

2021 Annual Report

Buninyong Public School



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Introduction

The Annual Report for 2021 is provided to the community of Buninyong 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

Buninyong Public School

Myall St

Dubbo, 2830

www.buninyong-p.schools.nsw.edu.au

buninyong-p.school@det.nsw.edu.au

6884 9806

School vision

Buninyong Public School invites a community atmosphere through well resourced surrounds and positive learning environments.

Student enrichment and success is prioritised, as we maximise every opportunity for student growth through our commitment to deliver high quality teaching and learning experiences. Our committed approach to deepening quality teaching, building the foundations of the academic, social and emotional capabilities of our students reflects Buninyong Public School's ethos of being safe, respectful learners.

We recognise the importance of the partnerships developed between schools, outside agencies and parents when maximising student learning, engagement and wellbeing. We share a commitment, responsibility and passion for ensuring inclusive, safe learning environments where our children and families can attend, thrive and succeed.

School context

Buninyong Public School is located in East Dubbo with an enrolment of 389 students. 58% of our students identify as Aboriginal and 5% of our students have a language background other than English. The school receives additional funding and staffing allocation to support students from low socio-economic backgrounds.

Buninyong Public School embodies a communal culture of positivity and connectedness. Our parents showcase it when visiting, our students wear it in their smiles and enthusiasm for learning and our staff commit to it every minute they have our children in their care. We draw on the vast resources of the NSW Department of Education and work in close unison with our community to ensure the dynamic and diverse children in our care are, at all times, engaging in enriching learning experiences of the highest standard. The foundation of our school is an absolute commitment in providing a safe environment that is built on mutual respect and focuses on learning. We commit, connect and achieve as a united community.

Buninyong Public School has a caring, innovative and highly professional staff who ensure they are providing a range of high quality learning opportunities that stimulate and challenge the individual needs and talents of their students. This is done within a collaborative culture, creating a strong sense of community and team spirit. High quality, focused professional learning, coaching and mentoring of all staff ensures a direct focus on explicit teaching and high expectations of achievement. Explicit teaching recognises that learning is a cumulative and systematic process and students who experience explicit teaching practices make greater learning gains. Explicit teaching and high quality feedback help students develop well organised ways of thinking and understanding.

Assessment is a core and essential component of teaching and learning. It is most effective when it is an integral part of teaching and learning programs. Through conducting a comprehensive situational analysis, the need for a whole school, systematic approach to assessment will be a focus. This will ensure student learning is reliant on rigorously constructed assessment tasks, teacher collaboration and a focus on future learning. The development of an assessment schedule will also direct tailored learning support for students in literacy and numeracy through a tiered approach that involves quality evidence-based learning and the implementation of targeted interventions.

Our school empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.

At our school, our students learn in a stimulating environment where they are encouraged to reach their full potential. We have a school philosophy that supports family values and inclusive education. Strong academic programs with a focus on inquiry learning and thinking pedagogy, Aboriginal perspectives, individualised support, a highly dedicated staff and excellent resources offer children the very best opportunity to succeed. Our school drives the philosophy of developing strong community partnerships. We have state of the art technology in the classrooms to help enhance our students' learning as 21st Century global citizens.

We are proudly building a community of safe, respectful learners through quality education in a caring, innovative environment.

Through conducting a detailed situational analysis and consultation with our school community, we have identified a need to solidify the use of data driven practices to ensure all students have access to individualised, point of need learning. Further professional learning and support will focus intently on how teachers can plan for and successfully deliver high quality differentiated instruction to students with additional needs, including those identified as high potential learners. This will empower and support parents to make health and wellbeing decisions that will maximise their children's learning.

We will link, through our Learning and Support team, child and family centred support services; including occupational therapy, speech pathology, exercise physiology, psychology, a wellbeing officer, a therapy gym, trampoline and playground, wellbeing support for students and families as well as connections to outside agencies including the NDIS and carer supports.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to enhance student outcomes in reading and numeracy through building capacity of teachers and support staff to deliver explicit and targeted teaching based on effective collection and analysis of student data.

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.

