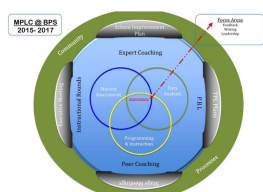


Buninyong Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Buninyong 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 school community

The Buninyong Parents and Citizens Association has had a very busy year this year.

We have held successful Bunnings BBQ's and would also like to thank other businesses for their support and generosity in our fundraising activities.

In April we ran a free BBQ at school for Safari night and again this year, we supplied cold water for students that marched in the Anzac Day march.

Throughout the year, the P&C have supported many school activities and initiatives, such as the Kindergarten zoo excursion; Kinder Start Graduation; Year 6 Farewell cake; Musica Viva performance and our annual school swimming lessons.

Our dedicated P&C members also helped at PSSA canteens throughout the year. These included – Western Rugby trials, Western Soccer trials, Western Division Netball trials, Western Touch Football trials, Dubbo District Athletic and Western Area Athletics.

On 19th December we held our Christmas party at the water park and a wonderful afternoon was had by everyone who came. It was a great venue for families to relax.

The P&C would like to acknowledge the devoted and hard-working group of parents who work tirelessly to support our school. It is all very much appreciated.

We would also like to thank the parents, families and community for supporting the P&C and school at our fundraising activities throughout 2019.

Lorraine Reid

P&C President.



School background

School vision statement

Building a community of safe, respectful learners.

School context

Buninyong Public School is located in East Dubbo. At our school, our students learn in a stimulating environment where they are encouraged to reach their full potential. We have a school philosophy that supports family values and inclusive education. Strong academic programs with a focus on inquiry learning and thinking pedagogy, Aboriginal perspectives, individualised support, a highly dedicated staff and excellent resources offer children the very best opportunity to succeed. Our school drives the philosophy of developing strong community partnerships. We have state of the art technology in the classrooms to help enhance our students' learning as 21st Century global citizens.

We are proudly building a community of safe, respectful learners through quality education in a caring, innovative environment.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	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	Excelling
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Learning

Purpose

Build learning culture, teacher capacity and personalised learning, targeting literacy and numeracy; strengthen wellbeing practices and celebrate cultural diversity.

Improvement Measures

Increased proportion of students achieving expected growth K–6 in literacy and numeracy.

Increased proportion of students reporting a positive sense of belonging, cultural identity, expectations of success and advocacy at school.

Increased proportion of parents and community engaged with student learning.

Overall summary of progress

The Phase 2 EAfS Instructional Leader K–2 key focus is building student and teacher capacity in literacy and numeracy across ES1 and S1. In particular, we aim to build solid, sustained foundations in fundamental literacy and numeracy skills which then continue to grow in the primary years. The Instructional Leader K–2 works closely with the school funded primary Instructional Leader.

During 2019 instructional leadership supported the successful development and implementation of a number of initiatives, including:

–A focus on the pedagogy of the NSW English syllabus K–6 objectives, outcomes and content specifically related to the explicit teaching of comprehension skills and strategies, and acquisition of vocabulary for mainstream and support students from Early Stage 1 to Stage 3. The teaching of active listening and oral comprehension was examined through the use of quality literature. The teaching of reading comprehension strategies and processes was aligned to a focus on comprehending, interpreting and engaging with stage appropriate texts.

–A focus on the implementation of the pedagogy of the NSW Mathematics syllabus K–6 objectives, outcomes and content. Teachers participated in this learning to update their knowledge and practice targeted to professional needs as well as school and system priorities. All participants contributed to collegial discussions and applied constructive feedback from colleagues to improve professional knowledge and practice. Teachers examined the Mathematics K–6 syllabus: continuum and worked collaboratively to organise content into coherent, well-sequenced learning and teaching programs that engage students and promote learning. Teachers investigated department, syllabus and a variety of evidence-based resources and matched these with lesson plan content to develop engaging teaching activities.

Instructional Leader Primary worked 'shoulder to shoulder' with all members of the Primary team to develop consistency, provide individualised support and develop genuine collective efficacious practices across the primary setting. Weekly meetings took place to support teachers with their planning, programming and individual areas of identified need. Instructional Leader taught 'shoulder to shoulder' with each teacher in a variety of modelled and team teaching situations to embed quality practice, introduce new strategies and provide consistency across the primary setting.

Consistent Writing and Reading Comprehension programs and Mathematics scope and sequence were developed across the primary setting. Writing and Reading Comprehension programs focused intently on implementing evidence based and high effect sized strategies in explicit modelled, guided and independent processes. As a result, the Primary team are delivering high quality explicit Writing and Reading Comprehension programs with real evidence of continuity between stage 2 and 3.

Progress towards achieving improvement measures

Process 1: Building Capacity.

Build staff capacity and commitment to identifying, understanding and implementing the most effective, explicit teaching methods, using evidence based strategies that support a culture of high expectations, Aboriginal perspectives and community engagement.

Evaluation

Funds Expended

Progress towards achieving improvement measures

Evaluation	(Resources)
<p>3–6 Reading and Writing intervention data show:</p> <p>Knowledge based inference skills increased by 10%.; Vocabulary by 34% across the student cohort.</p> <p>Persuasive writing focus on sentence structure and vocabulary indicated an increase of 0.4 and 0.38 on the NAPLAN marking scale.</p>	<p>Instructional Leaders</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$163254.00) • Literacy and Numeracy (\$13243.00) • EAFS (\$167336.00)

Process 2: Personalised Learning

Build staff capacity to identify, implement and evaluate best practice syllabus interventions to support student learning improvement in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>All students with behaviour needs have a personalised behaviour plan. All Support Unit students have personal behaviour plans.</p> <p>PBL data reflects. an increase in office date referrals of 14% compared to 2018; however the school population also increased.</p> <p>Pre and post data showed excellent growth in student letter-sound knowledge and the application of this knowledge to blending and segmenting words. Transference of learnt skills was noted in classroom reading and writing.</p>	<p>Time allocated to staff member to manage data</p> <p>Instructional leader</p> <p>AP Support release for class 1 day a week</p> <p>PL funds – \$35 000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$20000.00) • Support for beginning teachers (\$282600.00) • Professional Learning (\$35000.00)

Process 3: Wellbeing

Identify, investigate and implement strategies that promote parent engagement and support student wellbeing and cultural identity.

Evaluation	Funds Expended (Resources)
<p>Students from stages 1–3 engaged in 8 Ways presentation at Gonski Institute for Educational dignitaries, Dubbo Teachers and parents. The feedback from all was very positive and suggestions were made for students to showcase their learning in future workshops around and outside of Dubbo.</p> <p>Significant increases in parent involvement in school events were evident compared to previous years including attendance at offsite events. Tell Them From Me Data show that 48% of parents have a limited to broad knowledge of 8 ways pedagogies.</p> <p>Two parent sessions were held on reading at home – one in the morning and one in the evening.</p> <p>Students received certificates at completion of MiniLit. Parents were notified and given information.</p>	<p>Aboriginal Paraprofessional (Education)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$70000.00)

Next Steps

- Continue with Mini-Lit/Mac-Lit and Quick Smart Maths as interventions for targeted students.

