

2021 Annual Report

Bundarra Central School



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Introduction

The Annual Report for 2021 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 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.

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Message from the principal

In 2021, COVID-19 separated us by distance but not by heart. The year has brought us many challenges and I would like to commend the Bundarra Central School staff, students and community for their commitment and creativity in staying connected with learning.

I would like to commend all for their willingness to band together and sacrifice many things, such as sport, music, excursions, and activities. I am very proud of Bundarra Central School's community for their willingness to help each other. The School's attitude to banding together, moving forward and making the best of everything was on display.

We have had some great times this year. Our swimming carnival went well and it was great to see the house spirit of Copeton and Gwydir. The best thing for me about the carnival was witnessing the way the students encouraged and helped each other. We also held the cross country and had students run in a very, cold wet Coolah at the Regional Cross Country. We just, just, squeezed in the Athletics Carnival. It was a terrific day and our families were able to join us.

The SRC represented us at Grip Leadership, the Mayor's morning tea and led ANZAC day. The Peer Leadership Group ran breakfast club, which is supported by the Foodbank NSW and kept us well fed and ready to learn. It is essential that student voice and leadership are visible in the school and activities such as these enhance student wellbeing and a sense of belonging to BCS .

We have had a lot of beautification of the grounds so we can enjoy our space. The library was given a modern twist, the handball court was put in and it is great to see everyone using it. The shade sails and new table and seats have provided a peaceful picnic area to sit in and have a shaded sports sail and grandstand area at the horse paddock for you to enjoy. We had water bottle stations installed and a cover will go over the basketball court.

We did have the opportunity to participate in some events. For Primary, these included; Swimming School , Beach to Bush with NSW Surf Life Saving, Zoom dance, Cyber Safety and Gymnastics. Secondary Students were able to go to some sporting events and LoveBytes Day. During home learning we celebrated book week online with so many people sending in photographs.

I would like to thank the Executive staff for the work they do behind the scenes, and the teaching and non-teaching staff for their commitment to our students' learning and wellbeing. I would also like to thank the students for their engagement in learning and the parents and community for supporting Bundarra Central School.

Jennifer Cox

Bundarra Central School Principal



Year 12 Valedictory Day

School vision

Bundarra Central School values and provides opportunities for students to develop and grow academically, vocationally and culturally. Bundarra Central School students will be 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 is situated on the banks of the Gwydir River, in the small rural township of Bundarra.

The school caters for the educational needs of students from Kindergarten to Year 12 and has approximately 106 students. It provides a quality learning environment for all students through the delivery of a diverse curriculum, using innovative practices which foccus on quality teaching and learning.

The School works closely with the local Bundarra Pre-school to ensure our students have the best start to Kindergarten. Our students are engaged and active learners who are provided with academic, cultural, sporting and innovative learning opportunities tailored to their needs and support them to become successful lifelong learners. Senior students can access a range of HSC 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 engage in their learning despite the difficulties brought about by the COVID-19 Pandemic.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To ensure student growth and attainment for all.

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.

- K - 12 Literacy and Numeracy Achievement
- Monitor and Support Student Progress and Achievement

Resources allocated to this strategic direction

Integration funding support: \$27,000.00
Low level adjustment for disability: \$9,000.00
Early Action for Success (EAFS): \$68,000.00
Socio-economic background: \$63,500.00
COVID ILSP: \$55,000.00
Literacy and numeracy: \$76,000.00
Literacy and numeracy intervention: \$22,000.00
Aboriginal background: \$18,748.00
Location: \$28,000.00
Professional learning: \$1,130.00

Summary of progress

Bundarra Central School staff are using a range of data to inform practice and to improve student growth and attainment across the school and reach improvement measures. This includes using NAPLAN, SCOUT, check in assessments, and literacy and numeracy progressions to analyse teaching and learning and the impact it is having on student growth. The ongoing impact of this will be to develop a culture of explicit teaching practices to enhance literacy and numeracy and deliver an upward trend in the growth of student performance.

