

2022 Annual Report

Bungendore Public School



1421

Introduction

The Annual Report for 2022 is provided to the community of Bungendore 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

Bungendore Public School

Gibraltar St

Bungendore, 2621

<https://bungendore-p.schools.nsw.gov.au>

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

6238 1317

School vision

At Bungendore Public School are committed to lifting literacy and numeracy standards across all grades to ensure students are given every opportunity to achieve their best. Our focus on literacy and numeracy skills will enhance the academic potential of our students while improving overall academic outcomes from Kindergarten through to Year 6.

We are committed to the well-being of our students who will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. Our students will be respected, valued, encouraged, supported and empowered to succeed and we will ensure they grow and flourish, do well and prosper at school.

School context

Established in 1868 Bungendore Public School is an inclusive primary school setting catering for students from Kindergarten to Year 6. It is situated within the rural town of Bungendore, NSW, 24km from Queanbeyan and 35km from Canberra. At present, the school has 21 mainstream classes and 1 support class with 2.51% identifying as Aboriginal or Torres Strait Islander. Students come from a variety of socio-economic backgrounds. The school has a Family Occupation and Education (FOE) index of 61 which reflects the diverse makeup of the community. The school has a strong culture of excellence in the performing arts and sporting pursuits and takes great pride in its holistic focus to ensure that all students have every opportunity to succeed.

The focus for Bungendore Public School is the development of children as confident and articulate young people, able to positively contribute as citizens in the ever-changing modern world. Bungendore School provides a safe, supportive environment in which, academic, musical, cultural and sporting achievement is highly valued and students are actively encouraged to strive for the highest personal achievement in all aspects of their school and personal life. The staff, students and community are committed to five core values: honesty, respect, responsibility, cooperation and doing your best. The school works closely with parents and the wider community to create a friendly, fun and rich learning environment. Bungendore Public School offers spacious grounds, modern classrooms and access for all students to a wide range of technology. The dedicated and committed staff of Bungendore Public School work closely together to draw on the experiences and strengths, including those of new graduates and teachers who have worked across different settings. Teachers ensure differentiated and engaging teaching programs and experiences are in place to support all students K-6.

Bungendore Public School has strong community partnerships, working closely with the AECG, Bungendore War Memorial Committee, CWA, Rotary and local businesses to enhance and enrich opportunities for the whole school community. Valuing our strong partnerships with Early Learning Providers within the village and our strong transition to school program we are committed to working closely with the new Bungendore High School when it opens in 2023. The development of the Bungendore Educational Precinct will allow students to remain connected with their local community through our commitment to positive partnerships as a professional learning community.

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	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Reading:

Reading growth for students, as measured on school-based and state based assessments, are evident, primarily related to students' ability to engage with different types of texts when reading and viewing, understanding purpose, audience and subject matter. When writing students are demonstrating effective and accurate sentence, grammatical and punctuation structures and features.

Mathematics:

Mathematics growth for students, as measured on school-based and state based assessments, are evident, primarily related to students' ability to represent, model and compare fractions and decimals, understand the properties of odd and even numbers and generate number patterns and sentences.

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.

- Collaboration
- Explicit Teaching

Resources allocated to this strategic direction

Beginning teacher support: \$30,434.00

Professional learning: \$28,337.20

QTSS release: \$77,688.41

Integration funding support: \$164,352.00

Socio-economic background: \$38,915.74

English language proficiency: \$11,349.81

Low level adjustment for disability: \$180,887.72

Literacy and numeracy intervention: \$72,400.23

Aboriginal background: \$2,500.00

Literacy and numeracy: \$17,400.11

Summary of progress

To support collaboration and explicit teaching, our focus this year has been on building the foundations for these two elements of practice to become an integral part of teaching and learning. Key school activities have been our *Bungendore Early Career Teacher Group*, *Stage Planning Days*, *Initialit*, *Learning & Support* & *What Works Best* study.

