Messages

Principal’s message

Bungwahl Public School is a small school which has served an isolated rural community since 1876. Its academic, cultural and sporting experiences build upon past achievement, provide challenges and prepare the students for the future.

We value learning, communication, respect and safety.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mrs Sue Hobbs

P & C message

The P&C is an important part of a schools community. The funds raised by the group primarily subsidise the cost of excursions.

P&C meetings also provide an opportunity to share what is happening and for parents to voice any concerns or ideas they have in a supportive environment.

This year we had 14 of our 25 families be paid members.

Our meetings being held twice a term in week 3 and 8 worked well. We had a morning meeting which was well supported.

The money we raised came from the canteen, the Easter Raffle at Seal Rocks and school, stalls for mothers’ day and fathers’ day, Spring fair and the small schools sports carnival. In total we gave the school $2000.

The canteen has been well supported by our parents.

I would like to thank everyone who supported our events and for all help that was given throughout the year.

Mrs Lee-Anne Bramble

Student representative’s message

This year’s SRC attended leadership training through the Impact Leadership program. We attended Club Forster for one day and then completed sessions online.

The training helped us with our focus on improving bus behaviour. We did this by introducing a ‘bus award’ to the fortnightly student run school assembly.

This year the SRC held a school sleepover and an X Factor talent quest, which were both very successful fundraisers. The money was used to help Year 6 transition to high school and the Year 6 farewell.

Two other projects we were involved in were the Dare To Lead (DTL) snapshot and power saving.

All members of the SRC were part of a focus group to meet with Mr Steve Stuart. We discussed how the school includes Aboriginal Education across the school.

It was also our job to make sure electrical appliances were switched off when not in use.

Rachel Billinghurst & Maddison Boyd

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.
Student enrolment profile

![Student enrolment profile graph]

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>97.6</td>
<td>94.1</td>
<td>94.6</td>
<td>86.9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.9</td>
<td>95.7</td>
<td>94.8</td>
<td>89.2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>92.2</td>
<td>96.1</td>
<td>95.1</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.2</td>
<td>93.5</td>
<td>95.7</td>
<td>96.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.2</td>
<td>96.5</td>
<td>92.8</td>
<td>90.7</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.7</td>
<td>94.9</td>
<td>95.2</td>
<td>92.8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.7</td>
<td>92.2</td>
<td>94.0</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.8</td>
<td>93.9</td>
<td>94.7</td>
<td>94.7</td>
<td>91.6</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student non-attendance is managed under the Student Attendance in Government School Procedures Guidelines.

Class sizes

The following table shows our class sizes as reported at the 2012 Class Size Audit conducted on Monday 23 March 2012.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>K</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper Division</td>
<td>3</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>4</td>
<td>20</td>
</tr>
</tbody>
</table>

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff retention

All staff was retained in 2012. In 2013 the teaching principal will retire in October.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td><strong>Total Teaching Entitlement</strong></td>
<td><strong>2.336</strong></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>Primary General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Total Non-Teaching Entitlement</strong></td>
<td><strong>0.896</strong></td>
</tr>
</tbody>
</table>

Currently the school has no indigenous personnel.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>72110.84</td>
</tr>
<tr>
<td>Global funds</td>
<td>55571.69</td>
</tr>
<tr>
<td>Tied funds</td>
<td>150942.19</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>22869.20</td>
</tr>
<tr>
<td>Interest</td>
<td>3452.80</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3269.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>308216.17</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>18906.28</td>
</tr>
<tr>
<td>Excursions</td>
<td>17951.73</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>3603.81</td>
</tr>
<tr>
<td>Library</td>
<td>2672.40</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>160769.71</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>6035.13</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>16957.58</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>10394.49</td>
</tr>
<tr>
<td>Maintenance</td>
<td>8682.31</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2939.95</td>
</tr>
<tr>
<td>Capital programs</td>
<td>4510.80</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>253424.19</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>54791.98</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts
- Maddison Boyd’s art was chosen as the February illustration in the annual great Lakes Mayor’s E-Calendar.
- Two students (Rachel Billinghurst and Kai Mahony) submitted entries in Operation Art, with Rachel’s being chosen for “The World’s Biggest Classroom” exhibition in Sydney and on a promotional CD.
- Upper Division participated in the Great Lakes Learning Community (GLLC) biannual “Shine On” creative arts performance.

Sport
- Bungwahl continued in its role as a “Jump Rope for Heart” display team. It remains the largest, most broadly inclusive team in the state.
- The senior skipping team was a foyer performer at the annual School Spectacular for the second consecutive year.
- The school retained Federal funding through the Active After Schools Communities program to conduct coaching for students in lawn bowls, tennis and taekwondo.
- The school won the annual Manning West small schools swimming carnival with Kai Mahony being the senior boy champion and Tia King-Stow runner up in the 11 years girls division.
- Six students competed in the zone cross country – Saxon and Hunter Bramble, Kai Mahony, Jake Billinghurst, Shae Manefield and Shawn Paisenti.
- At the annual small schools athletics carnival Kai Mahony was awarded the senior boy champion, while Tyler Manefield received the juvenile trophy.
- Four students were selected to compete in the zone athletics – Kai Mahony, Maddison Boyd, Hunter and Saxon Bramble.