- Employ Instructional Leader Primary to continue improvement and consistency of Reading and Writing across 3–6.

Strategic Direction 2

Teaching

Purpose

Build teachers' learning clarity and high quality questioning to promote rich talk, supporting systematic feedback and reflective practice.

Improvement Measures

Increased use of evaluative thinking and reflective practice to inform thinking, teaching and learning

Increased proportion of students who understand, choose and use a range of school wide learning routines and strategies. .

Increased proportion of students who demonstrate growth and development across all areas of language.

Overall summary of progress

In 2019, Buninyong Public school focused on implementing the Aboriginal 8 ways pedagogies with fidelity across the entire school setting. Students were explicitly taught the 'thinking' behind the 8 ways pedagogies (relevant to their stage) and the end result was students linking their own high quality learning to the 8 ways pedagogies. Our students engaged exceptionally well with the Aboriginal 8 ways pedagogies and students conducted a variety of communal seminars as a model of best practice in this area.

The embedding of schoolwide learning routines continued to flourish with the consolidation of non negotiable AVID strategies and the introduction of new strategies such as choral counting and sentence frames via our Myer Maths Team.

Rich Talk promoting increased vocabulary and oral language skills was also consolidated in Stage 3 where students continued to develop their use of verbal and non verbal methods to communicate their understanding of concepts, ask questions and demonstrate their agreement or disagreement in arguments. They continued to develop the TAGS process of giving and receiving peer feedback which was introduced to Stage 2.

In Stage 2, classes used rich talk to provide feedback to each other on independent writing. Students discussed ways in which they had met the learning intentions and shared ideas on how they could improve their writing. This encouraged students to think about the choices they make when writing. Stage 2 students were given opportunities to explain their thinking and reasoning during daily estimation activities and the school wide routine of turn and talk. Students developed a greater understanding of their thinking and increasing confidence to share thoughtful ideas.

Early Stage 1 and Stage 1 implemented Turn and Talk strategies across KLAS and also taught, modelled and practiced rich talk during explicit Quality Text Comprehension and Vocabulary lessons.

Support Unit students were explicitly taught non verbal signals to communicate their understanding of learning based on the Gap To Got It learning cycle. Students then built on their knowledge by explaining their understanding to their peers using Turn and Talk. Learning Intentions and Success Criteria were displayed on anchor charts and discussed with students before and after lessons using reciprocal verbal and non verbal feedback.

Progress towards achieving improvement measures

Process 1: Learning Routines

Build and consolidate staff capacity to embed and evaluate school wide learning routines.

Evaluation	Funds Expended (Resources)
ES1 – 75% of schoolwide routines practised. 50% verbalised.	

Progress towards achieving improvement measures

Stage 1 – Classes range between 75% & 98% used but unable to verbalise why.

Stage 3 – SLANT and Turn and Talk used effectively by 90% of students 80% of the time. 100% of students can identify some strategies with 80% able to explain and teach.

All teaching programs contain evidence of schoolwide routines, excepting those of newly arrived staff.

Process 2: Rich Language

Build capacity of staff to embed sophisticated instructional vocabulary into teaching and learning programs and practices.

Evaluation	Funds Expended (Resources)
All stages are on track and continue to develop strategies and school wide routines that promote rich talk and effective feedback in the classroom. This also involves the construction of anchor charts, word walls and use of verbal and non-verbal communication techniques. Teachers sustainably and self-efficaciously continue to improve their practice as a result of AVID implementation, past Learning Thinking Scope professional learning and Instructional Leadership across the school.	<p>Additional hour of release for each staff member to support Teaching and Learning while being mentored by the Instructional leader.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$105000.00)

Process 3: Thinking

Build capacity of staff to consolidate 8 Ways Pedagogy and whole school Thinking Scope processes and protocols into their teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>Evidence of success:</p> <p>Students presenting at AECG meetings</p> <p>Students conducting an 8 ways seminar for education week</p> <p>Students conducting an 8 ways seminar at the State Gonski workshop</p> <p>Buninyong Public School identified as a model of best practice and a case study promoted on the Gonski website</p>	<p>Aboriginal Education Team</p> <p>Culture in school – taught by AEOs</p> <p>Aboriginal Paraprofessional (already costed)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$140000.00)

Next Steps

- Engage SCHMIC Consulting for professional learning for beginning teachers.
- Expand 8 Ways understanding into lower stages with view to include younger students in workshop presentations.
- Introduce explicit incorporation of 8 Ways Pedagogy into Special Education.
- Increase the number of school wide routines and improve communication in Special Education through Department of Education Innovation Strategy.



Strategic Direction 3

Leading

Purpose

Cultivate independent learners and leaders through strong collaborations

Improvement Measures

Increased number of staff are skilled practitioners in the implementation and delivery of AVID inquiry based learning strategies

Increase in school and interschool STEAM workshops and challenges across the cluster schools.

Increased number of parents, community, organisations and agencies involved in purposeful collaboration with the school.

Overall summary of progress

The AVID Expert Site Team continued to drive the implementation of AVID ideologies across the school. An umbrella of teams was set up to support all staff in implementing WICOR strategies, STEAM and the Myer Maths Trial. Buninyong remained an integral member of the Schools Plus Success for All project team in collaboration with the Dubbo Cluster of Schools.

In 2019, we commenced the first year of the AVID Myer Maths Trial. The project focus being to improve the competence and confidence of teachers' and students' engagement with mathematics.

After attending specialised training, the Myer Math school team (consisting of six classroom teachers) commenced using all non-negotiable teaching strategies in their daily math lessons – choral counting, sentence frames, math games, modes of response/mental maths. These activities are used as ignition activities to introduce concepts, warm up activities and for modelled, guided and independent activities during daily. The daily implementation of these strategies has supported both teachers and students. It allowed teachers to use multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills. It also assisted them to link these opportunities to learning goals and assist with planning lessons that clearly identify new knowledge and skills that benefit from multiple exposures. It has helped support students' consolidate their learning through opportunities that engage and re-engage them with new content over a period of time.

The AVID Myer Math school team designed a series of professional learning sessions to build staff confidence and created mentors for other staff members as required, to help reduce their levels of anxiety about teaching maths. A staff survey after these sessions found that the professional learning contributed to an improvement in teachers' confidence to deliver successful math lessons. The teaching strategies were said to be easy to implement and the activities engaging, resulting in an increase in student confidence and competency.

Progress towards achieving improvement measures

Process 1: STEAM

Build staff capacity to lead and innovate practices that embed collaborative learning around real world problems.

