

2022 Annual Report

Bundarra Central School



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Introduction

The Annual Report for 2022 is provided to the community of Bundarra Central School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

Seeing so many successes at Bundarra Central School across multiple streams is rewarding. I have witnessed outstanding achievements from our students, staff, and community, including an increased sense of belonging, connection, and collaboration that provides an authentic purpose and value to the education at Bundarra Central School. Bundarra Central School has high expectations for all students and staff, underpinning our success. Strategic directions deliver an enhanced focus on curriculum, wellbeing, and attendance, ensuring the core priority is success for every student every day. I take this opportunity to congratulate and thank all staff, students, parents, and community members, and I look forward to delivering a shared vision and sustained student outcomes for Bundarra Central School.

School vision

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

School context

Bundarra Central School is situated on the banks of the Gwydir River, in the small rural township of Bundarra.

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

The school works closely with the local Bundarra Pre-school to ensure our students have the best start to kindergarten. Our students are engaged and active learners who are provided with academic, cultural, sporting, and innovative learning opportunities tailored to their needs and support them to become successful lifelong learners. Senior students can access a range of HSC courses and vocational education pathways.

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

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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To ensure student growth and attainment for all.

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$213,980.65

Low level adjustment for disability: \$78,685.00

Professional learning: \$14,000.00

Integration funding support: \$41,882.00

Aboriginal background: \$18,149.00

AP Curriculum & Instruction: \$38,354.00

Summary of progress

Bundarra Central School staff use a range of data to inform practice and improve student growth and attainment across the school, including our progress toward desired improvement measures. This work's impact is evidenced in literacy and numeracy results, where NAPLAN growth is trending towards the lower bound, and K-2 reading benchmark levels continue to improve. Our students have been supported by our dedicated Covid Intense Learning Support Program to improve their ability to understand and evaluate meaning through reading, writing, listening and speaking, viewing and representing. The formulation and ongoing impact of our focus will be to develop a culture of explicit teaching practices and staff's commitment to continuous improvement, which is also reflected in growth against the School Excellence Framework (SEF) in the element of Data Skills and Effective Classroom Practice.

The implications moving forward will be to embed and maintain these quality processes at a whole school level and enhance student growth and attainment. Our approach to implementing Professional Learning in 2023 promotes a culture of enhanced teacher capacity, teaching, and learning to increase student outcomes. Areas for further improvement include reconnecting with colleagues across the Sapphire Community of Schools to enhance pedagogy, leading to consistent, sustainable whole-school processes as we move into 2023.

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 achieving in the top 2 NAPLAN bands in numeracy will be at or above the system-negotiated lower bound target of 16.5%.	• Many Year 3 students achieved in the top two bands for NAPLAN numeracy, indicating that the school exceeded its target. • Many Year 5 students achieved in the top two bands for NAPLAN numeracy, indicating that the school was moving towards its lower bound target.
• The proportion of Year 7 and 9 students achieving in the top 2 NAPLAN bands in numeracy will be at or above the system-negotiated lower bound target of 20%.	• There were a number of students in the top two bands for NAPLAN numeracy, indicating that the school is not yet trending towards its lower bound target.
• The proportion of Year 3 and 5 students achieving in the top 2 NAPLAN bands in reading will be at or above the system-negotiated lower bound target of 27.3%.	• Many Year 3 students achieved in the top two bands for NAPLAN reading, indicating that the school is moving towards the lower bound target. • Many Year 5 students achieved in the top two bands for NAPLAN reading, indicating that the school is moving towards its lower bound target.

