

# 2021 Annual Report

## Bundanoon Public School



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## Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Students at Bundanoon Public School are challenged to continually improve as respectful citizens and learners within a culture of inclusivity and high expectations. We are a resilient community, respecting and caring for our environment. Working in partnership with parents and the broader community, we ensure every student is known, valued and cared for, maintaining a focus on student attainment and wellbeing.

## 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 with a FOE of 75 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. The school is currently implementing Positive Behaviour for Learning (PBL) and Smiling Mind 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.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

### 1. Student Growth and Attainment

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within the school.

### 2. A Planned Approach to Wellbeing

When conducting the analysis of the school wellbeing matrix it was evident that student sense of belonging is an area of ongoing focus. The literature (Student Wellbeing) identified core elements of focus that aligned to our needs. While PBL commenced in the last school plan, our reflection of progress is consistent with the literature that suggests that behaviour is only part of wellbeing and there is more work to be done that warrants inclusion of wellbeing in the new school plan. Therefore, we will have a whole school focus on activities that have been proven to work in other settings and are likely to work in ours. These activities drawn from the evidence base can be grouped broadly into 'promoting social and emotional learning', 'strengthening transitions' and 'creating a sense of belonging in a safe environment'.

### 3. Strategically Planned Teaching and Learning

High Impact Professional Learning is an area of focus we identified in our 2020 SEF S-aS. Consistent school-wide teaching and learning practices will be refined and strengthened. The Instructional Leader will lead much of this work in the School, with the School Strategic Delivery team also being utilised to build understanding of how to do this successfully.

## 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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes and practices for collecting and analysing data to ensure the implementation of appropriate evidence informed teaching practices which meet student learning need.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Informed Practice
- Evidence Based Teaching Practices

### Resources allocated to this strategic direction

**Professional learning:** \$12,143.17  
**QTSS release:** \$29,038.56  
**Integration funding support:** \$94,885.00  
**Beginning teacher support:** \$26,011.00  
**Low level adjustment for disability:** \$73,743.78  
**Aboriginal background:** \$995.25  
**Literacy and numeracy:** \$17,943.85  
**Socio-economic background:** \$53,359.28  
**English language proficiency:** \$4,454.41  
**Location:** \$5,452.04

### Summary of progress

Our focus for 2021 was on the revising of how we collect student learning data across the school, targeted towards informing student progress in order to inform next steps in teaching. Focusing on how teachers systematically and collaboratively analysed class and stage growth data to measure impact of reading and numeracy strategies we were able to further refine teaching and learning strategies.

Professional Dialogue on data collection and analysis systems drawn from the evidence base was a focus in stage and executive teams to ensure student learning was at the forefront of all practices and that these practices were targeted at student need. Teachers used student data and peer feedback on current data systems in place to plan and embed quality practices into their everyday teaching and as a result, adapted models of practice to reflect this. Differentiated support across all stage groups, in the form of coaching and mentoring, is provided for staff, at their point of need.

Next year in this initiative we will work with staff to further refine data informed practice, working with staff to effectively select their teaching strategies in relation to student need and providing feedback on the use of evidence in refining teaching and learning programs. This will support further improvement in teaching practice across the school.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system negotiated target baseline of 51%.	Our internal and system data (Check-in assessment, NAPLAN) has indicated that our students are tracking towards the progress measures. A whole school review of assessment and the understanding of data concepts has led to a revised assessment schedule K-6. Teachers are further developing their understanding of quality assessment practices and are working towards a full understanding of how to apply these. The tracking and monitoring of student progress are being refined, allowing teachers to better target student learning needs and implement strategies that enable teachers to apply effective classroom practices. We are confident that our 2022 focus on meeting the top 2 bands targets set for literacy will be met.