Evaluation	Funds Expended (Resources)
Whole school shared learning and language was established around STEAM and Growth Mindset. Students have continued to display a positive attitude and resilience when completing STEAM projects. Students have continued to demonstrate increased skills in problem-solving and critical thinking. STEAM projects were set for homework which saw a dramatic increase in homework completion rates and parent interest. A designated area for storage of equipment and consumables was established, well-stocked and easily accessible to teachers. Parent attendance at STEAM demonstrations during PLP meeting evenings increased.	AVID Professional Learning Steam taught across the schools – costed in additional hour of release Ozbots and Blubots VR set

Progress towards achieving improvement measures

Whole school shared learning and language was established around STEAM and Growth Mindset. Students have continued to display a positive attitude and resilience when completing STEAM projects. Students have continued to demonstrate increased skills in problem-solving and critical thinking. STEAM projects were set for homework which saw a dramatic increase in homework completion rates and parent interest. A designated area for storage of equipment and consumables was established, well-stocked and easily accessible to teachers. Parent attendance at STEAM demonstrations during PLP meeting evenings increased.

Funding Sources:

- Socio-economic background (\$24500.00)
- School Support Allocation (\$21334.00)

Process 2: Connected for Learning

Develop a network across schools and community to access and create collaborative learning experiences.

Evaluation	Funds Expended (Resources)
All classes have WICOR posters displayed in classrooms. All teachers use posters to track the strategies used. Students are able to choose and use a variety of strategies according to their age and stage. Myer Maths teachers have added their strategies to their WICOR posters. Interactive note books have been introduced to all classes through PL from AVID site team staff. An action plan was developed by site team members to plan and track the implementation of AVID ideologies across the school. A WICOR strategy scope and sequence was developed in line with requirements from Schools Plus team to support transition to high school. The strategies were back mapped to allow for sequential development from K to 6. PL was delivered to all staff by members of the AVID site team.	AVID Training of 6 staff 6 for Myer Maths – paid by University of Melbourne. Funding Sources: • Socio-economic background (\$12000.00)

Process 3: Learning Sleuths

Provide targeted, evidence-based professional learning and training to build deep knowledge and explicit teaching skills required to support student aspirations and learning.

Evaluation	Funds Expended (Resources)
Eight staff were trained at AVID Winter Institute (WICOR) and Summer Institute (Myer Maths). These teachers delivered professional learning to all staff. As a result, interactive notebooks are being used across the school – consistently in Stages 2 & 3. The Myer Maths Trial Survey data showed an increase in teachers' competence and confidence in teaching maths.	Myer Maths was funded by University of Melbourne. No cost to school. Funding Sources: • (\$0.00)

Next Steps

- Bring AVID Summer/Autumn Institute to Dubbo so all schools' staff can be trained in Primary Implementation and other strands.
- Complete full implementation of AVID/WICOR as a shared language and whole school ideology.
- Continue to upskill new RFF teachers to sustain STEAM teaching during 3hour per week RFF time.
- Consolidate Myer Maths strategies across the school.
- Increase implementation of AVID strategies in Special Education to improve communication and independence.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Staff to support programs and buying of resources to support breakfast programs</p> <p>SLSOs in every classrooms and support Maclit, Minilit and Quicksmart.</p> <p>Playground and social support</p> <p>Also supported by \$200000 integration funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$500 000.00) • Low level adjustment for disability (\$250 000.00) • Integration Funding (\$161 600.00) 	<p>Walking Bus continued to support attendance and wellbeing of students. Students were at school on time each day with valuable information on student wellbeing obtained before students arrived at school, enabling them to access vital support.</p> <p>Breakfast Club also provided an invaluable service to students every morning and saw a huge increase over the year.</p> <p>SLSO's supported students in class learning, interventions and playground, including one on one playground support for students with disabilities.</p>
Low level adjustment for disability	<p>\$1,200</p> <p>\$90,000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$11 922.00) 	<p>New Support Unit Playground was specifically designed to support skill development of students with special needs. Trampoline benefited skill development of all students, especially those working with allied health professionals.</p> <p>In Term 3, the Speech Therapist worked in conjunction with the OT on interventions for eight targeted special needs students from mainstream classes. Three students accessed individual sessions.</p> <p>In Term 4, four Kindergarten students accessed group therapy, two students in pairs and five students accessed 5 x individual sessions.</p> <p>Exercise Physiologist worked across the school with approximately 14 students per term to improve gross motor, health knowledge and social skills.</p> <p>Nurse SLSO supported the medical and care needs of non mobile students in the Support Unit.</p>
Quality Teaching, Successful Students (QTSS)	<p>Mentoring and support of all staff</p> <p>Implementation of 8way pedagogies across the school.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$70 900.00) 	<p>Across the school, instructional leadership has enabled:</p> <p>Teams to reflect on their learning and plan changes in teaching practices</p> <p>Teams to work with and deliver in-school PL to colleagues</p> <p>Regular mentoring and coaching sessions, co-planning and co-teaching.</p> <p>Improved student outcomes</p>
Socio-economic background	<p>Employment of Allied Health to support</p>	<p>Speech Therapist, Occupational Therapist, Exercise Physiologist working with students</p>

<p>Socio-economic background</p>	<p>classrooms learning.</p> <p>OT and Speech pathology.</p> <p>AP above establishment 0.8</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$100 000.00) • Socio-economic background (\$120 000.00) • Wellbeing Support (\$40 060.00) 	<p>across the school on health and wellbeing interventions.</p> <p>APs above establishment resulted in STEAM being taught across whole school three hours per week. Students demonstrated an increase in growth mindset, critical thinking and problem-solving skills.</p> <p>Instructional Leader Primary supported an increase in teacher expertise and student achievement in comprehension and writing.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$28 260.00) 	<p>Three beginning teachers received extra Release from Face to Face teaching to support mentoring, professional learning, program development and improvement of teaching practice.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	163	167	181	207
Girls	146	160	163	177

Student attendance profile

School				
Year	2016	2017	2018	2019
K	89	89.2	90.8	85.6
1	90.3	88.1	88.7	92.1
2	87.1	93.7	88.7	89.2
3	89.2	86.3	94.6	89.6
4	89.1	91.2	90.3	90.6
5	86	89.2	89.9	90.5
6	86.9	86.7	87.2	85.9
All Years	88.2	89.2	90	89.1
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
All Years	94	93.9	93.4	92.8

Attendance is closely monitored at Buninyong Public School. Class teachers call parents after students have been absent for two days and refer attendance concerns to the Learning and Support Team. An Assistant Principal monitors student attendance on an ongoing basis with fortnightly meetings taking place with Home School and Aboriginal School Liaison Officers (HSLO/ASLO) to address concerns. Every student with attendance below 85% has a Personal Attendance Pathway (PAP) which is explained and signed by parents and carers at the beginning of the year. This is a monitoring system where all stakeholders can support the attendance improvement of individual students. All support interventions are recorded on the PAP. Parents and carers are also sent a letter from the Principal informing them that their child's attendance has dropped to an unsatisfactory level with information on support services available to them and an invitation to attend the school to discuss. To further support student attendance, the school provides a Walking Bus service and Breakfast Club. Aboriginal Education Officers (AEOs) support individual students and families with attendance and welfare issues. An Attendance Initiatives and Procedures document was produced as a comprehensive guide for all staff. These initiatives had a positive impact on the majority of students, with whole school attendance rates showing upward movement during periods where interventions were a focus with varying improvements in individual cases. Support is enlisted from Family and Community Services for students with very high absences.

