

# 2022 Annual Report

## Bungwahl Public School



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# Introduction

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

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

## School contact details

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Bungwahl Public School

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## Message from the principal

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There have been many highlights at Bungwahl Public School in 2022. All students have continued to improve in their learning and achieve success. The talented school staff have all worked tirelessly to ensure each child has enjoyed many moments of individual success in the classroom and beyond. Despite the challenges of ongoing COVID 19 impacting on student and staff attendance, the whole staff have continued for the third consecutive year to put the needs of our students first. They have worked tirelessly to fulfil their belief in providing the best education possible for the students at Bungwahl Public School.

One of the greatest highlights of this year was the students' performance in 'Star Wars the Musical.' Every child from Kindergarten to Year 6 performed a speaking role, danced and sang in the choruses. I wish I could have captured and kept the exhilaration and pride the students, staff and families felt at the end of the show. The student stars were sensational! Hard work and cooperation as a team, brought wonderful results. Our musical would not have ended with such a buzz without the efforts and collective efficacy of each member of our school community. When we all share our individual talents and devote our time to a common goal, we are able to achieve something great.

Our small school has continued to 'punch above its weight' this year in external competitions across our region and state. Several students won top awards in the 'Tell me a Story' writing and illustration competition and were delighted to see their works published. One of our Year 4 students had an amazing year, making it to the finals of the Premier's Spelling Competition. She was one of the top 30 out of 160000 students in the state! She also won overall best in the Bulahdelah Public Speaking competition.

Bungwahl students won the Manning Small School's Athletics Carnival. Several students were age champions and qualified for regional athletics and cross country.

Upper Division students went on a combined excursion to The Blue Mountains and Bathurst with Coolongolook Public School. What an adventure we had when we were stranded due to flooding. This unexpected event gave opportunities for students to build their resilience and patience. It was remarkable how everyone stepped up and used their individual skills to care for each other. I saw that we are richer for our diversity and together we can overcome life hurdles.

Bungwahl Public School has continued our partnership with the Centre for Effective Reading in Sydney to offer support for students in reading. We have begun a partnership with The Aurora College- a selective virtual school offering innovative programs for high performing students. We employed dance, music, sport, maths, public speaking and English teachers to share their expertise with students. Bungwahl students have enjoyed opportunities to participate in engaging future focused activities at our local high schools- Forster and Bulahdelah. The school utilises the expertise of professionals such as speech pathologists and psychologists to support our students. Considering we have a relatively small student population of 37, we offer a huge range of opportunities to meet the individual interests, learning and wellbeing needs of all.

Student leaders have continued to perform an important role within our school. They actively support the younger students, lead assemblies and coordinate entertainment and fundraising events.

The Bungwahl P&C, and all parents and carers, have continued to provide wonderful ongoing support in many ways throughout the year including fundraising, helping in classrooms and providing feedback to the principal. Their efforts are always valued and appreciated.

I look forward to continuing leading the school community to ensure all students continue their growth in learning in a caring and nurturing environment.

## School vision

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

## School context

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

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

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

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

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

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Highly effective teaching practices
- A Culture of Learning

### Resources allocated to this strategic direction

**Professional learning:** \$6,228.86

**Per capita:** \$9,096.48

**AP Curriculum & Instruction:** \$30,114.20

**QTSS release:** \$6,090.81

### Summary of progress

Our focus for 2022 was on improving literacy and numeracy outcomes for students. This involved increasing teacher capacity in data analysis, assessment and knowledge of learning progressions. Teachers used data analysis to monitor student progress and plan further learning. As a result, identified students reading results increased. All students had individual writing goals and teachers focused on developing student capacity for self-directed learning.

Teacher professional learning involved familiarisation of the National Literacy and Numeracy Learning Progressions. Staff analysed student writing samples using consistent teacher judgement, syllabus expectations and alignment to Learning Progressions. Additionally, staff were supported to increase knowledge of curriculum reform and the implications for teaching of data analysis. Professional learning was undertaken in the new English and mathematics syllabi, as well as the analysis of NAPLAN, Check-in Assessment data, Phonic Knowledge and Phonemic Awareness data.

