

2023 Annual Report

Bundanoon Public School



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Introduction

The Annual Report for 2023 is provided to the community of Bundanoon 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.

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School vision

Students at Bundanoon Public School are challenged to continually improve as respectful citizens and learners within a culture of inclusivity and high expectations. We are a resilient community, respecting and caring for our environment. Working in partnership with parents and the broader community, we ensure every student is known, valued and cared for, maintaining a focus on student attainment and wellbeing.

School context

Bundanoon Public School sits adjacent to the Morton National Park which borders the township of Bundanoon, Gundungurra Country. The close ties with the natural environment surrounding the school, and the multi-faceted outdoor spaces promote the school motto of *Creativity and Imagination* and allow for student engagement in the arts.

The school is an integral part of the Bundanoon community, a relationship that allows for student participation in all aspects of community life within the township. It has an active and supportive P&C association and benefits from its ties with the Goulburn, Wollondilly and Illawarra Network of Schools.

The school maintains high expectations of success for all students, with quality learning programs delivered by experienced and committed professionals who collaboratively plan, implement and evaluate teaching and learning programs to meet the diverse needs of students. In a highly connected world of ever-increasing educational possibilities, students enjoy future-focused learning opportunities through sustainability programs and technology. The school promotes leadership of senior students through the Student Leadership and House Captain teams.

Bundanoon Public School is a Positive Behaviour for Learning school and the core values of safe, respectful learners underpin all student wellbeing procedures. Bundanoon Public School recognises the importance of balanced human development and strives to ensure that all students can become life-long learners and problem-solvers with the capabilities, confidence and compassion to make a positive contribution to our ever-changing world.

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>

Strategic Direction 1: Student growth and attainment

Purpose

To achieve student improvement and growth in reading and numeracy through evidence-based, data-driven, explicit teaching practices with a consistent approach for assessment and tracking, responding to and planning for differentiated 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.

- Targeting Literacy and Numeracy
- Data informed Practice

Resources allocated to this strategic direction

Integration funding support

Socio-economic background

Location

QTSS release

Per capita

English language proficiency

Low level adjustment for disability

Professional learning

AP Curriculum & Instruction

Summary of progress

The focus for 2023 was on further embedding quality teacher practice in providing collaborative planning opportunities using the new English and Mathematics syllabuses to program for explicit, evidence-based teaching to optimise learning progress and achievement. **This was achieved** by building staff capacity to track and analyse student data to modify teaching practices, informing individual learning goals and developing teacher capacity in assessment moderation through activities to support consistent and comparable judgements of student learning.

Providing collaborative planning opportunities using the new English and Mathematics syllabuses to program for explicit, evidence-based teaching to optimise learning progress and achievement. As an overall area of focus for all stages, teachers engaged with the APCI and LaST/HPGE in professional learning opportunities focused on Collaborative Assessment of Student Work (CASW) in which K-6 teachers had explicit interaction with the new syllabus during the explore phase of curriculum implementation for 3-6 and enact phase for K-2. This process allowed teachers the opportunity to engage in regular professional conversations around their student work samples to identify points of need. As a result, a new practice of regularly using student work samples during fortnightly staff meetings was trialled and will continue to strengthen during 2024.

An in-depth data analysis of NAPLAN and Check-In results in English **indicates spelling is an area for further development** for Stage 2 and Stage 3 in 2024. This led to the creation of scopes and sequences for the new syllabus, for teacher tracking and focus areas.

Stage 2 and Stage 3's **2024 focus** will be teacher professional learning regarding explicit **spelling strategies** which will support further improvement towards our literacy goals. Student learning outcomes will be monitored using SCOUT and PLAN data.

An **audit** of mathematics equipment showed limited resources were available for teachers to adequately support students in hands-on investigative learning. Measurement and number kits were purchased for all classes, aligning with resources required to also **implement the new K-2 Mathematics syllabus**. The APC&I developed teaching resources using exemplars through item analysis in Scout. Teacher capacity in using Scout features to support identified areas for improvement is developing through ongoing collaborative practices.