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)	15.45
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	7.92
Other Positions	0.54

*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.

All teaching and nonteaching staff have Professional Development Plans (PDPs) which consist of a minimum of three goals aligned with the Australian Standards for Teachers. PDP meetings are conducted at the beginning, middle and end of the year to plan, review and evaluate the impact and achievement of goals. All staff undergo mandatory training, as

well as specific professional learning designed to achieve their goals. This year, staff undertook professional learning at AVID Winter and Summer Institutes to improve student outcomes in the areas of Writing, Inquiry, Collaboration, Organisation and Reading (WICOR) as well as training to support the Myer Maths Trial to improve confidence and competence in teaching mathematics. Three beginning teachers received support through extra release from face to face teaching. All staff are accredited to teach in NSW schools through NESA. All are at various stages of development and maintenance.

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	552,319
Revenue	6,085,825
Appropriation	5,869,360
Sale of Goods and Services	31,466
Grants and contributions	155,491
Investment income	2,461
Other revenue	27,046
Expenses	-6,494,436
Employee related	-5,547,648
Operating expenses	-946,788
Surplus / deficit for the year	-408,611

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.

These figures are inaccurate – we did not roll over in the red.



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	784,396
Equity Total	1,519,363
Equity - Aboriginal	610,092
Equity - Socio-economic	646,692
Equity - Language	11,922
Equity - Disability	250,657
Base Total	2,525,394
Base - Per Capita	84,953
Base - Location	2,381
Base - Other	2,438,060
Other Total	743,279
Grand Total	5,572,432

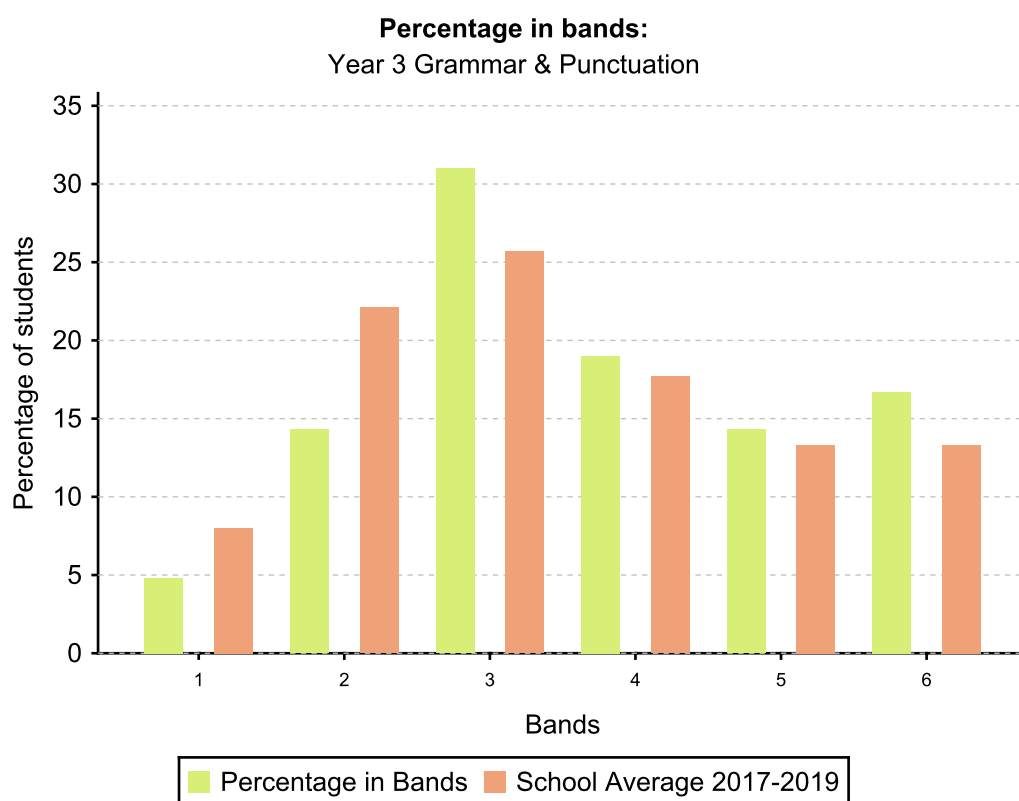
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

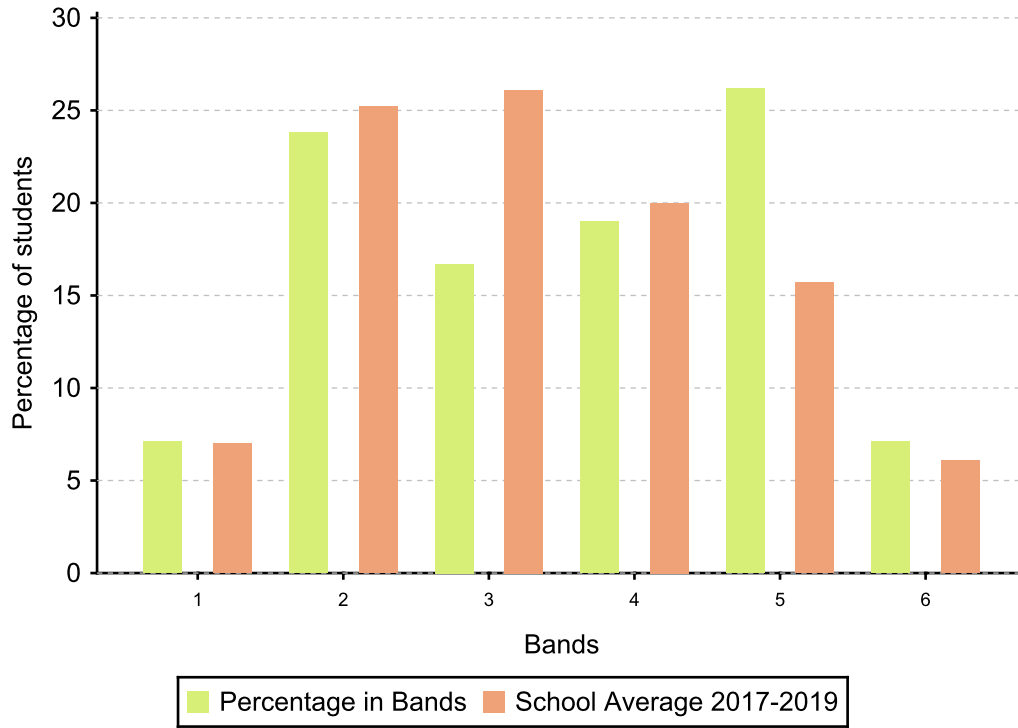
Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	4.8	14.3	31.0	19.0	14.3	16.7
School avg 2017-2019	8	22.1	25.7	17.7	13.3	13.3

Percentage in bands:

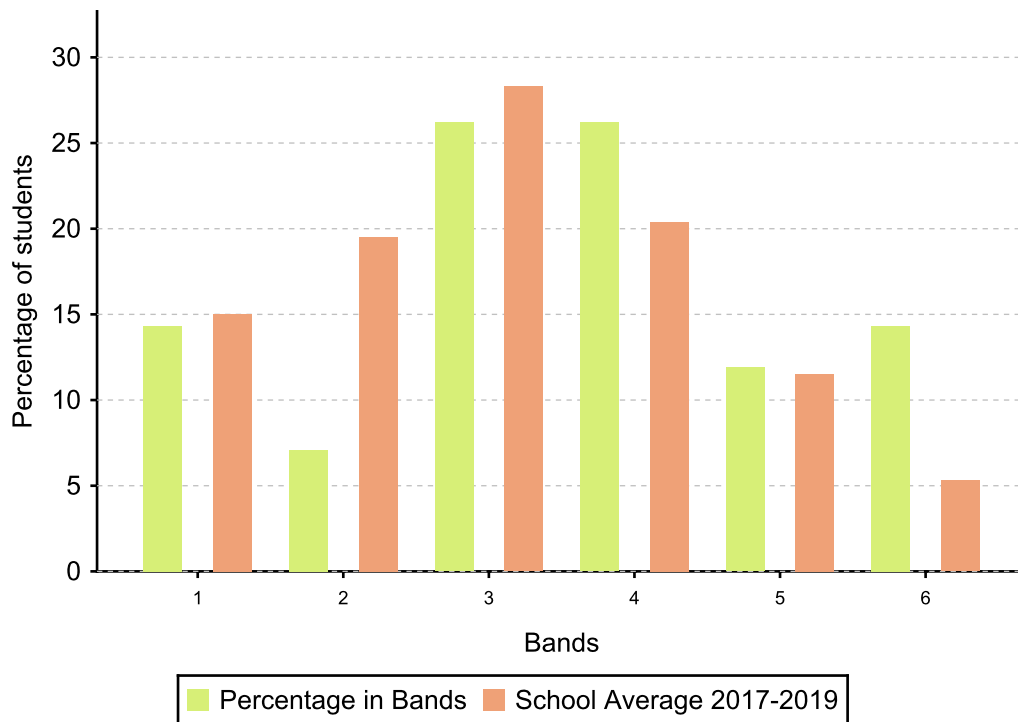
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	7.1	23.8	16.7	19.0	26.2	7.1
School avg 2017-2019	7	25.2	26.1	20	15.7	6.1

Percentage in bands:

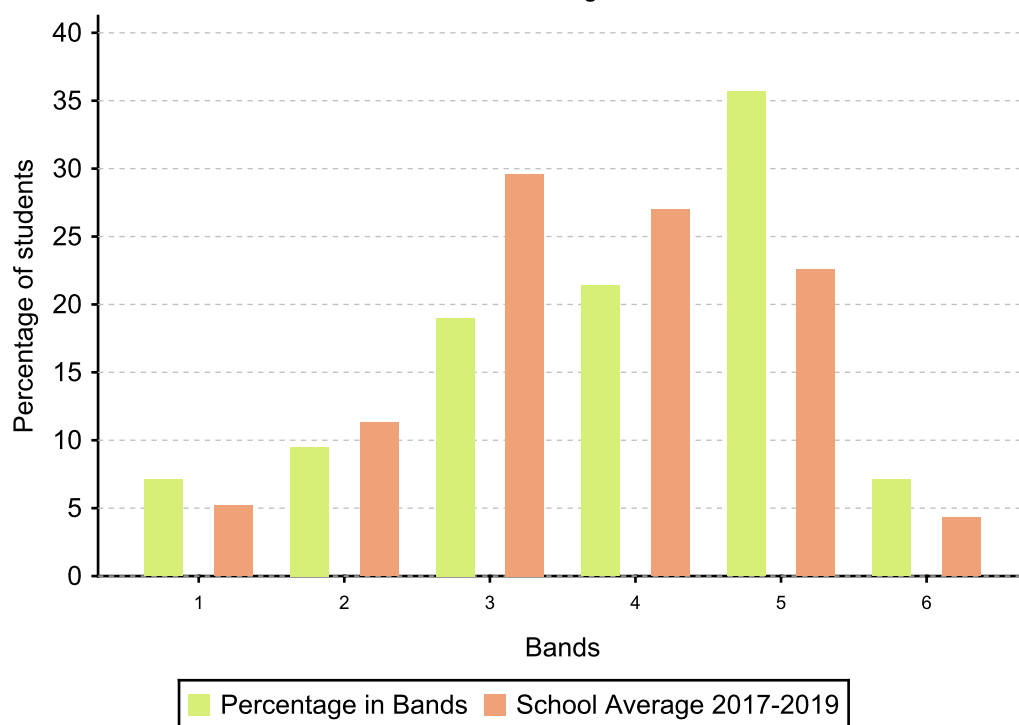
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	14.3	7.1	26.2	26.2	11.9	14.3
School avg 2017-2019	15	19.5	28.3	20.4	11.5	5.3

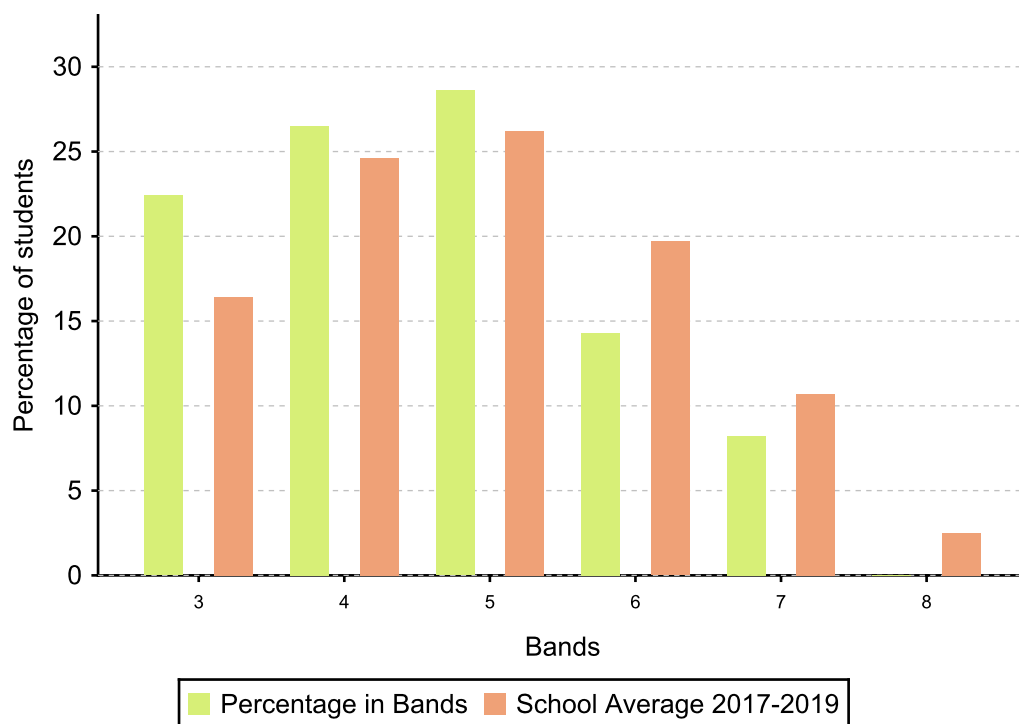
Percentage in bands:

