

# 2020 Annual Report

## Bundanoon Public School



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## Introduction

The Annual Report for 2020 is provided to the community of Bundanoon Public School as an account of the school's operations and achievements throughout the year.

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

### School contact details

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Bundanoon Public School

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## School vision

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

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

## School context

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

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

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

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

## Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

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

#### Improvement Measures

Increase the proportion of students achieving expected growth in literacy

Increase the proportion of students achieving expected growth in numeracy

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

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
The progress we have made is based on the following data. The data includes internal and external attainment data such as pre and post student assessment results, NAPLAN, Check-in assessment, PAT and diagnostic assessments. After analysing this data, we know that student growth in Numeracy has been positive to the extent that we have achieved our original three year improvement measure to increase the proportion of students achieving expected growth in numeracy. This means we will continue with our current strong pedagogical practice in numeracy. Assessment data will be utilised by classroom teachers for 2021 having been passed on in the form of data conversations and written records.	Professional Learning conducted by staff members or School Services Team.  Cost Nil

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

Evaluation	Funds Expended (Resources)
The progress we have made is based on the following data. The data includes professional learning agendas, individual teacher programming and class daybooks. After analysing this data we know that Visible Learning practices are further becoming embedded at Bundanoon Public School to the extent that we have achieved our original improvement measure to increase the extent to which teachers adapt current pedagogical practices in order to improve student learning, with a focus on assessment and planning. This means we will continue the work begun in term 4 in clearly linking these practices to CESE's 'What Works Best' strategies, which will continue to be a part of professional learning and teaching and learning practices.	Professional Learning conducted by staff members or School Services Team.  Cost Nil

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

Evaluation	Funds Expended (Resources)
The progress we have made is based on the following data. The data includes teacher programming, lesson observation analysis and tracking of student work samples and other internal and external attainment data such as pre and post student assessment results, NAPLAN, Check-in assessment, PAT and diagnostic assessments. After analysing this data, we know that	Wollongong Literacy Leadership Masterclass- \$2,000  Casual Relief \$1,000 (Term 1 only as COVID restrictions saw further

## Progress towards achieving improvement measures

student growth in literacy has been positive to the extent that we have achieved our original three year improvement measure to increase the proportion of students achieving expected growth in literacy. This means we will continue with our current strong pedagogical practice in literacy. Quality baseline assessment data, particularly that of comprehension and vocabulary will be utilised by classroom teachers for 2021 having been passed on in the form of data conversations and written records.

professional learning in this space via zoom)

## Strategic Direction 2

### Wellbeing

#### Purpose

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

#### Improvement Measures

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

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

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

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
The progress we have made in consistent implementation of PBL across the whole school setting is based on the following data. The data includes 2019 PBL data, suspension rates and teacher, student and community feedback. After analysing the data we know that PBL practices have been positive to the extent that we have achieved our three year target measure of consistent implementation of PBL across the whole school setting. In 2020, fewer incidents of negative behaviours occurred in a variety of settings across the school and fewer suspensions as compared with 2019 data. Teachers, students and parents reported a clear understanding of the PBL systems and practices. Students reported the involvement of the SLT in deciding, communicating and implementing the fortnightly PBL focus has meant the focus remains relevant, contextual and real for the student body. Implications for 2021 include the continuation of SLT involvement in PBL across the school and the maintaining of current embedded processes such as the fortnightly PBL focus, the writing and implementation of specific PBL lessons specific to focus and context. , reminders and discussions of this on a daily basis by teachers and monthly PBL meetings. Next steps will include additional goals such as 'curiosity' and 'resilience' in order to expand our focus to include aspirational targets..	<p>PBL Co-ordinator relief 1hr per week. Casual relief costs</p> <p>Professional learning conducted by staff members during staff meetings. Cost Nil</p> <p>PBL team meetings after school. Cost nil.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$2300.00)</li></ul>

