

Bulli Public School

2019 Annual Report



1411

Introduction

The Annual Report for 2019 is provided to the community of Bulli 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.

School contact details

Bulli Public School
Haig Rd
Bulli, 2516
www.bulli-p.schools.nsw.edu.au
bulli-p.school@det.nsw.edu.au
4267 1723

Message from the principal

It is an honour to present to the community, the Bulli Public School 2019 Annual Report.

In 2019, Bulli Public School celebrated two significant achievements, the first being the celebration of 150 years of Public Education. The historical display and booklet, the official ceremony with the school song, fete, cookbook, medallion, cake, morning tea, art display, commemorative garden, mural and time capsule were all made possible by our dedicated staff and a group of parents and community members who spent many hours both during and after school to ensure the success of this event. Thank you to all the staff, students and members of our school community who ensured this event was a wonderful success.

The second major achievement relates to our significant academic improvement. In 2016, the Premier set us a target to achieve 42% of Year 3 and Year 5 students achieving in the top two NAPLAN bands for reading and numeracy by 2019. This year, our achievement was 61.9%, a goal reached as a result of a strong vision and school plan, significant professional learning for our teachers, individualised teaching for our students, learning conversations between students and parents, and personal goal setting by each student. I thank all members of the school community for their continued support and ongoing commitment to improving the outcomes for all our students.

Bulli Public School is fortunate to have a staff who continually demonstrate professionalism and dedication to improving the lives of the children in our care. It is an honour to work alongside staff who repeatedly go above and beyond to meet the needs of the children and strive to ensure that every child at Bulli is known, valued and cared for.

The valuable contributions of our community and the P&C are both recognised and celebrated. Almost every day, volunteers from both our parent body and the wider community assist classes and interest groups, bringing enthusiasm, new ideas and diversity into our school. Our dedicated P&C coordinates a wide range of activities to bring our community together to share their talents, respond to their interests and raise funds to support the school. I particularly thank the P&C on behalf of the school for the success of this year's 150th Anniversary Fete. The students and staff are also grateful to the P&C for their continued subsidisation of Athletics, financial sponsorship of student achievement and the dedication of funds to assist in the upgrade of the student's bathrooms.

While our school motto, 'e tenebris ad lucem', 'from darkness to light' reflects the school's place in the rich mining history of Bulli, it also reflects the school's commitment, drive and passion to continually improve the lives of the children. With a strong, enthusiastic and dedicated community such as ours, the future will continue to shine.

Rhonda Morton

School background

School vision statement

Bulli Public School is an aspirational learning community where every student is known, valued and cared for. Equity and excellence for all is achieved in an environment that fosters and promotes successful, confident, creative, informed and active citizens.

School context

Bulli Public School is situated in the Dharawal nation and pays its respects to the Wadi Wadi people, the traditional custodians of the land on which the school is located.

Bulli Public School, nestled between the Princes Highway and the Illawarra escarpment in the northern Illawarra suburb of Bulli, educates more than 200 students from diverse cultural and economic backgrounds. Enrolments are currently increasing due to the changing demographic nature of the Bulli area, including the establishment of housing in the Bulli Brickworks estate.

The school has a long association with the Bulli community with its motto *E tenebris ad lucem: From darkness to light* reflecting the suburb's mining history. Bulli Public School celebrated 150 years of education in 2019.

Bulli Public School is considered a community school because of its high level of community involvement, relatively small size when compared to other local schools and its discrete location. This unique quality enables the school's experienced and committed staff to provide a range of individualised quality learning experiences, both within and beyond the regular curriculum. All staff members are committed to providing students with quality educational experiences in a nurturing, caring, supportive and appropriately resourced learning environment. Comprehensive professional learning experiences and current pedagogies underpin our varied, differentiated and quality education programs.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Quality Learning

Purpose

Our purpose is to provide a whole school approach to the delivery of quality learning experiences that are focused and differentiated, thereby enabling students to develop strong identities as self-directed learners.

Quality learning experiences and practices will contribute to an aspirational learning culture that supports and strengthens the cognitive, physical, social, emotional and spiritual wellbeing of individual students.

Improvement Measures

Wellbeing

* Improved results for students in the following social-emotional outcomes:

- students with a positive sense of belonging (2017 – 69%, NSW 81%; 2019 – 74% +5%, NSW 81%)
- students with positive relationships (2017 – 86%, NSW 85%; 2019 – 81% –5%, NSW 85%)

* Improved results in the following drivers of student outcomes:

- students who are victims of bullying (2017 – 31%, NSW 36%; 2019 –17% –14%, NSW 36%)
- advocacy at school (2017 – 7.6, NSW 7.7; 2019 – 8.2 +.6, NSW 7.7)
- positive teacher – student relations (2017 – 7.9, NSW 8.4; 2019 – 8.6 +.7, NSW 8.4)

Personalised Learning

* The Premier's Priority 2019 target of 42% for combined reading and numeracy NAPLAN results for Years 3 and 5 has been exceeded.

* Increased proportion of students will achieve expected growth in literacy (reading, spelling and writing) and numeracy (early arithmetic strategies / place value).

* Improved results for students in the following student outcomes and school climate:

- high skills / high challenge (2017 – 45%, NSW 53%; 2019 – 55% +10%, NSW 53%)
- positive learning environment (2017 – 6.7, NSW 7.2; 2019 –7.3 +.6, NSW 7.2)
- interest and motivation (2017 – 67%, NSW 78%; 2019 – 71% +4%, NSW 78%)
- value schooling outcomes (2017 – 94%, NSW 96%; 2019 – 94%, NSW 96%)
- effort (2017 – 89%, NSW 88%; 2019 – 87% –2%, NSW 89%)
- positive homework behaviours (2017 42%, NSW 63%; 2019 – 60% +18%, NSW 63%)

* Improved results in the following drivers of student outcomes:

- effective learning time (2017 – 7.8, NSW 8.2; 2019 – 8.5 +.7, NSW 8.2)
- relevance (2017 – 8.1, NSW 7.9; 2019 – 8.1, NSW 7.9)
- rigour (2017 – 8.1, NSW 8.1; 2019 – 8.6 +.5, NSW 8.2)

Progress towards achieving improvement measures

Process 1: Wellbeing

Progress towards achieving improvement measures

Process 1: *Students:* Engage with the integrated whole school approach to student wellbeing in order to connect, succeed and thrive at each stage of their schooling.

Staff: Implement an integrated whole school approach to student wellbeing in which students connect, succeed and thrive at each stage of their schooling.

Community: Embed authentic opportunities to increase community involvement.