Year 3 Writing



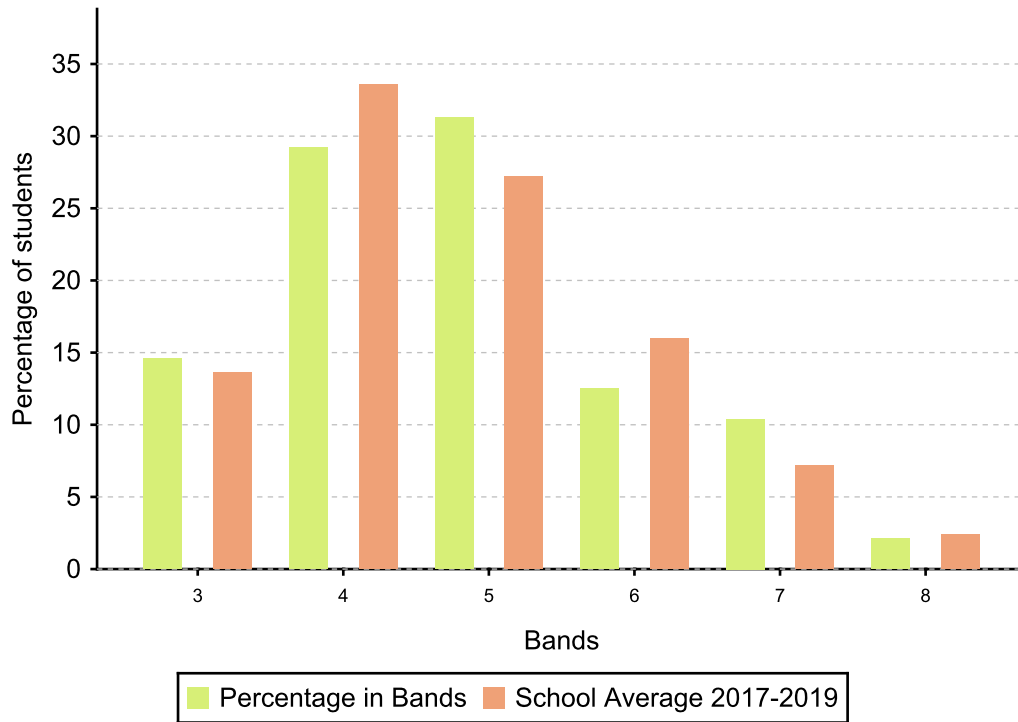
Band	1	2	3	4	5	6
Percentage of students	7.1	9.5	19.0	21.4	35.7	7.1
School avg 2017-2019	5.2	11.3	29.6	27	22.6	4.3

Percentage in bands: Year 5 Grammar & Punctuation



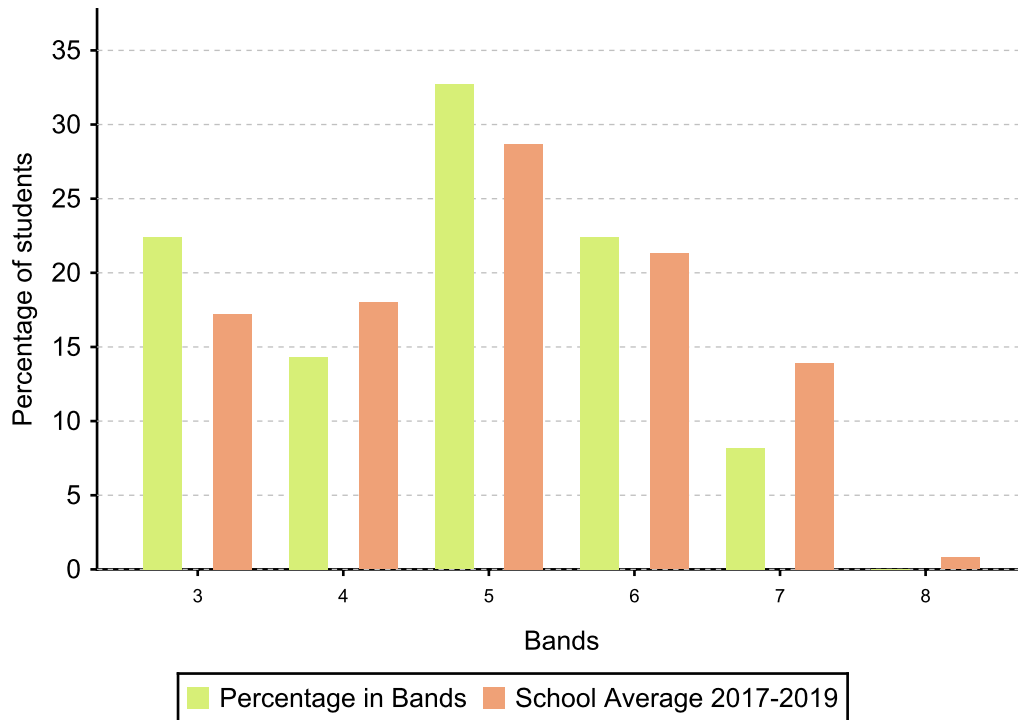
Band	3	4	5	6	7	8
Percentage of students	22.4	26.5	28.6	14.3	8.2	0.0
School avg 2017-2019	16.4	24.6	26.2	19.7	10.7	2.5