Next year our focus will be on professional learning for staff on the effective use, and systematic analysis, of PLAN 2 Literacy and Numeracy Progressions to personalise learning and track progress and growth for all students. Data will be used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised. Additionally, we aim to further develop relationships with parents through planned workshops for parents and carers to improve their child's learning.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>NAPLAN Growth</b> No 2022 growth data available. No NAPLAN tests in 2020.	<ul style="list-style-type: none"><li>• No 2022 growth data available. No NAPLAN tests in 2020.</li></ul>
<b>NAPLAN Growth</b> No 2022 growth data available. No NAPLAN tests in 2020.	<ul style="list-style-type: none"><li>• No 2022 growth data available. No NAPLAN tests in 2020.</li></ul>
<b>Parents as Partners in Learning</b> Parents and carers will have an	<ul style="list-style-type: none"><li>• Delayed initiatives in 2022 due to COVID 19 restrictions preventing community on site until Term 3 2022.</li><li>• Parent/carers were actively involved in supporting their students' learning</li></ul>

<p>understanding of student learning and school curricular evident in an increase in attendance at information sessions from 15% to 50%</p> <p>Parents and carers will actively support their children at home to reach their learning goals evident in the return of home learning activities from 10% to 50%</p>	<p>goals at home, particularly in relation to reading for K-2 students and targeted K-6 students receiving COVID tuition throughout 2022.</p> <ul style="list-style-type: none"> <li>• Next year our focus will be to actively involve parents and carers in their child's learning by offering engaging workshops to develop skills to support student learning at home.</li> </ul>
<p><b>School Excellence Framework</b></p> <p>Improvement in the SEF element <b>Effective Classroom Practice</b> from sustaining and growing to excelling.</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently working towards excellence in the element of Effective Classroom Practice.</li> </ul>
<p><b>Attendance</b></p> <p>Proportion of students attending &gt; 90% of the time will increase from 69.5% (baseline average from 2019-20) to lower bound system negotiated target of 70%.</p>	<ul style="list-style-type: none"> <li>• The number of students attending school 90% of the time or more has decreased to 65.8%. This is despite attendance being a continued focus within the school. COVID 19 requirements have impacted on attendance.</li> <li>• Next year our school will complete a school attendance plan, communicate with parents and carers the importance of regular attendance and implement some reward programs to increase student attendance.</li> </ul>
<p><b>NAPLAN Top Two Bands Numeracy</b></p> <p>A minimum of 21.9% of Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy. (Lower bound system-negotiated network target).</p>	<ul style="list-style-type: none"> <li>• Our focus for 2022 was on increasing student achievement in all areas of mathematics with a particular focus on working mathematically. This involved differentiation of curriculum and grouping of students for instruction based on identified need. Funds were utilised to employ a teacher and Student Learning Support Officer to enable grouping of students. Several assessment sources were utilised including check in assessments, NAPLAN, Mathematics, essential assessment and teacher devised assessment to monitor student growth. Assessment data was analysed and programs adapted to meet student identified need.</li> <li>• As a result school data indicated the majority of students had made growth in mathematics following class instruction in specific areas. 14.3% of students achieved in the top two bands in NAPLAN which was below our target of 21.9%</li> <li>• Next year our focus will be on thinking mathematically, statistics and measurement which will support improvement in identified areas of need.</li> </ul>
<p><b>NAPLAN Top Two Bands Reading</b></p> <p>A minimum of 34.8% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading. (Lower bound system-negotiated network target)</p>	<p>Reading and Writing</p> <ul style="list-style-type: none"> <li>• Our focus for 2022 was on reading comprehension and writing. This involved increasing teacher capacity in data analysis, assessment and knowledge of learning progressions. Teachers used data analysis to monitor student progress and plan further learning. Teacher professional learning involved familiarisation and utilisation of the National Literacy and Numeracy Learning Progressions. Staff analysed student writing samples analysis using consistent teacher judgement, syllabus expectations and alignment to Learning Progressions. Additionally, staff were supported in Curriculum Reform professional learning about the new English and Mathematics syllabus, as well as the analysis of NAPLAN, Check-in data, Phonic Knowledge and Phonemic Awareness data implications for teaching.</li> <li>• As a result, a significant achievement was identified. All K-2 reading results increased beyond expected levels. 37.5% of students in Year 3 and 5 achieved in the top two bands in NAPLAN which is above our target. All students had individual writing goals and we focused on developing student capacity for self-directed learning. Students did not meet writing goals. Observations indicated self-directed learning had not developed. Barriers that interfered with the plan included students and staff absences, which impacted continuity of learning, related to COVID 19.</li> <li>• Next year our focus will be to embed assessment and data analysis and utilisation of learning progressions into classroom practice. Teachers will also continue to implement (K-2), and become familiar with (3-6), the new English and Maths Syllabus which will support further improvement towards reaching reading and writing outcomes.</li> </ul>

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

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**Location:** \$2,248.32

### Summary of progress

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Our focus for 2022 was to prioritise the wellbeing of each of our students and their families. School staff created a caring, safe and supportive school environment and maintained communication with families about student wellbeing and learning. The musical 'Star Warts' was planned to bring the whole school community together to work towards a common project. Many aspects of The Berry Street Education Model were implemented into school and classroom routines. These supported student 'voice', a sense of belonging and worth, and skills to prepare for learning. The student leaders have been given opportunities to proactively support and mentor their younger peers.

As a result, the students cooperated as a team to perform in the school musical. The feedback during, and after, the performances was unanimously positive. Students articulated pride in themselves and support for each other. They were engaged in their learning and there were observable positive wellbeing outcomes for students, teachers and the Bungwahl community. School staff have observed an increase in pro social behaviors. Students begin each day with a 'feelings check in' and end each day with 'what went well?' Despite Tell Them From Me survey data indicating a decreased sense of belonging in Years 4-6 students, school-based surveys and student feedback indicate an increase in a sense of belonging to 87%. Staff observations indicate the role of the student leaders, and kindergarten buddies, in the playground has led to an increase of positive K-6 interactions.

Data collection and analysis, especially in attendance rates has been a priority. Student attendance has affected the sense of belonging for some students and consistency of learning across both classrooms. The planned review of wellbeing practices did not occur due to unavoidable disruptions, staff workload and staff shortages.

Collaboration between staff from several schools has successfully led to some engaging and rich learning opportunities. The highlight been the Stage 2-3 excursion to Bathurst and The Blue Mountains. Students and teachers have been able to collaborate and connect with a wider group. Students have been engaged in learning with students from seven schools in science, technology and sport. Students participated in the Premier's Spelling Challenge and competed with students from schools across the state.

Next year our focus will be to implement wellbeing programs that promote friendship, leadership and anti-bullying strategies for specific cohorts of students to increase their sense of belonging. Opportunities for staff and students to connect and learn with students and staff from other schools will increase. Staff will continue to be actively involved in local school learning communities to facilitate student connections. The Myall Lakes and Great Lakes Learning Communities are planning several opportunities for student collaboration in 2023. Including student leadership workshops, science and technology days and Higher Achieving Student (HAS) days. Coolongolook and Bungwahl staff have planned for students to meet online for learning together following positive interactions on their joint excursion. Attendance will be encouraged through communication with parents and reward programs that celebrate attendance success. The Berry Street Education Model will continue to be implemented to support students to become independent and confident learners. We aim to improve data collection, monitoring wellbeing practices and student wellbeing outcomes, using regular student feedback, survey data, observations and The Wellbeing Framework. The data collected will guide future directions in wellbeing for 2023, ensuring all students continue to belong, connect, learn and thrive.

