

Bundarra Central School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Bundarra Central 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

Bundarra Central School

Bowline Street

BUNDARRA, 2359

www.bundarra-c.schools.nsw.edu.au

bundarra-c.school@det.nsw.edu.au

6723 7102

School background

School vision statement

Bundarra Central School values provide opportunities for all students to develop and grow academically, vocationally and culturally. Bundarra Central School students will be respectful, resilient and contributing global citizens. They will demonstrate creative, critical and dynamic thinking and be students who possess a self-belief.

School context

Bundarra Central School, set in a picturesque location beside the Gwydir River, caters for the educational needs of students from Kindergarten to Year 12 and has approximately 115 students. A quality-learning environment created for all students through the delivery of diverse curricula, using innovative practice focused on quality teaching and learning. Our students are engaged and active learners. Senior students can access a range of H.S.C courses and vocational education pathways. Bundarra Central School is a Positive Behaviour for Learning school with the core values of Respect, Responsibility, and Involvement. Strong links to community organisations and business enterprises contribute to the successes of the 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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Learning Growth for all students

Purpose

To provide quality education for all students.

To give our **young learners** the best possible start.

To teach, guide, encourage our **middle years learners** to be engaged, resilient and successful.

To provide our 15–19 year olds with more opportunities, greater choice and personalised pastoral care so they will be better prepared to make decisions about their future, and better equipped with the skills and values to be life-long learners.

Improvement Measures

PBL SET and Big 5 data review reports.

Improved z scores for HSC students. Increase of students achieving ATAR scores and achieving Band 4 or higher.

K–6 students achieve grade appropriate clusters in literacy and numeracy progressions.

All K–10 students receive tiered intervention.

Aboriginal student achieve stage appropriate outcomes or better in literacy and numeracy.

NAPLAN 100% of students at, or above expected growth.

School retention rates at or above State level.

Students gain meaningful employment or tertiary placements following completion of school education.

Progress towards achieving improvement measures

Process 1: Teachers will create ILPs to support students with particular learning needs.

Class programs used to give timely feedback to ensure reflection of the Quality Teaching Framework and inclusion of school based initiatives.

Learning intentions are evident in teaching and learning programs.

Staff engaged in professional learning of effective pedagogy and assessment in alignment with current Department reforms, initiatives and new syllabus implementation.

All staff have personal Performance and Development Plans guided by the Australian Professional Standards for Teachers.

Great Teaching, Inspired Learning introduced to staff to improve teacher quality and student learning outcomes, assisting students to achieve better results and supporting professional development of teachers.

Staff will develop explicit processes to collect, analyse and report internal and external student and school performance data.

Development of whole school assessment practices including rubric with criteria marking for all subjects 7 to 12.

Evaluation	Funds Expended (Resources)
Teaching and Learning programs for all subject and years were regularly monitored and feedback was provided to staff. Staff engaged in professional	Disability Adjustment funding.

Progress towards achieving improvement measures

learning to enhance their teaching practice. Student growth in years 9 –12 was above the State average.

Aboriginal support and QSS



Strategic Direction 2

Collective Efficacy for Evidence Based Practice

Purpose

To build a culture of evidence based practice in which staff enhance the capacity of every individual by promoting a growth mindset and collective efficacy. We will provide opportunities for future-focused, differentiated professional learning to drive evidence-based pedagogies that improve student-learning outcomes.

Improvement Measures

Executive staff and teaching staff engage professionally with the Performance and Development Plan (PDP).

Executive and Highly Accomplished staff undertake coaching model and coach a classroom teacher who is an aspiring leader.

Instructional Rounds (IR) undertaken within the school and with a group of local schools to provide baseline and on-going data for pedagogical improvement.

Formal mentoring scaffolds are designed and implemented that focus on induction and building teacher capacity.

Progress towards achieving improvement measures

Process 1: Collaborative development and successful implementation of evidence based teaching and learning programs based on the Australian Curriculum.

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement every 5 weeks.

Tiered intervention provides the delivery of tailored learning support for individual students, including Aboriginal students and students with learning disabilities and complex needs.

Teachers utilising data, including both qualitative and quantitative, VALID, Best Start, Literacy and Numeracy progressions, PAT, HSC and NAPLAN to implement effective programs to cater for the needs of all students.

Students actively create personalised learning goals (SMART), self direct learning and reflect on progress towards goals.

Staff will develop explicit processes to collect, analyse and report internal and external student and school performance data.

Collaborative development and successful implementation of evidence based teaching and learning programs based on the Australian Curriculum.

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement every 5 weeks.

Tiered intervention provides the delivery of tailored learning support for individual students, including Aboriginal students and students with learning disabilities and complex needs.