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">• The percentage of Year 3 and 5 students achieving in the top two bands for NAPLAN numeracy will be at or above the system negotiated baseline target of 9.2%.• The percentage of Year 7 and 9 students achieving in the top two bands for NAPLAN numeracy will be trending towards the system negotiated lower bound target of 20%.	<ul style="list-style-type: none">• 25% of Year 3 and 5 students achieved in the top two bands for NAPLAN numeracy, indicating that the school exceeded its target of 9.2%.• There were no Year 7 or 9 students in the top two bands for NAPLAN numeracy, indicating that the school is not yet trending towards its lower bound target of 20%.
<ul style="list-style-type: none">• The percentage of Year 3 and 5 students achieving in the top two bands for NAPLAN reading will be at or above the system negotiated baseline target of 21%.• The percentage of Year 7 and 9 students achieving in the top two bands for NAPLAN reading will be trending towards the system negotiated lower bound target of 30%.	<ul style="list-style-type: none">• 16.6% of Year 3 and 5 students achieved in the top two bands for NAPLAN reading, indicating that the school is yet to reach its baseline target of 21%.• There were no Year 7 or 9 students in the top two bands for NAPLAN reading, indicating that the school is not yet trending towards its lower bound target of 30%.

<ul style="list-style-type: none"> • The percentage of Year 5 students achieving expected growth in NAPLAN numeracy will be trending towards the system negotiated, lower bound target of 50%. • The percentage of Year 7 and 9 students achieving expected growth in NAPLAN numeracy will be trending towards the system negotiated, lower bound target of 60%. 	<ul style="list-style-type: none"> • 35% of Year 5 students are achieving expected growth in NAPLAN numeracy, indicating that the school is not yet trending towards its lower bound target of 50%. • 51% of Year 7 and 9 students are achieving expected growth in NAPLAN numeracy, indicating that the school is not yet trending towards its lower bound target of 60%.
<ul style="list-style-type: none"> • The percentage of Year 5 students achieving expected growth in NAPLAN reading will be trending towards the system negotiated, lower bound target of 50%. • The percentage of Year 7 and 9 students achieving expected growth in NAPLAN reading will be trending towards the system negotiated, lower bound target of 60%. 	<ul style="list-style-type: none"> • 46% of Year 5 students are achieving expected growth in NAPLAN reading, indicating that the school is beginning to trend towards its lower bound target of 50%. • 42% of Year 7 and 9 students are achieving expected growth in NAPLAN reading, indicating that the school is not yet trending towards its lower bound target of 60%.
<ul style="list-style-type: none"> • The School's value added trend is positive. • Teaching staff identify growth targets for individual students, using internal and external data. 	<ul style="list-style-type: none"> • Bundarra Central School is showing an upward trend in value-added from bottom bands to middle bands which has been reflected in the data. In particular writing throughout Primary and Secondary has seen significant growth in student achievement. • Provision of opportunities for students to engage deeply with their learning has resulted in 100% of Year 9 Aboriginal students achieving at, or above their peers in 2021 NAPLAN results in numeracy, spelling, grammar, and writing with an upward trend since 2017. This is mirrored in our Year 3 results with Aboriginal students achieving in the top bands.
<ul style="list-style-type: none"> • All Year 11 and 12 students have an individualised learning plan articulating and guiding their SMART learning goals and post school aspirations. • All students are provided with literacy and numeracy support. 	<ul style="list-style-type: none"> • All students in Year 11 and 12 have individual SMART Learning goals.



A love of learning is fostered.

Strategic Direction 2: Empowering Educators with Powerful Pedagogy and Curricula

Purpose

To equip Bundarra Central School teaching and support staff with effective classroom practices, knowledge, teaching strategies, leadership capabilities and evaluative tools that foster and develop skills, knowledge and a love of learning for Bundarra CS students.

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.

- Curriculum
- Effective Classroom Practice

Resources allocated to this strategic direction

Professional learning: \$4,600.00

QTSS release: \$8,000.00

Literacy and numeracy: \$1,585.00

Summary of progress

All teaching staff completed the *What Works Best* Updated training and professional learning in using data, assessments and planning for student learning online. Staff connected with their key learning areas through the State Wide Staffrooms and identified Professional learning through their PDPs. All staff engaged with the text *When The Adults Change Everything Changes* and analysed the text through staff meetings and collaborative spaces. Regular supervision meetings took place and staff connected through shared understandings and planning spaces.

