

2020 Annual Report

Bundarra Central School



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Introduction

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

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

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Message from the principal

2020 has been a year like no other. It has been a year in which we quickly learnt to do things differently, one in which we had to adapt and keep hopeful. This year as the restrictions and rules that came which dictated the parameters of what we could do; we learnt to appreciate and value the things that are important to us. The value of learning together, the value of education, the value of family and friends and the value of our community.

The year started off hopeful, with swimming school for primary students and a great swimming carnival. The students and teachers had engaged with their new classes, projects and community groups. A word "Corona" started circling around and by mid March Bundarra Central School had moved to remote learning with only essential workers' children and some of Year 12 attending the school. I would like to thank the staff and families for their support during this difficult period of time. The school community were all so amazing adapting to the new style of learning, adopting digital practices where possible, and staying in regular communication.

We missed having our students and by early term two we saw the return of our students -albeit with many rules and restrictions. The students were provided with quality education in their classrooms and went on virtual excursions. In Term 3 we held our athletics carnival and it was wonderful to see the students participating in the events. The re-surfacing of the basketball court brought a renewed enthusiasm for playing on the court at lunchtime. The replacement hoops and marking of the court enabled games of netball and basketball to be played.

The school underwent an External Validation this year. It was reaffirming to see what great things we do at Bundarra Central. The continued focus on literacy and numeracy in the classroom has seen all our students develop their skills in this area.

Year 12, despite the setbacks continued to focus on their studies. It was a great pleasure to host the formal to celebrate their thirteen years of school achievement. The primary and secondary students celebrated their successes with their parents at the Presentation Day Assembly. It was great to see the musical talents of our students on display and the potential for big things to happen at our school next year.

Thank you to the Bundarra Central School staff, student and community for your support and endeavours. We remain committed to providing our students with quality education and opportunities for all.

Message from the school community

The Bundarra Central School Parents & Citizens Association continued to support the school as best they could. Fund raising was not possible due to COVID-19 and many activities were cancelled. There were periods of time where meetings were not possible. A zoom meeting was trialled but due to many not having access to the internet and others relying on satellite this made it difficult.

The executive P&C members kept in touch with Mrs Cox and the school staff. We were very pleased to attend the end of year presentation and that is was live-streamed for those who could not attend. We are hoping 2021 will be a much better year for all.

Bundarra Central School P&C

Message from the students

Through-out the year of 2020 the SRC was opposed with quite a few challenges, the main challenge being COVID-19, which made the schools around NSW, QLD, VIC and many more places around the world shut down, which limited our opportunities for leadership workshops and more events that the SRC would normally attend.

Our key roll through-out the year was assemblies which were limited to 15 minutes, no parents could attend because we were not allowed to over-crowd the halls due to COVID-19, towards the end of the year assemblies were gradually allowed to come back to what they were before COVID-19.

Towards the end of last year it was a toss up on whether the Year 12 formal would go ahead, luckily it proceeded as planned, the SRC was committed to helping out in anyway possible, we had a couple of girls serving food, and the boys were waiting the tables, taking photos and having a laugh with the teachers and Year 12 students on the night of their departure, memories were made and they will be cherished.

At the end of the year we had presentation day, the students were allowed to bring a parent along with them, other people or family members that wanted to watch were able to watch a live stream of presentation day. Luckily, the school

captain for 2021 had been chosen, as the current school captain wasn't feeling the best on the day, so the 2021 captain took over with pride.

Haydon O'Grady

SRC President 2021



Year 12 were able to celebrate their achievements in a low key formal.



It is a pleasure to witness our students' achievements.

School vision

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

School context

Bundarra Central School, resides in the small rural town of Bundarra, beside the Gwydir River. The school caters for the educational needs of students from Kindergarten to Year 12 and has approximately 106 students.

The school provides a quality-learning environment created for all students through the delivery of diverse curricula, using innovative practice focused on quality teaching and learning.

The school offers transitional and supportive programs to assist in student engagement through their years of schooling. We work closely with the local Bundarra Pre-school to ensure our students have the best start to Kindergarten.

Our students are engaged and active learners as they are provided with academic, cultural, sporting and innovative opportunities tailored to their needs and the needs of becoming successful lifelong learners.

Senior students can access a range of H.S.C courses and vocational education pathways.

Bundarra Central School is a Positive Behaviour for Learning school with the R.I.S.E core values of Responsibility, Involvement, Success and Excellence.



Students were able to attain their PBL awards throughout 2020.

