

2023 Annual Report

Bungwahl Public School



1424

Introduction

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

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

School contact details

Bungwahl Public School

56 Seal Rocks Road

BUNGWAHL, 2423

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

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

4997 6175

School vision

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

School context

Bungwahl Public School, with a current enrolment of 40 students, is a rural and remote school located in the Great Lakes area on The Mid North Coast, 30 kilometres from our nearest regional centre. School numbers have fluctuated over the past eight years, with student numbers ranging from 29-42. We anticipate this trend will continue in the future. Currently 8% of students identify as Aboriginal. We have no EAL/D students. Our FOEI is 87 and ICSEA 970. The school is staffed by a teaching principal (TP1), 0.2 assistant principal curriculum instruction, 1.5 classroom teachers, 0.7 senior administration manager and 0.2 general assistant. The school funds 0.4 learning support officers. Our beautiful school environment hosts an award winning kitchen garden and enjoys support from a proactive P&C.

The two strong threads through the previous school plan focussed on continued whole school improvement in teaching and learning and student wellbeing. We have made gains in both areas and were on track in 2019, however with the impact of bushfires and COVID 19 we had not reached our planned improvement measures by the end of 2020. We will continue to focus on improved student attendance and wellbeing throughout 2021-2024.

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

There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing. This will initially be based on the Berry Street Education Model. The Grow Your Mind wellbeing program has been incorporated from 2023 onwards.

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Highly effective teaching practices
- A Culture of Learning

Resources allocated to this strategic direction

Professional learning

QTSS release

Low level adjustment for disability

AP Curriculum & Instruction

Integration funding support

Socio-economic background

Aboriginal background

Per capita

Summary of progress

Our focus for 2023 was on improving literacy and numeracy outcomes for students. This involved increasing teacher capacity in assessment, data analysis and knowledge of learning progressions. Teachers used data analysis to monitor student progress and plan further learning. As a result, identified students writing and maths results increased. All students had individual writing goals and teachers focused on developing student capacity for self-directed learning using learning intentions and success criteria.

Teacher professional learning involved familiarisation of the National Literacy and Numeracy Learning Progressions. Staff analysed student writing samples using consistent teacher judgement, syllabus expectations and alignment to Learning Progressions. Professional learning was undertaken in the new English and mathematics syllabuses, as well as the analysis of NAPLAN, Check-in Assessment, Phonic Knowledge and Phonemic Awareness data. Additionally staff collaborated with other schools in the Numeracy Leaders Networking Days and Small School Syllabus Implementation using Department of Education Units of Work.

Next year our focus will be on professional learning for staff on the effective use, and systematic analysis, of PLAN 2 Literacy and Numeracy Progressions to personalise learning and track progress and growth for all students. Data will be used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised. All students will be assessed using the Interview for Student Reasoning- Number and Place Value assessment to collect baseline data and to begin tracking students through the use of PLAN 2. Continued analysis of student writing samples will inform teaching and learning. Individualised learning goals will be created. Classroom teachers and Assistant Principal Curriculum and Instruction (APC&I) will work collaboratively to conduct 5 weekly data talks to monitor and track student progress across the school. Additionally, we aim to further develop relationships with parents through regular APC&I newsletter updates and workshops for parents and carers to improve their knowledge on how to support their child's learning. All staff will continue to access professional learning to effectively implement the new syllabuses in English and mathematics.

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
All Year 5 and 6 students are able to demonstrate growth and achievement	Some students have demonstrated growth in interpreting fractions over the year, using the learning progressions. Data analysis during Term One