<ul style="list-style-type: none"> • The proportion of Year 7 and 9 students achieving in the top 2 NAPLAN bands in reading will be at or above the system-negotiated lower bound target of 30%. 	<ul style="list-style-type: none"> • Year 7 students in the top two bands for NAPLAN reading, indicated that the school working towards its lower bound target. • Year 9 students achieved in the top two bands for NAPLAN reading, indicating that the school exceeded its target.
<ul style="list-style-type: none"> • The proportion of students achieving expected growth in NAPLAN numeracy between Year 3 and 5 will be trending towards the system-negotiated lower bound target of 50%. 	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data because of the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> • The proportion of students achieving expected growth in NAPLAN numeracy between Year 7 and 9 will be trending towards the system-negotiated lower bound target of 60%. 	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data because of the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> • The proportion of students achieving expected growth in NAPLAN reading between Year 3 and 5 will be trending towards the system-negotiated lower bound target of 50%. 	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data because of the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> • The proportion of students achieving expected growth in NAPLAN reading between Year 7 and 9 will be trending towards the system-negotiated lower bound target of 60%. 	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022, with an absence of comparison data because of the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> • The School's value added trend is at or above similar schools in the SSSG. • The school identifies growth targets for individual students, using internal and external data and plans for student achievement. 	<ul style="list-style-type: none"> • Bundarra Central School is showing an upward trend in value-added from the bottom to middle bands, which has been reflected in the data. Students in Years 5 and 9, achieved significant growth in reading, writing, spelling, grammar, and punctuation. Year 9 students also achieved growth in numeracy.
<ul style="list-style-type: none"> • All Year 11 and 12 students review their SMART goals regularly with an identified staff member and plan the steps needed to meet these goals. • All students (7-12) have access to information about post secondary pathways. • All students are supported to complete the HSC minimum standards testing. 	<ul style="list-style-type: none"> • All teaching and learning programs include evidence of adjustments made to SMART goals to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. • Students have shown increased growth in achieving their minimum standards.

Strategic Direction 2: Empowering Educators with Powerful Pedagogy and Curricula

Purpose

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

Initiatives

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

- Curriculum
- Effective Classroom Practice

Resources allocated to this strategic direction

Professional learning: \$7,000.00

QTSS release: \$8,000.00

Socio-economic background: \$4,900.00

Location: \$1,800.00

Summary of progress

Teachers and other staff have worked as part of a collaborative growth process with David Silcock, developing individual and team-based guiding questions to enhance professional practice and leadership capacity through collaborative growth inquiry. Professional learning included sessions on learning intentions, success criteria, accessing and interpreting data, using data to inform teaching, and tools to increase the effectiveness and cohesiveness of teaching literacy and numeracy.

Staff is connecting through strategic teams, including Literacy, Numeracy, and Quality Teaching, and engaged in collegial discussions with other staff to collect, identify, and analyse areas of development and target specific professional learning to improve their knowledge, skills, and awareness to influence school-wide improvement. This was facilitated through the instructional leadership of Executive staff and Assistant Principal Curriculum Instruction, who collaborated with the staff to lead and target explicitly those teachers who required ongoing development to improve their practice. However, this will rely heavily on the ongoing resources available, including staffing to release staff to continue this professional development, especially towards implementing the new curriculum reform.

In 2023, staff will participate in observations based on the Quality Teaching Model and the Australian Professional Standards for Teachers. Staff will also continue to work with David Silcock on collaborative growth inquiry for their professional development.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Teaching and learning programs describe expected student progression in knowledge, understanding and skill, and the assessments that measure them.• All staff engage with Statewide staffrooms and keep up to date with syllabus changes.• An evaluation and review of Stage 6 assessment validation and monitoring is undertaken.	<ul style="list-style-type: none">• All staff utilise and plan for teaching and learning using the NSW Syllabus, and programs are monitored and evaluated regularly to ensure a positive impact on student learning.• Significant collaboration has occurred across the primary school in relation to planning for the new Kindergarten to Year 2 curriculum. The staff has undertaken Kindergarten to Year 2 online training to upskill themselves and implement the new syllabus for 2023.• The new Kindergarten to Year 2 planning syllabus is ready for implementation, with both Assistant Principal and the Assistant Principal Curriculum Instruction providing in-class support and professional learning to primary teachers.• We have implemented a new Stage 6 monitoring process to develop and refine HSC monitoring processes for 2023, including streamlining monitoring electronically through OneNote to reduce the administrative

