

# 2023 Annual Report

## Bulahdelah Central School



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# Introduction

The Annual Report for 2023 is provided to the community of Bulahdelah Central School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## School vision

The vision for Bulahdelah Central School is that every student's learning and wellbeing is supported through evidence based teaching, sustainable systems of practice and authentic engagement with our community. Every student will be supported to reach their personal excellence through inclusive practices and focused learning.

Our core values are front and centre of everything that we do in our school. The values encompass the PRIDE acronym which stands for Participation, Respect, Innovation, Determination and Excellence.

## School context

Bulahdelah Central School, is one of 60 Central schools in NSW, and has provided quality education for over 150 years. Currently with 290 students from Kindergarten to Year 12, we ensure that every student is known, valued and cared for.

The school has completed a Situational Analysis that has identified two areas of focus for this School Improvement Plan. These being Attendance and Aboriginal Education.

With a current enrolment of approximately 90 students in our primary and 200 students in our secondary department, including 3 multi-categorical classes of 17 students, 17.7% of the student population identify as Aboriginal and Torres Straight Islanders. The structures at Bulahdelah Central School provide learning opportunities for all students K-12. Our current FOEI is 141 and has remained steady. Every student is supported to maximise their learning potential each year. The population is diverse but overall has remained steady over time. There is a small component of the population that is transient, and within the community there is a lack of services due to the geographical isolation from major centres.

In the Primary school there are 4 classroom teachers. The school's librarian is 0.2 Primary and 0.6 Secondary. In Secondary there are 19 full time positions with 4 staff working 0.8. There is 1 careers advisor, 1.2 LaST, a farm assistant 0.4 and 1 GA. Office staff are 8.48 and there are 5 full time SLSOs.

The school has close links with the local pre-school and its partner schools of Tea Gardens, Coolongolook, Bungwahl and Booral, forming the Myall Community of Schools, and coordinates many programs throughout the year to support our students' transition into kindergarten, high school and post school destinations.

The school has created a Student Representative Council (SRC) roll group. During 2023 there have been whole days allocated for planning, consultation and feedback. The SRC has provided feedback that has resulted in changes in the playground areas, canteen menus and school uniform review. The SRC has also supported and promoted community awareness around certain events such as R U OK? day.

All secondary students have been supported to develop an individualised student success plan. This plan identifies the students' character strengths and guides them to use these to achieve identified learning, wellbeing and personal goals.

The school has an identified Aboriginal Educational co-ordinator and Koori student group that meet everyday during roll call. The school has consulted with Aboriginal community members in relation to Dance and Music and cultural performances. The Aboriginal Community Liaison Officer has supported students in boys' cultural activities, acquisition of Gathang language lessons, consulting on Aboriginal artwork and building relationships with local Aboriginal families. The school has employed a teacher 1 day per week to support Aboriginal students with assessment tasks. This staff member also supports students, teachers and their families to complete a personalised learning plan and M Goals.

## 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	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

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Our purpose is to maximise student learning in literacy and numeracy through the ongoing development of teacher capacity. School leaders will analyse data to provide a focus for teacher professional learning. Teachers will use student performance data to tailor teaching to the needs of students and the requirements of the NSW curriculum. Teaching practice and programs will be underpinned by evidence informed pedagogy, evaluative practices, effective feedback and collaboration.

### 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.

- Data Driven Practices
- Evidence Based Teaching Practices
- Student Engagement

### Resources allocated to this strategic direction

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#### AP Curriculum & Instruction

QTSS release

Location

Professional learning

Socio-economic background

Low level adjustment for disability

### Summary of progress

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#### Data Driven Practices

During term 1, the school has used data to inform participation in the BALANCE (Bulahdelah Additional Literacy and Numeracy Customised Education) program, as well as sharing Best Start Year 7 data with partner schools, to identify areas for growth. Identified students have accessed individual or small group support for improved literacy and numeracy learning.

