

Bundanoon Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Bundanoon Public School as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

Our school is a true learning community, where all children are encouraged to explore ideas, expand their minds and express themselves in a safe and happy environment.

We aim to develop active, responsible, global citizens who engage in the challenges of sustaining our natural environment and human resources.

School context

Bundanoon Public School is situated on the lands of the Gundungurra people. We pay our respects to and acknowledge these traditional custodians of this land. Bundanoon Public School has an enrolment of 160 students and is valued as an integral part of the local community of Bundanoon, a small town in the Southern Highlands.

Professional learning for teachers is highly valued, ensuring curriculum delivery is contemporary, data-driven and engaging. The school implements research-based literacy and numeracy programs, with an emphasis on Visible Learning strategies to enhance student outcomes. Technology is integrated across the curriculum, with commitment to promoting online safety through the development of digital citizenship skills.

Students at Bundanoon Public School enjoy a wide variety of extracurricular activities and opportunities to develop creative skills in music, dance, art and drama. Healthy and active lifestyles are promoted, with a variety of sports on offer in collaboration with the local community. The school is currently implementing Positive Behaviour for Learning as part of a holistic wellbeing initiative.

Bundanoon Public School is supported by an active and committed P&C Association, with community involvement embedded in the school's daily programs and special events. The motto, *Creativeness and Imagination*, captures the atmosphere of this beautiful school.

Self-assessment and school achievement

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

Strategic Direction 1

Quality Teaching and Learning

Purpose

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

Improvement Measures

Increase the proportion of students achieving expected growth in literacy

Increase the proportion of students achieving expected growth in numeracy

The extent to which teachers adapt current pedagogical practices in order to improve student learning with a focus on planning and assessment.

Progress towards achieving improvement measures

Process 1: Numeracy – Building teacher capacity to support the teaching and learning of numeracy K–6

Evaluation	Funds Expended (Resources)
The progress we have made is based on the following data. The data includes professional learning attendance by teachers, implementation of pedagogy learnt through professional learning, pre and post student assessment results, NAPLAN and standardised test results. After analysing this data we know that student growth in numeracy has been positive. Implications for 2020 include the continuation of professional learning around the quality implementation of our maths program and the addition of professional learning such as TEN (Targeted Early Numeracy), Number Talks and Movement in Maths in order to increase teacher capacity in the teaching of numeracy.	Professional learning conducted by staff members during staff meetings. Cost nil.

Process 2: Visible Learning – Further develop the effective use of Visible Learning strategies to build student capacity to become independent learners

Evaluation	Funds Expended (Resources)
The progress we have made is based on the following data. The data includes professional learning agendas, individual teacher programming and class daybooks. After analysing this data we know that Visible Learning practices are further becoming embedded at Bundanoon Public School. This has implications for 2020 as Visible Learning practices will continue to be a part of professional learning and teaching and learning practices.	Professional learning course fees – \$120. Other professional learning attended in staff's own time after school – Robertson PS at no cost. Funding Sources: <ul style="list-style-type: none">Professional Learning (\$120.00)

Process 3: Literacy – An evidence based approach to support the teaching and learning of literacy K–6 including specific areas (spelling, writing, reading) using the library as a means of engaging in a variety of multi modal texts

Evaluation	Funds Expended (Resources)
The progress we have made is based on the following data. The data includes teacher programming, lesson observation, analysis and tracking of student work samples, NAPLAN and standardised test results. After analysing the data we know that in spelling and writing, daily spelling lessons cover explicit teaching of skills which are then practised and refined in context during writing lessons. In reading, daily guided and reciprocal reading lessons, dialogical talk around multimodal text and full utilization of the library to access and discuss texts have resulted in improved comprehension and	Wollongong Literacy Leadership Masterclass – \$2000. Casual relief – \$8000. L3 Training \$2000. Casual relief – \$2000. Funding Sources:

Progress towards achieving improvement measures

vocabulary across all grades. This has implications for 2020 as we will continue to build on the positive results of an evidenced based approach to the teaching of literacy K–6.

- Professional Learning (\$14000.00)

Strategic Direction 2

Wellbeing

Purpose

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

Improvement Measures

Increased use of evidence informed wellbeing strategies to identify and address needs of students. to support teaching and learning.

