

# 2021 Annual Report

## Bungwahl Public School



1424

# Introduction

The Annual Report for 2021 is provided to the community of Bungwahl 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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## Message from the principal

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Bungwahl Public School has continued to provide high quality learning opportunities for all students in a caring environment. The wellbeing of our students is always a priority. Our dedicated staff have consistently supported students with teaching and learning programs that enable the development of healthy, happy and successful individuals.

2021 presented further challenges for our school and community. We started the year with fires at Seal Rocks, became non operational during flooding in March and then had extensions of lockdowns due to COVID 19 throughout the year. We also were affected by staff shortages during this time. Strong commitment from staff during these challenging times allowed the school to continue with very little disruption for our students, ensuring they felt safe, cared for and valued.

I am incredibly proud of all that was accomplished during the year, despite the adversities! One of the highlights was the success of our students in the annual Tell Me a Story writing competition. Six of our primary students earned awards for writing and illustrations. One student earned one of only three prizes for excellence for his story. This was a tremendous achievement for our small school, as we were competing against more than eight other schools, many with significantly larger student numbers than ours. Another highlight, was the successful trash and treasure stall initiated, organised and run by our Year 2 students. These talented young citizens and entrepreneurs wanted to raise money to help koalas displaced and injured by fires. The money they raised, by selling their pre-loved toys and books, paid for the sponsorship of a koala at the Port Macquarie Koala Park. Students were also actively involved in The Great Lakes Food Trail, Clean Up Australia at Seal Rocks, Easter Family Picnic and Book Week Parades. We also enjoyed a wonderful day of cultural learning about our First Nation People during Bungwahl's NAIDOC Day 2021 celebrations. This year Bungwahl hosted three visiting schools. With over 100 visitors to our school it was a great day of sharing, learning and fun.

Our School Captain and Stage 3 school leaders did an impressive job throughout the year. They led school ANZAC and Remembrance Services, mentored younger students, organised and led sports days, talent quests, Anti Bullying Day activities and the virtual Presentation Day Assembly.

The P&C continued to meet when they could. Meetings were a great venue for educational discussions, ideas and feedback to support the students. The school employed a sports teacher, and sought to find a music teacher, in response to suggestions made at the P&C. Fundraising continued to be successful, especially the very popular mango drive. Thank you to the P&C executive as they come to the end of their time in their positions. Under their leadership they have raised thousands of dollars to support the students of Bungwahl. Funds raised have helped fund our new play equipment, technology and subsidised excursions, ensuring equal opportunities for all students. They have also left a healthy bank balance, with plans to support a whole school musical and musical tuition in 2022.

I would like to thank all the teachers, parents/carers and students for their continued understanding and wonderful support of Bungwahl Public School as we navigated challenges like never before. We continued to prove **in small schools great things happen!**

D. Farley



## School vision

At Bungwahl Public School, we strive for excellence in a creative, friendly environment where every student feels they belong and their unique gifts recognised and encouraged. There is a strong focus on learning for all, where effort is celebrated. Our learning dispositions are to be curious, creative, cooperative, resilient and optimistic. We aim to connect with school learning communities and external experts to ignite a passion for learning in our students. We believe every student should improve every year. Our core values are learning, respect, safety and communication.

## School context

Bungwahl Public School, with a current enrolment of 35 students, is a rural and remote school located in the Great Lakes area on The Mid North Coast, 30 kilometres from our nearest regional centre. School numbers have fluctuated over the past eight years, with student numbers ranging from 29-42. We anticipate this trend will continue in the future. Currently 8% of students identify as Aboriginal. We have no EAL/D students. Our FOEI is 87 and ICSEA 970. The school is staffed by a teaching principal (TP1), 1.5 classroom teachers, 0.7 senior administration manager and 0.2 general assistant. The school funds 0.4 learning support officers. Our beautiful school environment hosts an award winning kitchen garden and enjoys support from a proactive P&C.

The two strong threads through the previous school plan focussed on continued whole school improvement in teaching and learning and student wellbeing. We have made gains in both areas and were on track in 2019, however with the impact of bushfires and COVID 19 we had not reached our planned improvement measures by the end of 2020. We will continue to focus on improved student attendance and wellbeing.