#### Evidence Based Teaching Practices

Throughout 2023, the school further developed of collaborative support for teacher performance development, cross-faculty/ stage collaborations and evidenced based programs guided by the School Excellence Framework. Senior executive in the school led whole school analysis of external assessment. Faculty leaders promoted and supported the analysis of HSC data within the Results Analysis Package (RAP). Further emphasis on the analysis of HSC student performance data will be a focus for 2024.

The school has initiated processes to encourage and support students sitting the HSC Minimum Standard testing from Year 10. Initially there was significant reluctance from many students to engage, so the school has responded with a range of strategies to increase engagement. Analysis of HSC minimum standard data to date has indicated that writing will be a critical focus area for attention throughout 2024.

The Principal and Deputy Principal attended professional learning in High Potential and Gifted Education (HPGE) and have made initial presentations for staff at the school, with plans to further develop school wide practices in 2024.

#### Student Engagement

The Aboriginal Co-ordinator continued to ensure that Aboriginal students have been provided with online opportunities to engage in cultural activities. Students engaged enthusiastically, including adopting appropriate dress for initiatives such as Bangarra Dance Theatre. These activities have impacted on the wider student population, strengthening and promoting cultural acceptance and understanding. On completion of the Bangarra workshops in 2023 100% of participating students indicated that they would participate again if the opportunity arose.

The K-12 Careers program was applied across the school. The careers advisor worked with Charles Sturt University to implement the "Future Moves" Program which aims to inspire young people to consider University after school. Pre and post survey results of Years 5 and 6 indicated a 30% increase in students wishing to consider University as an option post school.

Identified students were supported in the development of individualised student plans. 54% of the Secondary School have adjustments identified in plans. Students surveyed on the effectiveness of an SLSO supporting them indicated that 100% were more engaged in the learning in the classroom and 95% would like the funding and support to continue.

## 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
Improvement in the percentage of HSC course results in the top three bands to the lower bound target of 45% or above.	Course results indicate that 37.5% of students scored in the top 3 bands. This was an improvement of 16.3% from 2022 HSC Results.
Improvement in the percentage of HSC course results in top two bands to 16.1%	Course results indicate that 7.6% of students scored in the top 2 bands. This was an improvement of +5.5% from 2022 HSC Results.
An increase in Check-in Assessment mean scaled score for reading in Year 3, 4 and 5 for 2023 compared with Year 3, 4 and 5 in 2022.	<p>The Check-in Assessment mean scale score for Year 4 2023, compared with Year 3 2022, indicates the percentage of students achieving growth in reading has decreased by 17.8%</p> <p>The Check-in Assessment mean scale score for Year 4 2023, compared with Year 4 2022, indicates the percentage of students achieving growth in reading has increased by 0.2%</p> <p>The Check-in Assessment mean scale score for Year 5 2023, compared with Year 5 2022, indicates the percentage of students achieving growth in reading has decreased by 4.4%</p>
An increase in Check-in Assessment mean scaled score for numeracy in Year 7, 8 and 9 for 2023 compared with Year 7, 8 and 9 in 2022.	<p>The Check-in Assessment mean scale score for Year 7 2023, compared with Year 7 2022, indicates the percentage of students achieving growth in numeracy has increased by 16.6%</p> <p>The Check-in Assessment mean scale score for Year 8 2023, compared with Year 8 2022, indicates the percentage of students achieving growth in numeracy has increased by 6.2%</p> <p>The Check-in Assessment mean scale score for Year 9 2023, compared with Year 9 2022, indicates the percentage of students achieving growth in numeracy has increased by 15.7%</p>
An increase in Check-in Assessment mean scaled score for reading in Year 7, 8 and 9 for 2023 compared with Year 7, 8 and 9 in 2022.	<p>The Check-in Assessment mean scale score for Year 7 2023, compared with Year 7 2022, indicates the percentage of students achieving growth in reading has decreased by 15.8%</p> <p>The Check-in Assessment mean scale score for Year 8 2023, compared with Year 8 2022, indicates the percentage of students achieving growth in reading has increased by 9.5%</p> <p>The Check-in Assessment mean scale score for Year 9 2023, compared with Year 9 2022, indicates the percentage of students achieving growth in reading has decreased by 17.8%</p>
Increase the proportion of Aboriginal students attaining the HSC, while maintaining cultural identity to the Great Lakes Network lower bound target of 60.9%. (Premier's Priority).	Five identified Aboriginal students sat the HSC in 2023 (33% obtained a band 5 or higher).
An increase in Check-in Assessment mean scaled score for numeracy in Year 3, 4 and 5 for 2023 compared with Year 3, 4 and 5 in 2022.	The Check-in Assessment mean scale score for Year 3 2023, compared with Year 3 2022, indicates the percentage of students achieving growth in numeracy has increased by 3.9%