- Explicit teaching
- Data informed teaching

Resources allocated to this strategic direction

Low level adjustment for disability: \$84,410.69

Aboriginal background: \$8,000.00

English language proficiency: \$10,968.99

Professional learning: \$8,100.00

Socio-economic background: \$637,590.46

Early Action for Success (EAfS): \$171,513.00

Literacy and numeracy intervention: \$47,089.56

QTSS release: \$79,715.90

Summary of progress

In order to achieve a strong foundation for literacy and numeracy, our focus for 2021 was to embed explicit teaching and data informed teaching as a systematic whole school approach. Focusing on high impact professional learning, school teams were guided through the process of developing consistent evidence informed practices across the school. These practices were supplemented by the implementation of effective strategies and processes for the collection and analysis of relevant data to ensure the responsive curriculum delivery of both Literacy and Numeracy.

2021 analysis and evaluations

Struggling readers professional learning completed by all Stage 2 staff with evidence of adaptive practice through the use of decodable texts. Effective reading: phonological awareness/phonics professional learning accessed by all new staff. Jocelyn Seamer Reading Success in the Early Primary Years completed by all K-2 teachers - teachers surveys identified 100% satisfaction with the quality of the course. Supervisor reviews of teaching programs and consistent lesson observations validates the implementation of evidence informed and explicit practices in the planning and teaching of reading. A strong foundation in the use of decodable texts to support beginning and struggling readers has been implemented across the school. Instructional Leaders (ILs) provided point of need support to staff for the effective planning and teaching of reading using decodable texts. In 2022, two Assistant Principals Curriculum and Instruction (AP,C&I) staff will continue to support staff through the careful selection and facilitation of reading professional learning and resources and the executive team will refine an efficient and systematic home reading plan to further supplement evidence based reading instruction within our school. The Instructional Leader led a data driven comprehension focus across the primary setting to develop students ability to answer inferential and vocabulary dependent questions. A consistent approach to programming and teaching reading, along with Instructional Leader modelling/team teaching and support from stage leaders led to an uplift in primary reading comprehension results from a variety of internal and external data sources.

The Instructional Leader led a team to develop a systematic hand writing policy across the school. The development of a consistent script for teaching letter and numeral formation, along with a scope and sequence for resources, teaching procedures and assessment. Positive feedback and student work samples are evidence of impact. In 2022, monitoring of the consistent implementation of the handwriting policy K-6 will be prioritised using student data to measure impact.

The Starting Strong (K-2) and Working with the Big Ideas (3-6) numeracy professional learning was impacted significantly due to COVID-19 lockdown. As a result, not all participants have finished the professional learning. K-2 staff benefited from the practicality of the Starting Strong course and successfully implemented strategies into their teaching of numeracy. All teachers K-6 have a kit of resources to utilise the Interview for Student Reasoning - Number and place value (IfSR-NP) assessment. 100% of staff completed one IfSR-NP assessment. In 2022, a more strategic approach to utilising the IfSR-NP assessment will be developed.

Identified students from K-6 accessed intensive reading and numeracy interventions. Interventions included Mini Lit,

Macqu Lit, Quick Smart, decodable reading and the NSW Centre for Effective Reading (NSW CER). The impact of these interventions was difficult to ascertain due to COVID-19 disruptions. In 2022, intensive reading and numeracy interventions will be reintroduced across the whole school setting.

All teachers were allocated an additional 1 hour release each week to work with ILs and stage leaders. Developing individuals and teams explicit and data informed teaching was prioritised. In 2022, all teachers will again be allocated an additional 1 hour release with intent focus on the authentic use of data to inform explicit teaching practice in their classes and as collective stage teams. Teachers will work with two AP, C&Is, mentor and stage leaders.

2021 Implications

Long term COVID-19 disruptions hindered our ability to critically analyse the professional learning and strategies being implemented across the school. In 2022, more time is needed to ensure strategies are implemented so evaluations can be conducted with fidelity.