Percentage in bands:
Year 5 Reading



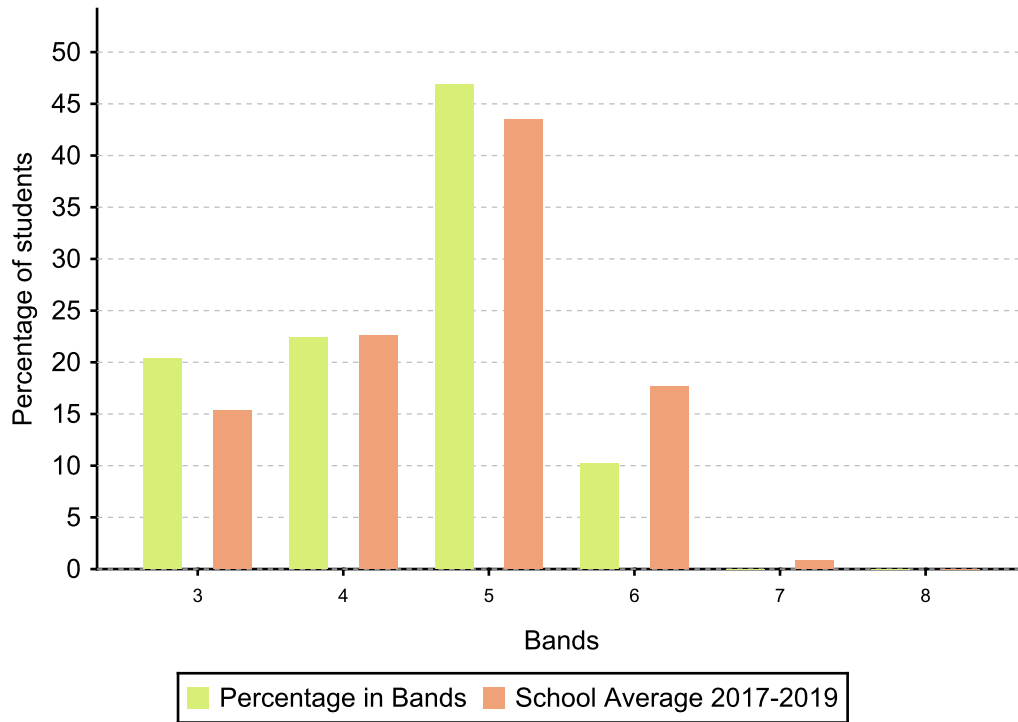
Band	3	4	5	6	7	8
Percentage of students	14.6	29.2	31.3	12.5	10.4	2.1
School avg 2017-2019	13.6	33.6	27.2	16	7.2	2.4

Percentage in bands:
Year 5 Spelling



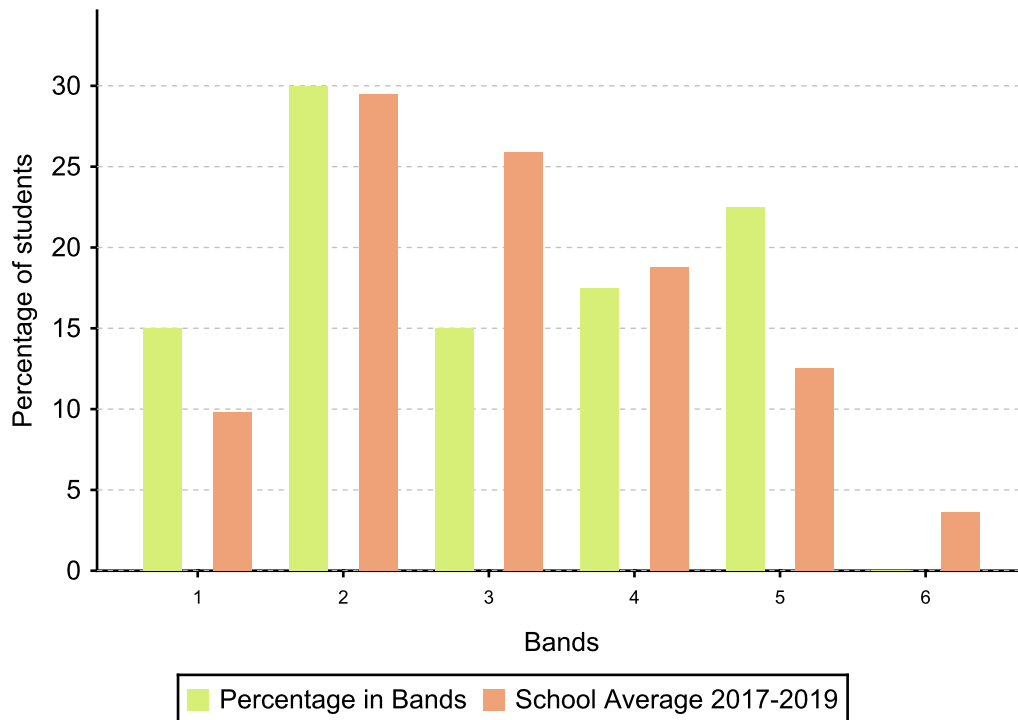
Band	3	4	5	6	7	8
Percentage of students	22.4	14.3	32.7	22.4	8.2	0.0
School avg 2017-2019	17.2	18	28.7	21.3	13.9	0.8

Percentage in bands:
Year 5 Writing

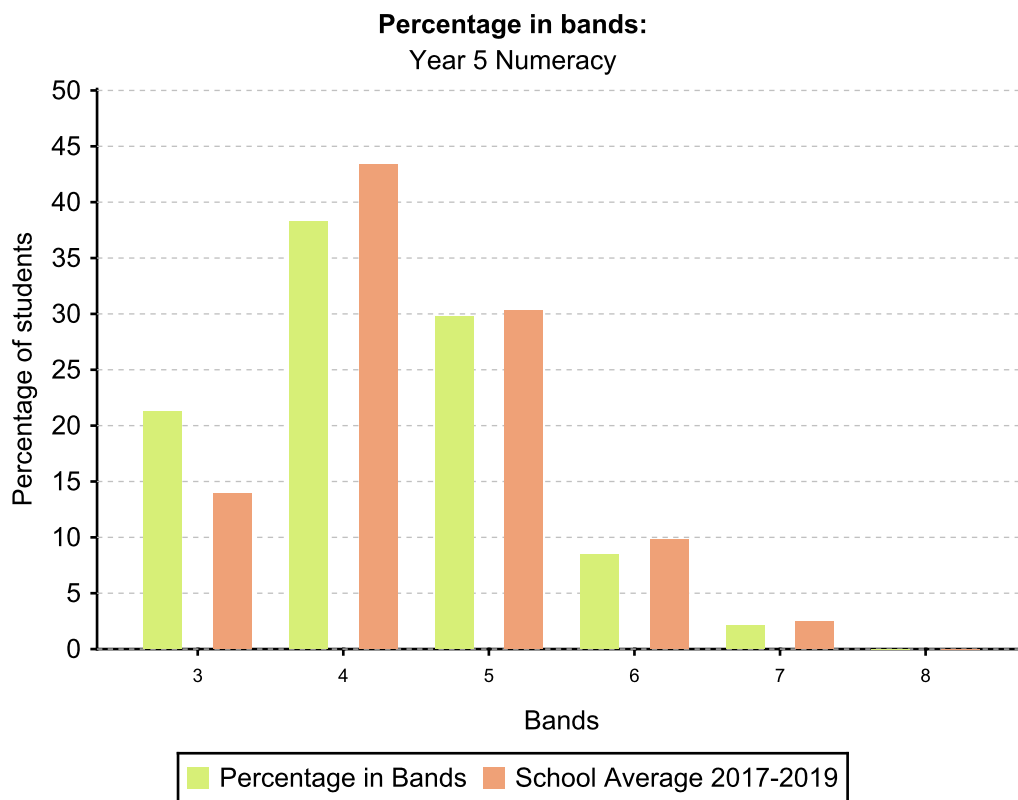


Band	3	4	5	6	7	8
Percentage of students	20.4	22.4	46.9	10.2	0.0	0.0
School avg 2017-2019	15.3	22.6	43.5	17.7	0.8	0

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	15.0	30.0	15.0	17.5	22.5	0.0
School avg 2017-2019	9.8	29.5	25.9	18.8	12.5	3.6



Band	3	4	5	6	7	8
Percentage of students	21.3	38.3	29.8	8.5	2.1	0.0
School avg 2017-2019	13.9	43.4	30.3	9.8	2.5	0

Year 3 cohort outperformed SSSG in all areas of Literacy and Numeracy with margins between 5.52 to 23.07.