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
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates students achieving growth in reading has increased in Year 3 moving above the state average, and Year 5 maintaining growth above the state average.
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates students achieving significant growth in numeracy in Year 3 moving above the state average and, Year 5 maintaining growth above the state average.
Self-assessment against the School Excellence Framework in the element 'Curriculum' indicates improvement from "Sustaining and Growing" towards some elements of "Excelling".	Self-assessment against the School Excellence Framework in the element of Curriculum shows the school currently performing at Sustaining and Growing.

Strategic Direction 2: A Planned Approach to Wellbeing

Purpose

To maximise student learning outcomes and build strong foundations for academic success further developing whole school student wellbeing programs and practices in a planned and targeted approach that is responsive to the learning and wellbeing needs of students, staff and the school community.

Initiatives

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

- High Expectations and Engagement

Resources allocated to this strategic direction

Aboriginal background
Professional learning
Socio-economic background
QTSS release

Summary of progress

The focus for 2023 was on maximising student learning outcomes and building strong foundations for academic success; further developing whole school student wellbeing programs and practices in a planned and targeted approach that is responsive to the learning and wellbeing needs of students, staff and the school community.

This involved:

- Attendance focus; monitoring students below 85%; agenda item on fortnightly LAST meetings; addressed at weekly Staff Communication Meetings
- Relaunching Smiling Minds in Term 2 to run concurrently with PBL to address child-focused wellbeing learning, practising and integrating social and emotional skills. Growth Mindset lessons were also implemented and will continue into next year (N.E.D program).
- Student Voice, especially in Stage 3, continued to flourish throughout the year with many opportunities for students to develop essential leadership skills across the year - learning the importance of communication, collaboration, problem-solving, and decision-making. The impact of the Student Leadership Team program has empowered students to take initiative, make a difference in our school, to become confident and their programs have led to improved student engagement in learning (as reflected in our TTFM survey results).
- The Learning and Support Team - continued refining of procedures to ensure student learning is informed by holistic information in consultation with parents and carers and external providers
- A fortnightly library pre-school to Kindergarten transition program, "Puggles", was established in Terms 2,3 and 4. This offered families of future students the opportunity to connect, grow and belong within Bundanoon Public School. This program was developed and coordinated by the librarian and the LaST, consisting of reading, crafts, and moving on to visiting a class each week to familiarise the children with the school, students and staff.
- Extra Year 6 to Year 7 transitions were organised by the LaST with the Moss Vale High Year 7 coordinator.
- HPGE class was established for one session a week with the LaST; with authentic learning and problem-solving tasks.
- Many extracurricular activities were able to resume to support student engagement and connection. These included the GRIP Leadership program, band, public speaking, debating, 3-6 Gala Days and representative sport.

As a result, all students participated in mindfulness and brain breaks aimed at improving learning and self-regulation. The strong learning and support practices across the school ensured a continued focus on proactive and preventative strategies, implementing the Smiling Minds program. The continuation of Positive Behaviour for Learning (PBL) enabled student behaviour, both in the classroom and playground, to be celebrated and recognised via the positive reward system leading to a decline in negative behaviours. The "Puggles" transition program ensured Kindergarten Orientations at the end of the year were calm and rewarding, children displayed little anxiety due to routines established throughout Puggles.

Next year the focus will be continued focus on attendance **which will support further improvement towards** maximising students' learning opportunities. As more students present with anxiety, we will further investigate programs to address their needs.

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 proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy, and Sense of Belonging) at school toward the upper bound system negotiated target of 94.3%%.	Tell Them From Me survey results based on 28 students in Years 4-6, show 80% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress yet to be seen toward the lower bound target. NSW Govt State average was 81%. Data noted in SCOUT reflects Actual data is 81.02%.
Improvement in the proportion of students attending school 90% or more of the time to be at or above the lower bound system negotiated target of 85.0%	The number of students attending greater than 90% or more of the time is 84.24% indicating progress toward the lower bound target.

Strategic Direction 3: Strategically Planned Teaching and Learning

Purpose

Consistent school-wide practices will be developed for planned teaching and learning where teacher professional learning is responsive to student attainment and teacher need.

Initiatives

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

- High Impact Professional Learning

Resources allocated to this strategic direction

AP Curriculum & Instruction
Professional learning
QTSS release

Summary of progress

The APCI and Executive staff ensured literacy and numeracy knowledge and skills were embedded in the curriculum and assessment; through ongoing teacher professional learning.

Including the APCI to facilitating ongoing teacher professional learning and development through:

- Data analysis to assess and monitor student progress on a cohort, class and individual level.
- Professional learning (including *Teacher Collaboration and Planning* days)
- Evidence-based programs/pedagogy in literacy and numeracy.
- Authentic formative and summative assessment tasks to analyse student progress, evaluate growth over time and report student achievement

These high-quality teaching practices were enhanced within a supportive and collaborative professional environment in the school. Stage groups are provided with collaborative planning time with the APCI, with teacher-identified PL on stage focus.

Ensuring coherent and continuous professional learning is driven by staff and student learning needs, with evidence-based practice effectively integrated into the everyday routines of teachers across the school.

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
Self assessment against the against the School Excellence Framework in the element 'Learning and Development' will be maintained at Sustaining and Growing with some themes at Excelling.	Self-assessment against the School Excellence Framework in the element of "Learning and Development" shows the school currently performing at Sustaining and Growing.
Self assessment against the against the School Excellence Framework in the element 'Data Skills and Use' will be maintained at Sustaining and Growing with some themes at Excelling.	Self-assessment against the School Excellence Framework in the element of "Data Skills and Use" shows the school currently performing at Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$70,659.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bundanoon Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeting Literacy and Numeracy • Data informed Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around NSW K-6 Literacy & Numeracy Curriculum, DCO • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact:</p> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Students were provided with one-to-one intervention from School Learning Support Officers (SLSO's) in the classroom and playground, based on their level of need. - All Individual Education Plans (IEPs), Personal Learning Plans (PLPs) and Behaviour Management Plans (BMPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms. - Consultation time with parents and the Learning and Support Team (LST) was scheduled to develop Individual Education Plans (IEPs), Personal Learning Plans (PLPs) and Behaviour Management Plans (BMPs). - Release time for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' Individual Education Plans (IEPs), Personal Learning Plans (PLPs) and Behaviour Management Plans (BMPs). - An improvement in the literacy/numeracy achievement levels of targeted students as evidenced by assessments and teacher observations. - Learning is implemented collaboratively and monitored so that ongoing adjustments are made and new learning is regularly introduced to meet the needs of the student. - Feedback indicates that parents/carers feel that their child is very well supported by the Learning and Support Team and classroom teacher. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To formally incorporate integration funding decision-making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. - The use of integration funding will be adjusted throughout the year in response to student Individual Education Plans (IEPs), Personal Learning Plans (PLPs) and Behaviour Management Plans (BMPs) reviews to ensure funding is used to specifically address each student's support needs. - To provide high-quality targeted professional learning to SLSOs to meet the individual needs of the students. - To revise the Learning Support Team referral process and provide professional learning to staff in relation to learning support processes and

Integration funding support \$70,659.00	procedures.
Socio-economic background \$18,677.42	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bundanoon Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeting Literacy and Numeracy • High Expectations and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Best Start, Developing Quality Assessment K-6, HPGE, DCO and Essential Assessment to support student learning • employment of additional staff to support DCO program implementation. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Teachers receiving additional release from face-to-face teaching to plan quality literacy and numeracy programs using assessment data. - The school heavily invested in data and the evaluation of data to support students and their learning. - Additional staffing to implement group interventions (MiniLit, mathematics groups). - Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. - Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan. - Provision of resources and additional programs (e.g. Goulburn Conservatorium music program & T4 art program) for students to access the curriculum. - Students were provided with one-to-one intervention from School Learning and Support Officers (SLSOs) in the classroom and in the playground, based on their level of need. - Improved relationships between the school and community with the assistance of a Community Engagement Officer. - The purchase of effective literacy and numeracy resources that support literacy and numeracy growth, advised by the APCI. - HPGE - students participating in Extension Mathematics lessons attaining above-stage level results. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to engage the literacy and numeracy APCI to support our trajectory towards achieving school improvement measures. - To continue successful reading, writing and mathematics interventions for individuals and groups of students. - To expand current High Potential and Gifted Education opportunities to include all four domains (intellectual, creative, social-emotional and physical). - To continue additional release from face-to-face teaching for planning and program so that teachers can work shoulder to shoulder with APCI & LAST to guide their teaching and learning programs - To provide teachers with professional learning with the APCI on the effective analysis and use of student achievement data. - Continued provision of MiniLit and MultiLit as interventions for targeted students. - To continue to employ School Learning and Support Officers (SLSOs) to support interventions for targeted students.
Aboriginal background	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bundanoon Public School. Funds under this

<p>\$2,421.37</p>	<p>equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -An increase of Aboriginal families engaging in the Personalised Learning Pathways (PLP) process. - Increased understanding of Aboriginal history and culture across the school. - Staff understanding of Aboriginal policy, responsibilities and cultural immersion has improved through the implementation of department, mandatory and school-developed professional learning. - Community consultation and engagement to support the development of cultural competency, NSW Parks & Wildlife Department <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To further expand the cultural education for our Aboriginal and Torres Strait Islander children through workshops and the Personalised Learning Pathways (PLP) cycle. - To develop stronger connections with the local Aboriginal Education Consultative Group. - To gather targeted student learning data to ensure that literacy and numeracy goals can be met by identified students through differentiation and personalised support in the classroom.
<p>English language proficiency</p> <p>\$2,992.23</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bundanoon Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeting Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phases • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Increased staff awareness of EAL/D practices with additional professional learning.
<p>Low level adjustment for disability</p> <p>\$73,273.21</p>	<p>Low level adjustment for disability equity loading provides support for students at Bundanoon Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Low level adjustment for disability</p> <p>\$73,273.21</p>	<p>including:</p> <ul style="list-style-type: none"> • Targeting Literacy and Numeracy • Data informed Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention Mini or MultiLit to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • support for students with Individual Learning Plans • 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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The Learning and Support Team (LST) consolidated learning and support procedures to ensure efficient and effective strategies were implemented for student support. - Implemented intensive small group tuition to support students with additional literacy and numeracy learning needs. - Employing a learning and support teacher to work with individual students within the classroom to build teacher capacity to meet the needs of all learners. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To continue the impact of the Learning and Support Team (LST), the school will provide additional support for identified students through the employment of trained School Learning and Support Officers (SLSOs).
<p>Location</p> <p>\$5,650.39</p>	<p>The location funding allocation is provided to Bundanoon Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeting Literacy and Numeracy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - purchase of Robotic equipment; supported and funded by the school's P&C, allowed the students to learn basic coding skills they can build throughout their educational journey - the development, design and implementation of a Robotics program throughout the school; - a designated teacher with a specific role to maintain IT throughout the school each week so that the latest updates are installed, leading to less frustration and increased engagement in set tasks. - dedicated IT support, in the form of the DCO, for all teachers and students, without waiting for outsourced technical support. - purchase of additional iPads and computers ensured resource equity across the school; reduction on students sharing one device between two <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - self-fund a DCO for 2024 to continue with the Robotics program and maintenance of school resources
<p>Professional learning</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</p>

<p>\$16,947.52</p>	<p>Professional Learning for Teachers and School Staff Policy at Bundanoon Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeting Literacy and Numeracy • High Expectations and Engagement • High Impact Professional Learning • Data informed Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - External Professional Learning funding allocation was allocated to executives attending 3 Rivers 4 Learning; impact on Staff Development Professional Learning, allocation of Staff Meetings Focused on PDP goals. - Professional learning delivered by APCI - Increased capacity of all teachers to embed effective practices in the explicit teaching of mathematics (K-2) and Spelling (3-6). - Assistant Principals Curriculum and Instruction (APC&Is) have supported both classroom teachers and Assistant Principals to develop their skills and understanding in data analysis and classroom practice. - K-2 staff have a more solid understanding of the new syllabuses and associated teaching practices. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Equity of Professional Learning funding allocations and opportunities; The leadership team will work towards creating structures to support an inclusive learning culture that enables learning and growth for every teacher. - Additional professional learning to support 3-6 staff with the implementation and teaching of new syllabuses.
<p>QTSS release</p> <p>\$26,987.90</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bundanoon Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeting Literacy and Numeracy • High Expectations and Engagement • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Staff have displayed increased confidence and teaching practice when using data to support student learning and the development of teaching programs. - Teachers working collaboratively to analyse internal and external data sources to track student achievement and inform planning, ensuring quality education opportunities are provided for all students. - Regular coaching and mentoring to collect and analyse student data

<p>QTSS release</p> <p>\$26,987.90</p>	<p>to adjust instruction. Teachers have reported increased confidence in being able to use data to plan teaching and learning programs and assist with the targets outlined in the K-6 action plan.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Support for classroom teachers to deliver quality explicit teaching strategies across the curriculum.
<p>COVID ILSP</p> <p>\$52,062.29</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers and SLSOs to deliver small group tuition • employing staff to coordinate the program • employing staff to analyse school and student data to identify students for small group tuition groups and to monitor progress of student groups • releasing staff to participate in professional learning • providing targeted, explicit instruction for student groups in literacy and numeracy years 1 - 6. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Differentiated teaching through on-going formative assessment followed by targeted literacy and numeracy programs for identified students performing below the expected level for their stage has seen growth in student understanding and application of skills learned. - Improved student engagement and confidence in learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. - Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. - To monitor students who have been on the program in 2023 to ensure ongoing success. - Small-group tuition to continue in the foundational skills of reading, writing and number sense.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	89	84	74	67
Girls	71	64	62	51

Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.8	94.4	91.2	95.4
1	93.8	93.5	86.9	91.0
2	89.2	94.5	88.9	93.2
3	93.4	94.3	89.4	92.5
4	90.9	95.5	89.2	93.7
5	90.6	91.8	90.5	92.0
6	91.9	90.0	86.1	93.0
All Years	91.4	93.0	88.8	92.7
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
All Years	92.0	92.4	87.4	90.6

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).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2.8
Classroom Teacher(s)	5.82
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration and Support Staff	2.01

*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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	197,504.64
Revenue	2,113,908.89
Appropriation	2,001,099.47
Sale of Goods and Services	2,069.75
Grants and contributions	109,282.06
Investment income	1,373.86
Other revenue	83.75
Expenses	-2,117,068.60
Employee related	-1,784,778.23
Operating expenses	-332,290.37
Surplus / deficit for the year	-3,159.71
Closing Balance	194,344.93

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

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	70,659
Equity Total	97,364
Equity - Aboriginal	2,421
Equity - Socio-economic	18,677
Equity - Language	2,992
Equity - Disability	73,273
Base Total	1,500,456
Base - Per Capita	35,395
Base - Location	5,650
Base - Other	1,459,411
Other Total	199,631
Grand Total	1,868,110

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year the school is required to seek the opinions of parents, students and teachers about the school. Schools use appropriate evaluation instruments to collect relevant data, including survey instruments such as, the Tell Them From Me survey (TTFM)..

The student survey was completed by students from Years 4 - 6. The results for categories were at or above the NSW average.

- 80% of students positive sense of belonging
- 97% of student participation in school sports and clubs
- 90% of students with positive relationships
- 91% of students that value schooling outcomes
- 80% of students with positive behaviour at school

Intellectual Engagement:

- 90% Effort
- 59% Interest and motivation

Resilience and Persistence:

- 43%- Keep trying on your own and finish as much as you can
- 46% - Have a try and ask for help when it becomes too difficult
- 4% - Have a try but stop if it gets too hard
- 7% - Try to avoid it

The following indicates the drivers for student engagement responses were converted to a ten-point scale, with 10 indicating the strongest agreement with the statement with many above the Government norm.

- Explicit Teaching Practices and Feedback - 8.0
- Positive teacher-student relations- 8.2
- Positive learning climate - 7.0
- Expectations for success- 8.4

Surveys are routinely held seeking feedback from students regarding well-being and student engagement. Our **Year 6 Student Leadership Team** (SLT) begin each school year with a school-wide survey. Each SLT member is responsible for collecting data by surveying one class and encouraging all students to participate. This survey is analysed to find what our student body deems a pressing need around the school that will assist in making students more comfortable at school or aid with delivering our learning programs. This data allows our student leaders, during our weekly SLT meetings, to select worthwhile goals for fundraising throughout the year and organise fundraising activities with the entire Stage 3 cohort and provides a meaningful context for these activities. Student leaders have also responded to student survey data by routinely providing activities during break times. As a result, students routinely assess and act upon student wellbeing to ensure continual improvements are made to support their learning and engagement. This promotes a sense of ownership and belonging and is evident in the self-pride displayed by our students, particularly our Stage 3 cohort

The **'Partners in Learning'** parent survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their child's experiences at school and home. In 2023, a very small number of parents completed the survey, therefore, a data baseline could not be established. However, a small number of quality and informative suggestions and comments were gathered. Parents feel welcome, appreciate the openness with the staff in formal and informal meetings, believe that the quality of information on academic reports has improved, that the school cares about their child/ren's wellbeing, value providing strategies for children to manage their behaviours and supporting them to build relationships. 86 out of 90 families engaged with Meet the Teacher interviews at the beginning of the school year, embracing the opportunity to meet their child's teacher face to face. Our P&C working bee to prepare for the construction of the new playground equipment was attended by 55 people - a new record participant rate - and a wonderful opportunity for families to work together. Other parent involvement opportunities such as Book Week, Education Week and Teddy Bear's Picnic, were well attended and provided opportunities for a more casual conversation with staff members.

The school has received positive feedback regarding the new transition-to-school initiative for preschoolers - Puggles. Each fortnight, the librarian, the learning and support teacher and community members hold a 45-minute session in the library. This involves reading and craft associated with the book/s. One such parent email highlighted the success of the program indicating that, although their child *"is generally quite a shy person they are now enthusiastic about starting big school next year. They seem comfortable with new classmates, the staff and are now familiar with the grounds and all the opportunities of being a school student. It has been extremely rewarding for them."* The parent/s *"appreciate how much time, care and effort has been made by all the teachers and volunteers to make each session unique and valuable - from classroom visits to craft. The school and programme are both utterly charming."*

The **Focus on Learning Survey** is a self-evaluation tool for **teachers** and schools. The responses were converted to a

tenpoint scale, with 10 indicating strongest agreement with the statement. In *all* areas, our school was above the government norm.

- Leadership - 8.3
- Collaboration - 8.4
- Learning culture - 8.4
- Teaching strategies - 8.4
- Data-informed practice - 8.2
- Technology- 7.3
- Inclusive school - 8.4
- Parent involvement - 7.0
- Challenging and visible goals - 8.0
- Planned learning opportunities - 8.3
- Quality feedback - 7.7

Teacher surveys indicate high expectations of student learning are maintained, lessons are differentiated to accommodate the inclusion of all students' abilities and learning needs. Areas of improvement include greater opportunities for feedback on lessons through collegial observation and feedback and assistance with the setting and sharing of student learning goals. The role of Assistant Principal, Curriculum and Instruction has evolved with the teachers appreciating directed professional learning opportunities, stage collaboration days, team teaching and developing and resourcing units of work.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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