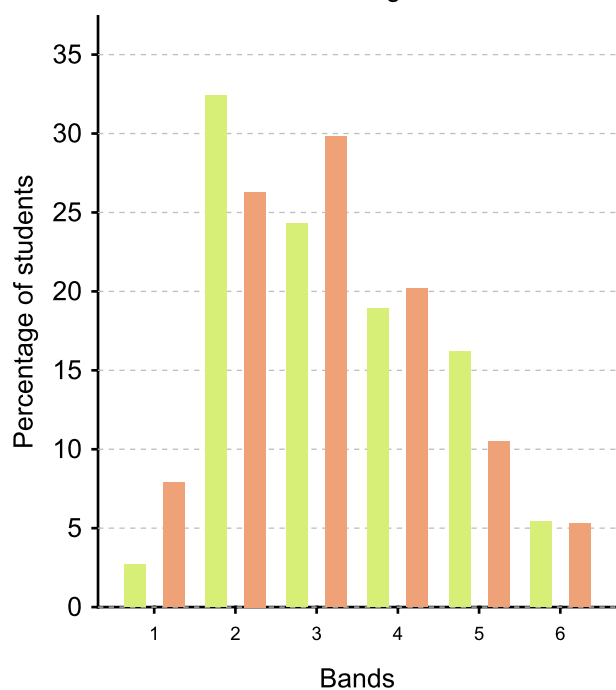
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	8.1	16.2	27.0	27.0	8.1	13.5
School avg 2016-2018	9.7	20.4	27.4	17.7	15	9.7

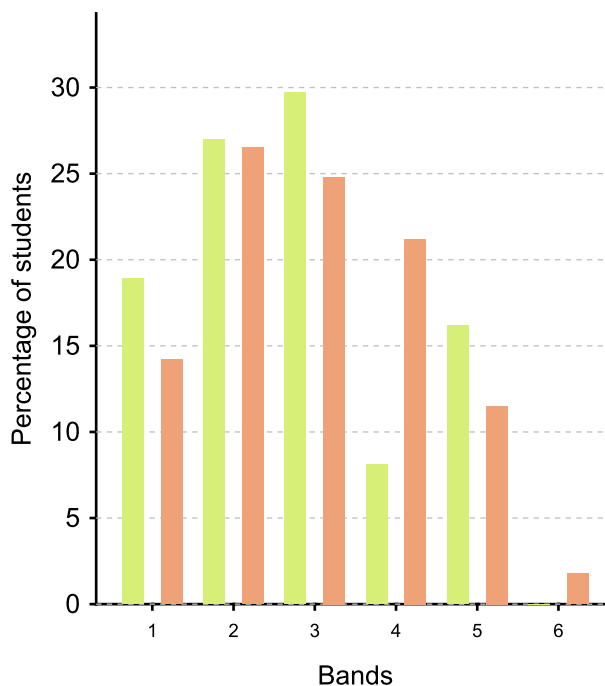
**Percentage in bands:**  
Year 3 Reading



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.7	32.4	24.3	18.9	16.2	5.4
School avg 2016-2018	7.9	26.3	29.8	20.2	10.5	5.3

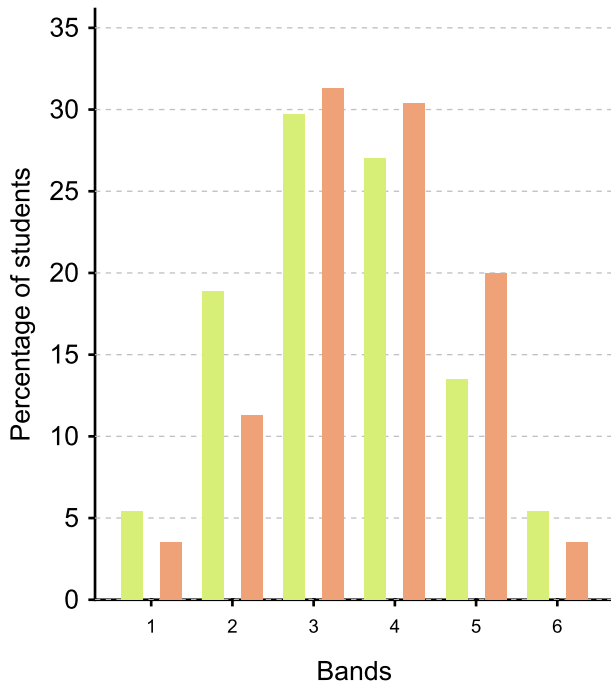
**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	18.9	27.0	29.7	8.1	16.2	0.0
School avg 2016-2018	14.2	26.5	24.8	21.2	11.5	1.8