Aboriginal students continue to outperform SSSG (Aboriginal) in all areas of literacy with marginal scores of between 8.57 and 31.94. Aboriginal students outperformed state in spelling by 8.77.

The trend continues for student movement into the top 2 bands with an increase in reading of 11.71%, Writing of 23.94% and numeracy of 14.17%.

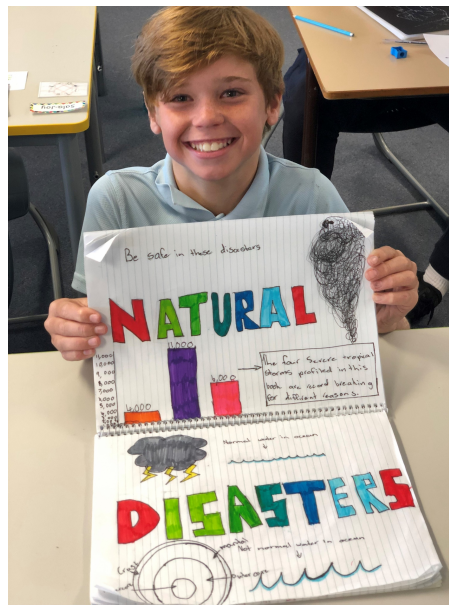
There is a definite trend of student movement out of the bottom 2 bands of 5% in reading and 8% in writing.

Student representation in the top two bands for writing showed girls at 67% compared to boys at 19%. An increase from last year. Student representation in the top 2 bands for numeracy showed girls at 25% – up from 5% in 2019 and boys at 20% compared to 12% in 2019.

Year 5 cohort performed in line with SSSG in all areas of literacy.

Aboriginal students outperformed SSSG in all areas of literacy with marginal scores between 7.02 and 16.02.

Average growth is above state in reading, spelling, grammar and punctuation. Students either at or above expected growth in reading 45.5%, grammar and punctuation 46.5 % are both above SSSG



Parent/caregiver, student, teacher satisfaction

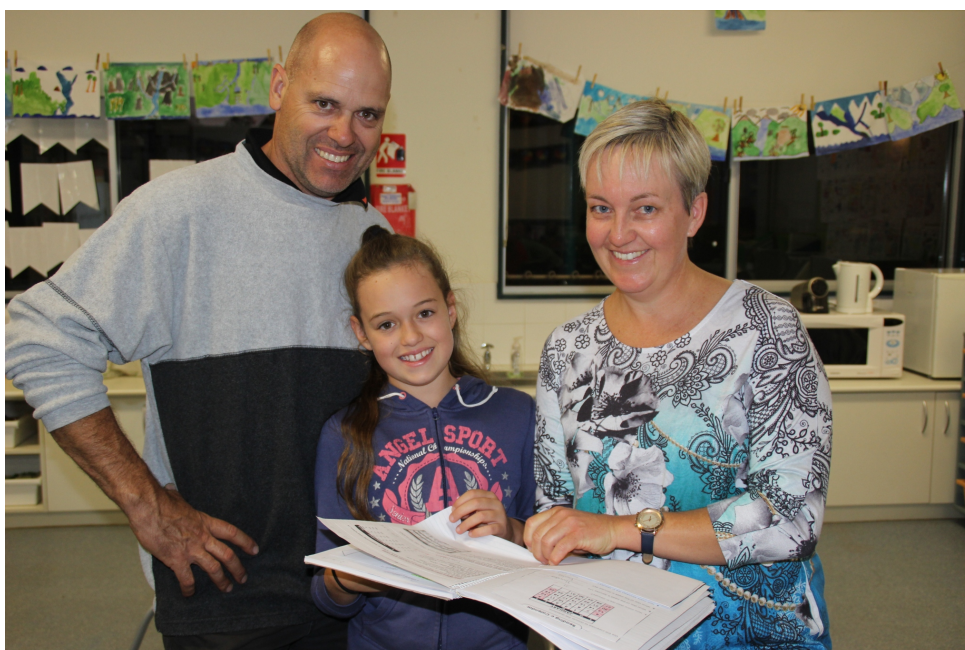
This year we undertook the Tell Them From Me survey to gauge parent, student and teacher opinions about our school.

Between 76% and 80% of parents surveyed indicated a high level of satisfaction in many areas. They specified that they felt welcome in the school and well informed; they supported their child's learning and felt that the school did the same. The survey indicated that parents felt the school was an inclusive place that supported child safety and positive behaviour.

Student responses indicated that 39% engaged in homework behaviours and extra curricular activities. Other scores ranged between 70% and 80% where students felt positive about their relationships, sense of belonging, motivation and effort. 91% of students indicated that they engage in sporting activities at and outside of school and 93% indicated that they valued their schooling. This year we asked students to rate specific school programs. 44% of students strongly agreed that using the Super 6 strategies have improved their reading comprehension and 30% agreed. 27% of students agreed that STEAM was an important part of their learning and 63% strongly agreed.

Teacher satisfaction rated above 80% in the areas of leadership, collaboration, learning culture, the use of data to inform practice and their use of teaching strategies. Technology was an area where teacher responses indicated a need to expand on their use of technology for setting and tracking student goals.

The school holds many events and this year saw a marked rise in attendance of parents, carers and extended family members. Engagement and participation were high and feedback during and after the events was very positive..







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.

Stronger Smarter Philosophy

At Buninyong we foster the Stronger Smarter philosophy by developing a positive sense of identity across our school and school community.

We have Aboriginal staff in leadership positions – executive staff, SLSO/Para professional who runs our cultural program, SLSO's supporting our students in the classroom and playground, P and C members and AEOs who teach our Wiradjuri language across the school.

Our students fulfil leadership roles. An example of this is our stage 3 students leading and delivering parent and community workshops in 8 Ways Pedagogy. 8 Ways has become a significant part of the visible learning culture at Buninyong Public School in 2019.

We support and grow high expectation relationships with our school and community. We have high expectations in each classroom. Staff and student relationship are a focus. Community and parental involvement is achieved by holding and offering community/school events, such as Open Nights, in-school functions, information sessions and parent workshops.

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.

Buninyong Public School is committed to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society. The school engenders a paradigm that serves to eliminate all forms of racial discrimination for parents, students and staff. All classroom teachers ensure that multiculturalism is a fundamental value and culturally inclusive teaching practice. Teaching and learning programs promote an understanding of our multicultural heritage. We employ EALD Teachers to provide English language support for our growing number of students from non-English speaking cultures. All Buninyong students are involved in:– NAIDOC Day events.–ANZAC and Remembrance Day ceremonies and school activities and competitions.–Multicultural events related to Humanities syllabus outcomes.– Harmony Day–Anti–Bullying Day.