

Bungendore Public School

2019 Annual Report



Introduction

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

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

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Message from the principal

Welcome to our Bungendore Public School 2019 Annual School Report.

We have enjoyed a busy and exciting learning year where the teachers and students have enjoyed many highlights including a number of outstanding educational and extra-curricular programs.

At Bungendore Public School we are proud of the work we do and of our excellent reputation. We love that we are able to work closely with parents and the local community to maintain our village school atmosphere while creating an attractive learning environment with an innovative and relevant curriculum for all our students.

This year we have had a lot to celebrate, especially our successful participation in so many fantastic events including music and choral concerts, performing arts festivals, excursions, special celebrations, visiting performances, exciting shows, community events and many amazing sporting and gala days.

Thank you to the P&C for their amazing support of our schools throughout the year and congratulations to everyone – especially the students and staff – for all your outstanding achievements in 2019 and we look forward to another wonderful year of learning and opportunity next year in 2020.

Narelle Lloyd

Principal

Message from the school community

Bungendore Public School Parents and Citizens Association would like to thank everyone that participated in our fundraising events throughout 2019. This year was a little more low key, as purposely planned after the huge year for our 150th anniversary. Whilst we secured grants and raised funds, our project for a bus shelter did not go ahead as planned and the scope was changed and we moved into 2020 for a shelter in the oval. We tried some new things like changing the Spring Fair focus to 'bringing our local community together', outsourced our raffle, and the Colour Run, which we ran out of time for. Whilst all these new initiatives gained positive feedback, the financial benefit was quite minimal due to the low uptake from the school families. The P&C continued to support the school with reading resources for all stages, e-reading resources, World Book, Kindy reader bags, costs towards travel for excursions and printing, uniforms for all students and our first year of running the canteen. Special thanks to Uniform Shop Representative and her volunteers, and our Canteen Manager and her volunteers for all their hard work. It does not go unnoticed and is greatly appreciated! Of course I cannot thank the volunteers that help out for our fundraising events enough. A quote from Heather French Henry, *Volunteering is at the very core of being a human. No one has made it through life without someone else's help.* We appreciate everyone who lends a hand. I would like to thank some of our leaving team members for their valued assistance as members of the P&C team in 2019. Special mention of course is for our departing secretary. As part of the P&C in various roles for over 5 years, she has been the backbone of support and information on all things P&C. Whilst

she is not leaving the school community and will continue to run BGT, we sincerely thank you for everything you have done! Whilst we will lose some familiar faces from the P&C team, we look forward to growing with our new families in 2020. The P&C is about evolving and growing together and we welcome new and old friends. If you want to be involved in your child's school, please let us know via our Facebook page or send us an email. Thanks again to the BPS school community for all their support in 2019.

Nicole Duffy

P&C President

Message from the students

Being a school captain is a very important and responsible job. Throughout 2019 we have been given many opportunities to develop our leadership skills and we would like to thank the school for giving us these opportunities and say that we have very much enjoyed our year as school captains.

As school captains we have been able to experience and be involved in lots of great things. This year we were involved in many events here at school and in the community including important events such as School Assemblies, ANZAC Day March, Remembrance Day, White Ribbon Day and the end of year Presentation.

Being a School Captain is also a lot of fun. This year we attended the GRIP Leadership Day in Goulburn. Here we participated in a number of activities to develop leadership, teamwork and co-operative skills. We have enjoyed using these skills this year in our leadership role.

In conclusion, as we end our year as school captains of Bungendore Public School, we would like to thank our parents, teachers and fellow students for all their support throughout the year and it is with great pleasure that we congratulate the new captains of 2020; Hunter, Oliver, Francesca and Riley. We hope you enjoy your year as leaders as much as we have and we wish you and the school every success for the year ahead.

Thank you from Ted Niven, Chloe Stevenson, Dillon Taylor and Bridie Williams.

School Captains 2019



School background

School vision statement

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

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

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

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

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become:

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

School context

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

Self-assessment and school achievement

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

Strategic Direction 1

Literacy and Numeracy

Purpose

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

Improvement Measures

Increased % of Year 5 students in the top 2 bands in Writing from 8.2% to 12% and reduce the % of Year 5 students in the bottom 2 bands of Writing from 24.6 % to 16%

Increased % of Year 3 students in the top 2 bands in Numeracy from 31.6 % to 35% and reduce the % of Year 3 students in the bottom 2 bands of in Numeracy from 19.7% to 15 %

Improved whole school approach to teaching spelling is systematic and consistent between stages

Demonstrated consistency of teacher judgement of student performance in Key learning areas, stages and year levels

100% of teachers utilising NAPLAN Item analysis and learning support materials to benefit and improve teaching programs.

100% of teacher teams are collecting, analysing and interpreting data from our school assessments to inform their teaching practices.

Progress towards achieving improvement measures

Process 1: Improved student results in Literacy Whole school focus on quality teaching practice for spelling including a trial of the Words My Way program in Stage 2, staff development with CPL course and evaluation of the school's spelling policy. Student results show improvement in all areas of Literacy through implemented targeted programs such as L3 (K – 2), Multi Lit, Macq. Lit and our extended Home Reading program.

Evaluation	Funds Expended (Resources)
9 % of Year 5 students scored in the top 2 bands in Writing.	Planning in Stage meetings.
22 % of Year 5 students scored in the bottom 2 bands of Writing.	Executive Staff.
32 % of Year 3 students scored in the top 2 bands in Numeracy.	Funding Sources:
8 % of Year 3 students scored in the bottom 2 bands of Numeracy.	• (\$0.00)

Process 2: Improved student results in Numeracy Student results show improvement in identified areas of numbers and algebra, measurement, geometry and statistics through focussed programming and whole school strategies such as the TEN's program, Matific and uniform use of text books.

Evaluation	Funds Expended (Resources)
The results and data from the University of Canberra Spatial Reasoning Project Years 4 to 6 was collected and indicated that all students demonstrated growth in their overall Numeracy results and that all students made positive growth in the area of Spatial Reasoning Data.	Data from the University of Canberra. Years 4–6 Teachers and Executive.

Process 3: Whole school approach to individualised planning, teaching and differentiation. Integrated approach to student focussed planning, teaching and assessment, providing consistency for students and teachers and ensuring the school is adhering to Literacy and Numeracy DEC policy guidelines. Uniform use of resources such as text book, home readers and school based resources.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Staff have reported that the streamlined use of textbooks has been successful with the majority using a range of alternatives to the use of Maths text books including Maticific and MathsBurst. The whole school implementation of the Targeting Handwriting program was successful.

Maticific

MathsBurst

Targeting Handwriting

Next Steps

Next steps are:

- Revise Literacy and Numeracy targets for NAPLAN Online in 2020.
- PLAN 2 training and implementation
- Sound Waves Spelling



Strategic Direction 2

Engagement and Across Curricular

Purpose

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

Improvement Measures

Teachers differentiate curriculum delivery to meet the needs of all students.

Students articulate their learning and understand what they need to learn for continued improvement.

100% of classroom teachers participate in our team teaching timetabled ICT program.

Overall summary of progress

Participation in specific programs for Literacy (L3 and Soundwaves Spelling) and Numeracy MathsBurst and Matific) and targeted support program (Multi-Lit and Self Editing in Writing) have resulted in improved differentiation of curriculum to meet the needs of all students.

How2Learn program for metalanguage and visible learning goals.

100% of classroom teachers have participated in our team teaching timetabled ICT program.

Progress towards achieving improvement measures

Process 1: Using data effectively

Staff use a range of data including results from formative and summative assessment practices to inform teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>Use of formative and summative assessment practices have been used to inform teaching and learning programs in the following ways:</p> <p>Formative: In-class discussions, clicker questions, low-stakes group work, weekly quizzes, 1-minute reflection writing assignments, Homework assignments and Surveys</p> <p>Summative: Teacher created testing, Standardized tests, NAPLAN, Final projects, Final essays, Final presentations, Criteria based Oral Presentations, Final reports and Final Grades</p> <p>Both these forms of assessment vary across several dimensions including:</p> <ul style="list-style-type: none">• Informal / formal• Immediate / delayed feedback• Embedded in lesson plan / stand-alone• Spontaneous / planned• Individual / group• Verbal / nonverbal• Oral / written• Graded / ungraded• Open-ended response / closed/constrained response• Teacher initiated/controlled / student initiated/controlled• Teacher and student(s) / peers• Process-oriented / product-oriented• Brief / extended• Scaffolded (teacher supported) / independently performed	<p>Web.Comp 2019 registration</p> <p>Maths Olympiad registration</p> <p>Matharoo Maths Sheets</p> <p>Classroom Solutions Weekly Quizzes</p> <p>Whole school and class timetables</p> <p>Science and Technology Team</p> <p>School Executive</p>

Process 2: Quality teaching and engagement programs including ICT Team Teaching

Progress towards achieving improvement measures

Process 2:

Staff professional learning for interactive technology, tablets and software; and an increased focus on technology will build staff capacity for current technology to be used in every classroom. Focus on further building reflective teaching practice and effective learning through staff development linked to Quality Teaching and How2Learn.