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

Evaluation	Funds Expended (Resources)
The progress we have made in whole school wellbeing is based on the following data. The data includes an updated wellbeing framework, Tell The From Me Surveys (TTFM) and Student Leadership team (SLT) involvement in the running of the school and an analysis of current school programs and practices against each area of wellbeing: cognitive, physical. social, emotional and spiritual. After analysing this data we know wellbeing needs are being addressed to the extent that we have achieved our three year improvement measure to increase the use of evidence informed wellbeing strategies to address the needs of students and to inform teaching and learning. We know that the Bundanoon Public School Wellbeing Framework is implemented consistently across the school K-6 by all teachers, with a clear set of classroom protocols and positive and negative consequences in place. TTFM surveys indicate students feel a sense of belonging, value their	<p>Professional Learning, "Linking the Wellbeing Framework to the Quality School Framework' facilitator training by Principal. Nil cost</p> <p>Professional Learning- linking school wellbeing practices to the frameworks</p> <p>Professional Learning- Smiling Mind training. Nil cost. PL facilitator training undertaken by staff in own time</p> <p>Professional Learning- Smiling Mind</p>

## Progress towards achieving improvement measures

learning and are happy within the school setting. Community is kept fully informed of wellbeing strategies. The SLT is an integral part of decision/change making within the school, with processes in place which allow staff and students to hear, acknowledge and plan for student voice. Implications for 2021 include the consistent implementation of the BPS Wellbeing Framework, ensuring all staff (including teachers new to the school) are across all systems and strategies. The SLT will continue to be advocates for student voice and engage in authentic leadership opportunities throughout the year. School practices will continue to be identified and aligned with all areas of wellbeing and expanded upon as needed.

training given by staff during staff meetings



## Strategic Direction 3

### Real World Connections

#### Purpose

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

#### Improvement Measures

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

Demonstration of increased community involvement with school environmental practices.

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
The progress we have made on Eco Warrior programs is based on the following data. The data includes teacher professional learning, daily systems and practices, the completion rates of planned infrastructure associated with sustainability grant projects and student/community inclusion in these projects. After Analysing the data we know that the implementation of programs has been positive to the extent that we have achieved our three year improvement measure of improved community involvement with school environmental practises. Whilst 2020 COVID restrictions impinged on broader community involvement during this time, events and regular involvement occurred outside this timeframe. Students implemented earlier developed systematic methods of wasted auditing, reporting findings regularly to students and staff. School infrastructure funded by the 2019 sustainability grant is 100% complete and in use by teachers and students. facilities such as the school vegetable garden, yarnning circle, Peace Garden and recycling facility are well utilised. An additional sustainability grant was awarded in 2020 and is 70% complete. Broader community projects which attracted direct student involvement included the Bundanoon on Tap project and assistance to Bundanoon Wombat Care. Implications for 2021 include the continuation of SLT involvement in 'on the ground' waste management, the regular use/maintenance of the school vegetable garden, with teachers further building on their learning to embed opportunities within this across curriculum areas. Greater involvement of the broader community as the students utilise this infrastructure is also planned, after initial proposals were interrupted due to COVID.	Vegetable Garden - \$20,000  Sustainability Grants - \$19,630 from Community Building Partnership, together with an additional \$5,370 from P&C, gave us a total of \$25,000 for our Sensory Nature Trail. Project which was also boosted by additional \$3,500 Eco Schools Program environmental trust grant.

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

Evaluation	Funds Expended (Resources)
The progress made on Future Focussed Learning is based on the following data. The data includes student and teacher access rates to technology and its appropriate use, NAPLAN online feedback and digital citizenship lesson feedback, library use and borrowing rates. After analysing the data we know that growth of Future Focused Learning has been positive to the extent that we have partially achieved our three year improvement measure of all students having equitable access to technology and an increase in the number of teachers able to use technology for augmentation and redefinition. With the completion of the Library facility, an updated literature base and staffing and engagement programs, student borrowing has increased by 90%. Students are accessing this space to a far greater degree and it has	Technology Co-ordinator - \$ 2,000 casual relief  Laptops - \$13,273  Laptop trolleys x 2 - \$3,020  General technology resources - \$965  Library - \$4,834