Collaboration

During 2022, our focus in supporting collaboration was to build on, refine and embed the practices that had been implemented over the previous two years. This included building on professional learning to strengthen understanding of collaboration and collective efficacy, supporting opportunities for teachers to work alongside one another in team teaching scenarios, and continuation of stage planning days each term. Steps were taken to increase the amount of time available for teachers to plan collaboratively, however this has been hampered by availability of staff.

What Works Best and What Works Best in Practice guided stage professional learning around collaboration and stage planning days were used to embed teacher professional development into practice. Through ongoing reflection, refinement and improvement, collaborative staff planning became more embedded and teaching across each classroom was more consistent in the approach to learning.

Beginning teachers were supported through a Beginning Teacher's Mentor group, which partners each beginning teacher with a mentor, and provides time for the teacher and mentor to work together and build the capacity of each individual involved. Early career teachers felt more supported and were able to do their jobs well, and could identify where to seek support. Mentor teachers also reported growth in understanding of the accreditation process and their role in supporting early career teachers.

Explicit Teaching

Explicit teaching in literacy was a strong focus for 2022, particularly in K-2 with the implementation of Initialit and an increased emphasis on explicit teaching in literacy for learning support.

During 2022 seven teachers were formally trained in Initialit, with five teachers K-2 supported by their colleagues to ensure implementation. The explicit, systematic approach to literacy resulted in increased student outcomes across our early years, with plans to support this into Stage 2 in 2023.

Teachers participated in further professional development to support pedagogical understanding and implementation of *Explicit Teaching* as a teaching method, utilising the 'What Works Best' 2020 documents. As a result, essential elements such as Learning Intentions and Success Criteria, use of formative assessment, exemplars and visual scaffolds to support student learning were increasingly embedded across the school.

Throughout 2022, Learning Support strengthened student achievement with support staff delivering individualised and small-group tuition to students in literacy and numeracy. Through implementation of Macqlit & Multilit, as well as explicit teaching in numeracy, learning outcomes for students receiving support increased.

Next steps

Our next steps in this initiative will be to evaluate school progress towards progress measures. A School Development Review in Numeracy will provide important recommendations to further support student learning, and there is a need for greater understanding of curriculum reform initiatives across K-6.

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 Year 3 and 5 students achieving in the top two bands in NAPLAN reading by 8% from baseline data towards the system-negotiated target.	2022 NAPLAN data indicates a decrease of 5.9% in the proportion of students achieving in the top two skill bands for NAPLAN reading from baseline data demonstrating the school did not achieve the system-negotiated target.
Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy by 8.4% from baseline data towards the system-negotiated target.	2022 NAPLAN data indicates a decrease of 16.9% in the proportion of students achieving in the top two skill bands for NAPLAN numeracy from baseline data demonstrating the school did not achieve the system-negotiated target.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN reading by 1.6% from baseline data towards the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy by 1.5% from baseline data towards the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Positive Learning Culture

Purpose

For students to have a sense of:

- self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, cultural, spiritual and physical wellbeing.
- belonging, purpose and meaning that enables them to thrive in their learning environment.

Initiatives

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

- High Expectations
- Effective Feedback

Resources allocated to this strategic direction

Professional learning: \$11,203.80

Summary of progress

To support these two initiatives, the key focus has been on building a positive school culture through focus on interpersonal relationships and refining processes for reflection and feedback.

High Expectations and Effective Feedback

The focus on supporting High Expectations and Effective Feedback built on knowledge and understandings and refined and embedded the practices that were implemented throughout the year. This included professional learning through discussion, exploration and reflection on the High Expectations element within 'What Works Best' and the 'School Excellence Framework'. Further peer observations were offered as an opt-in for teachers who were eager to expand on their practice, with teachers reporting they found the process worthwhile. Written reports to parents were adapted to focus on goal-setting, with comments for Key Learning Areas written as 'I Can' and 'Learning to' statements.

The school executive team engaged in growth coaching throughout terms 3 and 4 to further build on their leadership practices, as well as other professional learning to enhance leadership skills.

Next steps

Our next steps in this initiative will be to evaluate school progress towards progress measures and determine strategic directions for the new planning cycle. A comprehensive situational analysis will assist in informing our progress against these areas and identify where to next.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students reporting 'Expectations for Success' by 1.37% from 2021 Tell Them From Me baseline data towards the school-based target.	Tell them from Me (TTFM) data indicates an increase of 1% in the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) from baseline data indicating progress toward the system-negotiated target.
Improve the school's self-assessment level in the themes of High Expectations, Explicit Teaching and Feedback towards sustaining and growing against the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school is currently performing at delivering in the themes of High Expectations, Explicit Teaching and Feedback.

Purpose

To provide students with the opportunities to use their creative abilities and have the imagination, knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives develop confidence and capability in:

- pursuing learning throughout life, leading to enjoyable, fulfilling and productive employment
- relating well to others and forming and maintaining healthy relationships so they are well prepared for their potential life roles as friends, family, community and workforce members
- embracing opportunities, making informed decisions about their own lives and accepting responsibility for their own actions

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.

- Wellbeing
- Strengthening Community

Resources allocated to this strategic direction

QTSS release: \$23,327.15

Aboriginal background: \$10,595.53

Location: \$21,369.10

Summary of progress

To support these two initiatives, focus has been on building alignment between school processes and legislative requirements.

Wellbeing

The introduction of the Inclusive Education Reform has largely driven the work that we have actioned in improving school practices relating to wellbeing this year. Staff participated in principal-facilitated professional learning sessions on the practical impact of the policy introduction. This included awareness of prohibited practices, amendments to school procedures (including suspension), and familiarisation with resources such as the Inclusive Resources hub.

Additionally, we continued to foster supported learning opportunities for students to build self-confidence and a sense of belonging within the school community. Supported learning opportunities were put in place to support students include drumming groups, gardening club, literacy and numeracy intervention, and curriculum groups across stage three.

Strengthening community

Throughout 2022, staff engaged in *Personalised Learning Pathways (PLP)* and *Welcome to and Acknowledgement of Country* professional learning facilitated by the Queanbeyan Network Aboriginal Education Officer. This training enhanced school PLP processes, built understanding around the significance of Acknowledging Country and supported staff in the creation of their own personal Acknowledgement of Country. To further support this area of focus, staff were supported by the Aboriginal Education team to facilitate learning within their classes throughout Reconciliation and NAIDOC weeks. This included participation in the Queanbeyan Reconciliation Walk and a visiting performance by 'Wiradjuri Echoes'. Additionally, members of the Aboriginal Education team attended and contributed to Aboriginal Education Consultative Group (AECG) meetings throughout the year.

To further support this initiative, extra-curricular opportunities to enhance school participation and enjoyment and build a sense of belonging were included in various sporting pursuits through the Primary School Sports Association (PSSA), school camps and excursions, academic challenges such as Tournament of Minds, Da Vinci Decathlon and Premier's Debating, performing arts including Festival of Music and Schools Spectacular, and in class initiatives such as Market Day and the Geography Fair.

Next steps

Our next steps within this initiative is to develop a strategic and planned approach to develop whole school wellbeing processes that link explicitly to, and are supported by clear evidence around building and strengthening wellbeing within our school community.

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
<p>Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) through Tell Them From Me by 1.8% from baseline data towards the system-negotiated target.</p>	<p>Tell them from Me (TTFM) Term 4 data indicates an increase in the proportion of students reporting a positive sense of wellbeing. Expectations for Success an uplift of 0.1 points, Advocacy a decrease of 0.6 points, and Sense of Belonging at School an uplift of 13% from 2021 data indicating progress toward the system-negotiated target.</p>
<p>Increase the proportion of students attending school 90% of the time or more by 3.8% from baseline data towards the system-negotiated target.</p>	<p>Attendance data indicates a decrease of 36.01% in the proportion of students attending school 90% of the time or more from baseline data indicating progress yet to be seen toward the system-negotiated target.</p> <p>Focus on this target has resulted in newly introduced school-wide measures to improve attendance monitoring. This includes:</p> <ul style="list-style-type: none"> • Parent information each term providing an overview of attendance rates for individual students • Regular community engagement around the importance of regular attendance in newsletters and school communication • Processes for following up regular student absences (including unexplained absences) • Personalised attendance strategies for at-risk students
<p>Improve the school's self-assessment level in the themes of Transitions and Continuity of Learning, Parent Engagement and Community Engagement towards sustaining and growing against the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework shows the school is currently performing at delivering in the themes of Transitions and Continuity of Learning, Parent Engagement and Community Engagement.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$164,352.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bungendore 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for 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 • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: 100% of funded students have an IEP developed in consultation with the teacher, student and parent. All IEPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. SLSOs worked alongside students to support their progress towards their personalised learning goals. Assessment results indicates all students made measurable gains in literacy and numeracy towards their learning goals.</p> <p>After evaluation, the next steps to support our students will be: To continue to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs. We will continue to utilise these funds to employ school learning support officers to assist in facilitating learning programs and supporting students with additional learning needs.</p>
<p>Literacy and numeracy</p> <p>\$17,400.11</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bungendore 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"> • Explicit Teaching <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 • literacy and numeracy programs and resources, to support teaching, learning and assessment • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy • teacher release to engage staff in Macqlit, Multilit & Initialit <p>The allocation of this funding has resulted in the following impact: Majority of students in Macqlit groups completed the program, with only a small number requiring further support. Overall increase in teacher knowledge and understanding of effective literacy practices. Increased use of decodables to support early reading development, particularly in Stage 2.</p> <p>After evaluation, the next steps to support our students will be: Continue with Macqlit program to support students requiring reading intervention. In 2023, an increased focus on supporting numeracy attainment across K-6, and building teacher knowledge and understanding</p>

<p>Literacy and numeracy</p> <p>\$17,400.11</p>	<p>in the delivery of numeracy will be a priority.</p>
<p>Professional learning</p> <p>\$39,541.00</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 Bungendore 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"> • Collaboration • High Expectations • Explicit Teaching • Effective Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • relieving teachers off class to participate in structured PL and to enable whole stage collaboration with a focus on data analysis and planning for student learning in literacy and numeracy • Initialit Training - 8 teachers • What Works Best professional learning <p>The allocation of this funding has resulted in the following impact: Increased collaboration across and within teams, including consistency of practice and planning and consistency in assessment of student learning. Teachers have further developed their understanding of evidence-based practices through exploration of What Works Best themes, and this is becoming more evident within classrooms across the school. Initialit K-2 is having a positive impact on student learning and literacy attainment, and supported teachers in delivering evidence-based practice. Assessment data indicates an increase in the average attainment of reading skills and phonological awareness of students in each classroom.</p> <p>After evaluation, the next steps to support our students will be: Continue to build knowledge and understanding of the evidence base around effective classroom practice, and support the implementation of strategies to enhance student learning and engagement, including the development of consistent principles across each classroom. Continue to implement Initialit K-2, and expand this into Stage 2 for 2023 to support student literacy skills. Embedding Heggerty's across K-4 to further support phonological awareness.</p>
<p>Socio-economic background</p> <p>\$38,915.74</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bungendore 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • employment of additional staff to support [name] program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Improvement in reading from all identified students as shown on internal assessment measures. Increased capacity of staff to deliver literacy intervention</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Socio-economic background</p> <p>\$38,915.74</p>	<p>Continue with literacy intervention and supporting students with additional needs in classrooms.</p>
<p>Aboriginal background</p> <p>\$13,095.53</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bungendore 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"> • Explicit Teaching • Strengthening Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • Visiting performances from Wiradjuri Echoes - NAIDOC Week <p>The allocation of this funding has resulted in the following impact: An increase in Aboriginal families engaging in the PLP processes and improvement in how such practices are embedded. Literacy and numeracy support for Aboriginal and Torres Strait Islander students which increased achievement of outcomes. Engagement in Aboriginal cultural activities - Reconciliation Week and NAIDOC Week activities.</p> <p>After evaluation, the next steps to support our students will be: Continue to further enhance the PLP process, including provision of professional development for teachers, teacher release to engage in the PLP process and continue to provide opportunities for students to deepen understanding and connection to Aboriginal and Torres Strait Islander culture.</p>
<p>English language proficiency</p> <p>\$11,349.81</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bungendore 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 include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Student progress showing high growth on the EAL/D learning progressions; all students at Emerging progressed to Consolidating levels in ESL scales, and those at Consolidating progressed to to not requiring support at all. Increased support for students in the beginning and emerging phase, resulting in increased literacy attainment</p> <p>After evaluation, the next steps to support our students will be: Capitalise on teacher confidence to cater for the needs of EAL/D learners across all key learning areas (KLAs) and engage more authentically with the</p>

<p>English language proficiency</p> <p>\$11,349.81</p>	<p>EAL/D scales to support assessment of student learning. Personalised and targeted mentoring will be provided to teachers in the form of mentoring, co-teaching and co-planning as required. Continue to employ SLSOs to deliver targeted literacy support for EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$180,887.72</p>	<p>Low level adjustment for disability equity loading provides support for students at Bungendore 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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention (Macqlit & Multilit) to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Increased teacher knowledge and understanding of effective literacy and numeracy practices and growth in reading results as measured by internal assessment measures across the school. Increased effectiveness of the school Learning and Support Team, including the ability to provide Tier 2 literacy intervention to a greater range of students. Targeted support from SLSOs allowed for greater reach in providing intervention to students not achieving at grade level. Through intervention, the number of students requiring further learning support decreased.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs to deliver literacy and numeracy intervention. To continue to refine and improve wellbeing practices inclusive of a wholeschool approach and systematic monitoring through the use of Sentral</p>
<p>Location</p> <p>\$21,369.10</p>	<p>The location funding allocation is provided to Bungendore 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"> • Strengthening Community <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: Increased opportunities for all students to access extra-curricular learning; ensuring no student missed an opportunity to participate. This included Stage 3 camps, ES1 - S2 excursions, Musica Viva incursions, various PSSA opportunities, and Schools Spectacular.</p> <p>After evaluation, the next steps to support our students will be: Ensuring equal opportunity is provided to all students to access learning and overcome isolation barriers</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$101,015.56</p>	<p>improve teacher quality and enhance professional practice at Bungendore 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"> • Collaboration • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • staffing release to support implementation of Inclusive Education Reform <p>The allocation of this funding has resulted in the following impact: Increased collaboration on programming within and across stages to support consistency in planning and practice through stage planning days. Staff supported in professional learning on explicit teaching leading to clear learning intentions being used in classroom lessons. Higher student engagement in lessons when the learning intention of lessons was clearly stated. Targeted opportunities for observations and quality teaching rounds to upskill and reflect on practice. Increase in teachers' ability to plan and deliver lessons according to students' needs Improved transition practices including to-, within- and from- school.</p> <p>After evaluation, the next steps to support our students will be: Continuing to focus on improving evidence-based practices through a collaborative teaching environment. APC&I to support development of consistent approach to effective classroom practice. Further work on improving transition practices to support students.</p>
<p>Literacy and numeracy intervention</p> <p>\$72,400.23</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bungendore 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Increased teacher knowledge and understanding of effective literacy and numeracy practices and growth in reading results as measured by internal assessment measures across the school. Increased effectiveness of the school Learning and Support Team, including the ability to provide Tier 2 literacy intervention to a greater range of students. Targeted support from SLSOs allowed for greater reach in providing intervention to students not achieving at grade level. Through intervention, the number of students requiring further learning support decreased.</p> <p>After evaluation, the next steps to support our students will be: Continue with literacy intervention and supporting students with additional needs in classrooms. Investigate how to better support teachers' development of numeracy teaching, and how to provide intervention support for students with difficulties in numeracy attainment.</p>

COVID ILSP

\$95,816.00

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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy and numeracy
- employing/releasing teaching staff to support the administration of the program

The allocation of this funding has resulted in the following impact:

Majority of students in Macqlit groups completed the program and achieved significant progress towards their personal learning goals. The program also helped to deliver a comprehensive understanding of student learning needs across the school through assessment and identification. Only a small number required further support after intervention on the program. Teachers were supported by the COVID ILSP tutor with in-class recommendations for continuing learning progress.

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

To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

A focus on how to better support students in numeracy and provide numeracy intervention is a key goal for 2023.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	253	269	265	257
Girls	254	241	236	232

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.1	96.0	92.6	89.5
1	93.6	92.9	90.3	85.7
2	93.9	95.0	91.4	86.3
3	93.1	94.0	91.1	86.2
4	94.1	95.3	92.5	85.7
5	92.4	95.1	90.7	86.8
6	93.6	93.7	90.5	85.3
All Years	93.4	94.7	91.2	86.6
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
All Years	92.8	92.0	92.4	87.4

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 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 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.

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)	20.6
Literacy and Numeracy Intervent	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.96

*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	383,075
Revenue	5,234,085
Appropriation	5,016,071
Sale of Goods and Services	13,034
Grants and contributions	199,372
Investment income	4,807
Other revenue	800
Expenses	-4,963,614
Employee related	-4,512,291
Operating expenses	-451,323
Surplus / deficit for the year	270,471
Closing Balance	653,546

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	164,352
Equity Total	244,249
Equity - Aboriginal	13,096
Equity - Socio-economic	38,916
Equity - Language	11,350
Equity - Disability	180,888
Base Total	3,941,238
Base - Per Capita	128,114
Base - Location	21,369
Base - Other	3,791,756
Other Total	437,083
Grand Total	4,786,922

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

Ongoing community relationships were fostered through the Parents & Community Association, weekly newsletters, social media accounts, and quarterly Aboriginal Education Consultative Group school reports. Parents were also provided the opportunity to meet face-to-face and via phone with classroom teachers as part of parent-teacher interviews. Additional to this, various relationships with community organisations continued to be fostered, including partnerships with the Bungendore Rotary and Lions Clubs, Returned Services League, Bungendore IGA and the Bungendore Co-op and Food Hub. Examples of this included 'Brekky Club' which takes place on Mondays and Fridays, and the installation of our Peace Pole garden; an initiative by the Bungendore Rotary Club.

Staff voice was captured through the People Matter Employee Survey and demonstrate strong overall satisfaction with how staff are supported in the workplace at BPS. Particular areas of strength include job purpose and enrichment, risk and innovation and ethics and values.

Student and parent voice was captured throughout the year using the Tell Them From Me surveys. Student voice indicated an increase of 13% and 7% respectively in social-emotional outcomes of Sense of Belonging and Positive Behaviour at School on 2021 results. We also saw an increase of 0.2 and 0.1 respectively in Positive Learning Climate and Expectations for Success on 2021 results.

The parent survey was reflective of a long period of minimal engagement due to COVID restrictions. We saw slight declines in parents feeling welcome and informed, and a large percentage of parents not involved in voluntary work in the school or classroom.

Our next steps in improving parent/caregiver, student and teacher satisfaction will be to look for more opportunities to engage meaningfully with parents, improve the feedback and complaints handling processes and develop and communicate a new school plan based on extensive consultation.

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.