<ul style="list-style-type: none"> • Teaching and learning programs describe expected student progression in knowledge, understanding and skill, and the assessments that measure them. • All staff engage with Statewide staffrooms and keep up to date with syllabus changes. • <p>An evaluation and review of Stage 6 assessment validation and monitoring is undertaken.</p>	<p>hours of teaching staff.</p> <ul style="list-style-type: none"> • Staff connected with their key learning areas through the State-Wide Staffrooms, providing opportunities to connect on curriculum and professional learning opportunities.
<ul style="list-style-type: none"> • Formative assessment is integrated into teaching practice in most classrooms, confirming that students learn what is taught. • Teachers routinely use evidence of learning, including reliable formative and summative assessments to inform teaching and adapt their practice to meet the learning needs of their students. • Opportunities for students to provide and receive feedback on their learning is regularly created and implemented in each classroom. 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the element of assessment to be sustaining and growing. • Internal data indicates that assessments are used to help the teacher know where they are in their learning journey and to help the teacher cater to them as an effective learner. • Internal measures indicate an increased percentage of students regularly utilising feedback on their learning and assessment to set explicit learning goals and improve learning outcomes.
<ul style="list-style-type: none"> • 75% K-12 students can articulate their Literacy and Numeracy learning goals. • All teachers understand differentiated learning and cater for cohorts of students within their classrooms. • Staff utilise the disability standards and GATS policy. All staff have completed the training in Disability Standards. 	<ul style="list-style-type: none"> • A review of student progress against their learning goals indicates an upward trend of students achieving literacy and numeracy learning goals. • Teachers are pre-testing prior knowledge to establish a differentiated classroom and keep track of addressing individual learning styles and preferences. • The executive team is analysing data and the collection of evidence of students whose learning is impacted by disability and implementing targeted professional learning and additional learning and support needs.
<ul style="list-style-type: none"> • All teachers are developing their capacity to identify, understand and implement effective explicit teaching methods, with the highest priority being given to evidence-based teaching strategies. • Professional learning is aligned with PDPs and the SIP, and its impact on the quality of teaching and student learning outcomes is evaluated. 	<ul style="list-style-type: none"> • All teachers are utilising evidence-based data more effectively, ensuring that all students are challenged, and all adjustments lead to improved learning through explicit teaching strategies. • All teachers are required to be part of a Strategic Improvement Plan team, either in Quality Teaching, Literacy or Numeracy, or Wellbeing. • Professional Development Plans are providing an opportunity for teachers to develop capabilities in their teaching practice and tailor their professional development aligned with the school plan and the specific Strategic Improvement Plan team.
<ul style="list-style-type: none"> • Learning communities are established within the school and staff engage in wider professional networks. • Key DoE leadership initiatives are identified and some staff participate in these endeavours. • Technology and learning spaces are utilised to enhance student learning. 	<ul style="list-style-type: none"> • The central focus of the leadership team, combined with Assistant Principal Curriculum Instruction and David Silcock has been the increase in collaboration with staff across the school. This has been accompanied by a renewed emphasis on evidence-based decision-making and a commitment to continual school improvement. • All students from Year 5 through to Year 12 have been provided with a laptop and access to learning hubs throughout the school.

Strategic Direction 3: Promoting Positive Wellbeing for All

Purpose

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

Initiatives

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

- A Planned Approach to Wellbeing

Resources allocated to this strategic direction

Per capita: \$24,257.00

Location: \$28,500.00

Socio-economic background: \$0.00

Professional learning: \$1,500.00

Summary of progress

We have achieved an increase in attendance with the school trending toward the lower bound targets through the implementation of various initiatives, including Friday fun Day, Community Groups, our student cafe fair education project, our new Head Space Safe Space well-being initiative, and the increased involvement of parents and community to support and celebrate continuous improvement in our teaching and learning. There has been a slight decrease in positive well-being measures for students across the school in 2022 due to the continuing impact of COVID-19 and the floods that impacted our region. Although implementing these programs, there is anecdotal evidence that supports student's well-being and engagement increase by connecting with families and through programs to improve positive school behaviour for learning and wellbeing.

In 2023, the school will continue to demonstrate an understanding that families have high expectations for their children, and all teachers will work in collaboration with parents and communities to ensure all students are provided with opportunities for student learning and success by creating a safe, supportive environment where students are known, valued and cared for.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• The proportion of Year 7 to 10 students attending school at least 90% of the time will be trending towards the system-negotiated lower bound target of 55%.	<ul style="list-style-type: none">• The number of students in Years 7 to 10 attending school 90% of the time or more has increased.
<ul style="list-style-type: none">• The proportion of Year 1 to 6 students attending school at least 90% of the time will be trending towards the system-negotiated lower bound target of 60%.	<ul style="list-style-type: none">• The number of students in Years 1 to 6 attending school 90% of the time or more has increased.
<ul style="list-style-type: none">• The school has implemented evidence based changes to whole school practices, resulting in measurable improvements in attendance and students' engagement to support learning.	<ul style="list-style-type: none">• Bundarra Central is running Breakfast Club daily to ensure that students are attending and having breakfast every day.• The Learning Support Team now meets weekly to identify students of concern with attendance. In collaboration with HSLO, and the Learning Support Team, Bundarra Central School is establishing, maintaining, and regularly evaluating systems that support student attendance across the school.

<ul style="list-style-type: none"> • The proportion of Year 7 to 12 students identifying positive wellbeing as recorded in the three TTFM measures will be trending towards the system-negotiated lower bound target for wellbeing of 70.2%. 	<ul style="list-style-type: none"> • Students reporting positive wellbeing outcomes has decreased across the positive wellbeing measures.
<ul style="list-style-type: none"> • Staff wellbeing is supported in a planned and responsive manner. • Staff regularly access resources such as <i>'Being Well'</i> and demonstrate responsibility for their wellbeing and the wellbeing of others. • Every student can identify a staff member to whom they can confidently turn to for advice and assistance at school. 	<ul style="list-style-type: none"> • Bundarra Central School had a 100% completion rate of the People Matter Survey this year. Staff wellbeing is increasing with the development of meaningful strategies and initiatives to enhance workplace culture tailored to the context of Bundarra Central School staff. • Students can access roll call teachers, SLSO support, school counsellor, and the library head space safe space to access advice and support confidentially.
<ul style="list-style-type: none"> • The school collects, analyses and uses data including valid and reliable student, parent and staff surveys and feedback to monitor and refine a whole school approach to wellbeing and engagement with the view to improving learning. 	<ul style="list-style-type: none"> • Tell Them From Me data is analysed to refine whole school approaches to enhance wellbeing and engagement and increase expectations for success, advocacy, and a sense of belonging at Bundarra Central School.
<ul style="list-style-type: none"> • The proportion of Year 4, 5 and 6 students identifying positive wellbeing as recorded in the three TTFM measures will be trending towards the system-negotiated lower bound target for wellbeing of 70%. 	<ul style="list-style-type: none"> • Students reporting positive wellbeing outcomes has decreased across the positive wellbeing measures.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$41,882.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bundarra Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • K - 12 Literacy and Numeracy Achievement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • Employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: The allocation of funding has resulted in the structure and routines for the identified students and a significant increase in the ability to meet the learning needs of the eligible students through their PLSP.</p> <p>After evaluation, the next steps to support our students will be: Continued implications for the identified student with growth and development is to increase participation with peers, increase compliance, and visual and verbal communication and more PL for staff to manage the varying complexities.</p>
<p>Aboriginal background</p> <p>\$18,149.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bundarra Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • K - 12 Literacy and Numeracy Achievement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of specialist additional staff including Student Learning Support Officer to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: The allocation has provided support for Aboriginal students the implementation of personalised learning support plans. Providing extra support and funding for NAIDOC Week by promoting the leadership of our Aboriginal students and our families strongly supporting them.</p> <p>After evaluation, the next steps to support our students will be: To increase the support for students to be able to connect, the set up of a yarning circle to further enhance their knowledge and understanding about their culture.</p>
<p>Low level adjustment for disability</p> <p>\$78,685.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bundarra Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • K - 12 Literacy and Numeracy Achievement