Through our situational analysis, we have identified need for continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice to ensure students achieve expected growth and attainment in their learning. This will be achieved through embedding Quality Teaching Rounds and aspects of Visible Learning (learning intentions, success criteria and feedback) in our two classrooms.

There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing. This will initially be based on the Berry Street Education Model.

We have identified the need to move towards deeper reflective practice based on quality data analysis. This reflective practice will involve a deeper use of data to inform processes and practices across the school. This will include using National Learning Progressions to track student progress.

## 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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will reflectively adapt their practice through quality professional learning. Student assessment data, assessments and feedback will be used to inform teaching. Our students will become self-directed learners who are aware of their own progress and feel confident working with their teachers to help direct future learning.

### 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.

- Highly effective teaching practices
- A Culture of Learning

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$17,395.13

**Socio-economic background:** \$8,503.61

**Literacy and numeracy:** \$3,720.68

**QTSS release:** \$7,287.67

**Professional learning:** \$3,840.70

**Location:** \$2,209.10

**School support allocation (principal support):** \$3,200.00

### Summary of progress

Our focus for 2021 was on improving literacy and numeracy outcomes for students. This involved increasing teacher capacity in data analysis, assessment and knowledge of learning progressions. Teachers used data analysis to monitor student progress and plan further learning. As a result, identified students reading results increased. All students had individual writing and reading goals.

Teacher professional learning and Quality Teaching Rounds were impacted significantly by COVID 19. Many courses were cancelled and casual staff were not available to provide release for staff to undertake training and classroom observations. COVID 19 restrictions also impacted the workshops planned to involve parents and carers in meaningful ways to improve their child's learning.

Next year our focus will be on familiarisation and utilisation of the National Literacy and Numeracy Learning Progressions which will support further improvements towards the premier's and agreed targets. Additionally, we aim to further develop relationships with parents to support our common goal of increasing student attendance. Workshops are planned for parents and carers to improve their child's learning. Developing student capacity for self directed learning will also be a focus.

### 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
<b>NAPLAN Growth</b> A minimum of 60% of Year 5 students achieving expected growth in NAPLAN Numeracy (Lower bound system-negotiated network target.)  A minimum of 60% of Year 5 students achieving expected growth in NAPLAN Reading. (Lower bound system-negotiated network target).	<ul style="list-style-type: none"><li>• Bungwahl students met the network small schools target of 60% of network students achieving expected growth for reading and exceeded the 60% target for numeracy. 80% of students achieved expected numeracy growth. Individual student results are reported directly to parents and carers.</li></ul>