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
The proportion of Year 3 and 5 students in the top two bands in NAPLAN reading increases by 5%.	<ul style="list-style-type: none"> 17.84% of students are now in the top two bands in NAPLAN for reading, indicating progress yet to be seen towards the annual progress measure.
The proportion of Year 3 and 5 students in the top two bands in NAPLAN numeracy increases by 4.6%.	<ul style="list-style-type: none"> 10.85% of students are now in the top two bands in NAPLAN for numeracy, indicating progress yet to be seen towards the annual progress measure.
The proportion of Year 5 students achieving expected growth in NAPLAN reading increases by 6.1%	<ul style="list-style-type: none"> 60% of students in Year 5 achieved expected growth in NAPLAN for reading, indicating achievement of the annual progress measure.
The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases by 7.3%.	<ul style="list-style-type: none"> 47% of students in Year 5 achieved expected growth in NAPLAN for numeracy, indicating achievement of the annual progress measure.
<ul style="list-style-type: none"> School-determined growth targets based on the Quantifying numbers element of the Numeracy Progressions are identified for all students 	COVID-19 lockdown significantly impacted this measure - it will be reconsidered in 2022.
At least 50% of students will have achieved the relevant learning indicators within the Reading and viewing element of the Literacy progressions.	COVID - 19 lockdown significantly impacted this measure - it will be reconsidered in 2022.
School self-assessment of the theme 'Explicit teaching' within the element 'Effective Classroom Practice' (Teaching Domain), indicates improvement to Sustaining and Growing.	External validation assessed 'explicit teaching' as excellent. This exceeds annual progress measure.

Strategic Direction 2: Teaching and leading

Purpose

Our purpose is for every student, every teacher and every leader to improve every year through a strong 21st century, learning-focused school culture built on trust, respectful relationships and collaborative practices.

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.

- Rural Access Gap Strategy (RAG) and Achievement via Individual Determination (AVID)
- Collaboration and Feedback

Resources allocated to this strategic direction

Professional learning: \$21,700.00

Socio-economic background: \$33,635.40

Aboriginal background: \$171,513.00

Summary of progress

To ensure every student, teacher and leader improves every year, our 2021 focus was on developing a strong 21st century learning focused school culture built on trust, strong respectful and professional relationships and collaborative practices. We established professional learning communities (PLCs) with a clear focus of ensuring professional learning was needs based and collaborative thus ensuring the Rural Access Gap (RAG) and Achievement Via Individual Determination (AVID) strategies were implemented in our setting with fidelity. Furthermore, explicit whole school collaboration and feedback systems were developed to facilitate professional dialogue and foster a culture of high expectation relationships leading to genuine collective teacher efficacy.

2021 analysis and evaluations

In Term 1 2021, five teaching staff, who had all previously completed initial AVID maths training, created a PLC to deliver ongoing internal AVID maths professional learning fortnightly to all teaching staff. These sessions focused on demonstrating how to implement the five non negotiables of the MYER maths project. Sessions were consistent in term 1 but were hampered for the remainder of the year through COVID-19 restrictions. Evidence of maths PLC impact - two teachers were invited to conduct AVID maths training for the Dubbo cluster of AVID schools. These teachers were identified as they were exhibiting best practice when planning for and implementing the five non negotiables in their teaching of mathematics. Their skill development was a direct reflection of the training delivered by the PLC team. As a result, our school was identified as a model school for the Dubbo cluster of Schools. To ensure explicit whole school AVID systems continued to be delivered with fidelity, all new and untrained staff completed an introduction to AVID strategies by completing either the critical read or maths professional learning. In 2022, The AVID maths PLC will reconvene and intended 2021 professional learning will be prioritised.

In Term 1 2021, a teacher survey relating to the authentic use of technology to improve student outcomes revealed varying degrees of teacher competence and confidence. To support the effective implementation of the Rural Access Gap (RAG) in our setting through ongoing professional learning, a teacher with expert technology skills was funded as a digital classroom officer in a 0.2 capacity. Initially, teaching staff and classrooms were allocated the most up to date technology resources. The Digital Officer then conducted two whole staff professional learning sessions to introduce the new technology. Teachers then experimented with the technology to their level of expertise. In Term 2, the Digital Officer developed PLCs to support teachers individually as well as in teams to continue developing their skills and knowledge when utilising the technology to enhance student outcomes. The Digital Officer also supported the stage 1 team by modelling and team teaching effective technology practice in STEAM lessons. As a result of the Digital Officer role, 100% of teachers have been supported either individually or in teams to develop their authentic use of technology. While COVID-19 was a hindrance, it also highlighted to teachers the opportunities offered through technology (ZOOM, Google Classroom, digital resources etc) and the Digital Officer will continue to support with this moving forward. In 2022, the Digital Officer will be internally funded the 0.2 allocation to continue to embed technology practices through the various PLCs developed in 2021.