<p>in interpreting fractions over the year, using the learning progressions.</p>	<p>indicated a need to focus on fractions and decimals, as an area of improvement. Baseline and internal and external data sources were collected across K-6 (PLAN 2 V3) and student outcomes indicated the need for Number and Place Value as a whole school focus, which will create the foundations to strengthen fraction and decimals skills. Staff participated in professional learning (Big ideas to start strong: Number and Place Value) which was differentiated to meet their needs. Teacher peer observations occurred to ensure professional learning was being implemented and a positive collaborative practice was created across the school.</p> <p>To begin 2024, all students will be assessed using the IfSR (Interview for Student Reasoning) <i>Number and Place Value assessment</i> for baseline data collection and to begin tracking students through the use of PLAN 2. Individualised learning goals will then be created for each student (<i>Number and place value</i>) and classroom teachers and APC&I will work collaboratively to conduct 5 weekly data talks to monitor and track student progress across the school. PLAN tracking will begin with three targeted students(<i>working beyond, working at and working towards</i>) from each class.</p>
<p>All students are able to demonstrate growth and achievement in creating texts over the year, using the learning progressions.</p>	<p>Some students have demonstrated writing growth in creating texts, using the learning progressions.</p> <p>Data discussions with teachers indicates the percentage of students regularly utilising explicit personalised learning goals in writing has increased. This will continue as a focus in 2024.</p>
<p>Parents as Partners in Learning</p> <p>Parents and carers will have an understanding of student learning and school curricular evident in an increase in attendance at information sessions from 15% to 50%</p> <p>Parents and carers will actively support their children at home to reach their learning goals evident in the return of home learning activities from 10% to 50%</p>	<p>An increase of parents and carers attending school information sessions. Parents and carers are regularly updated about curriculum through APC&I newsletter articles. Parents and carers are regularly updated through P&C meetings. All Kindergarten parents attended reading information session.</p>
<p>School Excellence Framework</p> <p>Improvement in the SEF element Effective Classroom Practice from sustaining and growing to excelling.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and assessment.</p> <p>All teachers now have a sound understanding of student assessment and data concepts through the development and refinement of a school wide assessment schedule. Data collected and used included Department of Education NAPLAN, Check-In, Best Start, Phonic assessments and Learning Progressions. Data is used to differentiate curriculum, inform teaching programs and provide feedback to students to increase learning outcomes.</p> <p>There is a school-wide process for collaboratively analysing student writing data to gain insights into student progress and achievement. 100% of teachers use learning progressions and PLAN2 to monitor and track student progress in Creating Texts. Teachers and APC&I engage in professional discussions and collaborate to reflect upon and improve teaching practice, and determine appropriate actions to improve student learning.</p>
<p>Attendance</p> <p>Proportion of students attending > 90% of the time will Increase from 69.5% (baseline average from 2019-20) to lower bound system negotiated target of 80%.</p>	<p>The number of students attending greater than 90% of the time or more has decreased.</p>

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Location

Summary of progress

Our focus for 2023 was to prioritise the wellbeing of each of our students and their families. School staff created a caring, safe and supportive school environment and maintained communication with families about student wellbeing and learning. Many aspects of The Berry Street Education Model are now embedded into school and classroom routines. These supported student 'voice', a sense of belonging and worth, and gave students the skills to be prepared for learning. The student leaders have been given opportunities to proactively support and mentor their younger peers. They have collaborated with students from other schools to increase their leadership skills. The Grow Your Mind wellbeing program was implemented to support students to understand and utilise values that promote positive relationships. The school values were reviewed by students, teachers and parents/carers.

As a result, the student leaders planned and hosted Bungwahl's Got Talent. This was a very successful whole community event. The feedback after the performances was unanimously positive. Students demonstrated support and praise for each other. Student leaders also provided a Buddy Bench and led lunch time library activities and Kindness Rocks clubs. Their ideas were respected and implemented. Students begin each day with a 'feelings check in' and end each day with 'what went well?' Student feedback indicates that students have adults, and students, they feel comfortable to talk to if they have a problem or feel lonely. Staff observations indicate the role of Kindergarten buddies in the playground, has led to an increase of positive K-6 interactions. The new agreed school values of Learning, Belonging, Respect and Creativity were launched at the presentation day.

Data collection and analysis, especially in attendance rates, has been a priority. Student attendance has affected the sense of belonging for some students, and consistency of learning, across both classrooms. The review of wellbeing practices resulted in an updated behaviour system throughout the school.

Collaboration between staff from several schools has successfully led to some engaging and rich learning opportunities. Students have been able to collaborate and connect with a wider group. Students have been engaged in learning with students from seven schools in science, technology, public speaking, leadership and sport.