## Progress towards achieving improvement measures

become the central hub of the school. Students had greater access to technology, with an increase in laptop numbers, though this must be purposefully maintained. STEM SHARE kits, whilst well utilised in 2019 were not fully taken advantage of in 2020 largely due to staff knowledge and COVID restrictions on shared equipment across sites. Laptop time tables indicate class sets were utilised every session each week. The Bundanoon Public School Information Technology Student and Parent Procedures document was implemented, with the inclusion of a contract for both groups, providing clear guidelines and expectations around the use of technology. All teachers were assured access to either a Smartboard or a large screen, facilitating lessons across the curriculum. Implications for 2021 include greater access to technology for each student (including STEM SHARE opportunities) and teacher. This has clear implications for our 2021 school budget.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Indigenous books \$825</p> <p>Recycled indigenous mats \$571</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$1 396.00)</li> </ul>	<p>The progress we have made is based on the following data. The data includes PLPs, teaching programs, work samples, NAPLAN results and attendance data. After analysing the data we know that teachers are teaching culturally appropriate content and differentiating the curriculum to meet the needs of our Aboriginal students. Learning data indicates 70% of students are achieving at grade expectations. Attendance data averages at 91%.</p>
<b>Low level adjustment for disability</b>	<p>Funding for employment of LaST, additional teacher 1 day per week and SLSO</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$65 831.00)</li> </ul>	<p>The progress we have made is based on the following data. The data includes teaching and learning programs, learning and attendance data. After analysing this data we know that students were given improved access to targeted learning opportunities, resulting in positive growth in the areas of literacy and numeracy.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Funding for additional RFF teaching team</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$27 784.00)</li> </ul>	<p>The progress we have made is based on the following data. The data includes the allocation of funds to provide time for Assistant Principals to work on school planning, policy and procedures as well as providing professional learning and mentoring to staff. After analysing the data we know that several school procedures were developed and implemented in accordance with NSW Department of Education policy and contributed to the smooth running of the school and teachers ability to better understand the curriculum and deliver quality teaching and learning to all students.</p>
<b>Socio-economic background</b>	<p>Chaplaincy Program \$10,211</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$20 075.00)</li> </ul>	<p>The progress we have made is based on the following data. The data includes the allocation of staff, student attendance and learning data. The data shows us that funds contributed to the employing of additional staff who provided much needed extra support for targeted students in both wellbeing and academic areas.</p>
<b>Support for beginning teachers</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$2 951.00)</li> </ul>	<p>The progress we have made is based on the following data. The data includes professional learning attendance (curtailed due to COVID restrictions), consultation time with teacher mentor, teacher programs and student access to quality pedagogy. After analysing the data we know that beginning teachers were able to access quality learning around researched based pedagogy and time to consolidate this with their mentor. Pedagogy was then implemented within the classroom.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	94	80	85	89
Girls	80	78	65	71

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.9	95.5	95.3	91.8
1	92.9	94.8	93.4	93.8
2	95.2	92.7	95.8	89.2
3	95	94.4	92.4	93.4
4	95.6	94	94.4	90.9
5	93.8	94.2	90.2	90.6
6	95.6	93.1	92.7	91.9
All Years	94.6	94	93.4	91.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.85
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	2.01

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	54,902
<b>Revenue</b>	1,974,849
Appropriation	1,727,666
Sale of Goods and Services	40
Grants and contributions	247,105
Investment income	39
<b>Expenses</b>	-1,817,873
Employee related	-1,486,751
Operating expenses	-331,122
<b>Surplus / deficit for the year</b>	156,976
<b>Closing Balance</b>	211,879

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	34,084
<b>Equity Total</b>	98,073
Equity - Aboriginal	3,045
Equity - Socio-economic	20,075
Equity - Language	2,576
Equity - Disability	72,377
<b>Base Total</b>	1,425,384
Base - Per Capita	36,076
Base - Location	7,013
Base - Other	1,382,296
<b>Other Total</b>	59,929
<b>Grand Total</b>	1,617,470

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

During 2020 the Bundanoon parent community indicated through parent surveys that they feel welcome when visiting the school, are able to speak easily with their child's teacher, are well informed about school activities, with written information from the school being in clear, plain english. Parents also indicated they felt their child was safe at school and going to and from school. Areas of improvement include points of access for the parent and broader community to engage with the school, more clearly indicated and routinely published.

Student surveys indicated high levels of intellectual engagement in terms of effort and quality instruction. Year 6 students felt they were ready to move into high school. Student responses also indicated the student body as a whole felt less subjected to bullying than the NSW Govt school norm.

Our Student Leadership Program is well established and involving students in authentic leadership opportunities across the school and community, with student voice being at the forefront of decision making.

Teacher surveys indicate high expectations of student learning are maintained, lessons are differentiated to accommodate the inclusion of all students abilities and learning needs. Area of improvement include greater feedback of lessons through observation and feedback and assistance with the setting and sharing of student learning goals.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.