Evaluation	Funds Expended (Resources)
The majority of staff are able to make more strategic responses to assist student learning through the use of evidence based practice.	EA4S Literacy and Numeracy

Progress towards achieving improvement measures

The majority of staff are able to make more strategic responses to assist student learning through the use of evidence based practice.

LDI Professional Learning (Assistant Principal mentee and Principal mentor)

QT



Strategic Direction 3

Effective Partnerships and Collaboration

Purpose

To develop and strengthen effective partnerships and collaborations. We will build a dynamic learning community that enhances staff and parent expertise to nurture the development of Bundarra Central students.

Improvement Measures

All students, staff and parents meaningfully connect with student wellbeing programs within the school

Opportunities to work in collaboration with universities, ACARA, academic partnerships and tertiary education sectors.

Partnerships with external agencies such as CSIRO, and CWA to provide students with opportunities to engage with community focused projects.

Increase the percentage of parents actively engaging in school initiatives and Parent and Citizen activities.

All Aboriginal students positively engage in cultural activities.

High attendance of parents at information sessions and workshops held at school during day and night.

All staff will collaborate through effective communication practices to improve learning outcomes and foster powerful home – school relationships.

Partnerships beyond the school will increase with local business and community groups.

Progress towards achieving improvement measures

Process 1: Regular communication and collaboration with stakeholders to promote current practices and future directions.

Initiatives to promote deep parent and community engagement with school.

Working in partnership with local AECG, local Aboriginal organisations and families to facilitate open, transparent communication about school planning, funding and Aboriginal student outcomes.

High quality partnerships strengthen local leadership capacity and teaching expertise across the school community.

Collaborative partnerships with academic institution ACARA to enhance student learning.

Evaluation	Funds Expended (Resources)
<p>Greater community attendance at assemblies and participation on line have led to more positive relationships between home and school. The junior cattle club and community groups have seen greater partnerships with local businesses. The Fathering project saw many fathers and Grandfathers attend the Father's Day BBQ. The impact of the drought has been significant on our school community.</p>	<p>\$1400 to establish the Farthing Project at BCS with online resources and a mentor. Willing parents with some time available to drive the project.</p> <p>About \$5 per person to provide a meal to school community members in an extended community social setting.</p> <p>Data collection around student engagement in programs across the school.</p> <p>Tell Them From Me survey.</p>



Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Low Level Adjustment money	Students through out K –12 were provided with adjustments and accommodations in their classes. The Instructional Leader worked alongside the K –4 teachers to support student learning. Regular assessment practices and student feedback were provided in class.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	65	47	54	47
Girls	77	60	60	52

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.2	91.4	91.6	92
1	93.6	92.1	92.9	93.9
2	90.4	97.6	92.6	82
3	91.3	91.9	90.2	91.4
4	93.9	91.3	89.5	76.7
5	94.2	93	89.6	88.1
6	90.1	93	92.3	90
7	89.2	81.4	87.7	93.2
8	93.2	85.4	82.5	93.9
9	83.4	91.8	80.3	83.4
10	78.6	86.8	83.9	76.2
11	72	79.8	74.2	69
12	62.3	76.5	84.3	82.4
All Years	85.7	87.3	86.3	85.1
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
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	0	1
Employment	1	0	2
TAFE entry	0	0	4
University Entry	0	0	0
Other	4	7	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

81.82% of Year 12 students at Bundarra Central School undertook vocational education and training in 2019

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	8.79
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.57
School Administration and Support Staff	5.39
Other Positions	0.1

*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	747,105
Revenue	2,887,475
Appropriation	2,729,349
Sale of Goods and Services	10,599
Grants and contributions	43,321
Investment income	1,609
Other revenue	102,597
Expenses	-2,531,241
Employee related	-2,219,653
Operating expenses	-311,063
Surplus / deficit for the year	356,234

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	0
Equity Total	321,823
Equity - Aboriginal	28,331
Equity - Socio-economic	211,824
Equity - Language	0
Equity - Disability	81,668
Base Total	1,996,841
Base - Per Capita	26,749
Base - Location	31,677
Base - Other	1,938,415
Other Total	248,253
Grand Total	2,566,917

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](https://myschool.edu.au) website.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

The TTFM survey indicated that students in secondary school had improved wellbeing and felt that teachers engaged them in their learning. Aspiration goals were still an area that needed addressing for students. The survey to all students around student feedback indicated that feedback from teachers is occurring in all classes but the quality and consistency varied amongst classes and teaching staff. The People Matter survey indicated that 100% of Bundarra Central School that they had a sense of belonging.



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.