An increase in Check-in Assessment mean scaled score for numeracy in Year 3, 4 and 5 for 2023 compared with Year 3, 4 and 5 in 2022.

The Check-in Assessment mean scale score for Year 4 2023, compared with Year 4 2022, indicates the percentage of students achieving growth in numeracy has increased by 2.6%

The Check-in Assessment mean scale score for Year 5 2023, compared with Year 5 2022, indicates the percentage of students achieving growth in numeracy has increased by 7.2%

## Strategic Direction 2: Improve whole school systems to support all students

### Purpose

The purpose of this strategic direction is to enhance student learning and wellbeing through the development, delivery and financial resourcing of whole school systemic practices which are ongoing, sustainable and high impact.

### 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.

- Attendance and Behaviour Rewards
- Attendance Team Data Monitoring and Actions
- Friday and Stage 5/6 Focus
- Engagement With School

### Resources allocated to this strategic direction

#### Socio-economic background

#### Summary of progress

The school has continued to implement 17 specific strategies to support students throughout 2023. There was a limited response to the Tell Them From Me Surveys in semester one, however there was an increase in student engagement in semester two. In 2023, the school used a variety of communication tools to reach parents and carers including emailing and publishing reports to the SENTRAL portal. The school has introduced School Bytes in term 4 for excursions. This is enabling parents to respond electronically for permission notes and payments.

The school's attendance and behaviour awards program has been highly successful in engaging students, who are demonstrating a high level of interest in their own attendance data levels. This has been the case particularly with students whose attendance has been identified as a concern in the past. The mid year reward excursion was overnight to VIVID in Sydney and the end of year excursion was to Delhuntie.

Engagement programs have included: Fit for Change, Leading Edge Rugby League Academy (LERLA K-12) and Seasons for Growth, which has been introduced by the Student Support Officer in 2023.

The Deputy Principal Attendance closely monitored K-12 student attendance. Students with irregular attendance were interviewed by the Deputy Principal who contacted parents or carers as required and worked with them to develop strategies for improving attendance. Phone calls were made daily to follow up on absentee reasons. Primary and secondary attendance improved in 2023 compared to 2022.

A regular sausage sizzle and the LERLA program, run on Fridays, were responsible for a 1.5% increase in attendance on Friday, though Friday is still the lowest attendance day of the week.

School Liaison Police engaged with the school for school award activities. This service was also provided as an option for student and family support in cases of identified high behaviour or welfare needs. This included a new program, Fit For Change in Taree at the PCYC.

The school ensures equity in teaching and learning for all students through resources and activities, enabling student access to every available opportunity.

An external departmental behaviour specialist has engaged with the school to review and develop behaviour systems in the school. This work will extend into 2024 when it is expected that this progress will be complemented by the introduction of a new Behaviour Management Plan, mandated under the Inclusive, Engaged and Respectful (IER) guidelines.

#### 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>Achieve an increase of 1.4% in the attendance rate, from 75.1% in 2023 to 76.5% in 2027</p>	<p>There has been an increase in students attending over 90% of the time this year.</p> <p>The number of students attending greater than 90% of the time or more has decreased by 12.6% from the baseline, but there has been an improvement of 11.4% compared to 2022.</p> <p>School based attendance data over the full school year is showing improvement in all year groups. Unexplained absences have dropped significantly in 2023 through attendance strategies.</p>
<p>An increase in the percentage of student well-being data from 73.6% to 79% (Primary) and from 46.3% to 51.7% (Secondary).</p>	<p>Student wellbeing data indicates that secondary wellbeing remains steady.</p> <p>Primary wellbeing data has declined by 1.5%</p>

## Strategic Direction 3: Identify, initiate and build community engagement

### Purpose

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The purpose of this strategic direction is to consolidate and further strengthen the already mutually productive and authentic links between BCS and its wider school community.

### 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.

- Aboriginal Educational Partnerships
- School Community Links

### Resources allocated to this strategic direction

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#### Aboriginal background Socio-economic background

### Summary of progress

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#### Aboriginal Educational Partnerships

During 2023 the school has continued to employ an Aboriginal Learning and Wellbeing teacher. This teacher has provided professional learning and ongoing communication for staff on matters relating to Aboriginal partnerships. This work is aimed at building the capabilities of all staff to extend Aboriginal perspectives and contextually relevant learning into all areas of the curriculum. This teacher held several parent workshops for Aboriginal students throughout the year, introduced several new programs aimed at engagement for secondary students and continued to support staff. Future directions in this area will include accessing M Goals through SENTRAL which will support staff planning and programming.

To ensure that staff are able to accommodate M Goals, the Aboriginal Learning and Wellbeing Officer worked with students, families and staff to develop individual M Goals for all Aboriginal students. 100% of students developed a personalised MGoal. Each staff member has individual access to allow them to revise the goals in relation to learning plans and teaching programs throughout the year. The Aboriginal Learning and Wellbeing Officer works one on one, in classrooms and in small groups with Aboriginal students to assist with completion of assessment tasks and other subject requirements. The school's identified Aboriginal Education Coordinator supports all Aboriginal student learning and engagement and meets regularly with the Aboriginal Learning and Wellbeing Officer to address emerging needs. The school works closely with the local Aboriginal community to build cultural understandings and partnerships. The school has also subsidised excursions and incursion activities throughout 2023. Programs that have been offered to support student engagement for Aboriginal students include Murook, Write it Right and Culture Strong.

#### School Community links

Student work samples continue to be regularly on display in various locations within the local community, such as the visitors information centre and the rural transaction centre. The 'friends of the school' tradition continued to evolve with eminent members of the local community involved in school events such as formal assemblies.

School staff support local businesses, providing lunches for staff from different local businesses on a rotational basis. During 2023 the school supported local businesses in over \$4000 with this initiative. School staff play a major role in the organisation of the annual Bulahdelah show. Students contribute entries to writing and art competitions. The Primary School attended the local show and music students provided entertainment.

The school has commenced a program in which some students work with the local Country Women's Association, developing traditional skills such as knitting and sewing and where they are mentored by the CWA members to develop their social awareness and understanding. 100% of students involved in this program identified that it increased their engagement in school and that they wished to enrol in the program in the future. This has proven successful for the girls involved in this program. The Parents and Citizens Association has continued to function and provide support for the school, as well as being a representative voice for the school community.

The school has continued its involvement with the professional learning community group, meeting offsite at various venues on a regular basis to engage with our community.

### 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
100% of Aboriginal students to have goals registered in GoalHub.	All Aboriginal students have their goals registered in GoalHub. All staff have access to GoalHub to enable student goals to be embedded into teaching programs. Students have regular "check ins" with the Aboriginal Learning and Wellbeing teacher to stay focused on their goals.
School self-assessment of the element Curriculum is validated at Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of curriculum.
100% of Aboriginal students achieve the HSC minimum standard by the end of Year 11.	100% of Aboriginal students have achieved the minimum standard by the end of year 11.
School self-assessment of the element Learning and Development is validated at Delivering.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of learning and development.
School self-assessment of the element Effective Classroom Practice is validated at Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$530,930.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bulahdelah Central 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>• Attendance and Behaviour Rewards</li> <li>• Attendance Team Data Monitoring and Actions</li> <li>• School Community Links</li> <li>• Evidence Based Teaching Practices</li> <li>• Friday and Stage 5/6 Focus</li> <li>• Engagement With School</li> <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 data analysis to support student learning</li> <li>• staff release to increase community engagement</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Due to staffing constraints the BALANCE program has ceased during 2023. Attendance reward excursions included students above 90% and students who have improved by 10%</p> <p><b>After evaluation, the next steps to support our students will be:</b> Expanded the number of staff involved in coordination and analysis of NAPLAN, Check-in assessments, PLAN, HSC Minimum Standards and other student performance data.</p>
<p>Aboriginal background</p> <p>\$92,081.13</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bulahdelah Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><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>• Aboriginal Educational Partnerships</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>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The students engage in cultural activities that provide stimulus and background information that support their writing.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Aboriginal background</p> <p>\$92,081.13</p>	<p>To further implement this program in 2024 through Stage 4, increasing the number of students who are able to attend.</p>
<p>Low level adjustment for disability</p> <p>\$206,475.18</p>	<p>Low level adjustment for disability equity loading provides support for students at Bulahdelah Central 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>• Evidence Based Teaching Practices</li> <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 LaST and interventionist teacher</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  K-2 students have accessed external testing and intervention by a speech pathologist at the school which was proving difficult for local families as there are no local supports.  K-1 students have accessed external testing for hearing support.  Plans have been updated and distributed among staff for programming, planning and assessment purposes.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Staff will continue to seek intervention programs and external support for students. The school will ensure students have access to mainstream classes.</p>
<p>Location</p> <p>\$71,730.15</p>	<p>The location funding allocation is provided to Bulahdelah Central 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>• Data Driven Practices</li> <li>• Other funded activities</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> <li>• student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Students have been able to access technology from home, enabling increased engagement and success in their learning  There has been increase in assessment tasks being handed in on time as a result of access to suitable technology.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continual support for stage 6 students with technology access throughout Year 11 and 12 for assessment and study purposes.  Regular review of technology to replace faulty or outdated equipment.</p>
<p>Professional learning</p> <p>\$51,754.23</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 Bulahdelah Central 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>

<p>Professional learning</p> <p>\$51,754.23</p>	<ul style="list-style-type: none"> <li>• Evidence Based Teaching Practices</li> <li>• Other funded activities</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>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• presentations by suitable and qualified facilitators, for example diabetes or first aid workshops</li> <li>• other methods of learning designed to improve student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff have been able to access professional learning to prepare for the implementation of new syllabus document as well as maintain currency of knowledge in relation to syllabus requirements.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Maintain engagement in professional learning opportunities aligned to the priorities of the department and of the school's strategic improvement plan.</p>
<p>QTSS release</p> <p>\$24,028.70</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bulahdelah Central 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>• Data Driven Practices</li> <li>• Other funded activities</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 staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment including Department of Education assessments, for example, Phonics Screening Test and Interview for Student Reasoning (IfSR). Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide professional learning programs within the school to develop embedded knowledge and best practice in relation to implementation of NSW syllabuses.</p>
<p>COVID ILSP</p> <p>\$92,574.08</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 2023.</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 teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• provided targeted, explicit instruction for students in literacy/numeracy</li> <li>• providing intensive small group tuition for identified students who were identified as below target, using Check-In data and classroom assessment tasks</li> <li>• development of resources and planning of small group tuition</li> </ul>

<p>COVID ILSP</p> <p>\$92,574.08</p>	<ul style="list-style-type: none"> <li>• leading/providing professional learning for COVID educators</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  100% of targeted students demonstrated increased engagement in small group tuition/COVID intervention.  Targeted secondary students who had previously not submitted completed assessment tasks across a variety of KLAs, were submitting completed tasks by their due dates.  Student growth was identified in some areas of both Check-In and NAPLAN for the targeted students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>Integration funding support</p> <p>\$232,029.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bulahdelah Central 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>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around behaviour intervention and curriculum adjustments</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  SLSO individual support has occurred in the classroom and the playground to ensure the students (K-12) have been ably supported and are safe.  All eligible students are demonstrating progress towards their personalised learning goals  All Personalised Learning Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continued individual support to occur for targeted students identified with high and complex needs.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Bulahdelah Central 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 Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</li> </ul>

Student Support Officer

\$99,516.00

- SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.