All students and teachers to be consistently implementing Positive Behaviour for Learning (PBL) strategies

The extend to which research based (CESE) 'What Works Best' pedagogy is implemented in the classroom and are reflected in the CESE 'What Works Best' tool.

Progress towards achieving improvement measures

Process 1: Consistent implementation of PBL across the whole school setting.

Evaluation	Funds Expended (Resources)
The progress we have made in whole school wellbeing is based on the following data. The data includes a completed wellbeing framework, Tell The From Me Surveys (TTFM) and Student Leadership team (SLT) involvement in the running of the school. After analysing this data we know that the wellbeing framework is implemented consistently across the school K–6 by all teachers, with a clear set of classroom protocols and positive and negative consequences in place. TTFM surveys indicate students feel a sense of belonging, value their learning and are happy within the school setting. Community is kept fully informed of wellbeing strategies. The SLT is an integral part of decision/change making within the school, with processes in place which allow staff and students to hear, acknowledge and plan for student voice. Implications for 2020 include the consistent implementation of the framework, ensuring all staff (including teachers new to the school) are across all systems and strategies. The SLT will continue to be advocates for student voice and engage in authentic leadership opportunities throughout the year.	Professional learning mental health course costs – \$205. Accommodation – \$615 Other PL at no cost Funding Sources: • Professional Learning (\$8200.00)

Process 2: Implementation of whole school wellbeing strategies including anti bullying procedures, Life Skills program (2018), school leadership and student voice initiative

Evaluation	Funds Expended (Resources)
The progress we have made in consistent implementation of PBL across the whole school setting is based on the following data. The data includes 2019 PBL data, suspension rates and teacher, student and community feedback. After analysing the data we know that in 2019, fewer incidents of negative behaviours occurred in a variety of settings across the school and fewer suspensions as compared with 2018 data. Teachers, students and parents reported a clear understanding of the PBL systems and practices. Students reported the involvement of the SLT in deciding, communicating and implementing the fortnightly PBL focus has meant the focus remains relevant, contextual and real for the student body. Implications for 2020 include the continuation of SLT involvement in PBL across the school and the maintaining of current embedded processes such as the fortnightly PBL focus, reminders and discussions of this on a daily basis by teachers and fortnightly PBL meetings. Next steps will also include the writing and implementation of specific PBL lessons specific to context.	Teachers and Students attended (GRIP) Student Leadership Conference Course cost and course materials – \$427 Casual relief – \$520

Strategic Direction 3

Real World Connections

Purpose

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

Improvement Measures

All students have equitable access to technology and an increase of the number of teachers able to use technology for augmentation and redefinition. (SAMR model)

Demonstration of increased community involvement with school environmental practices.

Progress towards achieving improvement measures

Process 1: Eco Warrior Programs – Students develop and implement various external and internal projects to lead to environmental sustainability in our school e.g. Aboriginal garden, war on waste etc.

Evaluation	Funds Expended (Resources)
The progress we have made on Eco Warrior programs is based on the following data. The data includes teacher professional learning, daily systems and practices, the completion rates of planned infrastructure associated with sustainability grant projects and student/community inclusion in these projects. The data shows that the school hosted, organised and delivered several sustainability workshops to the local and broader community, including one accessed by educators across the state. Students developed systematic methods of wasted auditing, reporting findings regularly to students and staff. School infrastructure funded by the 2019 sustainability grant is 95% complete and in use by teachers and students. Broader community projects which attracted direct student involvement included the Bundanoon on Tap project and assistance to Bundanoon Wombat Care. Implications for 2020 include the continuation of SLT involvement in 'on the ground' waste management, the regular use/maintenance of the school vegetable garden/chook facility, with teachers learning to embed opportunities within these across curriculum areas. Greater involvement of the broader community as the students utilise this infrastructure is also planned.	Vegetable Garden – \$20,000 Shed – \$19,000 Sensory Nature Trail – \$19,630

Process 2: Future Focused Learning – Implement future focused learning strategies to support the development of the general capabilities of all students.