Evaluation	Funds Expended (Resources)
We have enhanced our teaching and team teaching ICT programs by establishing and including: <ul style="list-style-type: none">• research projects• Web.Comp 2019 competition• Maths Olympiad• Inquiry Learning (new Science and Technology syllabus)• HOW2Learn• PLAN 2 (with a focus on Spelling)	Web.Comp 2019 registration Maths Olympiad registration Whole school and class timetables Science and Technology Team School Executive

Next Steps

Continue successful programs:

- L3
- Matific
- How2Learn
- Sound Waves Spelling
- MathsBurst

and expand professional development activities to further build reflective teaching and learning practices



Strategic Direction 3

Student Wellbeing

Purpose

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

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

Improvement Measures

Sustained high levels of student engagement in learning and positive behaviour outcomes

Engaging student extra-curricular activities are used to complement and enhance educational programs within Bungendore Public School

Progress towards achieving improvement measures

Process 1: Transition to school Maintain an extended Kindergarten Transition to School Program throughout Term 4 for students and parents/ caregivers that enhances home-school partnerships and promotes increased school readiness.

Evaluation	Funds Expended (Resources)
All students for Kindergarten 2020 completed a Getting to Know you interview and data was gathered to inform compositions of all four Kindergarten classes.	Staff cover for GTKY interviews. Data from interviews.

Process 2: Social and Emotional Learning Support implementation of effective programs such as Peer Support, Kids Matters and Life Skills. Whole Staff and Senior Students participate in John Coutis leadership presentation. School Leaders to attend Young Leaders Day and all Year 6 students to participate in GRIP Leadership. Training in the 1-2-3 Magic & Emotion Coaching for Parents.

Evaluation	Funds Expended (Resources)
The following Social and Emotional Learning programs were successfully used throughout 2019: <ul style="list-style-type: none">• Peer Support• GRIP Leadership• Cyberbullying (for Senior Classes)• Peaceful Kids Program Please Note that the Kids Matter has been discontinued at a national level and a new program – Be You – has been introduced to replace it.	

Process 3: Celebrate Individual Success Provide opportunities to recognise and celebrate student attainment and achievement through a consistent and sustainable reward system across the school.

Evaluation	Funds Expended (Resources)
School newsletters throughout the year have reflected student achievements across all KLA's and have included articles and photos showcasing a range of extra curricula activities We had a number of informative and interesting articles published in the school newsletter and the local Bungendore newspaper. Extra-curricula activities at Bungendore Public School highlight a range of opportunities and complement our learning programs. These include Netball, Touch, Rugby League, AFL, Cricket, Tennis, sporting carnivals, art,	Office personnel. Newsletters. Assemblies. Assembly awards.

Progress towards achieving improvement measures

performing arts, debating, public speaking, singing, playing musical instruments and dance.

Process 4: Network Planning
networks

Maintain and enhance formal and informal educational

Evaluation

Funds Expended (Resources)

Both staff and students have the opportunity to participate in a range of both formal and informal networking activities.

Teaching Staff, internal and external
Registration processes
Excursions and Incursion processes

Next Steps

Online Staff Training in the Be You – program with follow up planning and programming