<p>Low level adjustment for disability</p> <p>\$78,685.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> Engaging a learning and support teachers to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: Improved engagement in learning has resulted from an intensive approach. Evidence can be seen in a combination of reading assessment writing samples, teacher observations and NAPLAN data.</p> <p>After evaluation, the next steps to support our students will be: The Literacy and Numeracy team will continue to provide support on strategies to meet the needs of students and how that support can be implemented across the school. The executive team will continue to provide ongoing PL and support based on the evidence and context of the school.</p>
<p>Location</p> <p>\$30,300.00</p>	<p>The location funding allocation is provided to Bundarra Central School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Curriculum A Planned Approach to Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> Increasing SLSO support for students in class and in the playground. <p>The allocation of this funding has resulted in the following impact: Positive wellbeing has shown to have increase across primary and secondary.</p> <p>After evaluation, the next steps to support our students will be: Increased opportunities to identify individual needs and drawing external support as required.</p>
<p>Professional learning</p> <p>\$22,500.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bundarra Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> K - 12 Literacy and Numeracy Achievement Monitor and Support Student Progress and Achievement Effective Classroom Practice Curriculum A Planned Approach to Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> BCS engaged an Aboriginal learning support officer (SLSO) to support classroom teachers and engage Aboriginal students through personalised learning support is provided to students, ensuring foundational literacy, numeracy and learning milestones are achieved. <p>The allocation of this funding has resulted in the following impact: Aboriginal students is seeing an increase in confidence, wellbeing and sense of belonging at the school.</p> <p>After evaluation, the next steps to support our students will be: The development of a yarning circle at the school to provide a further voice for Aboriginal students and further enhance their sense of belonging and connection to the school and community.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$8,000.00</p>	<p>improve teacher quality and enhance professional practice at Bundarra Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • school leaders role model the adaptive, learning culture that they want to support; they support staff development <p>The allocation of this funding has resulted in the following impact: Increased teacher applying for professional development.</p> <p>After evaluation, the next steps to support our students will be: Teachers taking on leadership roles within the school.</p>
<p>COVID ILSP</p> <p>\$73,922.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</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"> • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: We have increased growth in reading and writing due the intense Covid Literacy support.</p> <p>After evaluation, the next steps to support our students will be: Strategic focus on Vocab for primary and the implementation of the Literacy and Numeracy team.</p>
<p>Socio-economic background</p> <p>\$218,880.65</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bundarra Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • K - 12 Literacy and Numeracy Achievement • Monitor and Support Student Progress and Achievement • Curriculum • A Planned Approach to Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement Smart Goal development and Minimum standards testing for Stage 6 students. • Professional development of staff through MultiLit and MaquLit to support student learning. • Equitable access to specialist resources for all staff and students. <p>The allocation of this funding has resulted in the following impact: Year 5 NAPLAN Reading, writing, spelling, grammar, and punctuation are all above the SSSG. Year 9 Naplan Writing is above both State and SSSG. Year 9 reading, spelling, and numeracy are all above the SSSG.</p>

Socio-economic background

\$218,880.65

After evaluation, the next steps to support our students will be:

After evaluation, the next steps to support our students with this funding will be to continue to engage the literacy and numeracy mentor to support our trajectory toward achieving targets. K/1/2 reading and literacy session organisation and delivery.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	47	45	51	43
Girls	52	47	43	41

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 from 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.0	92.6	86.4	88.1
1	93.9	88.8	90.9	88.2
2	82.0	93.3	87.1	82.7
3	91.4	92.5	91.9	86.1
4	76.7	77.4	90.7	88.4
5	88.1	96.5	79.3	85.1
6	90.0	80.3	92.7	81.7
7	93.2	89.1	75.5	80.5
8	93.9	94.6	70.9	76.3
9	83.4	81.8	80.8	67.8
10	76.2	67.0	69.4	69.7
11	69.0	58.7	47.4	70.6
12	82.4	72.1	83.8	70.6
All Years	85.1	83.1	79.1	79.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

Management of non-attendance

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

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	17	0
TAFE entry	0	0	0
University Entry	0	0	33
Other	0	0	33
Unknown	0	0	33

Year 12 students undertaking vocational or trade training

60.00% of Year 12 students at Bundarra Central School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Bundarra Central School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.4
Head Teacher(s)	2
Classroom Teacher(s)	8.97
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.57
School Administration and Support Staff	5.39
Other Positions	0.1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	369,791
Revenue	3,027,181
Appropriation	2,956,640
Sale of Goods and Services	9,531
Grants and contributions	48,467
Investment income	2,397
Other revenue	10,146
Expenses	-2,727,082
Employee related	-2,598,559
Operating expenses	-128,523
Surplus / deficit for the year	300,099
Closing Balance	669,889

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.

	2022 SBAR Adjustments (\$)
Targeted Total	42,842
Equity Total	318,042
Equity - Aboriginal	18,857
Equity - Socio-economic	218,881
Equity - Language	0
Equity - Disability	80,304
Base Total	2,152,409
Base - Per Capita	24,257
Base - Location	30,388
Base - Other	2,097,764
Other Total	269,478
Grand Total	2,782,771

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.

School performance - HSC

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

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

Parent/caregiver, student, teacher satisfaction

- A recent survey of parents and carers indicated that Bundarra Central School has increased its connection with the community and is creating positive partnerships through many initiatives, including the student cafe for the community, which is creating positive partnerships.
- Students are increasing their connection to the school through community groups, student cafe, sports, and Friday fun day activities highlighting an upward trend in the sense of belonging to Bundarra Central School.
- Staff are engaging more in the school and leading initiatives, teaching, and learning to engage our student community.



The successful cattle club has a positive impact on our students and community.



Community members enjoying lunch from our student cafe.



Students serve our community with food from our student-run cafe.

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.