Evaluation	Funds Expended (Resources)
The progress made on Future Focussed Learning is based on the following data. The data includes student and teacher access rates to technology and its appropriate use, NAPLAN online feedback and digital citizenship lesson feedback. The data indicates that students had increased access to technology, with 50% increase in laptop numbers and STEM SHARE kits rotating on a term by term basis meaning more students were able to access a range of technology and devices. Laptop time tables indicate class sets were utilised every session each week. The Bundanoon Public School Information Technology Student and Parent Procedures document was developed, with the inclusion of a contract for both groups, providing clear guidelines and expectations around the use of technology. All teachers were assured access to either a Smartboard or a large screen, facilitating lessons across the curriculum. Implications for 2020 include greater, more regular access to technology for each student and teacher. This has clear implications for our 2020 school budget.	Library Refurbishment – \$43,000 Technology– Student Laptops and classroom screens – \$3,100

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$5 572.00) 	The progress we have made is based on the following data. The data includes PLPs, teaching programs, work samples, NAPLAN results and attendance data. After analysing the data we know that teachers are teaching culturally appropriate content and differentiating the curriculum to meet the needs of our Aboriginal students. Learning data indicates 75% of students are achieving at grade expectations. Attendance data averages at 96%.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$70 714.00) 	The progress we have made is based on the following data. The data includes teaching and learning programs, learning and attendance data. After analysing this data we know that students were given improved access to targeted learning opportunities, resulting in positive growth in the areas of literacy and numeracy.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$28 386.00) 	The progress we have made is based on the following data. The data includes the allocation of funds to provide time for Assistant Principals to work on school planning, policy and procedures as well as providing professional learning and mentoring to staff. After analysing the data we know that several school procedures were developed and implemented in accordance with NSW Department of Education policy and contributed to the smooth running of the school and teachers ability to better understand the curriculum and deliver quality teaching and learning to all students.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$15 728.00) 	The progress we have made is based on the following data. The data includes the allocation of staff, student attendance and learning data. The data shows us that funds contributed to the employing of additional staff who provided much needed extra support for targeted students in both wellbeing and academic areas.
Support for beginning teachers	\$10994.00	The progress we have made is based on the following data. The data includes professional learning attendance, consultation time with teacher mentor, teacher programs and student access to quality pedagogy. After analysing the data we know that beginning teachers were able to access quality learning around researched based pedagogy and time to consolidate this with their mentor. Pedagogy was then implemented within the classroom.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	101	94	80	85
Girls	90	80	78	65

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.5	93.9	95.5	95.3
1	92.9	92.9	94.8	93.4
2	94.4	95.2	92.7	95.8
3	95.7	95	94.4	92.4
4	93.5	95.6	94	94.4
5	95.2	93.8	94.2	90.2
6	93.2	95.6	93.1	92.7
All Years	94	94.6	94	93.4
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)	4.82
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	2.01

*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	200,026
Revenue	1,531,730
Appropriation	1,472,918
Sale of Goods and Services	740
Grants and contributions	56,978
Investment income	994
Other revenue	100
Expenses	-1,676,853
Employee related	-1,466,619
Operating expenses	-210,234
Surplus / deficit for the year	-145,124

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	98,637
Equity Total	88,580
Equity - Aboriginal	2,139
Equity - Socio-economic	15,728
Equity - Language	0
Equity - Disability	70,714
Base Total	1,271,760
Base - Per Capita	37,073
Base - Location	7,793
Base - Other	1,226,895
Other Total	64,992
Grand Total	1,523,970

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

During 2019 the Bundanoon parent community indicated through parent surveys that they feel welcome when visiting the school, are able to speak easily with their child's teacher, are well informed about school activities, with written information from the school being in clear, plain english. Parents also indicated they felt their child was safe at school and going to and from school. Areas of improvement include giving parents greater opportunity to share their skills in a practical way.

Student surveys indicated high levels of intellectual engagement in terms of effort and quality instruction. Year 6 students felt they were ready to move into high school. Our Student Leadership Program is well established and involving students in authentic leadership opportunities across the school and community, with student voice being at the forefront of decision making.

Teacher surveys indicate high expectations of student learning are maintained, lessons are differentiated to accommodate the inclusion of all students abilities and learning needs. Area of improvement include greater feedback of lessons through observation and feedback and assistance with the setting and sharing of student learning goals. Technology and its use in teaching and learning is also an area which requires improvement.

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.