**Percentage in bands:**  
Year 3 Writing

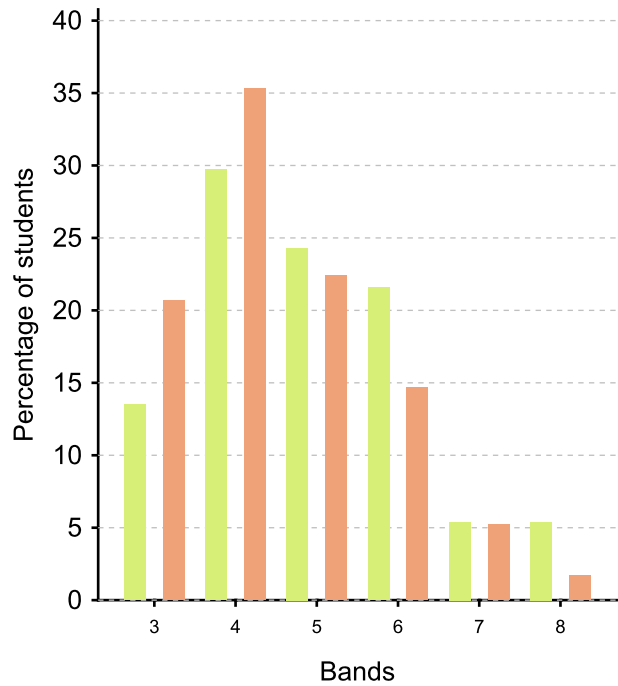


Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	5.4	18.9	29.7	27.0	13.5	5.4
School avg 2016-2018	3.5	11.3	31.3	30.4	20	3.5

Band	3	4	5	6	7	8
Percentage of students	11.1	8.3	27.8	30.6	16.7	5.6
School avg 2016-2018	15	27.4	26.5	18.6	8.8	3.5

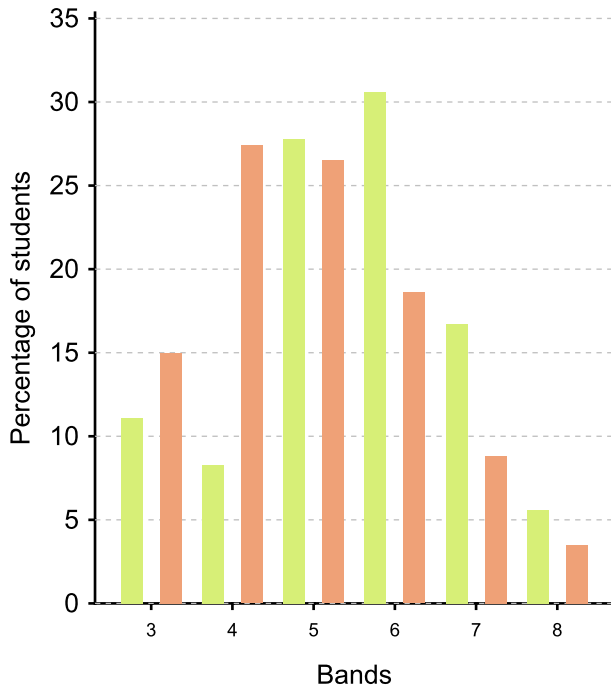
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2016-2018

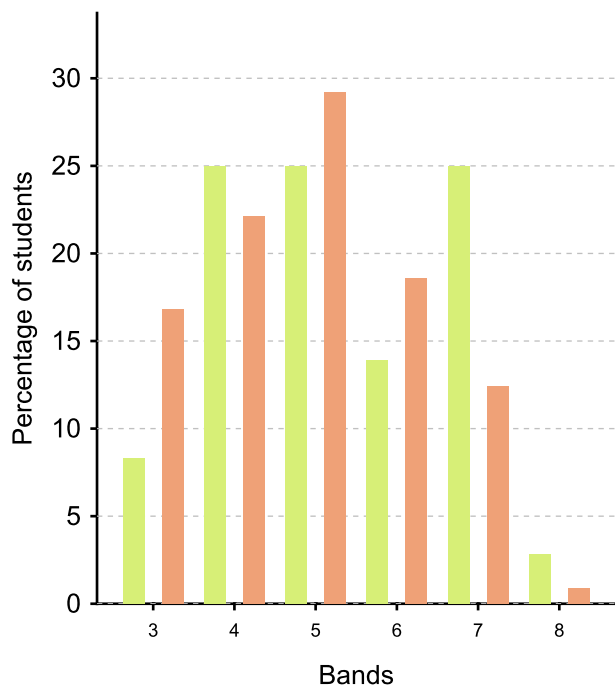
Band	3	4	5	6	7	8
Percentage of students	13.5	29.7	24.3	21.6	5.4	5.4
School avg 2016-2018	20.7	35.3	22.4	14.7	5.2	1.7