Evaluation	Funds Expended (Resources)
<p>Wellbeing</p> <p><i>Social-emotional outcomes</i></p> <ul style="list-style-type: none"> • Students with a positive sense of belonging 2017 – 69%; 2019 – 74%; impact +5%. This positive impact is attributed to increased opportunities for students to engage more directly with their teacher and, through Learning Conversations, their parents/caregivers. Students have also had increased opportunities to be part of wider school activities, including the Year 5 Seacliff Community of Schools' Future Leaders Program. • Students with positive relationships 2017 – 86%; 2019 – 81%; impact –5%. This decline is attributed to degrading personal student-to-student relationships towards the end of the year, particularly in small gender cohorts that are statistically unreliable due to their size. Surveys of students in Years 1, 2 and 3 indicate that students have positive relationships. <p><i>Drivers of student outcomes</i></p> <ul style="list-style-type: none"> • Students who are victims of bullying 2017 – 31%; 2019 – 17%; impact –14%. This positive impact is attributed to consistent and research based practices that have been implemented since 2014 with regular reviews occurring. Strategies include: increased student awareness of the school's process, improved consistency in teacher application of the school's processes, greater transparency in following up incidents, and implementation of our social skills, values education and peer leadership programs. • Advocacy at school 2017 – 7.6; 2019 – 8.2; impact +.6. This positive impact is attributed to increased opportunities for each student to individually speak with their class teacher about their learning and goals. During Child/Parent Learning Conversations, students inform their parents of who is able to assist them at school if they require academic guidance and/or support with their wellbeing. Aboriginal students each have a mentor teacher who works with them to implement their Personalised Learning Pathway, meeting throughout the year for conversations and regular updates. Our Peer Support program links students from across the school. Our Buddy program ensures our youngest students are provided with two years of support from their older buddy. • Positive teacher – student relations 2017 – 7.9; 2019 – 8.6; impact +.7. This improvement is also attributed to those reasons stated in 'advocacy at school' above. 	

Process 2: Personalised Learning

- Deliver quality, student centred learning experiences that enable students to understand why, what and how they are learning, to set and work towards their learning goals and to self-regulate their learning.
- Learning is based on formative assessment practices including rigorous use of assessment data and the literacy and numeracy continuums / progressions.
- Timely and targeted intervention and feedback for all students reflects best practice.

Evaluation	Funds Expended (Resources)
<p>Personalised Learning</p> <p>The Premier's Priority 2019 target of 42% for the number of students achieving in the top two NAPLAN bands for combined Years 3 and 5 in reading and numeracy, has been exceeded with a result of 61.9% achieved.</p>	<p>Quality Teaching Successful Student allocation \$37 457</p> <p>Release for individual student assessments \$22 000 (See Key</p>

Progress towards achieving improvement measures

This achievement is attributed to:

- extensive, targeted and ongoing professional learning in both reading and numeracy with an emphasis on individualised and differentiated learning. In recent years, professional learning for all teachers has included:
 - Focus On Reading
 - Mathematics Building Blocks
 - Mini–Certificate of Gifted Education
 - Assessment for Learning (formative assessment practices)
 - Language, Learning and Literacy (L3) for teachers of Kindergarten to Year 2, including ongoing observation and supervision by a qualified Department of Education trainer.
 - the employment of a part–time Specialist Teacher using our Quality Teaching Successful Student (QTSS) staffing allocation, to provide targeted teaching to those students who are expected to achieve in the third top band of NAPLAN, as part of our Bump It Up Strategy.
 - the implementation of student achievement and goals booklets that enable students to continually focus on moving themselves forward and to engage in quality conversations about their learning with their teacher and family.
- This achievement is also attributed to the following:

Student outcomes and school climate

- High skills / high challenge 2017 – 45%; 2019 – 55%; impact +10%.
- Positive learning environment 2017 – 6.7; 2019 – 7.3; impact +.6.
- Interest and motivation 2017 – 67%; 2019 – 71%; impact +4%.
- Positive homework behaviours 2017 42%; 2019 – 60%; impact +18%. In this area, both reading and individualised spelling are compulsory. Activities recommended in the Programming Literacy and Numeracy (PLAN) Feedback to Parents report, which is directly linked to individual student achievement and goals, are optional.

Drivers of student outcomes

- Effective learning time 2017 – 7.8; 2019 – 8.5; impact +.7.
- Rigour 2017 – 8.1; 2019 – 8.6; impact +.5.

In addition:

- personalised learning in writing has improved with teachers participating in the Seacliff Community of Schools' (CoS) Writing Project that followed a teaching / learning sprint model. Twice each term, teachers from across the CoS met within their stage of learning to compare and analyse work samples, determine focus areas for the stage, class and individual students, and share teaching practices to improve outcomes in writing.
- students are provided with a range of opportunities for enrichment and/or extension. These include: debating, public speaking, visual arts, dance, singing, mathematics and science competitions, and sport. Students are also offered the opportunity to engage in external enrichment programs, such as the Wollongong North Academically Gifted class and University of Wollongong Learning Labs.

The individual assessment data for students who are Aboriginal or Torres Strait Islander, have English as an Additional Language / Dialect, have a disability or a deemed to be at risk due to their socio–economic status, are examined and analysed by their class teacher, the executive leadership team and the Learning Support Team (if referred). This analysis enables targeted support to be allocated, individual learning plans and/or experiences to be developed and implemented, and other learning adjustments to be made as required. Personalised Learning Pathways are prepared for all Aboriginal and Torres Strait Islander students, with parental input requested, but not always given. Further information, including resourcing, is located in the Key Initiatives section of this report.

Initiatives)

Release for individual reporting to parents \$13 200 (See Key Initiatives)

Resource Allocation Model allocations are located in Key Initiatives

Next Steps

Wellbeing

In 2020, Bulli Public School will:

- review its Student Welfare and Discipline Policy in line with the Department's revision ready for 2021 implementation.
- review literature and best practice to improve sense of belonging and positive relationships.
- develop and implement its Digital Devices Procedures based on the Department's Policy.
- implement the Department's reviewed Anti–Racism Policy and Working with Children Check Procedures.
- implement an Attendance Procedure whereby teachers take greater responsibility for recording absences online and following up student absences, underpinned by the Department's Attendance Policy and Procedures.
- continue to use information from teacher and student surveys to evaluate wellbeing.

Personalised Learning

In 2020, Bulli Public School will:

- employ a teacher from its QTSS staffing allocation, to be known as High Performance Teacher, to provide targeted teaching to those students who are achieving, or are expected to achieve, just under the top two bands in NAPLAN. This has been an ongoing strategy as part of our Bump It Up status.
- continue to utilise Programming Literacy and Numeracy (PLAN) data to inform teaching for individual students, with individual student goal and achievement booklets used for the setting or personal goals in two targeted areas in literacy and two targeted areas in numeracy. These booklets will continue to be the focal point of Child / Parent Learning Conversations and student / teacher conversations. Each term, parents will continue to be provided with strategies to support their child's learning through the personalised Feedback to Parents reports.
- implement learning adjustments to ensure students with disability access the curriculum on the same basis as other students.
- build on the teaching staff's 'Mini–Certificate of Gifted Education' qualification attained in 2018 to complement and implement the Department's new High Performance and Gifted Education Policy.
- continue professional learning about the Learning Progressions and how these are used to support individualised learning.

Strategic Direction 2

Quality Teaching

Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain an aspirational, stimulating and engaging professional environment for educators, supported by a collaborative culture, in order to develop highly skilled and high performing teachers.

Improvement Measures

Research Informed Pedagogy

* Improved results for teachers in the following dimensions of classroom and school practices:

- challenging and visible goals (2017 – 7.4, NSW 7.5; 2019 – 8 +.6, NSW 7.5)
- planned learning opportunities (2017 – 7.7, NSW 7.6; 2019 – 8.5 +.8, NSW 7.6)
- quality feedback (2017 – 7.4, NSW 7.3; 2019 – 7.9 +.5, NSW 7.3)

* Improved results for teachers in the following driver of student learning:

- teaching strategies (2017 – 7.8, NSW 7.9; 2019 – 8.3 +.5, NSW 7.9)

Collaborative Practice

* Improved results for teachers in the following drivers of student learning:

- collaboration (2017 – 8.0, NSW 7.8; 2019 – 8.6 +.6, NSW 7.8)
- learning culture (2017 – 7.9, NSW 8; 2019 – 7.9, NSW 8)
- data informed practice (2017 – 7.5, NSW 7.8; 2019 – 8.1 +.6, NSW 7.8)

* Performance and Development Plans

- Performance and Development Plans for teaching staff reflect their professional and personal aspirations within the context of the School Plan.
- All Performance and Development Plans are linked to the Australian Standards for Teachers and the school plan to support maintenance of, or progression towards, accreditation.
- Performance and Development Plans for non-teaching staff reflect their professional and personal aspirations within the context of the School Plan.

Progress towards achieving improvement measures

Process 1: Research Informed Pedagogy

Draw on current research to develop and implement high quality professional learning that embeds a culture of high expectations and continuous improvement with a focus on literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Research Informed Pedagogy</p> <p><i>Dimensions of classroom and school practices</i></p> <ul style="list-style-type: none">• Challenging and visible goals 2017 – 7.4; 2019 – 8; impact +.6.• Planned learning opportunities 2017 – 7.7; 2019 – 8.5; impact +.8.• Quality feedback 2017 – 7.4; 2019 – 7.9; impact +.5. <p><i>Driver of student learning</i></p> <ul style="list-style-type: none">• Teaching strategies 2017 – 7.8; 2019 – 8.3; impact +.5.	<p>Professional Learning \$22004 (allocation \$14588 + \$7416 from school resources)</p>

Progress towards achieving improvement measures

The above improvements are largely attributed to extensive, targeted and ongoing professional learning that emphasises individual learning, including Focus On Reading, L3 (Language, Learning and Literacy) Kindergarten to Year 2, Mathematics Building Blocks, Mini–Certificate of Gifted Education, Assessment for Learning and the Seacliff Community of Schools' Writing Project.

Process 2: Collaborative Practice

Develop and implement collaborative processes for consistent planning for the teaching and learning cycle.

Develop and implement collaborative processes for consistent data collection, analysis and reporting for literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Collaborative Practice</p> <p><i>Drivers of student learning</i></p> <ul style="list-style-type: none"> • Collaboration 2017 – 8.0; 2019 – 8.6; impact +.6. This improvement is attributed to increased opportunities for teachers to collaborate during professional learning sessions, including those for writing in the Seacliff Community of Schools, planning days and team / stage meetings where sharing of successful strategies for spelling, reading and numeracy occur. Collaboration includes the sharing of work samples and assessment for consistent teacher judgement purposes, targeted professional learning, and collaborative planning to ensure differentiated learning for students and consistency in teaching and learning experiences across the stage. The Bulli Public School Assessment for Learning teacher learning community is of significance. • Data informed practice 2017 – 7.5; 2019 – 8.1; impact +.6. The school has an assessment schedule that underpins the collection of relevant and rigorous data that enables teachers to provide individual feedback and learning experiences, particularly in reading, writing and numeracy. Performance and Development Plans (PDPs) for teaching staff reflected their professional and personal aspirations within the context of the Department's Strategic Plan and the school plan, with Assessment for Learning and targeted goals for literacy and/or numeracy evident in many. All PDPs were linked to the Australian Standards for Teachers and the school plan to ensure the focus remains on continual teacher improvement as well as to support maintenance of, or progression towards, accreditation. PDPs were the focal point of both group discussions and individual discussions with supervisors. <p>Non-teaching staff PDPs focused on personal growth in areas that support the ongoing improvement of students outcomes, including mandatory and elected wellbeing and health training and professional learning to implement new systems. These PDPs also align with the the Department's Strategic Plan and the school plan.</p>	<p>Collaborative planning \$19 800 (see Key Initiatives)</p>

Next Steps

In 2020, Bulli Public School will:

- continue the implementation of Assessment for Learning professional learning and classroom strategies with an Executive staff member allocated time to undertake observations of all teaching staff, then collate information in order to tailor collective and individual professional learning. This will also enable teacher to teacher observation for teachers to observe an 'expert' other.
- continue to facilitate professional learning in L3 (Language, Learning and Literacy) for two new Stage One teachers, two ongoing Stage One and Early Stage One teachers, and one Stage One teacher for a third year update.
- facilitate seven teachers and two Executive staff members from Years 1–6 to attend Seven Steps Writing to enhance their teaching skills, with a flow–on effect on providing individual student feedback and effective use of

data. This will complement our four-weekly teaching sprint cycle for writing.

- use the staffing allocation and beginning teacher funds to improve our induction and support processes for early career teachers. An Executive staff member will be allocated time to act as mentor, including accreditation support.
- trial two mathematics programs, A Learning Place A Teaching Place, and one based on Glenbrook Park Public School's scope and sequence. Evaluation will occur at the end of the year with data collected from pre- and post-assessments used. (NB NAPLAN results will not be impacted by this trial and therefore not used.)
- Participate in the MathsBurst Years 3–6 program, as part of a Wollongong North Network trial.
- continue to focus on performance and development plans with the allocation of time for Executive staff members to meet with the members of their team for this purpose. Assessment for Learning observations, undertaken by an Executive staff member, will support this process.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$15 630	<p>All Aboriginal students had the opportunity to develop an active Personalised Learning Pathway in collaboration with their parent/s and teachers.</p> <p>Funds were used to release teachers to assess and monitor student progress on a term by term basis, updating teaching and learning programs and learning plans as required, and preparing reports to parents. Collaborative planning sessions to support effective teaching and learning based on individual assessments, were also partially funded from this source.</p> <p>The majority of Aboriginal students progressed as expected according to external and internal assessment data. Students deemed at risk because benchmarks had not been attained in the previous year, received targeted reading and/or numeracy support.</p> <p>Aboriginal students had the opportunity to participate in NAIDOC Day, the creation of the next panel in their Jouneys Mural, Indigenous Contemporary Dance Workshop and NIAECG Deadly Awards. Some of these activities required funding from this loading to purchase resources or release staff for planning or support purposes.</p>
English language proficiency	\$19 890	<p>The majority of students progressed as expected according to internal and external assessment data and in accordance with the appropriate scales of achievement, although it is noted that there is no qualified teacher in this area at the school. Students deemed at risk because benchmarks had not been attained in the previous year, received targeted support from the Learning and Support Teacher.</p> <p>Funds were used to release teachers to assess and monitor student progress on a term by term basis, updating teaching and learning programs and learning plans as required, and preparing reports to parents. Collaborative planning sessions to support effective teaching and learning based on individual assessments, were also partially funded from this source.</p> <p>Student progress was monitored and updated in the Department's electronic enrolment records.</p> <p>The expenditure of New Arrival Program funds to employ a teacher two half days per week ensured our eligible Kindergarten students were provided with consistent and targeted intervention.</p>
Low level adjustment for disability	\$71 376 (Learning and Support Teacher salary = \$53 358, flexible funding =	Targeted interventions for specific students were implemented through the Learning and Support Teacher, classroom teacher and

<p>Low level adjustment for disability</p>	<p>\$18 018)</p>	<p>School Learning Support Officer (as required). This strategy was the result of collecting, analysing and monitoring of internal and external assessment data by the classroom teacher and Learning Support Team.</p> <p>Flexible funding enabled additional classroom and/or playground support for students with special needs who do not receive for integration funding support from the Department.</p> <p>The teacher salary component of the funding equated to a Learning and Support Teacher five days per fortnight. The role was filled by a temporary teacher due to leave being taken by the permanent teacher.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$37 457</p>	<p>Funds from this source were used to employ a part-time temporary teacher as part of our Bump It Up strategy. This teacher worked alongside classroom teachers to enhance the quality of teaching and learning with an emphasis on reading and comprehension. Student results in this area, with the flow on effect into numeracy, support this use of the funding allocation and will, therefore, continue in the following year.</p>
<p>Socio-economic background</p>	<p>\$10 073</p>	<p>The majority of students progressed as expected according to external and internal assessment data. Students deemed at risk because benchmarks had not been attained in the previous year, received targeted reading and/or numeracy support.</p> <p>Funds were used to release teachers to assess and monitor student progress on a term by term basis, updating teaching and learning programs and learning plans as required, and preparing reports to parents. Collaborative planning sessions to support effective teaching and learning based on individual assessments, were also partially funded from this source.</p> <p>Student assistance was also derived from this source although not visible as the SAP process is to adjust individual student fees rather than draw directly from this area.</p>
<p>Support for beginning teachers</p>	<p>\$4269</p>	<p>One beginning teacher received their second year allocation but took leave. As a result, allocated funds were not expended. This teacher will return part-time in 2020 with funds to be expended in that calendar year by releasing the teacher from face-to-face teaching.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	92	104	115	125
Girls	100	102	96	102

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96	95.1	94.8	95.2
1	93.7	94.2	91.8	93.4
2	94.6	93	93.2	91.5
3	94.4	94.7	93.3	93.8
4	94.5	93.8	92.9	91
5	91.6	93.3	92.1	93.4
6	92.6	94.1	93	87.9
All Years	94	94	93.1	92.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	9.17
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.32

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	237,922
Revenue	2,293,384
Appropriation	2,205,382
Sale of Goods and Services	5,352
Grants and contributions	81,380
Investment income	1,071
Other revenue	200
Expenses	-2,305,325
Employee related	-2,024,776
Operating expenses	-280,549
Surplus / deficit for the year	-11,940

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	135,513
Equity Total	116,969
Equity - Aboriginal	15,630
Equity - Socio-economic	10,073
Equity - Language	19,890
Equity - Disability	71,376
Base Total	1,805,871
Base - Per Capita	49,509
Base - Location	0
Base - Other	1,756,363
Other Total	94,541
Grand Total	2,152,894

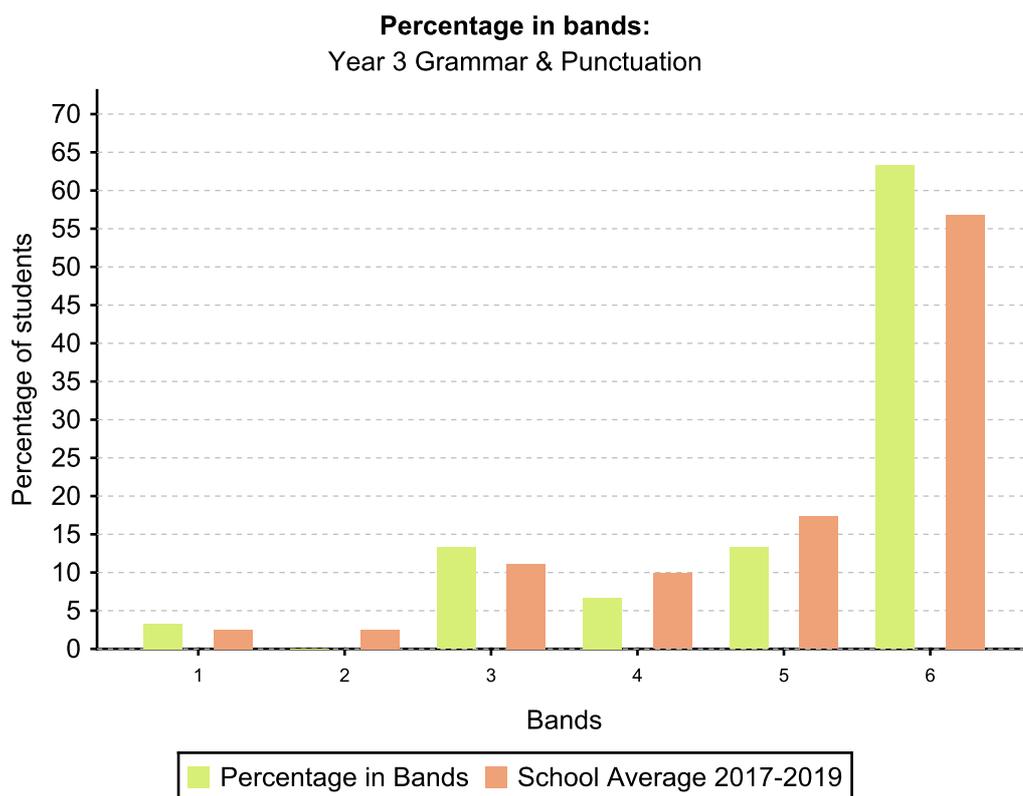
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

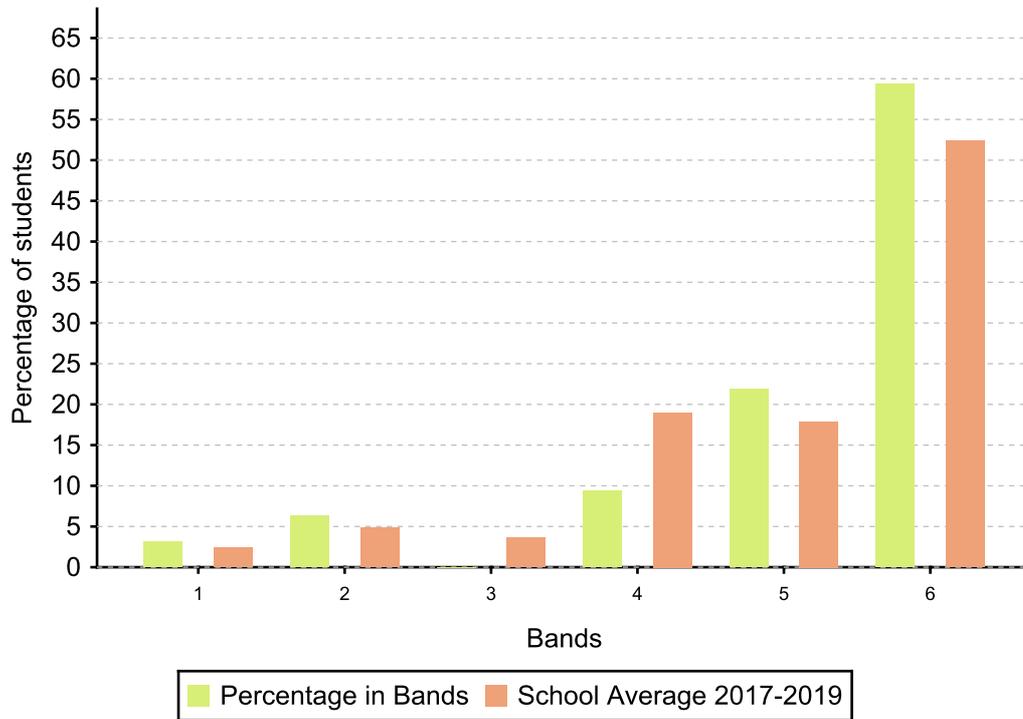
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



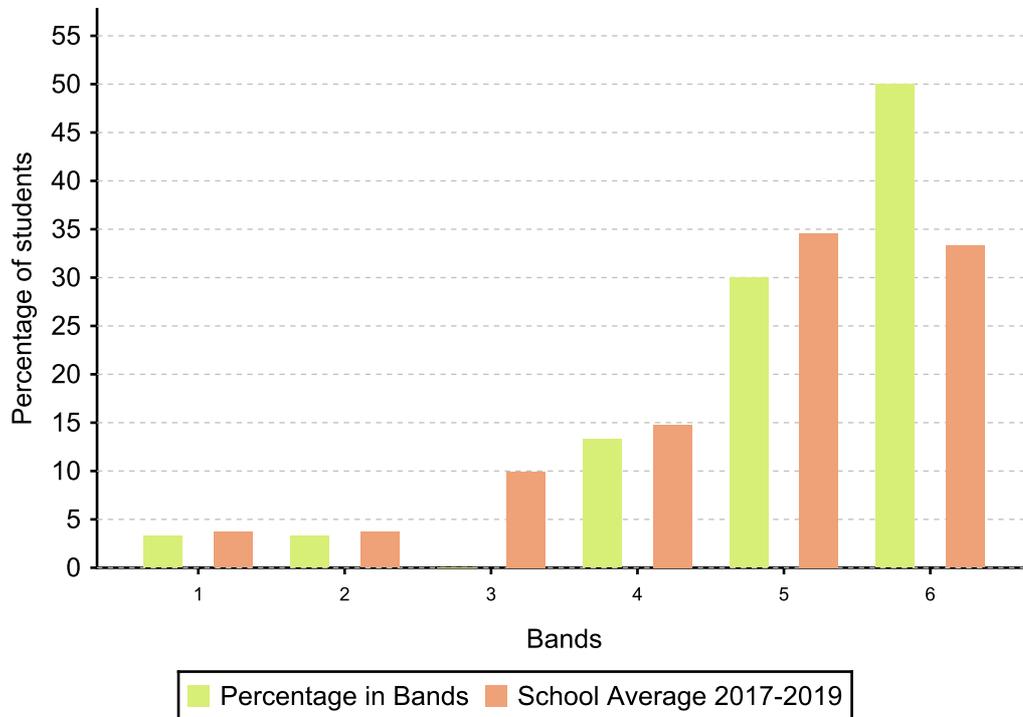
Band	1	2	3	4	5	6
Percentage of students	3.3	0.0	13.3	6.7	13.3	63.3
School avg 2017-2019	2.5	2.5	11.1	9.9	17.3	56.8

**Percentage in bands:
Year 3 Reading**



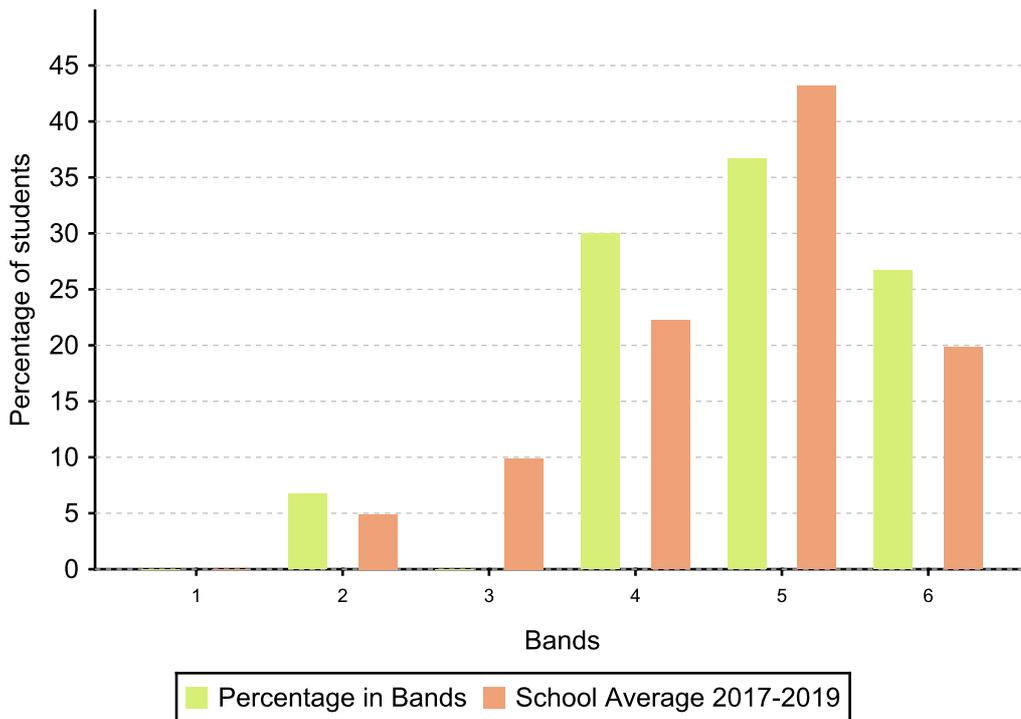
Band	1	2	3	4	5	6
Percentage of students	3.1	6.3	0.0	9.4	21.9	59.4
School avg 2017-2019	2.4	4.8	3.6	19	17.9	52.4