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	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Learning Growth for all students

Purpose

To provide quality education for all students.

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

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

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

Improvement Measures

PBL SET and Big 5 data review reports.

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

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

All K-10 students receive tiered intervention.

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

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

School retention rates at or above State level.

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

Progress towards achieving improvement measures

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

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

Learning intentions are evident in teaching and learning programs.

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

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

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

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

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

Evaluation	Funds Expended (Resources)
An examination of the Data including HSC, K - 12 Literacy and Numeracy progression, NAPLAN, Check In Assessments , PAT Testing and summative	Professional Learning Funds

Progress towards achieving improvement measures

and formative assessments indicates that a whole school approach to assessments, feedback and planned learning is being refined in order for all staff to have a consistent approach to impact student Learning.

All K-12 students receive tiered intervention where required. This included mini-lit in the Years 1 -6. This will be extended into 7-10 in 2021. Specialised learning support in 7 -10 delivered by qualified staff. SSL0 support in K -10.

Student performance in numeracy needs to be further lifted across the subject areas in order for students to be achieving in the upper bands. A collaborative and planned approach to student learning by all staff supports the engagement of students.

Literacy and Numeracy Funds

0.6 Instructional Leader and Early Action For Success

State wide staffrooms

School staff

Funding Sources:

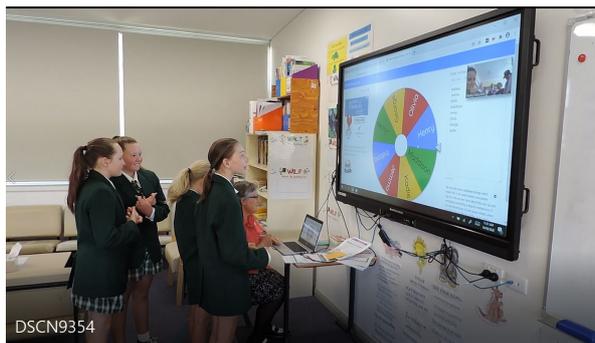
- Literacy and numeracy (\$600000.00)
- Integration funding support (\$24000.00)
- Quality Teaching, Successful Students (QTSS) (\$2000.00)
- Professional learning (\$10000.00)

Next Steps

Student performance in numeracy needs to be lifted across the subject areas in order for students to be achieving in the upper bands. A collaborative and planned approach to student learning by all staff would enhance engagement and lift expectations.

For students to achieve the school needs to develop a consistent approach and focus on:

- Differentiated teaching to meet the specific learning needs of students across the full range of abilities.
- Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
- Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
- High Expectations.
- Literacy and numeracy focus across the curricula.
- All K-6 students achieve grade appropriate clusters in literacy and numeracy progressions, this needs to be extended into years 7-10 in a targeted manner.



Students participated in the Premier's Debating Competition through zoom.

Strategic Direction 2

Collective Efficacy for Evidence Based Practice

Purpose

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

Improvement Measures

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

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

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

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

Progress towards achieving improvement measures

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

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

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

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

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

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

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

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

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

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

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

Evaluation	Funds Expended (Resources)
Teachers can view assessment results soon after completion. Results will be used to future plan for English, Mathematics and Science.	Online PAT Assessment MiniLit program

Progress towards achieving improvement measures

MiniLit data available to K-3 teachers

Parents given additional information and questions answered by IL and K/1 teacher.

VALID Science Year 6 students score over time is above similar school groups and is on an upward trend after a slight dip in 2019. In 2020 Year 6 students were in level 3 & 4 for VALID results. Of the 8 students there were 25% in level 4 - at stage level and 75% level 3 - below stage level. Year 6 students scores were between 72.26 and 89.41 with the state average being 84.06. Two students were above state average with the remainder of the students 11.8 below state average. Students displayed strengths in Design and Production, Working Scientifically, Science and Technology however there were some weaknesses in these areas as well with students achieving levels 1, 2 & 3 - below stage level. Teachers discussed and identified a need for students to hypothesize, plan and design experiments and tests regularly in order to collect and use data successfully.

Students who received a silver, gold or platinum award without negative behaviours were eligible to attend the rewards day at the Uralla Swimming Pool with lunch provided.

Zoom

VALID Science via Zoom meeting

PBL excursion.