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



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	16.7	16.7	47.2	16.7	2.8	0.0
School avg 2016-2018	13.3	24.8	40.7	18.6	2.7	0

### Year 3

Aboriginal boys out performed SSG(Aboriginal) by 2.4 points with the whole cohort performing slightly higher than SSG.

There has been an 8% reduction in the number of students in band 1 compared to 2017.

There were 6.6% less students in band 1 compared to SSG..

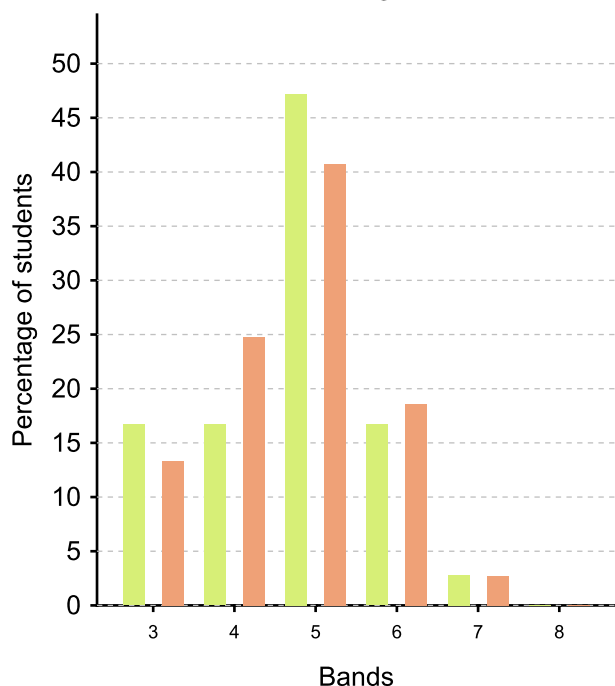
### Year 5

Boys performed 3.28 points higher than SSG.

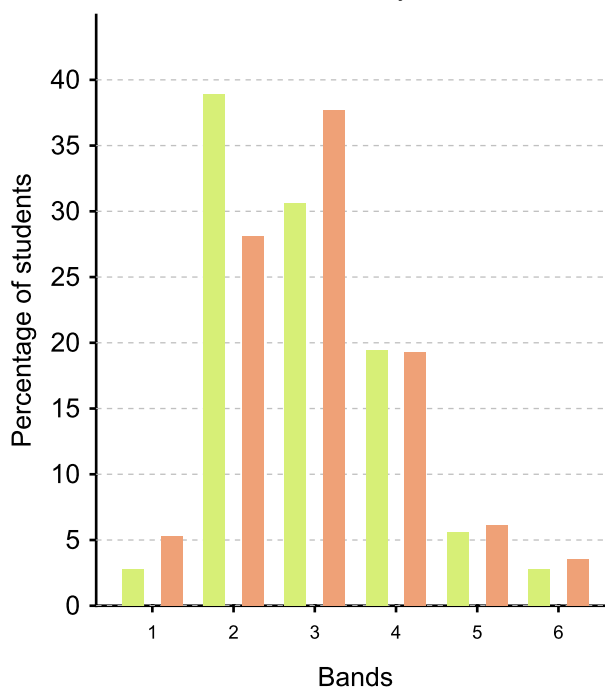
Student representation in the top band has increased by 1% since 2017.

There were 9.3% less students in band 3 compared to SSG.