Next year our focus will be to continue to implement the Grow Your Mind and Berry Street Educational Model wellbeing programs. These programs promote positive values to enhance student wellbeing. Opportunities for staff and students to connect and learn with students and staff from other schools will increase. Staff will continue to be actively involved in local learning communities to facilitate student connections. The Myall Lakes and Great Lakes Learning Communities are planning several opportunities for student collaboration in 2024. These include student leadership workshops, science and technology days and Higher Achieving Student (HAS) days. Coolongolook and Bungwahl staff have planned for students to meet online for learning together following positive interactions on their joint excursion. Attendance will be encouraged through communication with parents and targeted programs for individual families. We aim to improve data collection and monitoring to improve student wellbeing outcomes. This will include using regular student feedback, survey data, observations and The Wellbeing Framework. The data collected will guide future directions in wellbeing for 2024, ensuring all students continue to belong, connect, learn and thrive.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students reporting a sense of belonging at school from 64% in 2020 to 70% based on Tell Them From Me (TTFM) data.	The proportion of students who reported a sense of belonging has decreased to 62%.
Increase opportunities for students to work collaboratively with students from other schools from a 2021 baseline of 6 activities to 7. Increase in online forums from 0 to 2 per term.	Increased opportunities from a baseline of 6 to 9 for students to work collaborately with students from other schools in extra curricular activities. These have included excursions, NAIDOC celebrations, sports days, leadership days, high achieving student days and online public speaking. Students have also worked collaboratively online through Aurora College Virtual Selective School and Cybersafety workshops.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$33,552.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bungwahl Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • A Culture of Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All behaviour support plans were regularly updated and responsive to student learning, behaviour and wellbeing needs and progress, ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$3,789.41</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bungwahl Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • A Culture of Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the intensive reading program implementation. Student Learning Support Officers (SLSOs) instructed individual students and small groups to reach individually determined reading goals • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support the kitchen garden program implementation <p>The allocation of this funding has resulted in the following impact: This funding contributed to targeted students increasing reading fluency and comprehension. Groups in the K-2 classroom were differentiated. Students developed skills in literacy and mathematics through the practical application of these skills in the context of reviewing menus, cooking, gardening and canteen sales.</p> <p>After evaluation, the next steps to support our students will be: To engage a SLSO to provide targeted support to identified students in literacy and to support differentiated teaching in the K-2 classroom. To maintain the successful kitchen garden program.</p>
<p>Aboriginal background</p> <p>\$3,089.52</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bungwahl Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$3,089.52</p>	<p>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"> • A Culture of Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional Aboriginal staff implementing 'The Deadly Ed' program across the school • staffing release to support development and implementation of Personalised Learning Plans • employment of SLSO to implement kitchen garden program including the maintenance and use of the school's Indigenous garden <p>The allocation of this funding has resulted in the following impact: Student wellbeing and learning needs were met in a culturally supportive lessons provided by 'Deadly Ed' educators and the kitchen garden program (as outlined in detail in Socio-Economic Funding). Staff utilised the new format Personal Learning Pathways proforma in meetings with students and carers.</p> <p>After evaluation, the next steps to support our students will be: To deliver differentiated and personalised support to Aboriginal students. To continue the integrated learning through the kitchen garden program and Aboriginal specialists leading learning in language, creative arts and sport.</p>
<p>Low level adjustment for disability</p> <p>\$20,879.38</p>	<p>Low level adjustment for disability equity loading provides support for students at Bungwahl Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of Speech Pathologist to assess receptive and expressive language for all K-2 students <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All intervention was responsive to student learning needs and progress, ensuring eligible students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To regularly update PLSPs, in consultation with carers, ensuring they are responsive to student learning needs. The school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$2,426.45</p>	<p>The location funding allocation is provided to Bungwahl 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"> • Nyiirun ngarrayn (together we are learning) <p>Overview of activities partially or fully funded with this operational funding include:</p>

<p>Location</p> <p>\$2,426.45</p>	<ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: Increased opportunities for students to interact with students from other schools and participate in extra curricular activities.</p> <p>After evaluation, the next steps to support our students will be: supporting the school to increase collaboration with students from other schools overcoming isolation.</p>
<p>Professional learning</p> <p>\$6,429.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bungwahl 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"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teaching staff attending workshops and online courses to navigate the K-2 and 3-6 Mathematics and English syllabuses • teachers collaborated with staff from other schools to develop a plan to improve understanding of place value in mathematics. Classroom observations and peer feedback followed professional learning • professional learning led by APC&I, all staff are using learning progressions to track student progress in writing <p>The allocation of this funding has resulted in the following impact: Improved staff confidence to implement the new English and Mathematics syllabuses, resulting in sample units and resource materials being trialled in K-2 and 3-6 classrooms. Teachers have now embedded the use of learning progressions for writing. Improved staff understanding in Place Value.</p> <p>After evaluation, the next steps to support our students will be: To provide increased RFF for staff, to implement new syllabuses and to use learning progressions to monitor student progress in English and mathematics. Personalised and targeted professional learning utilising online resources, collaboration with schools within our learning community, mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$7,457.18</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bungwahl 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"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teaching principal provided with additional release time to support classroom programs. Learning was differentiated by grouping <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and implementation of the K-2 and 3-6 English and Mathematics syllabuses and is outlined in professional learning. Teachers have now embedded the use of learning progressions for writing.</p> <p>After evaluation, the next steps to support our students will be: Providing RFF for principal to support implementation of English and Mathematic syllabuses.</p>