**Percentage in bands:
Year 3 Spelling**



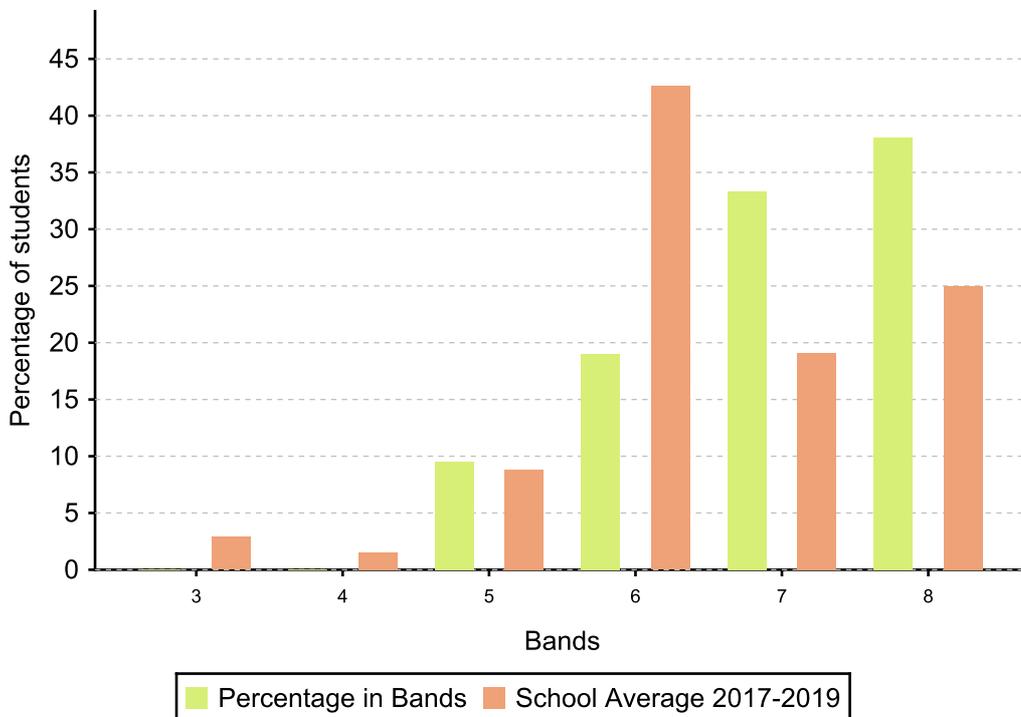
Band	1	2	3	4	5	6
Percentage of students	3.3	3.3	0.0	13.3	30.0	50.0
School avg 2017-2019	3.7	3.7	9.9	14.8	34.6	33.3

Percentage in bands:
Year 3 Writing



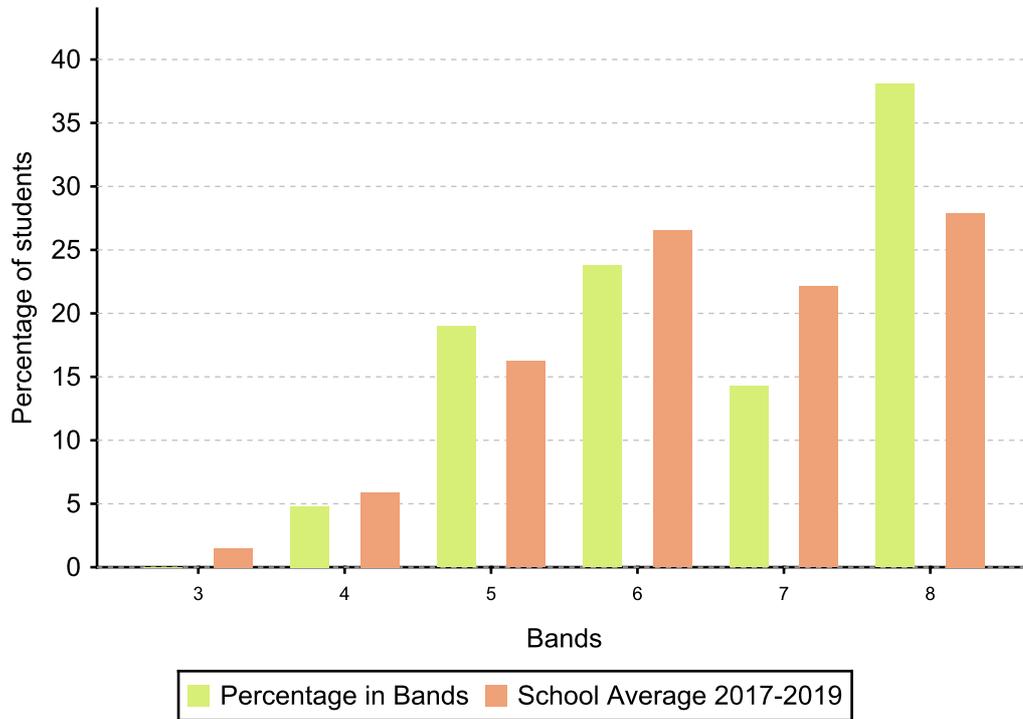
Band	1	2	3	4	5	6
Percentage of students	0.0	6.7	0.0	30.0	36.7	26.7
School avg 2017-2019	0	4.9	9.9	22.2	43.2	19.8

Percentage in bands:
Year 5 Grammar & Punctuation



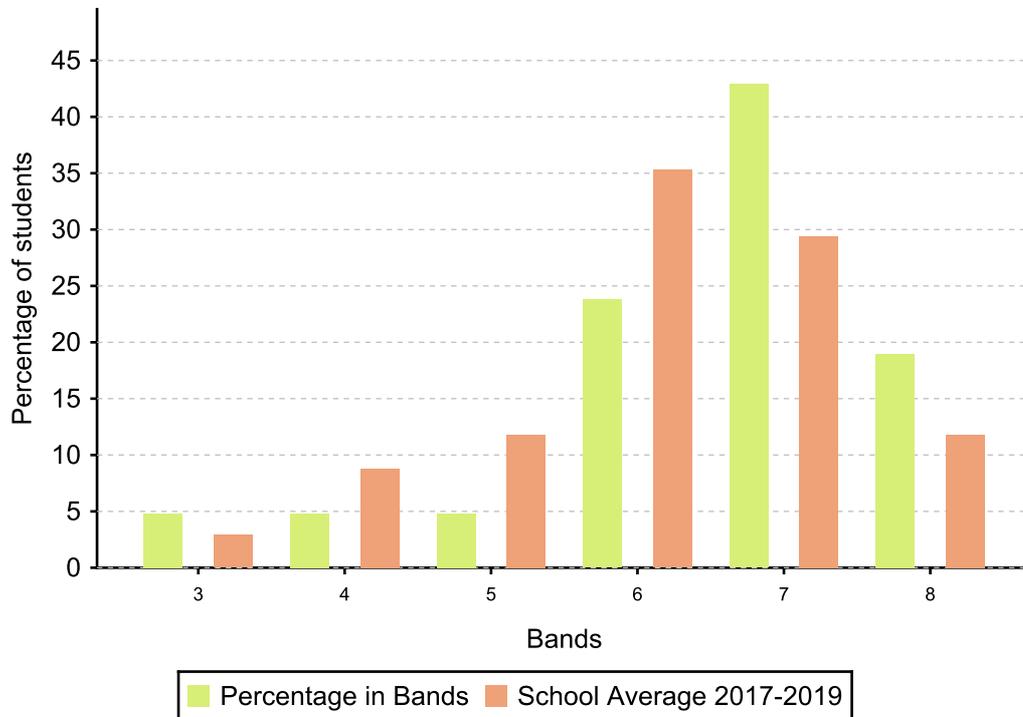
Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	9.5	19.0	33.3	38.1
School avg 2017-2019	2.9	1.5	8.8	42.6	19.1	25

Percentage in bands:
Year 5 Reading



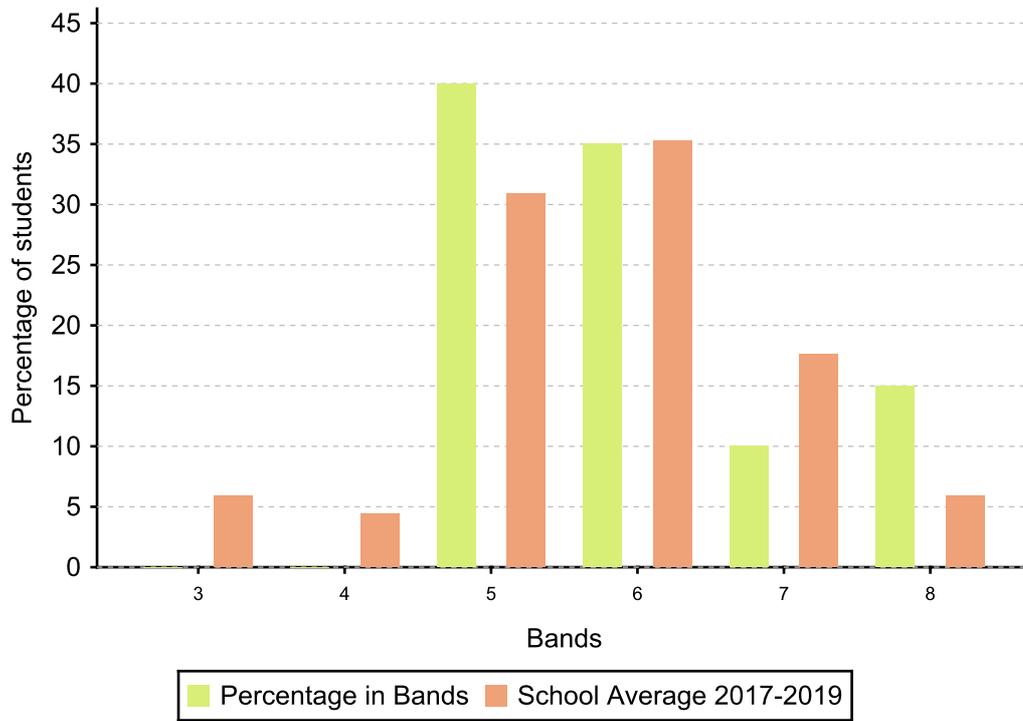
Band	3	4	5	6	7	8
Percentage of students	0.0	4.8	19.0	23.8	14.3	38.1
School avg 2017-2019	1.5	5.9	16.2	26.5	22.1	27.9

Percentage in bands:
Year 5 Spelling



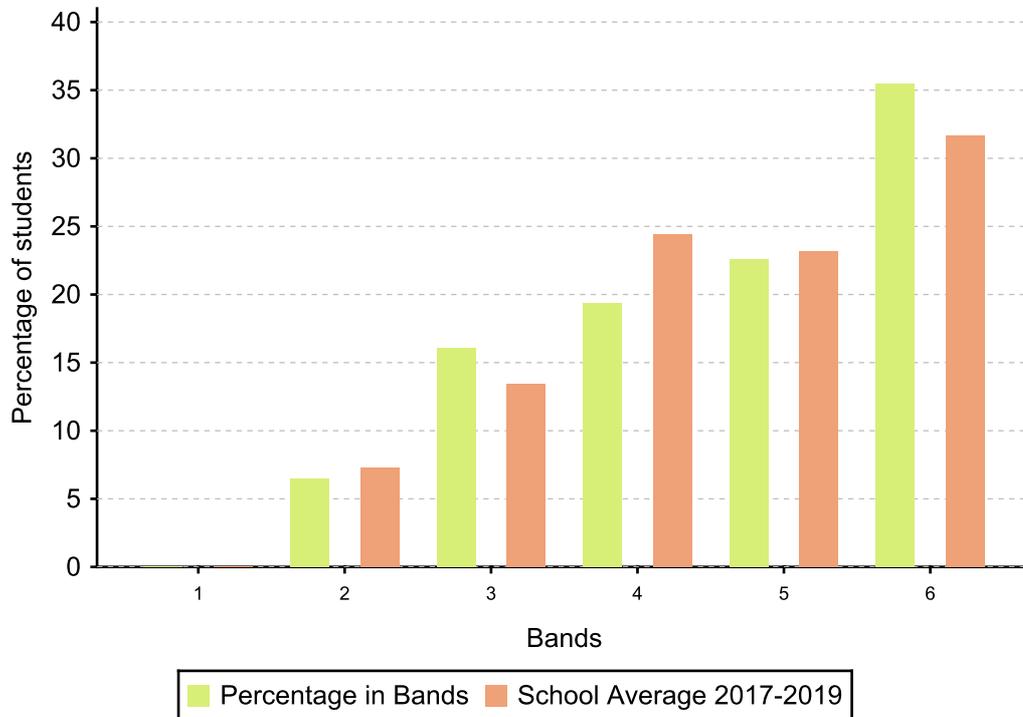
Band	3	4	5	6	7	8
Percentage of students	4.8	4.8	4.8	23.8	42.9	19.0
School avg 2017-2019	2.9	8.8	11.8	35.3	29.4	11.8

Percentage in bands:
Year 5 Writing



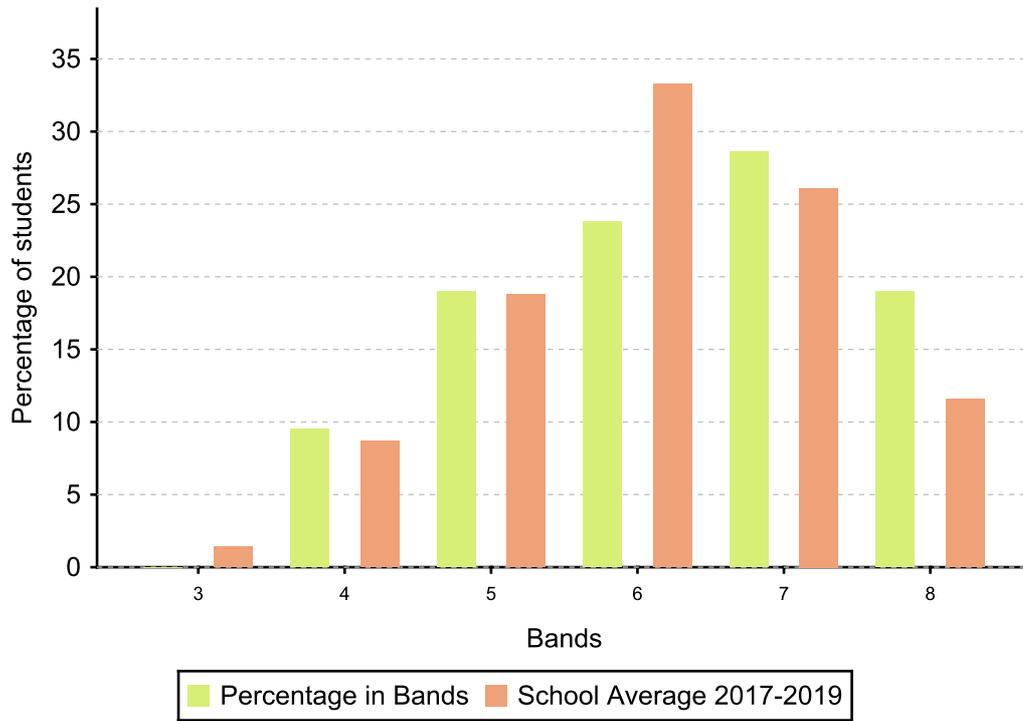
Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	40.0	35.0	10.0	15.0
School avg 2017-2019	5.9	4.4	30.9	35.3	17.6	5.9

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	6.5	16.1	19.4	22.6	35.5
School avg 2017-2019	0	7.3	13.4	24.4	23.2	31.7

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	0.0	9.5	19.0	23.8	28.6	19.0
School avg 2017-2019	1.4	8.7	18.8	33.3	26.1	11.6

Parent/caregiver, student, teacher satisfaction

In 2019, sixty-three students from Years 4–6 and nine staff members responded to the end of year Tell Them From Me survey that included a rating for school satisfaction and the opportunity to list two reasons to support their selection.

Ninety-one students from Years 1–3 and thirty-nine parents/caregivers also completed a School Satisfaction survey using the 'star and a wish' concept to support their selection. For parents/caregivers, this is an increase of thirty respondents from 2018. The parent/caregiver survey was conducted during the Term 3 Learning Conversations and due to its success, the same process will be used in 2020.

No parents/caregivers or teachers were dissatisfied while four students were more dissatisfied than satisfied. These four students chose their response on the basis of the lack of a 'slushie' machine, too few excursions and personal peer relations that had recently degraded.

Students reported that 'stars' (strengths) for the school include:

- passionate teachers who provide quality education, assist and support students to improve, and demonstrate patience, care and kindness.
- its friendly nature and safe environment.
- facilities, including the playground, technology and classrooms.
- the availability of opportunities and extra-curricular activities, including excursions, art, sport and environmental programs.

Student wishes included:

- more handball courts.
- bathroom upgrade (This has already been organised for 2020 with a new roof, painting and the installation of a mirror and air dryers to occur).
- more writing and less writing.
- increased break times with pizza and tackle football.

Parents/Caregivers reported that 'stars' (strengths) for the school include:

- a high level of community engagement and involvement.
- a friendly, inclusive, welcoming, kind, fair and caring school culture.
- quality learning experiences with specific mention of resources, opportunities (eg sport), use of data to inform teaching, consistent teaching practices, fun, positive learning environment and culture, and supportive teachers who are kind and caring.
- effective communication between teachers and parents with Parent / Child Learning Conversations, the newsletter and Skoolbag App mentioned.

Parent wishes included:

- more creative arts in the form of private tuition during school hours.
- scheduled parent / teacher interviews. Please note that at Bulli Public School, parents are regularly informed that they are welcome to make an appointment to speak with their child's teacher at any time, not just in a one-off interview. They are also provided with several opportunities to view their child's work samples and learn about their child's progress towards individual goals. PLAN Feedback to Parents reports that provide activities for parents to assist their child to progress, are issued four times each year.

Teachers reported that the main areas of strength for the school are:

- commitment to targeted professional learning in order to improve outcomes for individual students.
- opportunities for staff to regularly collaborate for programming, planning and assessment purposes.
- a clear vision that is supported by sound and collaborative planning, and based on research, data and best practice.

In 2020, students in Years 1–6, parents/caregivers and teachers will complete a paper satisfaction survey to enable ease of collation. The 'star and a wish' concept will also continue as it complements the language being used across the school to provide students with feedback.

In order to develop the 2020 School Plan, the school will consider the 2019 'stars and wishes' in conjunction with data and information from a number of sources, including:

- the Alice Springs (Mparntwe) Education Declaration December 2019.
- the School Excellence Framework and 2019 self-assessment outcomes.
- student and teacher Tell Them from Me surveys.
- internal and external assessment data.

- staff reflections from the What Works Best Guide for Whole-school Improvement.
- evaluation of the 2019 School Plan.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.