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">• All teaching and learning programs reflect syllabus outcomes and content.• Teachers implement sequenced lessons that engage students in learning.• All staff are aware of outcomes of inquiry by ACARA.• Primary staff engage with K-2 draft English syllabus.	<ul style="list-style-type: none">• All staff utilise and plan for teaching and learning using the NSW Syllabus, and programs are monitored and evaluated regularly to ensure there is a positive impact on student learning.• Primary staff engaged with the new K-2 syllabus with regular meetings around the draft and providing feedback to NESA. The Principal served on the PPA Curriculum Reference Group and contributed to the consultation around the draft and the implementation. In addition, staff participated in the Statewide staffrooms and attended online professional learning about the syllabus.• A staff member has been identified for K-2 syllabus training and implementation in 2022 and will lead this area in his classroom and for all staff.
<ul style="list-style-type: none">• Formative assessment is integrated into teaching practice in some classrooms, confirming that students learn what is taught.• Teachers collect and use assessment data to inform planning and evaluate learning for groups of students and individual students.• Students understand why assessments are taking place and a whole school assessment strategy is in place.	<ul style="list-style-type: none">• Internal data indicates that students in all grades understand that assessments are used to help the teacher know where they are in their learning journey and to help the teacher cater for them as a learner. The student's engagement in online assessments as opposed to hands-on assessments varied between individuals.• All staff understand that assessment and effective use of relevant data is imperative to the assessment of learning. The majority of staff collect baseline data for learning and revisit the data to justify decisions.• A whole school assessment strategy is in place with regular opportunities for staff to plan, track and evaluate student learning. Internal and external data is regularly reviewed. A focus for 2022 will be the authentic use of data to evaluate and plan for learning for all students to achieve growth. Supervisors and Executives meet with staff to discuss student assessments and assist with planning and support. All primary staff and 60% of

<ul style="list-style-type: none"> • Formative assessment is integrated into teaching practice in some classrooms, confirming that students learn what is taught. • Teachers collect and use assessment data to inform planning and evaluate learning for groups of students and individual students. • Students understand why assessments are taking place and a whole school assessment strategy is in place. 	<p>secondary staff engaged with the Statewide Faculty staff meetings to support the teaching and learning.</p>
<ul style="list-style-type: none"> • 50% K-12 students can articulate their Literacy and Numeracy learning goals. • Teachers have an understanding of differentiated learning and cater for cohorts of students within their classrooms. • Staff have an awareness of the disability standards and GATS policy. Executive staff have completed the training in Disability Standards and support staff in catering for students with disability. 	<ul style="list-style-type: none"> • All students can articulate literacy and numeracy goals in general terms. There was a focus on student feedback with students articulating how they were going to achieve their next steps. • All teaching staff undertook the Differentiation module training within the <i>What Works Best</i> and have worked with their supervisors and Principal in ensuring differentiation is being addressed within their teaching and learning programs. The staff has accessed online training to enhance their knowledge and understanding in this area. Collaboration around student learning is regularly undertaken with staff. • All Executive staff has completed the disability compliance training and the school adheres to the relevant acts and policies to support students with disabilities in learning and progress. All teaching staff has been provided with opportunities to engage with networks, partnerships, and experts in the field to assist with the catering of students with disabilities within their classrooms. • The new Gifted and High Potential policy had a soft launch within the system. The staff are aware of the policy and some of the executives have engaged in professional learning with generalist Advisors from a range of teams. This engagement is limited due to the lack of advisors with in-depth knowledge in this area and online offerings.
<ul style="list-style-type: none"> • Teachers are developing their capacity to identify, understand and implement effective explicit teaching methods, with the highest priority being given to evidence-based teaching strategies. • Professional learning is aligned with PDPs and the SIP . 	<ul style="list-style-type: none"> • All teachers are utilising evidence-based data more effectively, ensuring that all students are challenged and all adjustments lead to improved learning through explicit teaching strategies. • The use of DoE Professional learning resources, HSC seminars, and Rural learning Exchange faculty meetings.
<ul style="list-style-type: none"> • The School seeks expressions of interest and identifies aspiring leaders. • Executive and staff engage in professional practices to improve teaching and learning in their classes. This includes negotiated observations. • All staff have PDP's and engage in the professional development cycle. • Beginning Teachers have identified staff mentors. 	<ul style="list-style-type: none"> • All staff are provided with opportunities to express their interest formally in positions. In 2022 two aspiring leaders were provided to relieve in executive positions and were supported with professional learning in this endeavour. Professional learning and opportunities for aspiring leaders are indicated in the PDP process. • Executive staff have had the opportunity to work with the PES Field Officer and have undertaken relevant professional learning opportunities to assist with the support and supervision of staff. • All staff are provided with a timeline for the PDP and supervision process. Through effective monitoring and support of the PDP processes and the focus on <i>Australian Professional Standards for Teachers</i>, all staff are engaged in professional practice and supported by their supervisor. All staff are expected to engage in this process. • In 2021 Bundarra Central School had one staff member undertake and complete his NESA Teacher Accreditation with an identified mentor.