External Recognition
- Jack Devine and Kai Mahoney received credit certificates for the Australian Mathematics Trust’s three week mathematics challenges (a GLLC project).
- Lilly Kennedy and Rachel Billinghurst were recognized for their academic excellence at the annual GLLC merit assembly.
- Indigo Dixon received a credit in the University of NSW spelling competition.
- Saxon Bramble, Indigo Dixon and Lilly Kennedy were awarded credits in the University of NSW English competition.
- In the University of NSW Mathematics competition Saxon Bramble and Bowen Tassell both were awarded distinctions while Hunter Bramble received a credit.
• In the Australian Maths Trust competition Cassie Dransfield, Hunter Bramble and Indigo Dixon received credits.
• Kyra Workman and Tia King-Stow participated in GLLC mathematics initiative for Aboriginal students. Their team won the competition.

**Academic**

In the National Assessment Program (NAPLAN), the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**NAPLAN Year 3 & Year 5**

Because the cohort of students who sat for the NAPLAN in Years 3 and 5 were too small for specific analysis the school has looked at general trend data.

Average progress for Writing is not displayed due to a change in the Writing scale.

**Literacy – NAPLAN Year 3**

The trend data for the last 3 years has indicated that year 3 students have:

• been significantly above the state and region average in reading;
• moved from slightly below to above state and region in spelling; and
• remained well above state and region in grammar and punctuation.

**Numeracy – NAPLAN Year 3**

The trend data indicated that year 3 students have been significantly above both state and region in all numeracy strands for the last 3 years.

**Literacy – NAPLAN Year 5**

The trend data for the last 3 years, has indicated that year 5 students have:

• been at or above the state and region average in reading;
• shown steady growth in spelling from below state and region in 2010 to above by 2012; and
• shown steady growth in grammar and punctuation from below state and region in 2010 to above by 2012.

**Numeracy – NAPLAN Year 5**

The trend data has indicated inconsistent results with the school remaining at or slightly below both state and region.

**Progress in literacy**

Average progress between 2010 - 2012 (year 3 to year 5) indicates growth was below that of both state and region in overall literacy.

**Progress in numeracy**

Average progress between 2010 - 2012 (year 3-5) indicates growth was below that of both state and region in overall numeracy.

**Significant programs and initiatives**

**Aboriginal education**

As a member of GLLC, all staff have been involved in projects under the Schools In Partnership (SiP) program. These have included:

• actioning of personalised learning plans (PLPs) for all indigenous students resulting in the school’s ongoing connection to their parents;
• a Mathematics project for Aboriginal students;
• sharing attendance and academic achievements data; and
• participating in a DTL snapshot across the learning community.

At a school level we were commended for:

• introducing Aboriginal perspectives as part of the normal teaching day;
• there not having been a single suspension of any child for at least the past ten years;
• the attendance figures for both Aboriginal and non-Aboriginal students being above both State and Regional attendance data;
• our ongoing commitment to the involvement of local Aboriginal people in the life of the school on a regular basis and not just for a “once a year” initiative; and
• all students in the upper division possessing their own PLP which are on display in class and at home.

We continue to be support by ‘The Buddha by The Beach Café and Restaurant’ for a perpetual award for year 6 students called the “Kitchen Whizz” award. The 2012 winner was Isabella Sewell.

QuickSmart

The numeracy program developed by the University Of New England, was implemented in 2012. A focus group of eight students completed the 30 week program, while aspects of the daily routine were implemented across the school. Two casual staff members have completed related professional learning.

Results have been very pleasing. Students improved accuracy by 10% from March to November while the oral response time for all operations also improved by 10%.

Progress on 2012 targets

Target 1

To increase student performance in numeracy as evidenced by school based and NAPLAN data.

Our achievements include:

• 100% of student plotted on the Numeracy continuum and all teachers are tracking and monitoring students on the continuum using Sentral;
• Increase in student (attitude) engagement, as measured by focus group interview;
• 80% of students performing at or above grade appropriate level on Numeracy continuum; and
• QuickSmart results indicate substantial growth for all students since March pre testing.

Multicultural education

The school implemented its multicultural education program within the Human Society and Its Environment (HSIE) syllabus.

In 2012 we have included a junior unit entitled “Families, Past and Present” and a senior unit entitled “Living in Communities” highlighting the role of various cultures in Australian life.

The cooking strand in the Stephanie Alexander program regularly focused on recipes from various cultures.

The Stephanie Alexander Kitchen Garden Program

This year we continued with the program even though our commitment and funding period has been finalised.

Each week all our year 3-6 children continued to participate in a 45 minute class in the garden and a 90 minute class in the kitchen classroom.