<p>Increase the percentage of students achieving in the top 2 bands of NAPLAN Numeracy to be above the system negotiated target baseline of 38.5%.</p>	<p>Our internal and system data (Check-in assessment, NAPLAN) has indicated that our students are tracking towards the progress measure. A whole school review of the numeracy scope and sequence has enabled teachers to understand and apply differentiation so that our high performing students have opportunities to demonstrate learning beyond the stage outcomes currently articulated in each class. Identified students were also given the opportunity to further develop their skills beyond stage outcomes through a Maths extension group. Teachers have become skilled in the development and application of diagnostic assessments in order to inform ongoing teaching and learning. We are confident that our 2022 focus on meeting the top 2 bands targets set for numeracy will be met.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN reading to meet the system negotiated lower bound target of 64.3%.</p>	<p>Our internal and system data (Check-in assessment, NAPLAN) has indicated that our students are meeting the progress measure.. A whole school review of assessment and the understanding of data concepts has led to a revised assessment schedule and improved tracking and monitoring system across the school. Teachers are further developing their understanding of quality assessment practices and are working towards a full understanding of how to apply these. The improved monitoring of student progress, allows teachers to better target student learning needs and apply effective classroom practices. We are confident that our 2022 focus on meeting the top 2 bands targets set for Reading will be met.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN numeracy to meet the system negotiated lower bound target of 55.6%.</p>	<p>Our internal and system data (Check-in assessment, NAPLAN) has indicated that our students are tracking towards the progress measure. A whole school review of the numeracy scope and sequence has enabled teachers to understand and apply differentiation so that our high performing students have opportunities to demonstrate learning beyond the stage outcomes currently articulated in each class. Identified students were also given the opportunity to further develop their skills beyond stage outcomes through a Maths extension group. Teachers have become skilled in the development and application of diagnostic assessments in order to inform ongoing teaching and learning. We are confident that our 2022 focus on meeting the top 2 bands targets set for numeracy will be met.</p>
<ul style="list-style-type: none"> <li>• Improvement in SEF SaS Data Skills and Use, from Delivering moving towards Sustaining and Growing.</li> <li>• Improvement in SEF SaS Effective Classroom Practice from Sustaining and Growing moving towards Excelling.</li> </ul>	<p>Bundanoon Public School was recently validated at Sustaining and Growing for Data Skills and Use and Excelling for Effective Classroom Practice, thus meeting our success criteria.</p>

## Strategic Direction 2: A Planned Approach to Wellbeing

### Purpose

In order to maximise student learning outcomes and to build strong foundations for academic success we will further develop whole school student wellbeing programs and practices in a planned and targeted manner that is responsive to the learning and wellbeing needs of students, staff and the school community.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- A planned approach to wellbeing
- A responsive approach to wellbeing

### Resources allocated to this strategic direction

**Professional learning:** \$3,125.34

**Aboriginal background:** \$4,514.48

**Location:** \$296.00

**School support allocation (principal support):** \$13,604.80

### Summary of progress

This year, our focus was on the initiation and continuation of wellbeing activities which provide targeted support to students staff and community. This resulted in a positive feeling of belonging, work satisfaction and positive engagement as indicated by our wellbeing data. Students have become more culturally aware in regards to the first nations people of Australia and communication platforms are more clearly outlining access point for community engagement.

This year, we undertook an evaluation of attendance processes and have refined these to ensure a clear set of protocols for teachers and executive in responding to student attendance of concern and being proactive in encouraging improved attendance across the board. An attendance committee, who will further monitor and analyse attendance data, has been established. The group will advise on further attendance initiatives to be implemented schoolwide.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students reporting expectations for success, advocacy and sense of belonging at school to show an upward trend towards the lower bound system negotiated target.	Our internal and system data (PBL pivot data and TTFM survey results) has indicated that our students are tracking towards the progress measures. This year, the initiation and continuation of wellbeing activities that provide targeted support to students staff and the community resulted in a positive feeling of belonging, work satisfaction and positive engagement. Students have become more culturally aware in regards to the first nations people of Australia and communication platforms are more clearly outlining access points for community engagement. We are confident that our 2022 focus on meeting the targets set will be met.
Increase the percentage of students attending school 90% of the time to show an upward trend towards the lower bound systems negotiated target of 85%.	Our internal and system attendance data has indicated that our students are tracking towards the progress measures. This year, we undertook an evaluation of attendance processes and have refined these to ensure a clear set of protocols for teachers and executives in responding to student attendance of concern and being proactive in encouraging improved attendance across the board. An attendance committee, which will further monitor and analyse attendance data, has been established. The group will advise on further attendance initiatives to be implemented schoolwide. We are confident that our 2022 focus on meeting the targets set will be met.
• Improvement in SEF SaS, Learning, Wellbeing from Sustaining and Growing	Bundanoon Public School was recently validated at Excelling for Learning-Wellbeing , thus meeting our success criteria.

<p>moving towards Excelling- 'The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.'</p>	
<ul style="list-style-type: none"> <li>• Improvement in SEF SaS, Leading, Learning Culture from Sustaining and Growing moving towards Excelling- 'Teachers parents and the community work together to to support consistent and systematic processes that ensure student absences do not impact on learning outcomes'</li> </ul>	<p>Bundanoon Public School was recently validated at Excelling for Leading-Effective Classroom Practice, thus meeting our success criteria.</p>



## Strategic Direction 3: Strategically Planned Teaching and Learning

### Purpose

Consistent school-wide practices will be developed for planned teaching and learning where teacher professional learning is responsive to student attainment and teacher need. Assessment is used to monitor, plan and report on student learning across the curriculum.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Impact Professional Learning
- Assessment, Tracking and monitoring of student learning

### Resources allocated to this strategic direction

**Professional learning:** \$6,017.12

**Per capita:** \$39,442.68

**Location:** \$563.89

### Summary of progress

Our focus for 2021 has included a whole school review of our assessment schedule. This has included the recording of students' achievement against the Literacy and Numeracy progressions as part of our suite of formative assessment. The Instructional Leader has provided professional learning around understanding and utilisation of the Literacy and Numeracy Learning Progressions. Collaboration around systems and practices in the collecting of data and the subsequent programming for student learning against this data was embedded into fortnightly stage meetings. A whole school schedule of data entry and analysis requirements has been developed, with the executive leading discussion. The Instructional Leader has, throughout the year, modelled best practice and worked with each teacher on their own professional goals. The Instructional Leader will continue to give targeted and whole stage support to teachers aligned with the NSW Department of Education High Impact Professional Learning model.

Next year this initiative will allow staff to further focus on providing rigorous professional learning opportunities for all staff in response to the needs identified by whole school student learning data, facilitating ongoing collaboration within a culture of high expectations.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>• All teachers All teachers undertake professional learning around Literacy and Numeracy Learning Progressions (formative assessment) and PLAN2 data to plan for teaching and learning.</li></ul>	Our internal and system data (staff surveys, PLAN2 data entry and stage meeting anecdotal evidence) has indicated that our teachers are tracking towards the progress measures. A whole school review of the assessment schedule has included the recording of students' achievement against the Literacy and Numeracy progressions as part of our suite of formative assessments. The Instructional Leader has provided professional learning around understanding and utilisation of the progressions. Collaboration around systems and practices in the collecting of data and the subsequent programming for student learning against this data is embedded into fortnightly stage meetings. A whole school schedule of data entry and analysis requirements has been developed, with coaching questions designed to guide the discussion, developed as a starting point. The Instructional Leader has, throughout the year, modelled best practice and worked with each teacher on their own identified points of need. The Instructional Leader will continue to give targeted and whole stage support to teachers aligned with the NSW Department of Education's High Impact Professional Learning model. We are confident that our 2022 progress measures will be met.

<ul style="list-style-type: none"> <li>• Improvement in SEF SaS from Sustaining and Growing moving towards Excelling- Learning and Development, Collaborative practice and feedback 'The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.'</li> <li>• Improvement in SEF SaS from Sustaining and Growing moving towards Excelling- Learning and Development, Professional learning, 'The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.'</li> </ul>	<p>Bundanoon Public School was recently validated at Excelling for Learning and Development, thus meeting our success criteria.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$94,885.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bundanoon Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs.</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP).</li> <li>• additional staffing to assist students with additional learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• consultation with external providers for the implementation of [strategy]</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$53,359.28</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bundanoon Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence Based Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Professional development of staff through multilit to support student learning.</li> <li>• Professional learning targeting the lifting of attendance rates.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A continued focus on quality tier 2 and 3 interventions, with professional learning delivered by the Learning Support Teacher. The attendance committee has focused on lifting the attendance rates of students in this equity cohort.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to engage the learning support teacher and Student Learning Support Officers to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the attendance team to focus on improving our attendance rates.</p>