Next Steps

After an examination of the evidence and working with all staff, a focus on building of current classroom and teaching practice to impact student learning is essential. The direction needs to include the following elements:

- Establish challenging learning goals including setting explicit, challenging and achievable learning goals for all students.
- Build Leadership capacity.
- Select and use resources, select and/or create and use a range of resources, including ICT, to engage students in their learning.
- Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.



Students are offered a diverse curricula to support their learning and future.

Strategic Direction 3

Effective Partnerships and Collaboration

Purpose

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

Improvement Measures

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

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

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

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

All Aboriginal students positively engage in cultural activities.

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

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

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

Progress towards achieving improvement measures

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

Initiatives to promote deep parent and community engagement with school.

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

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

Collaborative partnerships with academic institution ACARA to enhance student learning.

Evaluation	Funds Expended (Resources)
<p>Both the presentation and Valedictory assembly have been livestreamed to connect with families and our extended community members. This will probably be a routine for future events. The year 12 formal is one of our first events returning to having parents attend the school followed by year 6 graduation. Engaging with existing employers and adding new connections year 10 students engaged this year at a higher rate than last year's cohort but this is an area for further improvement next year.</p> <p>Three students attended Oorala, one student returned and changed year 11 classes to fit ATAR study pattern.</p> <p>The stage 6 retreat has enabled further transition planning ahead of 2021 combined stage 6 classes, study-home room arrangements begin. Teachers observed interactions and have a better understanding of the groups social operation. Indigenous perspectives played a major part in this learning along</p>	<p>Staff development</p> <p>Mobile hotspot</p> <p>Ticketing system for assembly attendance.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$2500.00)

Progress towards achieving improvement measures

with the connections with the living classroom representatives.

The SRC activities were impacted by COVID-19 however the links of the school with the City Country Alliance enabled SRC members to connect remotely with students from other City Country Alliance schools via Skype. Students across the state were able to share their experiences, challenges and opportunities brought about by this unusual time. A revised SRC draft constitution was discussed and input provided. In 2021 with the lifting of COVID-19 restrictions it is anticipated that student leadership activities such as the annual CCA Leadership Camp will be able to occur. The SRC ran whole school assemblies and provided a vital student voice on school operations.

Next Steps

Following the drought, three years of bush fires, rising unemployment, businesses closing, COVID-19, staff wellbeing and rising mental health issues, the school has endeavoured to undertake a proactive rather than reactive approach to wellbeing for all. This will take into account the Department of Education 2020 Wellbeing Framework. The following aspects will need to be included:

- Engage parents/carers in the educative process. Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.
- Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.
- Spiritual wellbeing strategies
- Social wellbeing
- Cognitive wellbeing strategies
- Emotional Wellbeing Strategies
- Positive Behaviour For Learning
- School Communities Learning Together



Students enjoy expressing their creativity. This year Bundarra Central School was a finalist in the Focus on Ability short film awards.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Low level adjustment for disability</p>	<p>The Aboriginal background loading is used to employ an Aboriginal SLSO to work with students K -12 in the school. This role includes support for ROSA and HSC students completing assessment tasks, working alongside the teacher to support student learning, working with students with disability adjustments and coordinating Aboriginal student experience days/camps at UNE, assisting with Aboriginal perspectives in the curriculum and assisting with the local community .</p> <p>Low level for adjustment for disability-staffing (0.5)</p> <p>Additional teaching and SLSO staff have been placed in classrooms K-12 to support student learning.</p> <p>Socio-economic background staffing (0.3)</p> <p>Contributes to the employment of a music/girls wellbeing teacher (0.6)</p> <p>Early Action For Success</p> <p>Employment of an Instructional Leader 0.4</p> <p>Literacy and Numeracy</p> <p>Resources, including the training of two staff members in Mini Lit and three staff members in Macq Lit and purchasing the kits to go with the teaching.</p>	<p>Aboriginal Background Loading</p> <p>Impact</p> <ul style="list-style-type: none"> • Secondary Aboriginal students have engaged with the UNE Oorala experience days and leadership camps. • An Aboriginal student has elected to do her ATAR in 2021/2 • Three Aboriginal students are serving on the SRC leadership Team (25% of the 2021 team) • Aboriginal students are academically performing within the cohort of their classes at school . • Positive relationships with the Aboriginal families • Enhanced wellbeing practices and support <p>Future Focus</p> <p>Low-Level for disability Adjustment</p> <p>Future Direction</p> <p>Socio-economic background staffing (0.3)</p> <p>Early Action For Success</p> <ul style="list-style-type: none"> • Impact The Instructional Leader has participated in professional learning enabling her to support teachers in developing pedagogy and practice improving literacy and numeracy outcomes for their students. • K-6 staff using Literacy and Numeracy Learning Progressions as a tool for identifying and monitoring student learning progress. • Student engagement and enjoyment of the writing process has improved along with the quality and quantity of writing. • Two staff trained in L3 Kindergarten <p>Future Focus</p> <ul style="list-style-type: none"> • The 2021 plan is to continue the writing focus, consolidating teacher and student knowledge and skills developed during the pathway to boost student achievement so they reach stage level and/or above. • Numeracy Project with Enquiry Mathematics
<p>Support for beginning teachers</p>	<p>Department of Education curriculum resources.</p> <p>Professional learning funds.</p>	<p>One staff member has completed his accreditation at Proficiency and one staff member is completing with the hope of attaining proficiency. Staff members attended the State wide staffroom in their subject areas and identified professional Learning. Regular evaluations and assessment of teaching and learning took place ensuring student learning.</p> <p>Due to COVID-19 face to face professional learning, cross- school visits were unable to take place.</p>