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

Since commencing in March, The SSO has built a rapport with all students by either running group programs or supporting students individually. Wellbeing programs that have run have related to grief and loss, emotional regulation, meditation, dance, wellbeing walking and engagement in school and attendance. The Student Wellness Hub (SWH) was established in the SSC by the back corner being a designated area for students to have timeout by engaging in a wellbeing activity or being assisted with regulating their emotions. Students have been working on a mural with the SSO and School Counsellor to place on the back wall of this area.

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

The plan for 2024 consists of more wellbeing programs and lessons supporting our students with many more engaging initiatives. These programs will focus on resilience, respectful relationships, Teen Mental Health First Aid (TMHFA), peer to peer support, Grief, Loss and change, bullying, drug/alcohol/vaping and choice/risk/consequences and Dialect Behaviour Therapy (DBT).



# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	213	201	188	171
Girls	196	183	171	151

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	87.8	88.5	82.3	85.5
1	89.3	90.6	79.9	80.2
2	87.8	91.0	81.1	87.9
3	87.3	90.2	85.8	88.1
4	88.4	89.4	87.7	82.8
5	90.9	89.6	83.9	89.4
6	84.2	89.5	80.4	88.4
7	86.0	85.0	76.6	80.6
8	76.2	80.0	69.9	71.3
9	79.3	73.0	64.8	71.2
10	75.3	75.8	59.9	71.8
11	79.0	65.5	59.7	52.8
12	85.0	78.7	67.2	73.6
All Years	82.3	80.9	71.7	75.1
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	91.1	89.8	85.1	87.9

## Management of non-attendance

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

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

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

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	20	9	44
TAFE entry	5	21	6
University Entry	0	0	13
Other	5	15	25
Unknown	12	9	12

### Year 12 students undertaking vocational or trade training

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35.56% of Year 12 students at Bulahdelah Central School undertook vocational education and training in 2023.

### Year 12 students attaining HSC or equivalent vocational education qualification

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83.3% of all Year 12 students at Bulahdelah Central School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	3.2
Head Teacher(s)	5
Classroom Teacher(s)	21.71
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	11.49
Other Positions	0.8

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	947,749.31
<b>Revenue</b>	7,745,054.28
Appropriation	7,564,036.81
Sale of Goods and Services	127,767.07
Grants and contributions	44,728.23
Investment income	8,522.17
<b>Expenses</b>	-8,029,091.15
Employee related	-6,960,347.76
Operating expenses	-1,068,743.39
<b>Surplus / deficit for the year</b>	-284,036.87
<b>Closing Balance</b>	663,712.44

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.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	224,919
<b>Equity Total</b>	829,486
Equity - Aboriginal	92,081
Equity - Socio-economic	530,930
Equity - Language	0
Equity - Disability	206,475
<b>Base Total</b>	5,333,111
Base - Per Capita	95,620
Base - Location	71,730
Base - Other	5,165,761
<b>Other Total</b>	722,093
<b>Grand Total</b>	7,109,610

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

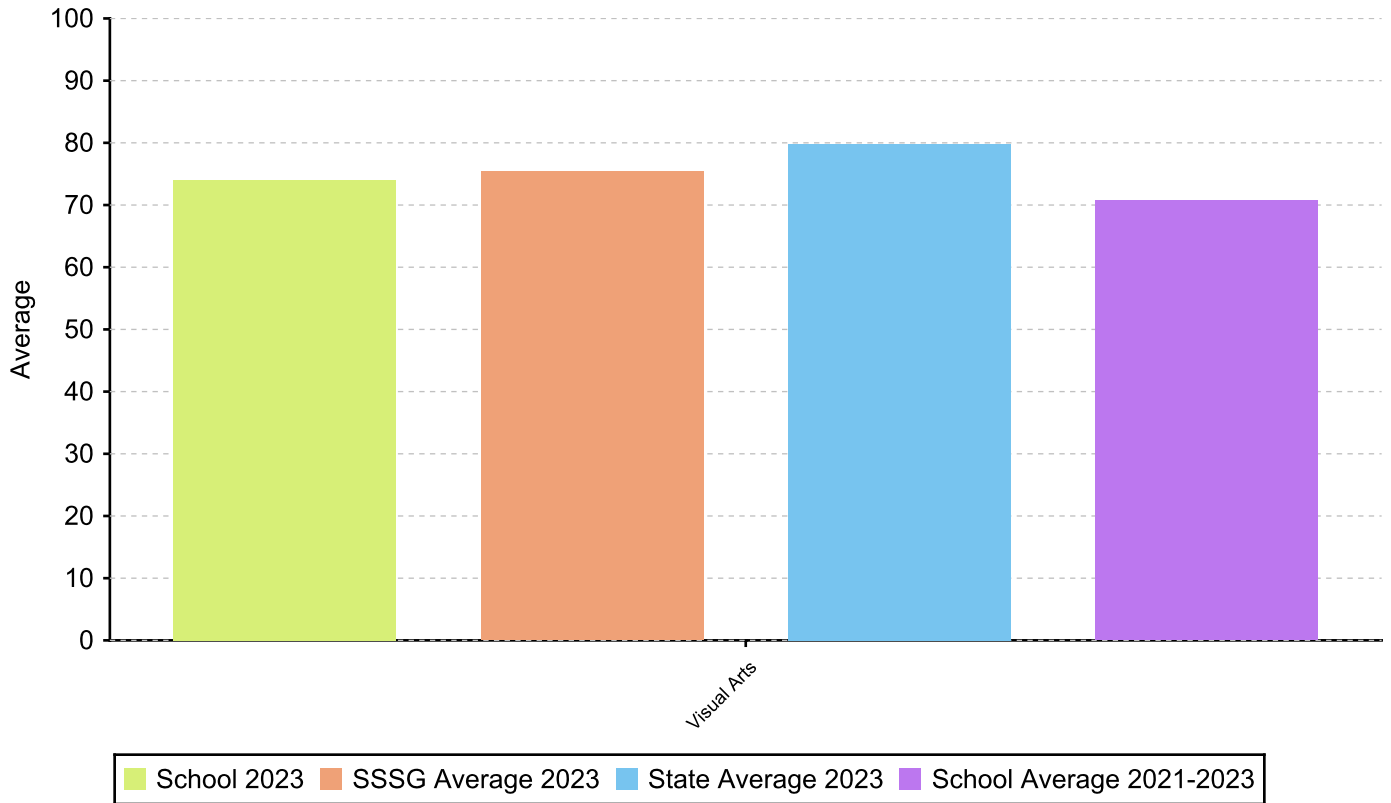
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

# School performance - HSC

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

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



Subject	School 2023	SSSG	State	School Average 2021-2023
Visual Arts	74.0	75.4	79.8	70.7



## Parent/caregiver, student, teacher satisfaction

**Student** feedback as identified through the tell Them From Me survey reflects the following key points:

- 75% of students have a positive relationship with peers at school. 62% of students also indicated their participation in school sports.
- There has been a 4% increase in students trying hard to succeed in their learning.
- Students have indicated there is a positive learning climate at the school, where they understand there are clear rules and expectations for classroom behaviour.
- There has been an increase of 5% of students being bullied via social media.

**Next Steps:**

- First and foremost, all students need an advocate - someone at school who consistently provides encouragement and to whom students can turn to for advice. School staff need to know who the acutely disengaged students are and regularly monitor their progress.
- The school can play a role in reducing anxiety and depression by supporting programs designed to improve students' emotional resilience.

**Parent/ Carer** feedback as identified through the tell Them From Me survey reflects the following key points:

- Parents and carers feel welcome when they visit Bulahdelah Central School.
- Parents feel informed through various communication methods from the school.

**Next Steps:**

- Create an increase in opportunities for parent and community engagement.
- Continue and strengthen the learning culture- high expectations for learning and attendance.
- Continue to increase opportunities for students to support their learning, internally at school and through external programs.

# 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.