Creativity is inspired.

Strategic Direction 3: Promoting Positive Wellbeing for All

Purpose

A whole school approach to supporting staff and student wellbeing and fostering positive relationships across 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

Resources allocated to this strategic direction

Professional learning: \$465.00

Integration funding support: \$12,600.00

Socio-economic background: \$16,500.00

Summary of progress

Most staff engaged with wellbeing resources to remain connected, however many became fatigued with the online tools and felt disconnected from State Office Well-being initiatives. Bundarra Central is a respectful workplace where staff are valued by each other.

Staff model healthy coping strategies and encourage students to self-regulate. Internal data demonstrates that students know who they can turn to when they need help to overcome and cope with setbacks.

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">• Whole School attendance data is reviewed by all staff and the school has formal attendance procedures. Opportunities to address the needs of students are supported by staff. Attendance based strategies, such as breakfast club are evident.• Primary: The percentage of students attending school at least 90% of the time will be trending towards the lower bound, system negotiated target of 60%.• Secondary: The percentage of students attending school at least 90% of the time will be trending towards the lower bound, system negotiated target of 55%.	<ul style="list-style-type: none">• Regular HSLO meetings and attendance and engagement are also addressed in the fortnightly Student Learning Team Meetings. In addition, the school follows the formal attendance procedures, and all teachers track their student's attendance and work with the relevant families and partnerships.• The Peer Leadership group successfully ran Breakfast Club with every student in the school partaking in the program at different points in time.• The school has utilised the services of Pathfinders, Family First, Women's Refuge, Stand Tall, Police, wellbeing and incentive programs, the Wellbeing Team, and the Department of Communities and Justice to support student attendance.• The Tell The From Me Survey demonstrated an increase in expectations of success, however, in March, a sense of belonging had increased a sharp decline occurred in November.• Our attendance data was impacted by COVID-19.
<ul style="list-style-type: none">• The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.• The percentage of students identifying a positive '<i>Sense of Belonging</i>', as recorded in the TTFM survey, will be at or above the baseline,	<ul style="list-style-type: none">• The Primary students engaged in the Zones of Regulation Program, and the staff used these in the classroom. These are particularly effective in ensuring consistency for students with identified social and mental illness and mental health issues.• The Positive Behaviour for Learning R.I.S.E values is promoted through the awards system and in classroom lessons. Signage is visible around the school, and teachers and students use a common set of languages around the values of Responsibility, Involvement, Success, and Excellence. The PBL team meets regularly, and it may be important for the new Student Leadership Body to become part of this team in 2022.

<p>system negotiated target for wellbeing of 66.6%.</p>	<ul style="list-style-type: none"> • Most staff address cultural and spiritual needs and a focus on supporting students in their personal growth is addressed through pastoral group lessons in Stage 4 and Stage 5. Students in Years 4 to 10 have engaged well with their community group periods on Fridays and are developing a sense of community.
<ul style="list-style-type: none"> • Staff wellbeing is a shared responsibility. • Staff contribute to a positive and respectful workplace. • Support mechanisms such as EAPS and Health and Safety are accessed by staff when needed. • Staff are aware of the need to stay healthy, connected and practice self-care. 	<ul style="list-style-type: none"> • Staff accessed EAPS when they felt it was required. The majority of staff contribute to a positive and respectful workplace. • Regular staff engagement with the teacher handbook • All staff is aware of the Well Being Resources and after Adam Fraser's The Third Space was used as a text at staff meetings with all staff receiving a copy there was a common saying "I need to go into the third space." used. Self care was addressed at professional learning meetings including on staff development days through live streams.
<ul style="list-style-type: none"> • Students and staff recognise that student wellbeing and engagement are important conditions of learning. • The school plans for and monitors a whole school approach to student learning and engagement. 	<ul style="list-style-type: none"> • The school has key programs to support and promote wellbeing within the school. Internal data indicates that wellbeing is important to staff and students.



A small school with big hearts.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$39,600.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bundarra Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • K - 12 Literacy and Numeracy Achievement • A Planned Approach to Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. • staffing release for targeted professional learning with a literacy and numeracy focus. • intensive learning and behaviour support for funded students. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • K-6 students engaging with the Go Skills and staff being able to identify, support and track student wellbeing. • integration funding enabling staff to provide expert one on one or small group support to identified students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue providing individual support through assessments, IEPs and planned learning support.
<p>Aboriginal background</p> <p>\$18,748.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bundarra Central 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Monitor and Support Student Progress and Achievement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teachers to work assisting Literacy and Numeracy mentors with students performing below the expected stage level. • community consultation and engagement to support the development of cultural competency. • employment of specialist additional staff (SLSO) to support Aboriginal students. • staffing release to support development and implementation of Personalised Learning Plans. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • greater engagement with the Aboriginal community and families including working with our Student Learning Support Officers, a local Aboriginal poet and with the Aboriginal Community Liaison Officer to support our students. • NAIDOC Week promoting the leadership of our Aboriginal students and our families strongly supporting them. • most of our Aboriginal students achieving at or above their class cohorts in terms of the literacy and numeracy progression. <p>After evaluation, the next steps to support our students with this</p>

<p>Aboriginal background</p> <p>\$18,748.00</p>	<p>funding will be:</p> <ul style="list-style-type: none"> • to focus support around student leadership, growth and attainment. • to continue employing an Aboriginal Learning Support Officer.
<p>Low level adjustment for disability</p> <p>\$9,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bundarra Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • K - 12 Literacy and Numeracy Achievement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • engaging a learning and support teacher to work 0.6 with individual students and in a case management role within the classroom/whole school setting. • targeted students are supported to increase learning outcomes and life skills. • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • all classes being inclusive of students with disabilities. • access to resources such as speech pathology, pediatricians, occupational therapy and mental health support. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue supporting students with disability to access the curriculum.
<p>Location</p> <p>\$28,000.00</p>	<p>The location funding allocation is provided to Bundarra Central School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Monitor and Support Student Progress and Achievement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate. • providing technology resources to increase student engagement. • subsidising student incursion expenses. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • greater access to resources for all students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue to identify areas of student need and provide appropriate resources to meet these needs.
<p>Professional learning</p> <p>\$6,195.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bundarra Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Monitor and Support Student Progress and Achievement • Effective Classroom Practice • A Planned Approach to Wellbeing

<p>Professional learning</p> <p>\$6,195.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> engaging staff through working with identified professional learning and specialists to unpack evidence-based approaches to teaching within relevant subjects and year groups. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> all students having their learning progress tracked and planned. staff engaging with their professional community and developing reflective learning practices. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> to engage in collaborative practices that impact positively on student learning.
<p>Literacy and numeracy</p> <p>\$77,585.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bundarra Central School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> K - 12 Literacy and Numeracy Achievement Curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> literacy and numeracy programs and resources, to support teaching, learning and assessment. targeted professional learning to improve literacy and numeracy. employment of an additional Learning and Support intervention teacher. resources to support the quality teaching of literacy and numeracy. purchasing of literacy resources such as quality picture books for guided and shared instruction. teacher release to engage staff in MultiLit and MacLit. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> student growth and attainment being tracked throughout the year. student's individual needs being catered for through differentiation and targeted support. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> to Identify students requiring additional learning support and implement small group literacy and numeracy programs. to employ additional staff to support the small group programs in literacy and numeracy.
<p>Early Action for Success (EAfS)</p> <p>\$68,000.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Bundarra Central School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> K - 12 Literacy and Numeracy Achievement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> employment of Instructional Leader 0.4 to support literacy and numeracy programs. lead the analysis of student performance data with Primary and Secondary staff. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> greater collaboration between staff and the identification of targeted

<p>Early Action for Success (EAfS)</p> <p>\$68,000.00</p>	<p>strategies to support student learning.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to supplement to employment of an Assistant Principal-Curriculum and Instruction.
<p>QTSS release</p> <p>\$8,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bundarra Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum. • implementation of instructional rounds to strengthen quality teaching practices. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • regular lesson observations and constructive feedback for teaching staff. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to undertake a review of the PDP process with the view to better aligning it with the SIP and teaching standards.
<p>Literacy and numeracy intervention</p> <p>\$22,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bundarra Central School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • K - 12 Literacy and Numeracy Achievement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • staff being able to supply targeted support and differentiation to students to support literacy and numeracy attainment in every classroom. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue the current strategies in place to support student growth and learning. • to develop structures that monitor the use of Literacy and numeracy progressions through focused elements in Years 7-10. • to support students in Year 10-12 who need to achieve Minimum Standards for the HSC.
<p>COVID ILSP</p> <p>\$55,000.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • K - 12 Literacy and Numeracy Achievement