**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy

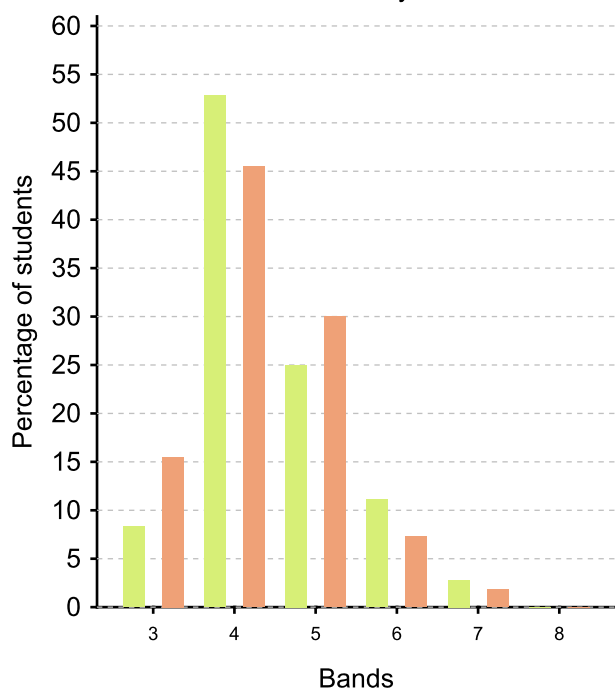


Percentage in Bands	
School Average 2016-2018	

Percentage in Bands	
School Average 2016-2018	

Band	1	2	3	4	5	6
Percentage of students	2.8	38.9	30.6	19.4	5.6	2.8
School avg 2016-2018	5.3	28.1	37.7	19.3	6.1	3.5

**Percentage in bands:**  
Year 5 Numeracy



## Parent/caregiver, student, teacher satisfaction

Our face book page is a vital arena where parents and students can share their thoughts and opinions about the school. It is used to not only communicate information to parents and carers, but also as a way for our school community to share in our students' educational experiences and achievements.

\*The school is amazing and the teachers are awesome I've had no trouble with my kids since they started. I would recommend this school to all the parents

\*Great teachers, support staff & leaders. Looking forward to both our children being there next year!

\*Not being from Dubbo, I received bad reviews about Buninyong Public and the apparent reputation it held when looking to enroll my son for kindy, but the school has been nothing but amazing. You can see this as soon as you walk in the gates and the teachers are there waiting for the students, and with teachers showing a level of care we really couldn't have imagined for our son. Thank you.

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.>

## Premier's Priorities

Over all there is a growing trend of improvement in both literacy and numeracy over the past 2 years. 21.62% of year 3 students were represented in the top two bands in reading with 8.33% in the top two bands in numeracy. 10.1% of year 5 students were represented in the top two bands in reading with 2.78% in numeracy. The total representation of students in the top two bands of reading and numeracy was 10.96%. This is an increase of 3.95% since 2016.



## Policy requirements

### Aboriginal education

Aboriginal Education is of significant importance at Buninyong Public School. 66% of students identify as Aboriginal and a variety of whole school academic and cultural initiatives have been implemented to promote culture and improve learning outcomes of Aboriginal students.

In 2018, Bro and Sista speak programs were run by our Aboriginal Education Officers (AEOs) and Aboriginal SLSOs. Students engaged in personally significant activities to improve their knowledge of culture and strengthen their identity. The school also engaged Tikkabilla Vibrations to implement a culture and dance program across the school. Our Aboriginal dance group won first prize in the Dubbo Eisteddfod. AEOs and Aboriginal SLSOs delivered Wiradjuri language lessons across all classes on a weekly basis.

NAIDOC celebrations take place every year. This is a significant event on the school calendar, attracting many friends, families and community members. Students and their families engage in fun activities which increase their knowledge and understanding of the Aboriginal culture.

All teaching and non-teaching staff were trained in 8 Ways Pedagogies to authentically embed Aboriginal perspectives into all teaching and learning programs. 8 Ways will become a part of the visible learning culture at Buninyong Public School in 2019. Two executive staff attended professional learning in the Stronger Smarter program. This program aims to enhance and strengthen students' cultural and personal identities, develop growth mindset and a greater sense of self worth and confidence to thrive in our complex society. It is envisioned that the ideologies of Stronger Smarter will initially be utilised to support parent engagement and families during the process of kindergarten transition.

programs promote an understanding of our multicultural heritage. In 2018, we employed a EALD Teacher to provide English language support for our growing number of students from non-English speaking cultures. All Buninyong students are involved in:

– NAIDOC Day events.

– ANZAC and Remembrance Day ceremonies and school activities and competitions.

– Multicultural events related to Humanities syllabus outcomes.

– Harmony Day

– Anti-Bullying Day



### Multicultural and anti-racism education

Buninyong Public School is committed to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society. The school engenders a paradigm that serves to eliminate all forms of racial discrimination for parents, students and staff. All classroom teachers ensure that multiculturalism is a fundamental value and culturally inclusive teaching practice. Teaching and learning