### Progress towards achieving improvement measures

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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 sense of belonging at school from 64% in 2020 to 68% based on Tell Them From Me (TTFM) data.</p>	<ul style="list-style-type: none"> <li>• The Wellbeing Framework Self-Assessment tool was used to evaluate wellbeing practices across the school and to help staff determine areas for improved practice.</li> <li>• Analysis of data indicates student sense of belonging on school-based assessment increased to 87%. Tell Them From Me data indicated a particular year group with a low sense of belonging. Attendance data analysis indicated a drop in attendance across the school.</li> <li>• The Berry Street Education Model (BSEM) training was effective in assisting staff to review and refine practices across the school. New staff without the training have been supported to implement practices from the BSEM Model.</li> <li>• Feedback from staff and students, survey analysis and teacher observations indicate students are engaged in their learning and time lost by individual students off task has been reduced.</li> <li>• Staff who undertook training in BSEM reported significant shift in their professional understanding of trauma informed practice. Early changes to classroom routines were evident and adjustments made. These included welcome circles, bounded choices and brain breaks, reflective of the impact of the professional learning.</li> </ul>
<p>Increase opportunities for students to work collaboratively with students from other schools from a 2021 baseline of 6 activities to 7. Increase in online forums from 0 to 2 per term.</p>	<ul style="list-style-type: none"> <li>• Student opportunities to work collaboratively with students from other schools decreased from 6 to 5 due to several factors including COVID 19. Students participated in one online forum relating to cyber safety.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$21,693.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bungwahl Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• staffing release to build teacher capacity around behaviour intervention and curriculum adjustments.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Students have significantly increased reading skills, some by seven benchmark levels. They are able to successfully work with their peers in groups to complete learning activities within the classroom.  Student interaction with peers in competitive games in the playground has improved.  Students are effectively using self-initiated timeout and calming techniques.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Provide professional learning for support staff in effective teaching practice to improve literacy, numeracy and effective behaviour practices.  Staffing release for targeted professional learning in differentiating the curriculum and behaviour support strategies.  Staffing release to liaise with parents, conduct assessment, analyse data and monitor individual learning plans.  Providing additional in-class support for some students to continue to meet their personal learning goals will be a priority.</p>
<p>Socio-economic background</p> <p>\$4,198.52</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bungwahl Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through the Centre for Effective Reading to support student learning.</li> <li>• providing students with educational materials, uniform, equipment and other items.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Groups in the K-2 classroom were differentiated. Literacy results indicate all students have achieved expected levels in reading, with more than 60% of students reading two years above expected level.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Staff release to focus on improving attendance rates. Data shows that attendance rates for students in this equity cohort is not consistent.  Continue to engage SLSO to support students not meeting NAPLAN targets in the 3-6 room and to help differentiate groups in the K-2 room.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$2,999.53</p>	<p>needs of Aboriginal students at Bungwahl Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• Employment of a dance teacher to extend students in the creative arts.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Students were supported through the kitchen garden program to utilise indigenous plants in recipes and consolidate numeracy and literacy skills in the meaningful and practical context of cooking.  Meetings were held with families to write Personal Learning Pathways. These meetings were relaxed and achieved the goal of working together to improve student outcomes.  A professional student dance performance in the school musical.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To deliver differentiated and personalised support to Aboriginal students.  To continue integrated learning through the kitchen garden.  Engage a language teacher to introduce Gathung language to students and develop signs for the school in Gathung.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bungwahl Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted support for students in the K-2 classroom.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Classroom programs have been differentiated to support EAL/D students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Ongoing professional learning will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$17,537.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Bungwahl Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• targeted students are provided with an evidence-based intervention through The Centre for Effective Reading and MULTILIT program to</li> </ul>

<p>Low level adjustment for disability</p> <p>\$17,537.10</p>	<p>increase learning outcomes.</p> <ul style="list-style-type: none"> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase in reading and spelling levels for identified students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$2,248.32</p>	<p>The location funding allocation is provided to Bungwahl Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Berry Street Education Model</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students were given the opportunity to participate in excursions including 3-6 excursion to Bathurst and The Blue Mountains and K-2 excursion to see the theatre production of Edward the Emu. All students participated in swimming lessons.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To increase collaboration with small schools within our network to enable excursions to be economically viable. This will enable rich learning experiences through excursions and overcome isolation.</p>
<p>Professional learning</p> <p>\$6,228.86</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 Bungwahl Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective teaching practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• providing additional release time for staff to work with the APCI to unpack evidence-based approaches to teaching writing, analyse writing samples and plot progress on the Learning Progressions.</li> </ul> <p>In addition, staff were provided professional learning in how to administer the Best Start Kindergarten Assessment</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased capacity of all teachers to begin to embed effective practices in the explicit teaching of writing and to utilise writing goals in their classroom practice. At this stage internal student results have not shown a marked improvement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Personalised and targeted professional learning in the form of mentoring and co-teaching. Increased monitoring of student writing goals and point of need interventions.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bungwahl</p>

<p>\$6,090.81</p>	<p>Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective teaching practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives.</li> <li>• APCI providing support to teachers to program effectively.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence and teaching practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to provide teachers access to professional learning to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$17,307.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of a teacher to deliver small school tuition in literacy and numeracy.</li> <li>• Releasing staff to analyse school and student data to identify students for small group tuition in numeracy.</li> <li>• Providing targeted, explicit instruction for student groups in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of the students in the program achieved progress towards their personal learning goals in writing and comprehension. All parents were supportive and responded positively to the program. Student absences in Stage 3 adversely affected the continuity of the planned program. The program had greatest impact in the early years as is evidenced with 100% of Stage 1 students improving 8 reading levels over the year, while the Stage 2 student progressed 4 levels.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff will undertake Professional Learning in spelling to facilitate differentiation of instruction. In-class support will be provided for some students to continue to meet their personal learning goals. Continuation of the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$50,228.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective teaching practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other</b></p>

AP Curriculum & Instruction

\$50,228.40

**funding include:**

- Consistent teacher judgement writing analysis and student writing goal focus
- Professional Learning - new English and Mathematics Syllabus
- Professional Learning - National Literacy and Numeracy Progressions
- Professional Learning - How to track data using PLAN2

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

Staff developed skills in effective use, and systematic analysis of Literacy and Numeracy Progressions to personalise learning and track progress and growth for all students.

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

Staff professional learning will support implementation of a differentiated curriculum and utilisation of data to inform their teaching. Staff will use departmental education assessments to track and monitor student progress, provide feedback and maximise student learning. Staff will participate in data talks with a focus on utilising the Literacy and Numeracy progressions. Learning Intentions, success criteria and individual student learning goals will be evident in class programs and visible in classrooms. APCI will lead the implementation of the new English and Mathematics syllabi, providing coaching and in class demonstrations.

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	15	15	18	16
Girls	21	23	18	20

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.3	85.0	89.6	84.2
1	93.4	93.6	86.8	88.6
2	93.5	93.2	95.1	90.7
3	93.2	93.5	92.3	89.9
4	95.8	90.4	90.2	89.6
5	93.3	98.9	91.8	84.6
6	89.1	91.9	92.0	87.1
All Years	92.3	91.2	90.8	87.7
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

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

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



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.31
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	97,856
<b>Revenue</b>	643,868
Appropriation	627,020
Sale of Goods and Services	3,430
Grants and contributions	13,187
Investment income	231
<b>Expenses</b>	-642,158
Employee related	-582,212
Operating expenses	-59,947
<b>Surplus / deficit for the year</b>	1,710
<b>Closing Balance</b>	99,566

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	21,693
<b>Equity Total</b>	27,135
Equity - Aboriginal	3,000
Equity - Socio-economic	4,199
Equity - Language	2,400
Equity - Disability	17,537
<b>Base Total</b>	482,050
Base - Per Capita	9,096
Base - Location	2,248
Base - Other	470,706
<b>Other Total</b>	51,727
<b>Grand Total</b>	582,606

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

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Students were surveyed three times throughout the year. The majority of students indicated they enjoy coming to school and find it a friendly place! This reflects what staff, parents and visitors to the school observe. Data from the Tell Them From Me Survey (TTFM) of Year 4-6 students indicated that students with a positive sense of belonging was only 38%. This was a decrease of 35% from 2021 and is below the NSW Government norm of 81%. However, in two school-based surveys of the whole student cohort, the results indicated 87% of students felt a sense of belonging at school. 97% of students reported the school was sometimes to always a friendly place. 88% of students reported enjoying coming to school sometimes to always. The majority of students (92%) said they felt comfortable to approach a teacher in the playground if they had problems. This is an area staff will focus on in 2023. We aim to ensure all students have a way, that suits their communication style, to approach a member of staff if they have problems at any time. A concerning finding from (TTFM) was a 38% increase in students reporting they had been victims of bullying. From 18% in 2021 to 56%. This is 20% above the NSW Government Norm. The bullying appears to be happening predominantly on the bus and sometimes in the playground. Strategies will be implemented to reduce the incidence of bullying in these areas in 2023.

Highly positive feedback and support of the school was reported through the parent and carer survey conducted in Term 4. 30% of families responded. 100% of these parents agreed or strongly agreed with a variety of statements. These included feeling safe, respected and welcomed in the school and comfortable about raising concerns or requests about their child's needs. These parents also agreed and strongly agreed with the following statements: my child's needs are listened to and valued, Bungwahl is a nurturing environment where students are valued as individuals, the school has excellent wellbeing programs, a range of interesting and creative extra-curricular activities, effective strategies to encourage positive behaviour and manage bullying, effective learning programs and a positive reputation in the community. Suggestions made were to re-introduce parent/carer interviews throughout the year and to investigate a variety of ways to help students focus on their learning. As a result, teaching staff will host parent/carer meetings in Term 1 2023 and increase communications with parents with suggestions on how they can follow up learning at home. Class teachers will promote library borrowing for home. The P&C have investigated after school activities available locally, such as dancing.

Teachers at the school reported high levels of satisfaction in their teaching role. 100% of teachers loved working at Bungwahl School. They felt supported in their professional learning and reported feeling successful in their role. Workload continued to be reported as a key concern. This included changes to curriculum, the introduction of new technology and student monitoring. The many changes to routines as a result of staff absences, due to COVID 19 and general sickness, and the shortage of casual staff also had a negative impact on workload. Staff indicated concern that learning programs within the classroom had been impacted by the high number of student absences.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.