<p><b>Self-Directed Learning</b></p> <p>All students have learning goals for reading, writing and maths evident in students being able to express their learning goals and produce a written copy of learning goals.</p> <p>Evidence of Learning Intentions and Success Criteria in classrooms for English and Maths.</p>	<ul style="list-style-type: none"> <li>• Delayed initiatives in 2021 have required this work to be postponed to 2022. To date 66% of staff were able to fulfil this progress measure.</li> <li>• Observations and teaching programs indicates 100% of staff utilise learning intentions and success criteria in their English and maths lessons and have begun to establish learning goals for targeted students.</li> </ul>
<p><b>Parents as Partners in Learning</b></p> <p>Parents and carers will have an understanding of student learning and school curricular evident in an increase in attendance at information sessions from 15% to 35%</p> <p>Parents and carers will actively support their children at home to reach their learning goals evident in the return of home learning activities from 10% to 33%</p> <p>20% of parents and carers will attend engaging workshops, presented by staff each term, to introduce learning and wellbeing research and strategies to improve student outcomes.</p>	<ul style="list-style-type: none"> <li>• Delayed initiatives in 2021 due to COVID 19 restrictions preventing community on site. Parent/carers information sessions and workshops did not occur.</li> <li>• The return of home learning activities did increase for the two weeks of learning from home.</li> </ul>
<p><b>Progressions</b></p> <p>At least 75% of Stage 1 students achieving levels 3-6, Stage 2 students achieving levels 6-8 and Stage 3 achieving levels 7-10 in the UNDERSTANDING TEXTS sub-element of the Literacy Learning Progressions.</p>	<ul style="list-style-type: none"> <li>• Delayed initiatives in 2021 have required this work to be postponed to 2022. Professional Learning in the use of Learning Progressions did not occur. Learning progressions are not utilised to monitor student growth in understanding texts and data was not analysed using this tool.</li> </ul>
<p><b>School Excellence Framework</b></p> <p>Improvement in the SEF element <b>Data Skills</b> and Use from sustaining and Growing to excelling.</p> <p>Improvement in the SEF element <b>Assessment</b> from delivering to sustaining and growing.</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of data skills and use and assessment. This meets our goals for these elements.</li> </ul>
<p><b>Attendance</b></p> <p>Proportion of students attending &gt; 90% of the time will increase from 66.5% to 69.5%.</p>	<ul style="list-style-type: none"> <li>• The number of students attending school 90% of the time or more has decreased from 66.5% to 59.4% despite attendance being a continued focus within the school. COVID 19 requirements have impacted on attendance.</li> </ul>
<p><b>NAPLAN Top Two Bands Numeracy</b></p> <p>Improvement in the percentage of students in the Great Lakes Small Schools Network achieving in the top 2 bands of NAPLAN numeracy to be above the system negotiated Great Lakes Small Schools Network target baseline of 14.7%.</p>	<ul style="list-style-type: none"> <li>• A decreased percentage of students achieved in the top two bands for numeracy, 8.3% which indicates achievement below the baseline target.</li> <li>• Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</li> </ul> <p>16.67% of Year 5 students achieved results in the top two bands in NAPLAN numeracy. This is above the system negotiated Great Lakes Small</p>

<p><b>NAPLAN Top Two Bands Numeracy</b></p> <p>Improvement in the percentage of students in the Great Lakes Small Schools Network achieving in the top 2 bands of NAPLAN numeracy to be above the system negotiated Great Lakes Small Schools Network target baseline of 14.7%.</p>	<p>Schools Network target baseline of 14.7%.</p>
<p><b>NAPLAN Top Two Bands Reading</b></p> <p>Improvement in the percentage of students in the Great Lakes Small Schools Network achieving in the top 2 bands of NAPLAN reading to be above the system negotiated Great Lakes Small Schools Network target baseline of 28.8%.</p>	<ul style="list-style-type: none"> <li>• The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading has increased to 33.5%, indicating achievement above the lower bound baseline target.</li> <li>• 50% of Year 3 students and 16.67% of Year 5 students in top two bands for reading.</li> </ul>

## Purpose

To ensure all of our students feel valued, confident and invested in their learning, there will be a planned approach to developing wellbeing processes that support high levels of wellbeing and engagement.

## 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.

- Berry Street Education Model
- Nyirun ngarrayn (together we are learning)

## Resources allocated to this strategic direction

**School support allocation (principal support):** \$10,404.80

**Professional learning:** \$2,000.00

**Aboriginal background:** \$3,134.90

## Summary of progress

Our focus for 2021 was to prioritise the wellbeing of each of our students and their families, especially through the periods of learning from home. School staff created a caring, safe and supportive school environment and maintained communication with families about student wellbeing and learning. Many aspects of The Berry Street Education Model were implemented into school and classroom routines. These supported student 'voice', a sense of belonging and worth, and skills to prepare for learning. The student leaders have been given opportunities to proactively support and mentor their younger peers.

As a result, school staff have observed an increase in pro social behaviour, such as students greeting adults and their peers in the morning. Students begin each day with a 'feelings check in' and end each day with 'what went well.' Tell Them From Me survey data indicates an increased sense of belonging in Years 4-6 students. Staff observations indicate the role of the student leaders in the playground has led to an increase of positive K-6 interactions.

Data collection and analysis, full implementation of The Berry Street Education Model and a planned review of wellbeing practices did not occur due to unavoidable disruptions and staff shortages.

Collaboration between staff from several schools has successfully led to some engaging and rich learning opportunities. Students and teachers have been able to collaborate and connect with a wider group. The frequency of these activities was reduced due to COVID 19 restrictions.

Next year our focus will be to continue to increase opportunities for staff and students to connect and learn with students and staff from other schools. We aim to improve data collection, monitoring wellbeing practices and student wellbeing outcomes, using regular student feedback, survey data, observations and The Wellbeing Framework. The data collected will guide future directions in wellbeing for 2022, ensuring all students continue to belong, connect, learn and thrive.

## 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 proportion of students reporting a sense of belonging at school from 64% in 2020 to 67% and interested and motivated in learning from 22% to 35% based on Tell Them From Me (TTFM) data.	<ul style="list-style-type: none"><li>• Tell Them From Me data indicates 73% of students report a sense of belonging at school. This pleasing result is above our target of 67%. Students reporting being interested and motivated in learning has increased from 22% to 36%. This is also above our target.</li><li>• Behaviour data was not analysed.</li><li>• The Wellbeing Framework was not introduced and utilised by staff.</li></ul>
Reduction of negative recorded incidents by 10% determined by a two year baseline of incident reports as at	

year end 2020.

The Wellbeing Framework is utilised by staff to monitor and improve wellbeing practices for all students. Self-assessment baseline data collected and school priorities established.

Increase opportunities for students to work collaboratively with students from other schools. From a 2020 baseline of 5 activities to 6 activities each year. Increase in online forums from 0 to 1 per term

Collaboration, and meaningful links for learning, occurs across the small schools and Great Lakes network. Bungwahl students to be involved in at least 1 collaboration with other schools.

Staff work collaboratively with their networks to plan and begin to implement learning that connects students and provide rich learning opportunities.

An annual timetable of learning links is completed.

- Students worked collaboratively with students from several schools involving excursions to the school on four occasions. Learning was in Science and technology, art and music, sport and first Nation cultural activities. This did not reach our target as some planned activities were cancelled due to COVID 19 restrictions.
- Staff collaboration within network did not occur due to staff turnover, reduced availability of casual staff and COVID restrictions. This improvement measure will be continued in 2022.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$8,503.61</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bungwahl 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>• Highly effective teaching practices</li> <li>• A Culture of Learning</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>• additional staffing to implement explicit phonics and to support identified students with additional needs</li> <li>• staff release to increase community engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all eligible students demonstrating progress towards their personalised learning goals in reading. Students being assessed, and successful applications made, for intensive support in literacy. Students improving in their focus in learning by utilising behaviour management strategies.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to engage a School Learning Support Officer 12 hours each week to provide additional support in the K-2 classroom and administer individual reading programs. This will also support our trajectory towards achieving targets, as literacy and numeracy group sessions are tailored to individual student needs.</p>
<p>Aboriginal background</p> <p>\$3,134.90</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bungwahl 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>• Nyiirun ngarrayn (together we are learning)</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>• employment of specialist additional staff (SLSO) to support Aboriginal students in the context of the Kitchen Garden Program. Students were supported in literacy and numeracy through reading and researching recipes, cooking and working in the canteen.</li> </ul> <p>The Indigenous Garden provided an opportunity for students to learn about indigenous plants, cultural practices and language.</p> <p><b>The allocation of this funding has resulted in:</b> employment of specialist additional staff (SLSO) to support Aboriginal students and to facilitate improved community engagement for first semester. Program was delayed due to COVID 19.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to ensure active and authentic inclusive culture through the Kitchen Garden Program. Aboriginal students to be supported to meet their Personalised Learning Pathways (PLP) goals.</p>

<p>Low level adjustment for disability</p> <p>\$17,395.13</p>	<p>Low level adjustment for disability equity loading provides support for students at Bungwahl 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>• Highly effective 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>• development of a needs-based learning and support program in which Learning and Support Teacher collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> <li>• engagement 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> <li>• engaging a learning and support teacher to work with individual students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase of students achieving at or above expected growth in school based assessments. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals. Assessment data was collected, monitored and analysed for all students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to provide additional support for identified students through the employment of trained SLSOs. Accessing professional support for teachers to increase their knowledge and skills to plan effective high impact teaching strategies for students with a disability or additional learning and support needs requiring an adjustment to their learning.</p>
<p>Location</p> <p>\$2,209.10</p>	<p>The location funding allocation is provided to Bungwahl 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>• Highly effective teaching practices</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>• subsidising student excursions to enable all students to participate</li> <li>• Professional learning for staff was delayed due to COVID 19 and shortage of staff.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased opportunities for students. Such as accessing transition and themed days, and collaborating with students, at other schools. Individual learning goals were established in reading for targeted students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to subsidise transport to enable all students to participate in extra curricular learning. Professional learning supporting teaching staff to increase collaboration and implement a coordinated approach to assessment, monitoring student progress and developing individual learning goals for students.</p>
<p>Literacy and numeracy</p> <p>\$3,720.68</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bungwahl Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Literacy and numeracy</p> <p>\$3,720.68</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective 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>• online program subscriptions to support literacy and numeracy were utilised to maintain consistency in learning from home.</li> <li>• targeted professional learning to improve literacy and numeracy was delayed due to COVID 19.</li> <li>• updating reading resources to meet the needs of students. Funds were utilised to improve supply and variety of leveled readers.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved reading resources. Online subscription to Mathletics and Reading Eggs has resulted in consistency at times when students have been learning from home. Learning in classrooms has been more effectively differentiated. Staff professional learning was delayed.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to provide professional learning for staff in effective strategies to improve writing, reading and numeracy.</p>
<p>QTSS release</p> <p>\$7,287.67</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bungwahl 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>• Highly effective 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>• additional teaching staff to implement quality teaching initiatives.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> targeted students improving in aspects of their reading and numeracy. Due to small cohort, individual results have been communicated to students and parents. Teaching staff have used data provided to continue to differentiate learning for these students. Professional learning was delayed due to COVID 19, staff shortages and staff changes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to utilise the Assistant Principal Curriculum and Instruction to provide professional learning for staff in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$21,633.29</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>• Teacher employed to assess students, collect and analyse data, plan and implement intensive individual and small group reading programs. Ten students accessed this support during Year 3-6 reading groups and for some students during individual direct targeted teaching.</li> </ul>

<p>COVID ILSP</p> <p>\$21,633.29</p>	<p><b>The allocation of this funding has resulted in:</b>  5 students receiving intervention in a small reading group x 30 mins x 4 days x 1 year. All moved from below expected PM Benchmark Levels in Nov 2020 to expected levels for their grade in 2021. One student gained 9 PM Benchmark Levels: from L21 to L30  The data indicates students made successful gains in their reading and spelling with the intensive support provided. Disrupted and poor attendance of some targeted students did impact on their learning and achievement in this program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Covid ILSP tutor will assess all students, including 2021 targeted students, and select students for the 2022 program based on assessment and teacher recommendation. Current students will continue to get targeted support in spelling, phonics, decoding and comprehension. Based on school NAPLAN results, writing will be a focus for students in Stage 2 and 3.  One student will be accessing the NSW Centre for Effective Reading individual program in 2022: 1-to-1 SLSO tutoring x 35 min x 4 days x 1 year.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	13	15	15	18
Girls	19	21	23	18

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.7	91.3	85	89.6
1	97.9	93.4	93.6	86.8
2	94.8	93.5	93.2	95.1
3	93.9	93.2	93.5	92.3
4	93.8	95.8	90.4	90.2
5	89.8	93.3	98.9	91.8
6	91.8	89.1	91.9	92
All Years	93.4	92.3	91.2	90.8
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
Classroom Teacher(s)	1.32
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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 Actual (\$)
<b>Opening Balance</b>	100,509
<b>Revenue</b>	570,553
Appropriation	556,859
Sale of Goods and Services	5,070
Grants and contributions	8,585
Investment income	39
<b>Expenses</b>	-545,019
Employee related	-491,735
Operating expenses	-53,285
<b>Surplus / deficit for the year</b>	25,534
<b>Closing Balance</b>	126,043

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>	0
<b>Equity Total</b>	29,034
Equity - Aboriginal	3,135
Equity - Socio-economic	8,504
Equity - Language	0
Equity - Disability	17,395
<b>Base Total</b>	474,448
Base - Per Capita	9,368
Base - Location	2,209
Base - Other	462,871
<b>Other Total</b>	18,940
<b>Grand Total</b>	522,421

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.