<p>COVID ILSP</p> <p>\$12,979.89</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 educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>AP Curriculum & Instruction</p> <p>\$31,017.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>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"> • Highly effective teaching practices • A Culture of Learning <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • provided professional learning in understanding the literacy and numeracy progressions and links to syllabuses • lead consistent teacher judgement practice specifically in writing Creating Texts using K-6 Bungwahl Public Schools writing rubric (Imaginative, Persuasive and Informative) • collaborate effectively with principal and teachers to develop structures and routines through professional learning around data analysis, data collection and tracking of student writing using Learning Progressions • lead the implementation of evidence-informed literacy and numeracy teaching strategies to inform classroom practice through modelling, mentoring and coaching teachers • Parents and carers are regularly updated about curriculum through APCI newsletter articles <p>The allocation of this funding has resulted in the following impact: Targeted students have demonstrated growth in writing, using the learning progressions. 100% of teachers engaged with ongoing professional learning and regular data conversations to support teaching and learning programs and are utilising learning progressions.</p> <p>After evaluation, the next steps to support our students will be: Student tracking against the learning progressions to increase in other curriculum areas. Utilise data to continue to differentiate student learning and establish staff and student learning goals, learning intentions, success criteria and feedback. Leadership feedback given to teachers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	15	18	16	14
Girls	23	18	20	21

Student attendance profile

School				
Year	2020	2021	2022	2023
K	85.0	89.6	84.2	89.0
1	93.6	86.8	88.6	89.5
2	93.2	95.1	90.7	95.3
3	93.5	92.3	89.9	89.4
4	90.4	90.2	89.6	89.8
5	98.9	91.8	84.6	87.7
6	91.9	92.0	87.1	91.7
All Years	91.2	90.8	87.7	89.8
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)	0.2
Classroom Teacher(s)	1.32
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	73,581.12
Revenue	701,188.83
Appropriation	678,403.72
Sale of Goods and Services	5,502.54
Grants and contributions	16,841.94
Investment income	440.63
Expenses	-703,771.70
Employee related	-638,897.01
Operating expenses	-64,874.69
Surplus / deficit for the year	-2,582.87
Closing Balance	70,998.25

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	33,552
Equity Total	27,758
Equity - Aboriginal	3,090
Equity - Socio-economic	3,789
Equity - Language	0
Equity - Disability	20,879
Base Total	495,054
Base - Per Capita	9,369
Base - Location	2,426
Base - Other	483,259
Other Total	52,358
Grand Total	608,722

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

Students were surveyed three times throughout the year. The majority of students indicated they enjoyed coming to school. They reported enjoying excursions, creative arts, technology, fun lessons and kind staff. The majority of students said they felt comfortable to approach a teacher in the playground if they had problems. All students had one staff member who they could talk to if needed and 94% of students had two or more staff members they could talk to if needed. Data from the Tell Them From Me Survey (TTFM) of Year 4-6 students indicated that students with a positive sense of belonging had increased by 24% since last year to 62%. This is below the NSW Government norm of 81% and will remain an area of focus for our school. The revised school core values include belonging. This was agreed by the whole school community, demonstrating the importance of all students having a sense of belonging in the school.

The parent/carer survey provided during Term 4 had very few responses. The cohort size was too small to report on the results. This was a decrease compared to the almost 30% of respondents last year. The format of the survey was changed and the open ended questions may not have suited the target audience. However, highly positive feedback and support of the school was reported through parent and carer conversations with staff, and publically from families of Year 6 students leaving the school. A common statement was "we love Bungwahl Public School." Suggestions from parents and carers were made through P&C meetings, where up to 12 families are represented. These have included introducing creative dance and music classes, increasing creativity throughout the school and improving communication. As a result, preliminary arrangements have been made to employ creative arts teachers in 2024. A new school communication system has been introduced. Parents and carers have been supported to fully utilise this system. This will compliment the existing phone calls, FaceBook, text messages, fortnightly newsletters, information sessions, school events, student reports and interviews.

Teachers at the school reported high levels of satisfaction in their teaching role, however, workload continued to be reported as a key concern. They felt supported in their professional learning. 100% of teachers loved working at Bungwahl School, "Bungwahl is a safe and supportive place to work, with beautiful staff and students".

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.