Changes to Transition years 6 to 7

Leadership Programs

Eclectic range of extra-curricular opportunities



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$10 462.00)	<ul style="list-style-type: none"> • Newly developed PLP format successfully used • Parent/carer/teacher/student meetings held to develop PLPs • NAIDOC Week celebrations and Dance activities held • Participation in District Reconciliation Walk • Senior Aboriginal students attended Indigenous STEM Camp at Birrigai
English language proficiency	Funding Sources: • English language proficiency (\$4 043.00)	<p>Increased vocabulary with improved results in classroom, school and extra curricular activities including:</p> <ul style="list-style-type: none"> • verbal presentations • writing • spelling • competitions
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$172 425.00)	SLSOs working with classes and students to support teaching/learning programs developed by classroom teachers for identified students.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$88 288.00)	<p>Executive Teachers worked in the following ways to support quality classroom teaching:</p> <ul style="list-style-type: none"> • Formal Mentoring • Team Teaching in ICT • Team Teaching in Writing • Accreditation Processes • Classroom Observation
Socio-economic background	Funding Sources: • Socio-economic background (\$25 987.00)	<p>Implementation of targeted learning programs</p> <p>ILPs</p> <p>Literacy support through specialist programs such as Multi-Lit</p> <p>Numeracy support through specialist programs such as Matific</p>
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$28 260.00)	<p>Completion of accreditation processes</p> <p>Improved planning and programming</p> <p>Classroom Observations</p> <p>Team Teaching opportunities</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	250	252	256	253
Girls	239	242	243	254

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.8	94.3	92.9	93.1
1	93.5	93.6	91.8	93.6
2	93.9	94.5	92.2	93.9
3	93.7	92.2	93.4	93.1
4	92.4	93.7	92.5	94.1
5	93.2	93.3	92.5	92.4
6	93	91.6	90.5	93.6
All Years	93.4	93.3	92.3	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)	4
Classroom Teacher(s)	20.58
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.96

*Full Time Equivalent

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	501,595
Revenue	4,680,081
Appropriation	4,423,127
Sale of Goods and Services	13,497
Grants and contributions	239,475
Investment income	3,982
Expenses	-4,707,676
Employee related	-4,288,776
Operating expenses	-418,900
Surplus / deficit for the year	-27,595

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	177,232
Equity Total	213,313
Equity - Aboriginal	10,462
Equity - Socio-economic	26,383
Equity - Language	4,043
Equity - Disability	172,425
Base Total	3,553,404
Base - Per Capita	118,093
Base - Location	20,023
Base - Other	3,415,288
Other Total	388,360
Grand Total	4,332,309

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

Our school undertook a survey of parents to examine Year 6 to Year 7 transition process. A randomly selected focus group of 30% of Year 6 parents from 2019 were contacted in mid Term 1 2020 and asked the following questions:

1. Was your child looking forward to starting High School?
2. Would you say that your child has had a successful or unsuccessful start to HS?
3. In what ways has it been a successful/unsuccessful start?
4. In general, would you say your child was well prepared or poorly prepared for High School?
5. What are the reasons you say that?
6. What do you think Bungendore PS did well to prepare your child for High School?
7. What do you think Bungendore PS could have done better to prepare your child for High School?
8. Is there anything you would like to add?

The responses from parents were as follows:

1. 100% of parents reported that yes, their child looking forward to starting High School.
2. 100% reported that their child has had a successful start to High School?
3. Responses to the ways the ways the start was successful could be grouped in 6 categories: 1. knew what to expect 2. already had friends at that high school, 3. were given lots of information prior to starting high school 4. enjoy their classes 5. have made new friends and 6. the students like their new teachers
4. 98% of parents reported that their child was well prepared for High School?
5. Reasons for being well prepared fell into 5 categories: 1. Bungendore Public School shared student information with the high school, 2. Bungendore Public School had good teachers teaching Year 6, 3. the students were prepared for academic demands, 4. students were prepared for social expectations, 5. students increased confidence and the reasons for not being well prepared fell into 2 categories: 1. students not prepared for the homework load and 2. not taught how to study and break down questions in assignments
6. Parent reports regarding what Bungendore Public School does well to prepare students for High School fell into 6 categories: 1. Co-ordinated with High Schools for Orientation Days, 2. Developed good academic and social skills in Year 6 students, 3. Provided leadership opportunities 4. Peer Support Program was supportive, 5. Bungendore Public School accepts and appreciates student's individualism and 6. Parents were well prepared for their child's entry into high school
7. Parent reports regarding what Bungendore Public School could have done better to prepare students for High School fell into 5 main categories: 1. Homework should be mandatory and not a choice, 2. Homework load is too light and needs to better reflect high school expectations, 3. Year 6 diaries were not well utilised, 4. Email communication to parents is much better at high schools and 5. High school use of laptops and tablets is much greater than what Bungendore Public School's Year 6 students are used to
8. Is there anything you would like to add? General comments praised individual teachers, the NSW DoE's transition website and the academic preparation of students



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.