<p>COVID ILSP</p> <p>\$55,000.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition in literacy and numeracy. • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. • employing/releasing staff to coordinate the COVID ILSP program. • providing intensive small group tuition for identified students who were participating in MultiLit and MacLit. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • students making gains in their literacy development and being more engaged in class. This is supported by both internal and external data. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue the MutiLit and MacLit program for identified students. • to employ a specialist mathematics teacher to deliver targeted numeracy support to students in Year 7 -10.
<p>Socio-economic background</p> <p>\$80,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bundarra Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Planned Approach to Wellbeing • Monitor and Support Student Progress and Achievement • K - 12 Literacy and Numeracy Achievement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Smart Goal development and Minimum standards testing for Stage 6 students. • professional development of staff through MultiLit and MaquLit to support student learning. • equitable access to specialist resources for all staff and students. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • the Stage 6 Hub becoming an integral part of the support offered to HSC students who require specialised support from staff. • all students having Smart Goals which they refer to with their homeroom teachers, careers teacher for Years 9-10 and for Aboriginal Students with the Student Learning Support Officer and key executive. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue supporting student voice through engagement with staff and key resources targeting their learning needs.



Opportunities to engage in interest and future workforce skills are provided.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	54	47	45	51
Girls	60	52	47	43

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.

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.6	92	92.6	86.4
1	92.9	93.9	88.8	90.9
2	92.6	82	93.3	87.1
3	90.2	91.4	92.5	91.9
4	89.5	76.7	77.4	90.7
5	89.6	88.1	96.5	79.3
6	92.3	90	80.3	92.7
7	87.7	93.2	89.1	75.5
8	82.5	93.9	94.6	70.9
9	80.3	83.4	81.8	80.8
10	83.9	76.2	67	69.4
11	74.2	69	58.7	47.4
12	84.3	82.4	72.1	83.8
All Years	86.3	85.1	83.1	79.1
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
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

Management of non-attendance

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

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	20
Employment	10	25	60
TAFE entry	10	0	20
University Entry	0	0	0
Other	80	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

100.00% of Year 12 students at Bundarra Central School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

60% of all Year 12 students at Bundarra Central School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	8.97
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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.

All Bundarra Central School teaching staff undertook professional learning in 2021 that supported and enhanced teaching and learning practices within the school. The teaching staff completed the What Works Best modules and reflected on their practice. In addition to promote and support the use of data and assessments staff engaged in training with SCOUT data use and assessment practices with Essential Assessment.

Staff engaged with State Wide Staff rooms and the Rural Teaching Exchange program which enable supportive collaborative practices. Wellbeing and developing effective online teaching and learning for student was thrust into our priorities and staff engaged with a range of professional organisations and professional learning in this area.



Teachers are to be commended for their innovation in keeping our students engaged online during remote learning.

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 Actual (\$)
Opening Balance	1,101,707
Revenue	2,984,372
Appropriation	2,897,276
Sale of Goods and Services	15,320
Grants and contributions	60,205
Investment income	360
Other revenue	11,211
Expenses	-3,692,710
Employee related	-2,603,292
Operating expenses	-1,089,418
Surplus / deficit for the year	-708,338
Closing Balance	393,369

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.



Stage 5 Music enjoying their lesson.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	28,309
Equity Total	271,641
Equity - Aboriginal	18,748
Equity - Socio-economic	170,871
Equity - Language	0
Equity - Disability	82,022
Base Total	2,115,259
Base - Per Capita	22,581
Base - Location	28,061
Base - Other	2,064,617
Other Total	265,639
Grand Total	2,680,849

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 to access the school data.



Literacy and numeracy achievement is tracked for every student.

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.

Parent/caregiver, student, teacher satisfaction

The Tell Them from Me surveys were completed in March and November. No parents responded to the surveys despite text messages, Facebook Posts and emails. Students indicated that their teachers know, care and value them.



Students learn about sustainability at Bundarra Central School.

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 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

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.



A focus on culture and connections is important.