### Literacy

With a small cohort, averaging a grade group may not be reflective of the majority performance, as the results of one child may significantly affect the grade average, either in a positive or negative way.

As there were fewer than ten candidates who sat the Year 3 and Year 5 NAPLAN Test in 2021, information regarding the percentages in bands cannot be shown due to privacy reasons.

### Numeracy

With a small cohort, averaging a grade group may not be reflective of the majority performance, as the results of one child may significantly affect the grade average, either in a positive or negative way.

As there were fewer than ten candidates who sat the Year 3 and Year 5 NAPLAN Test in 2021, information regarding the percentages in bands cannot be shown due to privacy reasons.

## Parent/caregiver, student, teacher satisfaction

Throughout 2021 the majority of students, staff, parents and carers remained positive and appreciated all the opportunities the school offered to connect and thrive. This success was despite the difficulties presented. Bungwahl Public School was once again impacted by unprecedented and challenging events throughout the year. This placed enormous pressure on the whole school community, with comments made by parents and staff about increased levels of stress and uncertainty. Some parents expressed disappointment in the decisions made by government in relation to ongoing restrictions.

We were not able to regularly meet in person, have parents on site or hold concerts and whole school community events. Staff, parents/carers and students expressed disappointment with this unavoidable situation, however, they appreciated the opportunity to connect via phone calls and zoom meetings.

Parents/carers were asked to respond to a survey in the newsletter requesting feedback about the school. Less than 5 responses were returned. We will change our approach to gain feedback in 2022 and make personal contact with all families, to ensure all voices are heard. Feedback from one parent during the year stated " You express the passion you have for teaching children and in the way they learn. It is evident in the school's culture and throughout the local community that your enthusiasm has nurtured a wonderful learning environment at Bungwahl Public School, bringing out the best in your students and allowing them to reach their full potential."

Informal discussions with parents were predominantly positive. Staff were thanked for the work they were doing and were appreciated for giving the individual support to students when the growth in learning was shared and celebrated.

Staff and student wellbeing was a priority in 2021.

Staff were proud of their achievements throughout the year. Including, successfully maintaining routines, a focus on learning and student wellbeing and to once again, quickly adapt their teaching by utilising new technologies when required. Teacher conversations indicated they felt happy in their workplace. However, the personal toll of an exceptionally demanding year was evident. Observations, conversations and regular text messages were confirming evidence of the strong support and care staff had for each other and the students, during these difficult times.

Our students were interviewed regularly to monitor their feelings of well being. In the Lower Division room students reported daily on their feelings and reflected daily on what went well. Data was not collected, however, observations and informal measures suggest that the majority of students, on most days, reported feeling happy and liked being at school. All students indicated there was an adult at school they could talk to and ask for help if needed.

The Upper Division students also made informal judgments at the end of each day about how they were feeling and what went well. The majority of days over 75% of students reported having a positive day. During circle time, data was collected about how students were feeling. Over 90% of students consistently reported feeling happy, excited and sometimes tired! The Tell Them From Me Survey was completed by Year 4,5,6 students. The results indicate an improvement in the students sense of belonging as compared to last year. 100% of students believed *'school was useful in their everyday life and will have a strong bearing on their future'*. 0% of students reported *'doing homework for their classes with a positive attitude.'* This was disappointing, as teachers had met with students and parents to discuss the type of homework that would be meaningful and engaging. 73% of students reported *'having friends at school they could trust.'* This is below the state average and will be addressed in Personal Development lessons during 2022. 91% of students reported *'positive behaviour at school'* which is above the state average. 91% of students reported *'trying hard to succeed in their learning,'* however, only 36% stated they were *'interested and motivated' in their learning.* Staff will continue to elicit feedback from students to understand what changes are needed to make learning more motivating. As anti bullying has been a focus in the school, it was positive to note *'students reporting being the victims of bullying'* were 50% less than the state average.

# 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.