<p>Aboriginal background</p> <p>\$5,509.73</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bundanoon Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence Based Teaching Practices</li> <li>• A planned approach to wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• creation of school literacy resources embedding local language and culture.</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased engagement of Aboriginal students in local language and culture. and a greater cultural awareness of all staff and students. Increased attendance by Aboriginal Students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> maintaining a focus on cultural awareness across the school community and high rates of attendance from all students.</p>
<p>English language proficiency</p> <p>\$4,454.41</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bundanoon Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence Based Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> EAL/D students being more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$73,743.78</p>	<p>Low level adjustment for disability equity loading provides support for students at Bundanoon Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> <li>• Evidence Based Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Low level adjustment for disability</p> <p>\$73,743.78</p>	<ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$6,311.93</p>	<p>The location funding allocation is provided to Bundanoon Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence Based Teaching Practices</li> <li>• A planned approach to wellbeing</li> <li>• Assessment, Tracking and monitoring of student learning</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• incursion expenses</li> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased opportunities and choices for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Literacy and numeracy</p> <p>\$17,943.85</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bundanoon Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence Based Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased and broadening of literacy and numeracy pedagogical knowledge by all teachers. An expansion of the Instructional Leadership role within the school. Building of the capacity of SLSO support staff in the delivery of targeted</p>

<p>Literacy and numeracy</p> <p>\$17,943.85</p>	<p>interventions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> further expansion of the rich texts library and the Instructional Leadership role in delivering high impact professional learning.</p>
<p>QTSS release</p> <p>\$29,038.56</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bundanoon Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$82,708.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved literacy and numeracy outcomes for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue with the robust programs and practices initiated this year and further develop our tracking and monitoring of student learning.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	80	85	89	84
Girls	78	65	71	64

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.5	95.3	91.8	94.4
1	94.8	93.4	93.8	93.5
2	92.7	95.8	89.2	94.5
3	94.4	92.4	93.4	94.3
4	94	94.4	90.9	95.5
5	94.2	90.2	90.6	91.8
6	93.1	92.7	91.9	90
All Years	94	93.4	91.4	93
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	211,879
<b>Revenue</b>	1,846,096
Appropriation	1,814,352
Sale of Goods and Services	-142
Grants and contributions	31,035
Investment income	50
Other revenue	800
<b>Expenses</b>	-1,856,243
Employee related	-1,685,180
Operating expenses	-171,063
<b>Surplus / deficit for the year</b>	-10,148
<b>Closing Balance</b>	201,731

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	78,323
<b>Equity Total</b>	106,341
Equity - Aboriginal	3,981
Equity - Socio-economic	24,162
Equity - Language	4,454
Equity - Disability	73,744
<b>Base Total</b>	1,450,978
Base - Per Capita	39,443
Base - Location	6,312
Base - Other	1,405,223
<b>Other Total</b>	72,380
<b>Grand Total</b>	1,708,022

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.

## Parent/caregiver, student, teacher satisfaction

During 2021 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 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 the broader community to engage with the school following COVID restrictions which have now been lifted.

Communication between staff and the parent body, particularly the active P&C, is open and respectful. Establishing a new home reading program, addressing the criteria of both teachers and parents was established in response to P&C concerns. The time and effort invested to develop the IPICK home reading program were acknowledged and greatly appreciated by students and parents.

Surveys are routinely held seeking feedback from students regarding wellbeing and student engagement. Our year 6 Student Leadership Team (SLT) begin each year with a school wide survey. Each SLT member is responsible for collecting data by surveying one class and encouraging all students to participate. This survey is analysed to find what our student body deems a pressing need around the school that will assist in making students more comfortable at school or aid with the delivery of our learning programs. The use of this data allows our student leaders, during our weekly SLT meetings, to select worthwhile goals for fundraising throughout the year and organise fundraising activities with the entire Stage 3 cohort and provides a meaningful context for these activities. Student leaders have also responded to student survey data by routinely providing activities during break times. As a result, student wellbeing is routinely assessed and acted upon by students to ensure continual improvements are made to support their own learning and engagement. This promotes a sense of ownership and belonging and is evident in the self-pride displayed by our students, particularly our Stage 3 cohort.

Teacher surveys indicate high expectations of student learning are maintained, lessons are differentiated to accommodate the inclusion of all students abilities and learning needs. Areas of improvement include greater opportunities for feedback on lessons through collegial 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.