A love of reading is fostered in our classrooms.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	47	54	47	45
Girls	60	60	52	47

The enrolment numbers are incorrect but placed onto this report from a central source. There were 101 students on our regular Sentral enrolments.

The ongoing drought and decline in population in Bundarra and surrounding areas population has impacted student enrolment. Overstated and false enrolment data from 2013 -2016 has also impacted the enrolment data trends.

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.4	91.6	92	92.6
1	92.1	92.9	93.9	88.8
2	97.6	92.6	82	93.3
3	91.9	90.2	91.4	92.5
4	91.3	89.5	76.7	77.4
5	93	89.6	88.1	96.5
6	93	92.3	90	80.3
7	81.4	87.7	93.2	89.1
8	85.4	82.5	93.9	94.6
9	91.8	80.3	83.4	81.8
10	86.8	83.9	76.2	67
11	79.8	74.2	69	58.7
12	76.5	84.3	82.4	72.1
All Years	87.3	86.3	85.1	83.1
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
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	25
Employment	N/A	N/A	50
TAFE entry	N/A	N/A	25
University Entry	N/A	N/A	0
Other	N/A	N/A	0
Unknown	N/A	N/A	0

Year 12 students undertaking vocational or trade training

75.00% of Year 12 students at Bundarra Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

66.7% of all Year 12 students at Bundarra Central School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.



Student voice and positive relationships contribute to student engagement.

Workforce information

Workforce composition

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

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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.



A small staff team attended the Year 12 Formal to ensure our students received a special send off with all COVID-19 restrictions in place.

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 Actual (\$)
Opening Balance	1,103,339
Revenue	2,705,247
Appropriation	2,658,970
Sale of Goods and Services	15,770
Grants and contributions	27,143
Investment income	819
Other revenue	2,545
Expenses	-2,706,879
Employee related	-2,232,389
Operating expenses	-474,491
Surplus / deficit for the year	-1,632
Closing Balance	1,101,707

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.

	2020 Approved SBA (\$)
Targeted Total	27,620
Equity Total	292,448
Equity - Aboriginal	21,248
Equity - Socio-economic	190,546
Equity - Language	0
Equity - Disability	80,655
Base Total	2,062,457
Base - Per Capita	23,810
Base - Location	28,979
Base - Other	2,009,668
Other Total	245,324
Grand Total	2,627,850

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.



Specialist SLSO staff support our students to ensure all students are known, valued and cared for.

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 to access the school data.

2020 NAPLAN

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.

School performance - HSC

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

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



Stage 6 Hospitality classes equip the students with skills to take into the workforce.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Survey revealed that there were low aspirational goals. This is a trend over 2015, 2017 and 2019. Students' community involvement was limited. In 2018 community groups were established with a focus on students engaging in their groups and giving back to their local community. These groups have proved popular with the students and greater links with the community, in particular the local CWA and agricultural industries, have been established. COVID-19 impacted community involvement significantly in 2020.

Advocacy

2017 64% Positive 2020 86% Positive

Expectations of Success

2017 86% Positive 2020 91% Positive

Interestingly a *Sense of Belonging* did not reflect the upwards trend and COVID-19 could attribute for this:

2017 74% Positive 2020 64% Positive



Junior Cattle Club and Smart Farms enhanced student engagement with both their own learning and their community.

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.



Opportunities to attend the UNE Oorala Days have assisted our students into pathways and career opportunities.