In 2021, Instructional Leaders (ILs) created PLCs with the Principal, executive, stage teams and teachers focusing on improving whole school capacity through embedding a succinct framework for collaboration and feedback. Executives were internally funded additional release face to face teaching and teachers were provided with an extra 1 hour release per week to work shoulder to shoulder with ILs. These PLCs have developed a school culture based on high expectation relationships leading to evidence of genuine collective efficacious practices. As a result, 100% of teachers work

collaboratively to analyse syllabi and current evidence based professional learning which inform planning and teaching of critical content. All stages program collaboratively and teach from the same online program and all teachers are developing the skills to prioritise critical teaching through data analysis. In 2022, the two Assistant Principals Curriculum and Instruction will continue to support data analysis and evidence based syllabus aligned curriculum instruction and an internally funded Assistant Principal will work in a coaching and mentoring role to support the collective and individual capacity of teachers.

2021 Implications

In relation to PLC AVID maths, many long term staff began implementing AVID strategies in their classrooms and embedding in teaching programs. However, since the AVID workshops at the end of semester 1, face to face learning was severely impacted by COVID-19 making it difficult for newly trained teachers to embed practice. Furthermore, the Summer Institute did not go ahead for the same reasons.

Implementing the RAG strategy consistently throughout the 2021 year was interrupted by COVID-19 related lockdowns. Additionally, the lack of access to technological resources moving into 2022 due to COVID-19 will impact on students' exposure to the most up to date devices.

Moving forward, sustained face to face opportunities are needed to authenticate the development of whole school capacity through collaboration and feedback.

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
100% of teaching staff trained in AVID Elementary foundation and have evidenced WICOR strategies in their programming.	<100% staff trained. Strategies are evidenced in trained staff's programs.
Weekly professional learning sessions scheduled for the Digital Classroom Officer, leadership team and administration staff to build capacity around the RAG. Improved systems access for all staff.	100% of teaching staff engaged in individual or team professional learning through the PLCs developed. The consistency of these PLC were severely hampered by COVID-19 restrictions.
Engage with the Digital Implementation Strategy team to build the capacity of the Digital Classroom Officer on a weekly basis through coaching and mentoring.	This progress measure was achieved.
Instructional Leaders have developed a professional learning schedule with Assistant Principals and teachers. Mentoring and coaching sessions will be informed by ongoing feedback while focusing on analysing current research and whole school data practices.	A whole school learning schedule was developed and implemented. All Assistant Principals and teachers meet consistently with Instructional Leaders to develop individual, stage and whole school capacity.

Strategic Direction 3: Wellbeing

Purpose

Our purpose is to support all students to attend, connect, thrive and succeed through embedding school wide, holistic wellbeing practices.

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.

- Community engagement and involvement
- Holistic wellbeing practices
- Play-based pedagogy

Resources allocated to this strategic direction

Aboriginal background: \$231,370.46

Socio-economic background: \$66,000.00

Literacy and numeracy: \$5,000.00

Summary of progress

Wellbeing practices are a long term commitment in our setting to ensure all students attend, connect, thrive and succeed. In 2021, we prioritised the authentic embedding of school wide, holistic wellbeing practices by using a variety of data sources to determine actual student needs. Community engagement and involvement, whole school wellbeing practices and play based learning were identified as strategic wellbeing focuses.

2021 analysis and evaluations

In Term 1 2021, the Aboriginal Education team submitted an expression of interest to the Dubbo Local AECG and were successful in accessing a trained community Wiradjuri teacher to supplement and authenticate our internal Wiradjuri culture lessons. Engaging with a Wiradjuri facilitator from the Dubbo Local AECG was a strategy to provide a platform for ongoing engagement and involvement with our Aboriginal community. Unfortunately, the facilitator resigned after Term 1 and our Dubbo Local AECG were unable to provide another trained teacher to continue the lessons. In 2022, the Aboriginal Education team will continue to investigate meaningful ways to engage our Aboriginal parents and the broader Aboriginal community.

In Term 1 2021, a school professional learning community was developed (social worker internally funded, Principal, Assistant Principal Wellbeing and Support - internally created and funded) to assess viability of developing a strategic community platform within our setting where parents could connect with each other regarding the interests and needs of their children, themselves and their community. It was envisaged parents and community would access relevant information, provide genuine input into whole school decisions and initiatives and develop a stronger awareness of wellbeing practices within the school setting. Initial data from community suggested there was a reluctance to engage in community groups within the school (Assistant Principal Wellbeing Support meetings, pre school transition information sessions). It was agreed that a broader data set was needed to determine level of interest. Facebook was then identified as a promotional window into the classroom pathway to engage our parents and community. A promotional scope was developed where staff were responsible for creating posts. Due to extensive COVID-19 restrictions, there was not enough time for these strategies to be implemented and subsequently reviewed. In 2022, a new professional learning community will be formed to review and investigate new ways to forge genuine community engagement and involvement.

Assistant Principal Kindergarten and Assistant Principal stage 3 were taken off class to embed seamless transition plans to ensure the wellbeing needs of students were being met when entering either Kindergarten or transitioning to high school. Initial transition processes were examined and revised strategies were being introduced with relevant stakeholders before COVID-19 lockdowns. Restrictions limited the depth of opportunities available in 2021 and both Assistant Principals will continue in their respective transition roles as part of their Assistant Principal responsibilities in 2022.

In 2020 the Kindergarten team completed professional learning on teaching writing in the early years. The professional learning highlighted the importance of fine and gross motor skills and how crucial they are for students to successfully write. We found a lot of our students were coming to school without these skills and it was affecting their ability to achieve stage outcomes. This prompted the Kindergarten team to look at ways we could incorporate these skills into our program and, as a result, found research supporting and promoting the play-based learning approach. We planned to teach an engaging play-based program in Term 1 2021 to allow teachers to teach foundational reading and writing skills, to give students the opportunity to settle in to school and learn routines and for our allied health services such as speech and exercise physiology to work with children in small groups and individual programs. The Kindergarten team completed professional learning on incorporating the play-based approach into a Kindergarten classroom and how to assess students. Due to COVID-19, we were unable to collate and examine consistent data to determine the impact the play-based approach had. However, professional judgement from teachers, executive and allied health suggested the strategy had significant impact and should in fact be extended. We felt we could provide more opportunities to support the wellbeing of our students and extended on our play-based program for 2022. We plan to extend the play-based learning model for terms 1 and 2.

Assistant Principal Wellbeing and Support was internally created and funded to drive community engagement and involvement and holistic wellbeing practices in our setting. A holistic review of Personalised Learning and Support and Learning Support Team (LST) procedures was conducted to identify opportunities for improvement, and to embed Allied Health supports (Bluey's Buddies Team) into school practice. Professional learning was held for all staff to ensure consistency of practice and understanding of the collaborative nature of PLSPs. Individualised support was provided to staff members seeking clarification and understanding of student goal setting and appropriate differentiation strategies. All staff engaged in PL regarding LST procedures, including referral pathways, and the role of Bluey's Buddies in student support. Occupational Therapy, Exercise Physiology and Speech Therapy were incorporated into early years, with a rotating focus on identified Kindergarten and stage 1 students. In 2022, this focus on Kindergarten and stage 1 will continue and students in the support unit who are not accessing NDIS funded supports will be included in interventions. Bluey's Buddies will continue to support students referred via LST procedures and teachers will be supported to refine PLSP programs and collaboration with families.

2021 Implications

After an initial period of intricate whole school wellbeing organisation, COVID-19 restrictions had a severe impact on the implementation stage; especially considering the inability to utilise community and external settings to the extend required. The ability to implement sustained community engagement and involvement was significantly hampered and the initial planning and organisation will be built on in 2022. Both Assistant Principals will continue in their identified roles in 2022 to build further on the development of holistic wellbeing practices and play-based pedagogy in our setting.

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 attending >90% of the time to be at or above the lower bound system-negotiated target of 68%.	The proportion of students attending >90% of the time increased to 63.6%.
Increase proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to be at or above 85%.	Overall our students reported Expectation for Success, Advocacy and Sense of Belonging at school at 83%.
Students are actively engaged in play based pedagogy. 100% of early learning teachers have engaged with professional learning, around play based pedagogy.	100% of mainstream early learning teachers and 50% of support teachers engaged in one PL (term 2). Identified support teachers engaged in targeted professional learning (AUTplay). 100% of mainstream kindergarten students actively engaged in play-based learning in term 1 and 100% of support students engaged in play based learning in term 4.
Attend 100% of students have access to the comprehensive wellbeing practices in	Our whole school student attendance rate had an uplift of 3.9% indicating improved attendance through the comprehensive wellbeing practices embedded.

place to improve student attendance.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$127,593.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Buninyong Public 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • SLSO support for literacy and behaviour <p>The allocation of this funding has resulted in: Supporting student wellbeing - in the classroom and playground and the implementation of additional supports for students, eg Filial Play, Wallking Bus and Breakfast Club.</p> <p>After evaluation, the next steps to support our students with this funding will be: Each classroom will have an allocated SLSO for 4 hours a day to support learning and wellbeing.</p>
<p>Socio-economic background</p> <p>\$737,225.86</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Buninyong Public 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"> • Collaboration and Feedback • Explicit teaching • Data informed teaching • Community engagement and involvement • Holistic wellbeing practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement COVID Intensive supports to identified students with additional needs • employment of additional staff to support and coaching to improve teacher quality through instructional leadership. • professional development of staff through whole school planning to support student learning in numeracy and reading. <p>The allocation of this funding has resulted in: Improved external and internal reading, writing and numeracy data reflects consistency in teaching, as well as consistency in the processes and routines embedded across primary. K-2 teachers work collaboratively to analyse syllabuses and current evidence-based publications which then inform planning and teaching of critical content in best evidence informed delivery methods. Across K-6, all teachers are developing skills in thinking about what's most important for students to learn, and then critiquing the most effective methods of delivering teaching to each cohort of students. 100% of teachers feel comfortable and encourage the Instructional Leader to enter their rooms and teach shoulder to shoulder at any time - organised visits are not authentic Instructional Leader practice and do not happen. 100% of teachers and Assistant Principals engage in both formal and, as importantly, informal discussions about their teaching and student learning consistently with the Instructional Leader. Instructional Leaders have a strong working relationship and engage in consistent formal and informal meetings to support each other, their teams and the whole school - focus is always on teaching and learning.</p>

<p>Socio-economic background</p> <p>\$737,225.86</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue with an absolute focus on professional learning in Digital Technologies, Spelling and Numeracy K-6. Interventions will be implemented after close analysis of data and resourcing to support all students in each stage. Interventions will vary from stage to stage based on data and identified need.</p>
<p>Aboriginal background</p> <p>\$618,205.46</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Buninyong 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>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"> • Collaboration and Feedback • Holistic wellbeing practices • Explicit teaching • Community engagement and involvement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Establishment of a multidisciplinary allied health team including a speech pathologist, OT and EP. <p>The allocation of this funding has resulted in:</p> <p>Year 5 Aboriginal students NAPLAN results (55% of our students assessed) compared to state and Statistically Similar School Group (SSSG). Aboriginal students in Year 5 not only significantly outperformed SSSG Aboriginal students, they also outperformed state in almost all areas. This is a reflection of the quality and consistency of teaching from K-6 over a sustained period of time. This is real evidence of our collective ability to Close the Gap.</p> <p>BPS Aboriginal students compared to State and SSSG</p> <p>Reading Aboriginal students outperformed state by 6 and SSSG by 36.</p> <p>Writing Aboriginal students outperformed state by 25 and SSSG by 53. This is an outstanding result as we have had a K-6 focus in this area for an extended period of time.</p> <p>Spelling Aboriginal students outperformed state by 12 and SSSG by 43.</p> <p>Grammar and Punctuation Aboriginal students outperformed by state by 22 and outperformed SSSG by 16.</p> <p>Numeracy Aboriginal students outperformed by state by 8 and outperformed SSSG by 20. This is a great improvement compared to historical numeracy results.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue to see a whole school focus in the areas of numeracy, reading and spelling.</p>
<p>English language proficiency</p> <p>\$10,968.99</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Buninyong Public 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"> • Explicit teaching <p>Overview of activities partially or fully funded with this equity loading</p>

<p>English language proficiency</p> <p>\$10,968.99</p>	<p>include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs • Purchase of WUSHKA, an Australian-developed, cloud-based digital reading program, to support at home learning • employment of additional bilingual staff to support communication <p>The allocation of this funding has resulted in: With a 58% Aboriginal population the teaching of Wiradjuri language is essential to support cultural learning. Drawing on the expertise of the community to support Stage 3 learners was considered by staff, students and community as an essential element of our cultural program. Due to lack of tutors and irregular attendance of the assigned tutors the program only lasted a few weeks.</p> <p>After evaluation, the next steps to support our students with this funding will be: Support our cultural learning by using the expertise of our AEOs in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$263,798.69</p>	<p>Low level adjustment for disability equity loading provides support for students at Buninyong Public 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"> • Explicit teaching • Other funded activities <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 • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of an Occupational Therapist to provide intervention programs that support student needs • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Additional allied health supports for students to support learning and engagement. These specialist supports alongside the classroom teacher and SLSO to maximise learning opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with Exercise physiologist, Speech and Occupational Therapist services school wide, with the addition of a dietitian in Term 2.</p>
<p>Location</p> <p>\$1,928.54</p>	<p>The location funding allocation is provided to Buninyong Public 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses <p>The allocation of this funding has resulted in: Unfortunately, due to COVID restriction and no excursions we were unable</p>

<p>Location</p> <p>\$1,928.54</p>	<p>to implement cross site teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: This activity will be carried forward to 2022. Access excursions at the Wambangalang Environmental Education Centre.</p>
<p>Literacy and numeracy</p> <p>\$5,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Buninyong Public 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"> • Play-based pedagogy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release to engage staff in mentoring and coaching one hour per week. • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: Through the implementation of targeted professional learning in literacy and numeracy, staff confidence and competence have improved. The additional hour of release has provided support for staff to improve their practice, supported by an executive. This has been a collective approach to literacy and numeracy, K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue this practice in 2022.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Buninyong Public 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"> • Explicit teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead professional learning opportunities available through the Numeracy Strategy • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader to lead analysis of data and professional learning, including check -in assessments and the use of learning sprints • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy <p>The allocation of this funding has resulted in: The employment of an additional Instructional Leader 3-6 was very successful. Due to the amount of time lost to lockdowns, the staff surveys showed they would like the practice of mentoring and coaching to continue into 2022. The professional dialogue and personal mentoring was valued highly.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Early Action for Success (EaFS)</p> <p>\$171,513.00</p>	<p>funding will be: To employ Assistant Principals Curriculum and Instruction instead of the Instructional Leader position.</p>
<p>QTSS release</p> <p>\$79,715.90</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Buninyong Public 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"> • Data informed teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Assistant Principals from all stages were released from class to implement targetted intervention for students needing consolidation and extension. This provided multiply opportunities for professional dialogue and team teaching. Shoulder to shoulder decision making was appreciated by teaching and executive staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: Executive and teaching staff working alongside each other in the classroom will continue in 2022. This collaborative approach leads to quality instruction in the classroom, data based decision making and achievement of Performance and Development Plan goals. This practice has improved teacher quality in all classrooms. This improvement is reflected in school data.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Buninyong Public 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"> • Data informed teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: The use of quality tiered interventions across the K- 6 school environment to improve student achievement in line with our strategic directions. Monitoring of students achievements every 5 weeks has allowed staff to collaboratively examine data and form teaching focus based on findings using PLAN and check in assessment data.</p> <p>After evaluation, the next steps to support our students with this funding will be: Due to multiple COVID restrictions interventions will be intensified in 2022.</p>
<p>COVID ILSP</p> <p>\$267,957.81</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>COVID ILSP</p> <p>\$267,957.81</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data to identify students for small group tuition and/or monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in:</p> <p>Intensive support for students identified through initial testing. Results were placed in PLAN. Online small class groups continued</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>COVID interventions will continue into 2022. Testing will commence Term 1 2022. DIBELS training will be investigated in 2022.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	181	207	207	198
Girls	163	177	181	197

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.8	85.6	88.8	86.8
1	88.7	92.1	89.6	86.5
2	88.7	89.2	91.3	86.3
3	94.6	89.6	88.5	87.3
4	90.3	90.6	87	85.3
5	89.9	90.5	92.6	85
6	87.2	85.9	89.3	90.5
All Years	90	89.1	89.5	86.8
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

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.64
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	7.92

*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.

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	-241,751
Revenue	6,547,754
Appropriation	6,399,639
Sale of Goods and Services	23,599
Grants and contributions	124,478
Investment income	38
Expenses	-6,027,275
Employee related	-5,245,094
Operating expenses	-782,180
Surplus / deficit for the year	520,479
Closing Balance	278,729

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	127,593
Equity Total	1,631,900
Equity - Aboriginal	620,705
Equity - Socio-economic	737,226
Equity - Language	10,969
Equity - Disability	262,999
Base Total	3,404,234
Base - Per Capita	100,101
Base - Location	1,929
Base - Other	3,302,204
Other Total	642,972
Grand Total	5,806,698

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.

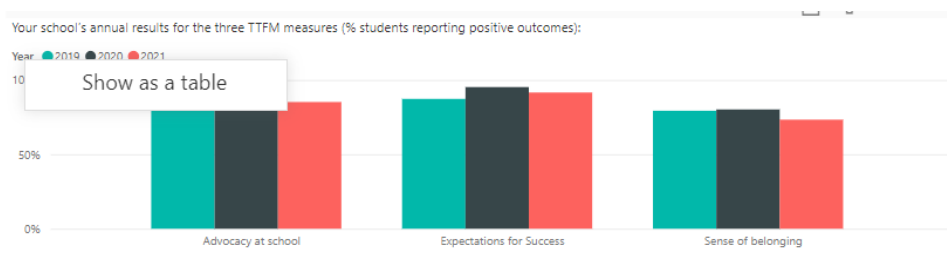
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

The challenges faced by schools, over the past two years have been varied and many. Personal communication has been an absolute focus for our school, ensuring our students, staff and families stay connected while working from home. Listening to community input and suggestions, has helped identify critical issues and supported our team to work toward overall improvement and community engagement. Working from home has seen our focus shift from community satisfaction to engagement and inclusivity. We have used Tell Them From Me survey over the past three years to compare student belonging, advocacy and expectations.

Our use of Facebook as a communication tool has allowed the school to build engagement during lock downs and lockouts. This was a very positive method of contacting families and using the messenger app as a way of sharing success and to ask questions while working from home. Facebook allows the school to:

- Share valuable information quickly and efficiently
- Build trust and transparency through comments and quick replies even after hours.
- Target specific KLAS to increase awareness and engagement
- Leverage Facebook analytics to identify areas for school improvement

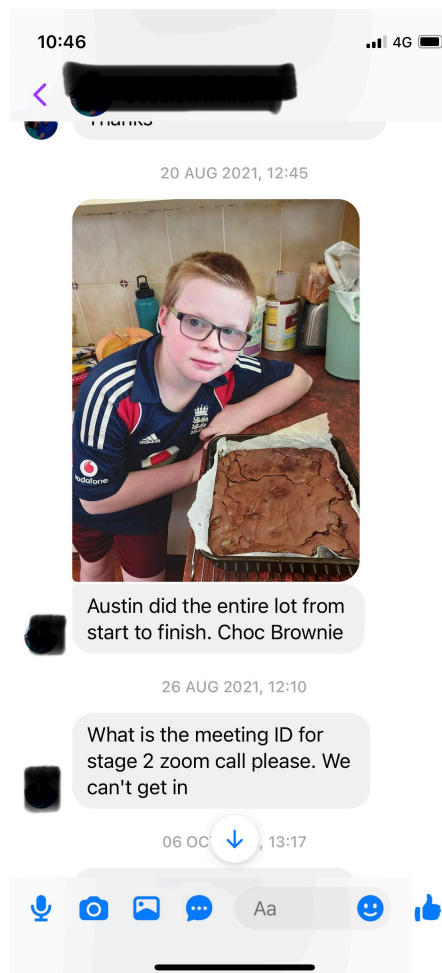


Results

Facebook Page reach

4,061 ↓ 79%



The indicator of 79% decrease in 'reaches' shows this was our source of communication and engagement with our community during lockdowns and lock outs.








Engagement with school during lockdown.

Page overview

Discovery

	Post reach	3,961
	Post engagement	3,203
	New Page followers	8

Interactions

	Reactions	582
	Comments	54
	Shares	20
	Photo views	1,416
	Link clicks	107

Example of a months' insight into audience engagement with Buninyong Facebook

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.