

Bungwahl Public School

2019 Annual Report



Bungwahl Public School

2019



Principal: Mrs Dianne Farley-Pelley

Teachers: Miss Amy Crozier, Mrs Felice Davis, Mrs Rebecca Hoad

K-6

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Introduction

The Annual Report for 2019 is provided to the community of Bungwahl 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

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Message from the principal

Bungwahl Public School provides high quality learning opportunities for all students. We are committed to creating a positive atmosphere where the wellbeing of every child is a continued focus. Our dedicated staff have consistently supported students with teaching and learning programs that enable the development of healthy, happy and successful individuals. We value the expertise of parents, carers and the wider community and regularly utilise this great resource in our learning. At Bungwahl Public School students connect, succeed and thrive! Students in 2019 have achieved success in a variety of academic, creative, sporting and social areas as a direct result of targeted high quality learning experiences, enthusiastic staff and carer support. Students have embraced the many educational opportunities provided to them, gaining success, increased self esteem and pride in being recognised for doing something well. The whole Bungwahl School community has continued to prove that small schools can achieve great things!

I am extremely proud of the achievements of all students, staff and school community. Our highlights in 2019 include:

- **State representation in swimming and athletics.** Our school P5 relay teams were successful in advancing to state carnivals in swimming and athletics. Parents and carers supported students with afternoon training sessions and by providing transport and accommodation in Sydney. It was a great team effort by students and their families..Proud peers and teachers were delighted to watch the races live on TV.
- **Bungwahl's excellent Kitchen Garden Program** was recognised and filmed for inclusion on the first episode of 'Better Homes and Gardens' in 2020. Students and staff were interviewed on a live broadcast for the **ABC Radio Port Macquarie Breakfast Show** sharing stories that reflected the amazing opportunities available to our students.
- **Bungwahl's P&C association fundraising and grant success.** The P&C has continued to work as a cohesive and supportive group. They have successfully raised over \$20000 towards the new school playground as well as subsidising the school swimming program, excursions and providing technology for students.
- **Bungwahl students demonstrated compassion and citizenship.** Students, parents and staff were quick to organise events, and support fundraising efforts by the wider community, to raise funds for our local school Bobin Public School following the devastating fires.
- **Bungwahl students demonstrated environmental awareness and positive action** in leading fundraising for endangered species including 'The Taronga Zoo Bilby Program.' and educating the local community through an environmental expo, posters, road signs and pamphlets.
- **Student Leaders** successfully led school and community activities including a community ANZAC service.
- **Competitions and extension opportunities**– Academic and creative competitions, The Bulahdelah Show competitions and Taree Eisteddfod performances were well supported, with individual students and the whole school gaining many awards. **Public speaking and debating**– Students were successful in reaching the semi-finals in the zone debating competition. Selected students attended High Achieving Students days and STEM workshops.
- **Community engagement**– The very successful Father's Day lunch was extended this year to include a Mother's day and Grandparent's Day lunch. A delicious lunch was prepared by the students. This was a very popular school event with many parents and grandparents enjoying time in the school. Each separate event attracted around 30 guests. The Great Lakes Food Trail continued to attract large numbers to the school.

School background

School vision statement

At Bungwahl Public School, our vision is to provide high quality educational programs in a safe and caring environment.

Bungwahl Public School is a learning centre that:

- ensures the principles of equity and excellence are achieved by supporting students in the development of their individual talents, interests and abilities.
- provides students a range of experiences that promote success in learning.
- aims to produce active, well-educated, well-informed citizens with the capacity and confidence to flourish in their rapidly changing, pluralistic twenty first century world.

School context

Bungwahl Public School is a dynamic small school, nestled in picturesque environment between two lakes on the mid north coast. It has catered for the educational needs of its community since 1876. It has been a focal point and source of pride for the community over that 139 years.

Students attending Bungwahl Public School are enthusiastic, cooperative, creative and friendly. There are currently 39 students divided into two classes K–2 and 3–6. Students access excellent differentiated programs, catering for individual difference, and enjoy a rich diversity of extra-curricular activities where talents can be recognised and celebrated.

Bungwahl Public School is staffed by a mix of experienced and early career teachers, bringing a wonderful balance of deep knowledge, based on extensive experience, youthful energy and a shared interest in current pedagogies. School staff members, and volunteers, have high expectations, are highly motivated, work collaboratively and show a strong commitment to ongoing professional learning to support student outcomes.

Bungwahl Public School is strongly supported by interested parents, carers and the local community. The P&C meets every month during school terms. Its members are well-informed and active in fundraising for the students.

The school is recognised by exemplary programs, and success, in the kitchen garden, debating and performing arts.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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	Excelling
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	Sustaining and Growing
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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Successful, Inspired Learners

Purpose

To inspire all members of the school community to be enthusiastic learners.

To improve student outcomes, and equip students with essential skills to learn, through innovative teaching in highly motivating learning environments.

To engage all students in relevant and inclusive future focused learning activities to develop the skills required for life long learning.

To develop the capacity of teachers to improve student outcomes through high quality, evidenced based professional learning.

Improvement Measures

The school value-added trend data is positive. Increase K–2 to "sustaining and growing" and 3–7 to "excelling" in literacy and numeracy.

All students achieve or exceed expected growth in learning.

Students show improvement in the development of future focused learning skills from baseline data and observations.

Progress towards achieving improvement measures

Process 1: Visible Learning Project with GLLC schools

Enhancement of staff teaching capacity through participation in the Corwin School Impact program with a focus on visible learning strategies including learning intentions and success criteria.

Evaluation	Funds Expended (Resources)
Learning Intentions, Success Criteria and effective feedback are evidenced in classrooms, programs and assessments. The staff member leading Visible Learning left at the end of Term 2, and the teaching principal was preparing for External Validation, the next steps towards implementation of Visible Learning were not completed.	Corwin– \$2840 Professional Learning staff– \$746 Funding Sources: • School Funds (\$3586.00)

Process 2: Future Focussed Learning.

Students engage in lessons specifically teaching the future focused learning skills of critical thinking, creativity, communication and collaboration.

Future focused coding/robotics project undertaken by students in accordance with program developed.

Evaluation	Funds Expended (Resources)
All students engaged in weekly lessons specifically teaching the future focused learning skills of Critical Thinking, Communication, Cooperation and Creativity. The new science syllabus was implemented and a scope and sequence was developed in collaboration with the Bucketts Way Small Schools Network. Future focused coding/robotics project was undertaken by students utilising the STEM Robotics Kit during Term 3.	Contribution to Bucketts Way Small School's network coordinator Funding Sources: • School Funds– Principal Release (\$2000.00)

Strategic Direction 2

Flourishing School Community

Purpose

- To ensure Bungwahl Public School is an inclusive community where all connect, succeed and thrive.
- To nurture the development of healthy, happy, resilient and productive individuals, through a focus on wellbeing.
- To value student talents and character, and support them to become confident informed citizens who contribute positively to society.

Improvement Measures

The school is able to evidence growth from delivering to sustaining and growing in The School Excellence Framework domain of Wellbeing focusing on the elements of Caring for students, A planned approach to wellbeing and Behaviour.

Tell Them From Me (TTFM) and school based data will show an increase in respectful relationships.

Increase in the number of students making positive contributions to society evidenced by self initiated participation in activities demonstrating care for others and the environment.

Progress towards achieving improvement measures

Process 1: Development of school evidenced-based wellbeing practices that are monitored and refined to improve student engagement with learning. These will include Visible Learning, Kidsmatter and Bounce Back.

Evaluation	Funds Expended (Resources)
<p>Students are using the language of You Can Do It in class and playground.</p> <p>Results from Tell Them From Me (TTFM) survey indicate incidence of bullying has decreased and is now 50% less than state norm.</p> <p>Playground peer group interactions are showing disharmony. Students continue to argue in handball and Year 6 peer relationships are in constant flux, with several students feeling isolated. TTFM data reflected this observation. 36% of students did not feel valued or accepted by their peers. This is almost double the state norm. Students work well in class/teacher organised activities but not independently.</p>	<p>SLSO</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5434.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Kitchen Garden specialist employed. Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$2 955.00) • School Funds– Principal Support (\$5 000.00) • School Funds– School Learning Support Officer (\$2 600.00) 	<p>Aboriginal students are supported in their learning with the development of Personal Learning Pathways. Close connections are fostered with families in response to individual needs. During 2019 the garden program and sport provided opportunities for students to excel.</p> <p>Learning needs have been addressed in differentiated programs, individual, group and extension activities.</p> <p>The school's highly successful kitchen garden program integrates indigenous foods, environmental knowledge and language to weekly lessons. Worimi locals have come to the school to share their knowledge with all students.</p>
Low level adjustment for disability	Classroom Teacher 20 days SLSO employed 6 hours each week. Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$10 672.00) • Low level adjustment for disability (\$4 158.00) 	<p>Target students were provided with supported learning opportunities in small group and individual instruction. Adjustments were made in programs and throughout lessons. For a small number of students these interventions did not result in expected growth. Staff have extensively analysed data and have sought expert assistance for these students. The majority of students reached learning goals in English and maths.</p>
Quality Teaching, Successful Students (QTSS)	Classroom Teacher– 10 days Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$5 122.00) 	<p>Quality Teacher Rounds and Visible Learning has been implemented throughout the school. This has seen an increase in 'What Works Best' practices such as high expectations, explicit teaching and effective feedback in classrooms.</p>
Socio–economic background	SLSO– 8 hours each week. Funding Sources: <ul style="list-style-type: none"> • Socio–economic background (\$10 745.00) 	<p>Students in the K–2 classroom accessed high level instruction in English and maths. The majority of students exceeded expected reading levels, and met stage outcomes in maths.</p> <p>SLSO provided individual reading instruction for students resulting in growth of more than one year in some students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	15	12	13	15
Girls	26	25	19	21

Student attendance profile

School				
Year	2016	2017	2018	2019
K	88.6	95.3	94.7	91.3
1	93.7	95.1	97.9	93.4
2	91.4	95.5	94.8	93.5
3	93.9	87.1	93.9	93.2
4	90.3	94.9	93.8	95.8
5	93.4	86	89.8	93.3
6	95.4	90.3	91.8	89.1
All Years	92.5	92	93.4	92.3
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
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	71,434
Revenue	534,986
Appropriation	506,494
Sale of Goods and Services	8,076
Grants and contributions	19,794
Investment income	621
Expenses	-508,928
Employee related	-449,882
Operating expenses	-59,046
Surplus / deficit for the year	26,058

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	29,805
Equity - Aboriginal	2,955
Equity - Socio-economic	10,745
Equity - Language	0
Equity - Disability	16,105
Base Total	449,316
Base - Per Capita	7,508
Base - Location	1,786
Base - Other	440,022
Other Total	16,526
Grand Total	495,647

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

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

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

Parent/caregiver, student, teacher satisfaction

Bungwahl Public School has experienced a wide range of success throughout 2019. This has included representation at state swimming and athletics events, Invitations to state film festivals and interviews on national television and local radio. This success and positive attention has brought with it a great deal of pride and satisfaction within the whole school community. Many of these events brought a diverse group of students and parents together to work towards a common goal and these links also strengthened pride in the school. Parents and staff recall conversations in the community such as "We hear great things are happening at the school" and "How do we get our children enrolled in the school? Everything we hear about the school is good." These anecdotal comments reflect the positive image the school enjoys in the community. Two families, after visiting all local schools, chose to relocate to the Bungwahl area based on their impression of the programs available to their children following school visits and interviews and following conversations with current parents.

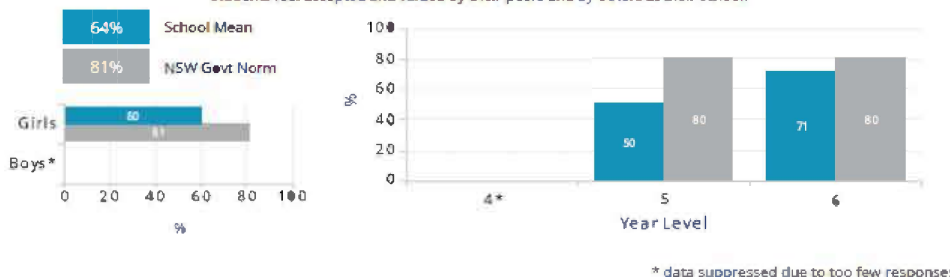
Students were interviewed in small groups and completed written surveys including Tell Them From Me (TTFM). 95% of students thought the school had great programs and opportunities such as the Kitchen Garden Program and indicated they would recommend the school to others. 80% reported they enjoyed coming to school. Of the students who didn't enjoy coming to school the majority were in Year 6 and were adamant they were ready for High School! 100% of students indicated they had at least one staff member they could talk to for assistance in learning or social problems. As seen in graph below, the TTFM survey indicated 36% of students in Stage 3 did not feel accepted by their peers. Valuing each other and building positive peer relationships will be an area of focus in 2020.

Parents were surveyed using TTFM and interviewed (informally during P&C, student interviews and school events) regularly during the course of the year. Parents and Carers expressed overwhelming support for the school and as the graphs below indicate parent/carer satisfaction is high. 100% of parents responding (9 families—33% of families participated in the online survey) would recommend the school to others. 100% of respondents feel welcomed in the school. Further evidence of satisfaction include the high level of parent/carer support for all events held in the school. Including Stage 2/3 environmental expo, Stage 1 'Visible Learning' night, Father's Day, Mother's Day and Grandparent's luncheons, Great Lakes Food Trail and The Colour Run.

All staff were surveyed at the beginning of 2020 (due to local bushfires and school ceasing operations in 2019) and asked to reflect on the schools achievements in 2019 and rate their satisfaction. Their was a sense of pride in the recognition, through External Validation, that the school was achieving higher than their own self assessment had indicated. Achieving 'Sustaining and Growing' and 'Excelling' in all areas reaffirmed in staff that the work they were doing was successful. Staff were requested to respond to the following questions— 1. Bungwahl is a productive learning environment with high levels of student engagement. 2. The school is a friendly place 3. I enjoy working at Bungwahl 4. I have opportunities to learn and develop new skills. Eight staff responded to the survey (100%). Results were very positive (An average of scores was 90% and above for each question.) 100% for question 3 indicates high levels of enjoyment in working at Bungwahl Public School. Comments included "This is the nicest school I have worked at, it is like a family." "The staff have always been friendly and welcoming." "It is a privilege to be associated with Bungwahl PS." From the survey an area of focus will be question one. Comments included "The students put in their best, most of the time." "The students achieve very high levels. Due to expert teaching and high expectations." "Some of the students don't want to engage." Staff will continue to plan how to keep students engaged with their learning and match high expectations of parents and staff.

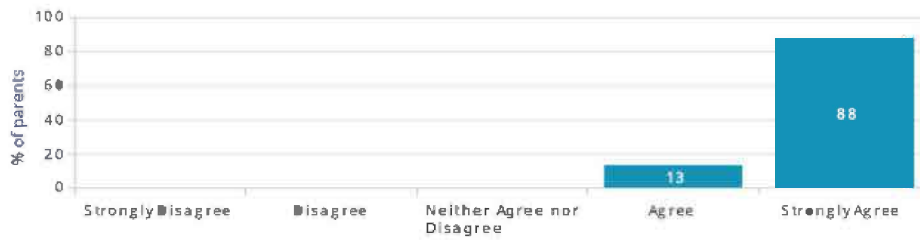
Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.



Recommend school

I would recommend my child's school to other parents.



'Partners in Learning' Parent Survey Report

NSW CESE Project

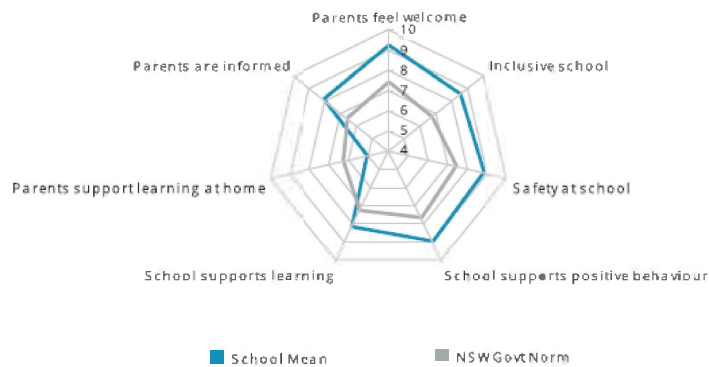
Bungwahl Public School

Perspectives of Parents

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

This report provides results based on data from 9 respondents in this school who completed the Parent Survey between 18 Sep 2019 and 24 Oct 2019.



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.