Lower division involvement was extended to caring for the chickens and later in the year the newly arrived ducks.

The school received additional funding of $2500 from the State Environmental Trust to further extend our bush tucker garden.

QuickSmart

The numeracy program developed by the University Of New England, was implemented in 2012. A focus group of eight students completed the 30 week program, while aspects of the daily routine were implemented across the school. Two casual staff members have completed related professional learning.

Results have been very pleasing. Students improved accuracy by 10% from March to November while the oral response time for all operations also improved by 10%.

Progress on 2012 targets

Target 1

To increase student performance in numeracy as evidenced by school based and NAPLAN data.

Our achievements include:

• 100% of student plotted on the Numeracy continuum and all teachers are tracking and monitoring students on the continuum using Sentral;
• Increase in student (attitude) engagement, as measured by focus group interview;
• 80% of students performing at or above grade appropriate level on Numeracy continuum; and
• QuickSmart results indicate substantial growth for all students since March pre testing.
Target 2

To increase student performance in literacy as evidenced by school based and NAPLAN data

Our achievements include:
- 100% of students demonstrate an increase in individual levels of achievement on spelling assessment;
- 100% of teachers are tracking and monitoring students on the literacy continuum through Sentral; and
- Increase in student (attitude) engagement, as measured by focus group/ interview.

School evaluation

In 2012 our school conducted two evaluations—one of Teaching and Learning, and the curriculum area of Creative Arts.

Background

All parents and year 3-6 students were invited to participate via voluntary survey process. All students returned surveys while 85.1% of parent surveys were returned.

Findings and conclusions

Teaching and Learning

A higher level of satisfaction was evident throughout the responses. All indicated classrooms were interesting places and teachers were dedicated and constantly improving their skills.

Creative Arts

While the surveys indicated a general level of satisfaction, there were a number of strategies identified that would help enhance the effectiveness of the implementation of the Creative Arts Curriculum

Future directions

Teaching and Learning

A small number of respondents suggested more variety within the curriculum areas. This will be addressed with the introduction of the new National curriculum in coming years.

Creative Arts

Areas for future consideration include:
- The opportunity to learn a stringed instrument or recorder;
- The introduction of sculpting, weaving and French knitting;
- Sourcing outside expertise to enhance the implementation;
- Inclusion of dance in the Active After School Program; and
- Increased exposure to art galleries and live drama.

Parent, student, and teacher satisfaction

In 2012 surveys there was overwhelming support for the school and its initiatives. Two areas most significance was that parents highlighted their children’s growth in confidence and the variety of programs offered by our school.

Professional learning

Through 2012 staff participated in a number of initiatives conducted in our area including:
- Focus On Reading
- Aboriginal Collegial Groups
- Quicksmart.

The average amount per staff member spent on professional learning was $1,300.

School planning 2012—2014

School priority 1

Outcome for 2012–2014

Increased levels of literacy and numeracy achievement for all students, with a focus on continued improvements in overall progress along the continuums and consistent NAPLAN growth between Year 3–5 and Year 5–7.

2013 Targets to achieve this outcome include:
- To increase the percentage growth of students achieving state expected Year 3-5 NAPLAN growth by an average of 30% in overall literacy and numeracy;
- Age growth of students achieving state expected Year 5-7 NAPLAN growth from an average of 40% in overall literacy and numeracy; and
• To increase the percentage of students (K-6) meeting or exceeding expected stage appropriate growth along the literacy and numeracy continua.

Strategies to achieve these targets include:
• Complete phase 2 implementations of Quicksmart program and strategies K-6;
• Continued participation in GLC and Myall Learning Community (MLC) numeracy and literacy projects;
• Continue to plot all students on the literacy and numeracy continuum; and
• Record progress electronically using Sentral.

School priority 2
Outcome for 2012–2014
Prepare the school for implementation of National Curriculum.

2013 Targets to achieve this outcome include:
• Staff to complete appropriate professional learning;
• Principal to complete appropriate leadership training;
• Staff to review current practices and procedures in terms of transitioning from current curriculum to national curriculum; and
• Develop programming, evaluation and reporting strategies to enable seamless transition to the national curriculum.

Strategies to achieve these targets include:
• Staff completes the six professional learning modules;
• Principal complete the relevant professional learning leaderships modules;
• Staff review current practice in terms of needs of 21st C learners, identifying outcomes not common to current and new curriculum and developing implementation matrix that marries needs of 21st learners with learning outcomes; and
• Engage in co-operative programming sessions using BOS templates.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mrs Sue Hobbs, Principal
Mr Gregory Kelly, Classroom Teacher
Mrs Felice Davis, School Administration Manager
Mrs Lee-Anne Bramble President Bungwahl P&C Association

School contact information
Bungwahl Public School
56 Seal Rocks Road, Bungwahl. NSW 2423
Ph: 02 49976175
Fax: 02 49976306
Email: bungwahl-p.school@det.nsw.edu.au
Web: www.bungwahl-p.school@det.nsw.edu.au
School Code: 1424

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: