2008 Annual School Report
Bundarra Central School

NSW Public Schools – Leading the way
Our school at a glance

Bundarra Central School (BCS) is a Kindergarten to Year 12 School which is set in a picturesque location beside the Gwydir River. Its grounds, gardens, and neat, clean appearance obviously contribute to the tone of an orderly, pleasant and productive school environment. The school has a family atmosphere with close ties to the community and a history of close student support, whilst achieving at the highest levels of interschool competition. BCS places an emphasis on sport complementing academic achievement, and a successful Suffolk sheep stud as the basis of agricultural science.

Students

There were 149 students enrolled at the school at the beginning of 2008. The enrolments have increased from previous years.

Staff

In 2008 the staffing allocation was 13.9. This included three executive staff and eleven classroom teachers. These teachers come from a variety of backgrounds and experiences and bring a diversity and vibrancy to the school community. All teachers share a strong commitment to ensuring the students achieve their maximum potential.

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

Significant programs and initiatives

- Aboriginal education
- Multicultural education
- Respect and responsibility
- Priority School Program
- School to Work initiatives

Student achievement in 2008

Literacy – NAPLAN Year 3

In terms of overall literacy our Year 3 group were just under the state average. They performed better than our Like School Group (LSG) in all areas of literacy.

Numeracy – NAPLAN Year 3

In terms of numeracy our Year 3 group were slightly below state average.

Literacy – NAPLAN Year 5

In Year 5 our students performed above state average in all aspects of literacy. 100% of student's demonstrated growth that was 27% higher than the state average.

Numeracy – NAPLAN Year 5

100% of our students showed growth in numeracy with our students showing 27% higher growth than the average student in the state. Our students were slightly below state average but well above our LSG in numeracy.

Literacy – NAPLAN Year 7

In literacy the Year 7 students' results were below the state average. 92% of students showed growth in literacy.

Numeracy – NAPLAN Year 7

100% of students showed growth in numeracy. In Year 7 the results were below the state average in numeracy.

Literacy – NAPLAN Year 9

In Year 9 the students' results were below the state average. 93% of students demonstrated substantial growth.

Numeracy – NAPLAN Year 9

In Year 9 the students' results were below the state average. 76% of the students demonstrated growth in numeracy.
School Certificate
In 2008 students sat for the School Certificate. The Year 5 to 10 data showed notable growth in English, Science and Computer Skills. Results for Australian History were disappointing.

Higher School Certificate
In 2008 two students sat HSC examinations. Our unique program is delivered jointly through the Dubbo School of Distance Education and Bundarra Central School.

Messages
Principal's message
Bundarra Central School believes every young person deserves the opportunity and support to succeed in life. Bundarra Central School aimed to maximise student life skills by offering the greatest number of activities to as many students as possible. These opportunities are a testimony to the passion and professionalism of our staff, both teaching and supporting. In many cases also these avenues for young people could not happen without parents also helping children. In 2008 we sustained and expanded opportunities. I believe we now have the optimal balance between resources, professionalism and good will.

Students in our system have their learning constructed around the very fundamental life skills of literacy and numeracy. In 2008 our nation moved to assessing the skills for every Year 3, 5, 7 and 9 student in Australia. This assessment is called the National Assessment Program Literacy and Numeracy (NAPLAN) and you will find your results in this report. National testing is the mark of a modern society and allows very specific strategies to develop every individual student as well as a systematic allocation of taxpayer resources to areas of focus.

Our work at Bundarra Central School in these critical areas continued as it has been for four years with specific strategies for our youngest learners. The Priority School Program in conjunction with Bundarra Central School underpinned the youngsters growth in literacy through the specialised ‘Reading Recovery’ strategies of Jenelle Williams and Jan Robinson. Our Primary classes under the leadership of Pam Doak worked effectively in all areas. As a central school these academic and welfare strategies are able to be joined smoothly to the high school curriculum under the very able leadership of Matthew Pye and Jack Dolby. Mr Nigel Henley also provided valuable relieving leadership during 2008.

In a complex society student opportunities require complex networks. The days are gone where schools are islands. Bundarra has a unique relationship with the Dubbo School of Distance Education, Ashford, Bingara and Emmaville Central Schools and the emerging Sapphire Community of Schools. Our students, including our mature age students access the campus specialities of New England Technical and Further Education (TAFE) through Inverell, Tamworth and Armidale TAFES, in conjunction with the University of New England (UNE).

In 2008 staff furthered our professional efforts around ‘Good Welfare And Effective Discipline’ building on the ‘You Can Do It’ program, enhanced student engagement strategies and positive behaviour learning approaches. Student Welfare is paramount. We believe happy young people feel good about themselves and others and consequently embrace learning and life. Thank you to all of you as staff, parents and community members for your efforts in ensuring the best help for our students.

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.

Steve Auld, Principal

Parents and Citizens (P&C) message
Our P & C works in partnership with the school to give our students the best possible educational experience. As our P and C is very small, 2008 saw us looking further afield than the immediate community for ways of supporting our students and teachers.

We managed to secure donations of 70 ‘USB’ memory sticks (a value of around $750.00) for students to store their assignments and research and seeds and gardening tools for the Agriculture Department. We were successful in applying for $4,500 funding from the Border Rivers Gwydir
Catchment Management Authority (CMA) for NAIDOC Week (National Aboriginal Islanders Day Organisation Committee), which included boomerangs for painting, a sausage sizzle and $2,000 towards a reconciliation garden to celebrate the present Government's apology to the Stolen Generation. A further $2,255 came from the Border Rivers Gwydir CMA towards a brochure to be produced by our students on Bundarra's Flora and Fauna, the Rumbling mountain legend and a brief history of the Indigenous people of Bundarra. Finally we received a generous donation from the Bundarra Pastoral/Agricultural and Rodeo Society of hackamores, leads and prods for our school team to use when they are representing us at the Northern Schools Steer Competition. The P and C also raised a further $75 from our trash and treasure stall at the ‘Boggie@Bundarra Festival’. I would sincerely like to thank the other members who were a small but vibrant team: Jan Bowen, Kim Wilson, Gemma Tombs and Laura McLean, for all their help and input and those parents and citizens who put so much work into helping our school community to be a success.

Kim Harvie P & C President

Student representative's message

During last year in 2008 the School Representative Council (SRC) were involved in a variety of different events and held many fundraisers. Our selected charity for the year was Diabetes Australia. We chose to focus on this charity because we have a diabetic in our school and many members of the community have been diagnosed with it. We also held ‘crazy hair days’, casual clothes days and a number of disco’s with all proceeds going towards the school. In conjunction with this we also held fundraisers with all profits going towards Diabetes Australia. We were also involved in the Variety Bash and NAIDOC Week as we cooked the BBQ’s for both of these events. As you can see 2008 was a very productive year for the SRC.

Kiara Dwyer President SRC

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.
Most students in both primary and secondary have excellent attendance at school and therefore opportunities to learn. This can be seen in the graphs indicating attendances in the 80% & 90% ranges. There was a positive improvement in the attendance rates of the Year 7-10 students.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<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>2/3</td>
<td>3</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>2/3</td>
<td>2</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>3/4</td>
<td>4</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>K/1</td>
<td>K</td>
<td>9</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes

In Primary, classes are multi-age in structure. Each class has a home teacher with specialist teaching in information technology (IT), personal development health physical exercise (PDHPE) and library. The junior secondary school classes in each year exist mainly as distinct class groups with some as multi-age classes.

Years 11 and 12 students study together. In the majority of cases students are able to work individually in conjunction with their teachers at both BCS and Dubbo School of Distance Education. Communication using video conferencing, email, telephone and the postal system make this very different from the traditional HSC structure.

Retention to Year 12

In 2008 two students completed the Higher School Certificate at Bundarra Central School, and two elsewhere. Two completed preliminary HSC elsewhere with one student in employment after the 2006 School Certificate.

Post-school destinations

- Eleven students from fifteen Year 10 students continued to Year 11 at Bundarra Central School in 2008. Two students entered Year 11 elsewhere and two entered employment.
- All students in Year 11 continued to Year 12.
- The two HSC graduates of 2008 are involved in employment and TAFE.
Year 10 and 12 students attending their end of year formal.

Staff information

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

The school had fourteen teaching positions allocated in 2008. This included three executive staff and eleven teachers. This year for the first time there were two Head Teachers in the secondary department.

The majority of staff members are very experienced.

The school has approximately an equal ratio of female to male teachers. The majority of female teachers work in the primary and male teachers in the secondary departments.

The teaching staff are supported by a School Administration Manager, three full time and one part time School Administration Officers, one part-time Teachers’ Aide, a part-time general assistant and a part time agriculture assistant.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1</td>
</tr>
<tr>
<td>Head Teacher Secondary Studies</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>PSP Teacher of Literacy</td>
<td>0.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>School and Administration Support</td>
<td>5.3</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>21.8</td>
</tr>
</tbody>
</table>

Staff retention

Bundarra Central School maintains a very high retention rate of teachers. In 2008 two teachers, Travis Collins and Joe Bell were farewelled.

The school welcomed Jack Dolby as another Head Teacher Secondary Studies plus permanent teachers Justin Connors as Science/Agriculture and Helene Jones as English/Drama teacher.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97.0%

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>21</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>79</td>
</tr>
</tbody>
</table>

New permanent teacher Mrs Helene Jones who teaches English and Drama. Helene is part of a large teaching network involving the BABE schools and five teachers from the Dubbo School of Distance Education.
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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>137,049.60</td>
</tr>
<tr>
<td>Global funds</td>
<td>142,292.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>119,254.78</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>35,187.73</td>
</tr>
<tr>
<td>Interest</td>
<td>11,394.31</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4,795.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>449,974.52</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 27,706.01  |
| Excursions                 | 30,445.20  |
| Extracurricular dissections| 5,481.34   |
| Library                    | 2,827.16   |
| Training & development     | 6,209.08   |
| Tied funds                 | 131,552.55 |
| Casual relief teachers     | 18,917.34  |
| Administration & office    | 45,931.32  |
| School-operated canteen    | 0.00       |
| Utilities                  | 21,530.50  |
| Maintenance                | 10,720.99  |
| Trust accounts             | 7,435.70   |
| Capital programs           | 16,115.62  |
| **Total expenditure**      | 324,872.81 |
| **Balance carried forward**| 125,101.71 |

A full copy of the school’s 2008 financial statement is available. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts

The school has maintained and enhanced its achievements in the arts during 2008. Students have had opportunities to showcase some, but not all, of their talents to a wide variety of audiences, both within and outside the school community.

In 2008 all the students were involved in the BCS Play Performance. Students put their acting skills on display. Those students who weren’t cast in acting roles contributed to the success of the night in preparing props for the night, off screen works, costume production and as stage hands.

Stage one performed the old classic ‘Snow White and the Seven Dwarfs’, Stage 2&3 presented ‘The True Story of the Three Little Pigs’. The secondary department presented a production written by Mr McLeish called ‘Rudolph’. Everyone who attended agreed that it was a memorable event in the BCS calendar.

Horse Sports in action!

Sport

Students at BCS again excelled in their sporting achievements, with many students achieving at Regional and State level.

Both boys and girls touch football teams played in the State Central Schools Touch Finals in Dubbo. The girls were named State Champions and the boys were runners up in the same competition. This is an outstanding result for our school. The girls team also won the Regional Championships and were narrowly defeated in the NSW final.

The BABE team won the regional carnival for rugby league and in the NSW Central Schools Finals in Dubbo they were named runners up.

Daniel McLennan was selected in the North West Open Football Team and the Under 16’s NSW Country Rugby League Team and was named most valuable player in the State finals for both League and Touch.

William Archer made zone side in rugby league and soccer and Cameron McLean and Dillon Mercer made the zone league side.

Brandon McLennan was selected in the U15’s league and Daniel McLennan and George McMullen the open’s league team.

Bradley Layton was selected in the zone tennis squad.

Triani Munro was in the touch zone side and Ashlee Doak and Brandon McLennan were sadow reserves.
In zone cross country, Laura Claridge was 8/9 year old champion and William Archer was runner up in his division.

The Under 10's league team played Gunnedah in the North West Final.

Ashlee Doak represented the region at Eastern Creek in cross country and ran a creditable 50th out of a field of 110.

The boys Under 16's touch and league teams qualified for the State Finals.

Ashlee Doak and Triani Munro competed in the North West Athletics Carnival.

Millee Cowdery was selected in the North West softball team and Caitlyn Dwyer was made first reserve.

William Archer, Dylan Gleeson, Bradley Layton and Cameron McLean were named in the zone softball team to trial for the North West Team.

Cody Bradbery, Ellen Archer, William Archer, Laura Claridge, Ethan Keating, Brooke McLennan and Caitlyn Dwyer were selected for regional athletics at Tamworth.

Inverell High School in their 2nd debate. They also won their debate against Manilla Central School.

The Year 7/8 debating team of Tianna McLennan, Ashlee Doak, Katrina Doak and Michael McMullen were narrowly defeated by Inverell High School in the PDC and won their debates against Moree High School and Macintyre High School.

The primary debating team of Bradley Doak, Polly McKinnon, Brooke McLennan and Millie Cowdery also competed in the Premier's Debating Challenge. The Rose Trophy for Public Speaking was won by Bradley Doak with Polly McKinnon the runner up.

Students Kate Tucknott, Maria Nelson, Harrison Dezius and Zac Davis competed in the NSW Chess Competition.

Rikki Browne and Kiara Dwyer attended a week long Internet Technology excursion to Sydney, courtesy of the Inverell and North Ryde Rotary Clubs.

Academic

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

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

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)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Other

Students at Bundarra Central School again demonstrated the depth of skill in Public Speaking and Debating that is developed from Kindergarten through to Year 12.

The secondary debating team of Kiara Dwyer, Emma Dezius, Rikki Browne, Heidi McKinnon and Tianna McLennan competed in the Premiers Debating Challenge (PDC). They won against Wee Waa High School and were defeated by A very formidable football side!
Literacy and Numeracy are fundamental skills however our students also learnt beach/surf life skills on the 2008 ‘Bush to Beach’ excursion.

Literacy – NAPLAN Year 3

**Percentage of students in bands:**

- **Year 3 reading**
- **Year 3 writing**
- **Year 3 spelling**
Percentage of students in bands:
Year 5 spelling

Band
Percentage of students
0 5 10 15 20 25 30
3 4 5 6 7 8

Percentage in band
LSG average 2008
State average 2008

Numeracy – NAPLAN Year 5

Percentage of students in bands:
Year 5 numeracy

Band
Percentage of students
0 5 10 15 20 25 30 35 40
3 4 5 6 7 8

Percentage in band
School average 2005 - 2007
LSG average 2008
State average 2008

Percentage of students in bands:
Year 5 grammar and punctuation

Band
Percentage of students
0 5 10 15 20 25 30
3 4 5 6 7 8

Percentage in band
LSG average 2008
State average 2008

Literacy – NAPLAN Year 7

Percentage of students in bands:
Year 7 reading

Band
Percentage of students
0 5 10 15 20 25 30 35 40
4 5 6 7 8 9

Percentage in band 2008
School average 2005 - 2007
LSG average 2008
State average 2008
Numeracy – NAPLAN Year 9

Percentage of students in bands:
Year 9 numeracy

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students in band 2008</th>
<th>LSG average 2008</th>
<th>State average 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>11</td>
<td>35</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>12</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>13</td>
<td>45</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>14</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>15</td>
<td>55</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>16</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>17</td>
<td>65</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>18</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>19</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>20</td>
<td>80</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>21</td>
<td>85</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>22</td>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>23</td>
<td>95</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>24</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Progress in literacy

Average progress in reading between Year 3 and Year 5

<table>
<thead>
<tr>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 - 2006</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>2005 - 2007</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2006 - 2008</td>
<td>120</td>
<td>120</td>
</tr>
</tbody>
</table>

Average progress in writing between Year 3 and Year 5

<table>
<thead>
<tr>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 - 2006</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>2005 - 2007</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2006 - 2008</td>
<td>120</td>
<td>120</td>
</tr>
</tbody>
</table>

Average progress in numeracy between Year 3 and Year 5

<table>
<thead>
<tr>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 - 2006</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>2005 - 2007</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2006 - 2008</td>
<td>120</td>
<td>120</td>
</tr>
</tbody>
</table>

The new alpaca added security for our sheep.
School Certificate

Percentage of students in performance bands:
School Certificate English-literacy

Percentage of students in performance bands:
School Certificate Mathematics

Percentage of students in performance bands:
School Certificate Science

Percentage of students in performance bands:
Australian History, Civics and Citizenship
Percentage of students in performance bands: Australian Geography, Civics and Citizenship

Percentage of students in performance band: Computer Skills

School Certificate relative performance comparison to Year 5 (value-adding)

No graphs are available for fewer than ten students.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

As there were fewer than ten students there are no graphs to show growth form Year 10.

Minimum standards

The Australian Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.
Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88.2</td>
</tr>
<tr>
<td>Writing</td>
<td>81.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>87.5</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.8</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88.2</td>
</tr>
<tr>
<td>Writing</td>
<td>81.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>75.0</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>75.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88.2</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Our curriculum program has a mandatory Aboriginal perspectives component. These programs educate all students, Aboriginal and non-Aboriginal and are present as part of a wider philosophy to prepare all students to be worthy citizens in a multicultural inclusive society that is representative of modern Australia.

School and parent partnerships in this area were on an individual basis and built on school transition, success in school and success in sport.

Students from surrounding schools especially Tingha, who are of Indigenous background, have chosen BCS in recent years for their secondary schooling. Parents of these students and other students from Tingha Public School have chosen the school because of its smaller intimate atmosphere and personal support.

In 2008 BCS incorporated NAIDOC week activities into its school calendar. The celebrations involved a school assembly with special guest, boomerang painting, a visit to Tingha Public School’s celebrations and a joint celebration in Inverell.

BCS launched its inaugural junior Aboriginal Education Consultative Group (AECG), gained funding through a joint P&C/Catchment Management Authority (CMA) program to construct a Reconciliation Garden and send a student delegate (Jessica Connors) and staff member (Mr Auld) to the North West Indigenous Leadership camp in the Warrumbungles. As a consequence of this Jessica and the junior AECG were involved in a video conference exchange of student projects across twelve sites in the North West.

BCS is especially proud of Jordan McDougall and Denzell Milson our first Indigenous School Certificate and 2009 Year 11 students.

Aboriginal perspectives are integrated across K-6 class programs. Exposure to Aboriginal history, culture and contemporary Aboriginal Australia occurs in Years 7-10. Aboriginal education is taught directly in HSIE programs.

BCS students, as assessed through staff observation of school student interaction and interaction with visiting groups, have a high level of positive social awareness.
**Multicultural education**

Most BCS students come from English speaking backgrounds. This emphasises the need for ongoing awareness raising of a national and global society that is significantly different from that of Bundarra and the New England Region.

Students have an understanding and appreciation of cultural diversity. They can compare and contrast their own lives with other cultures in Australia and overseas.

The major primary excursion to Canberra focused on Australia’s heritage and through Parliament House and the Embassies, Australia’s link with an international world.

The Bhutan Teacher Placement Program involving internship for two Bhutanese teachers, concluded in 2008. The program was organised by the University of New England (UNE) in conjunction with the United Nations International Children’s Education Foundation (UNICEF).

The cessation of the scheme closed a rich program in which BCS was proud to be the longest serving school host. Our community played a significant role in supporting twenty Bhutanese teachers over ten years out of a total of one hundred and twenty teacher visitors to New England. It was a mutually rewarding program for our guests, our students, teachers and parents.

**Respect and responsibility**

It is recognised at Bundarra Central School that Values Education, including respect and responsibility, underpins every area of school life. There is an expectation that the students will continue to develop these values as responsible and respectful students leading to happy and productive citizens. This is an integral part of the school culture and is embedded within the implementation of the Key Learning Areas in the classroom and the school’s Student Welfare Programs.

In 2008 BCS launched the positive behaviour program ‘You Can Do It’ in K-6. This stemmed from teacher professional learning, regional workshops and program presenters in 2007.

In 2008 students played an active role in the Bundarra Anzac Service as well as conducting their school service.

---

**Priority Schools Program (PSP)**

In 2007, our school benefited from funding support from the Priority Schools Program to improve literacy and numeracy outcomes for our students.

As in previous years, the larger proportion of PSP funding was dedicated to enhancing the early years of schooling. Reading Recovery expertise was utilised to underpin the development of early school literacy. A Reading Recovery teacher trainer was employed two days per week to teach 10 hours of literacy. This supported students and programs as well as providing professional learning for the classroom teachers.

Two teacher aides were employed to assist in improving student outcomes through strategies involved in group work in literacy and numeracy. This was supplemented by SASS, Integration funding and global resources.

Literacy and numeracy resources were also purchased to complement programs in Stage 1 & 2 and in Stage 4. These resources included aiding and substantial supplies of text books.

BCS has a well staged use of PSP funds and monies were carried forward from 2007 which were used to support the employment of a teacher aide and Indigenous community liaison person.

Secondly BCS purchased and installed a touch screen ‘Smartboard’ which is based in the Year 5&6 room and is shared via a booking system by all students.
School to Work Initiatives

Increasingly schools directly play a role in students entering the workplace. ‘School to Work’ programs are involved in extending work awareness for the students and linking these experiences to work readiness criteria.

Students from BCS have the opportunity to complete in-school traineeships while continuing their school studies. These traineeships have the advantage of paid work with a registered and supported employer, attendance at TAFE and part-time school attendance. In 2008 Libby Wagner secured a nursing traineeship that will continue to the end of 2009 concurrently with her HSC studies. Students are involved in excursions showing students knowledge of skills necessary to obtain paid work and just as importantly, how to create businesses that employ others.

Students have been able to link skills in each subject with ‘real world’ careers. High school students participated in the Armidale and Inverell Career Sessions. There were many exciting options for students with in-school apprenticeships and traineeships offering part paid on the job experience in conjunction with gaining the HSC.

The Inverell Rotary Club has been invaluable through their careers interview evenings held in the BCS hall since 2002 in conjunction with Job link Plus. Students receive coaching from Job link Plus personnel in preparation for a mock job interview conducted by members of Inverell Rotary Club. This is an opportunity for the students of BCS to extend their interpersonal and communication skills and to identify areas for further improvement.

The high school ‘Bush to Beach’ excursion was also a valuable and engaging experience for students. The excursion whilst focused on Life Saving skills also visited the Coffs Harbour Fishing Co-operative, Southern Cross University and the Novotel Resort. These venues concentrated on encouraging students to assess their personal skills, educational attainments and structured plans for further career training.

Progress on 2008 targets

Every year the school management plan identifies targets which we work together to achieve.

This section of the report describes the progress we have made in achieving the improvement targets of

Target 1 To improve numeracy and Literacy for all students

- Further enhancing staff expertise through Teacher Professional Learning (TPL).
- Using Smart data to analyse our students’ results and to identify areas of strength and improvement.
- Utilising our middle school staffing team to inform primary and secondary staff of student performance.
- Continue Teaching and Learning in partnership with parents through programs such as ‘Partners in Numeracy’ and high school study strategy schemes.

Our success will be measured by:

- In Kindergarten 90% of beginning learners will achieve foundation outcomes by term 4 in 2008
- In Year 3 60% of students will achieve in bands 4 and 5.
- In School Certificate and the HSC 60% of students will achieve at or above state average.

Progress

- Our BCS Kindergarten met 2008 literacy and numeracy targets.
- Our Year 3 cohort was slightly below state average in both literacy and numeracy and despite performing better in literacy than students in the Like School Group (LSG), did not meet our target representation in bands 4 and 5.
- Our School Certificate cohort met the expected target and the HSC target proved unmeasurable and inappropriate.
Target 2. To strengthen the expansion of educational program provision to further improve retention.

Strategies to achieve this target include:
- Forge closer links with TAFE and like schools.
- Increase awareness of student traineeships.
- Examine ways in which ‘skills sets’ may be introduced in workshop form by external providers to stage 4 and 5 students as prerequisites for Vocational Education Training (VET).
- Examine rooming, timetables and IT resources to provide for an increase in mature age student numbers.

Our success will be measured by:
- A 20% increase in students choosing BCS for their HSC schooling.

Progress.
- There was a 50% increase in the number of students choosing BCS for their HSC schooling. This represented an additional two students.

Target 3 Implement improved positive behaviour learning strategies.

Strategies to achieve this target include:
- Finalisation of the 2007/2008 in school evaluation of student welfare and the adoption of ‘You Can Do It’ / positive learning strategies.
- Further professional in school learning surrounding application of published strategies.

Our success will be measured by:
- A 20% reduction in teacher referrals regarding inappropriate student behaviour.
- A 20% reduction in student suspensions.

Progress
- Teacher referrals regarding inappropriate student behaviour were similar to numbers in 2007.
- The number of student suspensions decreased from thirteen in 2007 to ten in 2008.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of school and community partnerships and programming, assessment and reporting.

Educational and management practice
School and Community Partnerships

Background
In 2008 Bundarra Central School examined its changing educational networks. ‘Research demonstrates that effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Family involvement is schools is therefore central to high quality education and is part of the core business of schools!’ (Family-School Partnership Framework.) (DET 2007)

Bundarra Central School is well placed to deliver in conjunction with parents, community groups, partner schools and educational agencies individual paths to a complex world for ‘individual students.’ (BCS Development day 2006)

Findings and conclusions
Partnerships exist and are expanding in the categories below:

Family:
- Critical transport for sporting fixtures
- High attendance at Presentation Night.
- High attendance and physical support for play evening and dance festivals.
- Excellent participation in ‘Partners in Numeracy’ program.
- Assembly attendance (Primary)
- High attendance Year 10 and 12 Formals.
- Attendance at parent/teacher evenings.

Parent Groups:
- Parents and Citizens
- Canteen committee

Community:
- Scripture teaching
- NSW Red Cross
- Inverell Rotary Club
- Rhyde Rotary Club
Commercial:
- Local property holdings
- District business houses

Government:
- Partner school including Bundarra, Ashford, Bingara, Emmaville Central School (BABE and the emerging Sapphire Community of Schools.
- TAFE
- Uralla Shire Council
- Dubbo School of Distance Education
- Catchment Management Authority
- UNE

- Many opportunities occur for our students especially through the network connection growth in the areas of community, government and commercial. These network examples have come into existence since 2003.
- This growth has extended opportunities for in most cases, students of high school age.
- Attendance rates in Stage 4 and 5 students do not match this five year extension of network opportunities.
- The 2008 parent survey of homework awareness across K-12 showed a spread of parent engagement with their children’s studies.
- Newsletters, assemblies and award ceremonies recognise and celebrate family and community support.

Future directions
- In 2009 Bundarra Central School will improve student awareness of partnerships and further promote reciprocal activities as part of Values Education.
- Bundarra Central School will improve information to parents, especially in Stage 4 and 5, surrounding homework, study strategies, School to Work options and daily attendance.
- Our school will implement through video conferencing, co teaching, especially joint examinations between the BABE high school staffs.

Curriculum
Programming, Assessment and Reporting

Background
The largely unseen areas of programming assessment and reporting are the critical quantitative foundations of Teaching and Learning. Success in these areas hinges on executive guidance and support and results in effective student learning underpinned by confident teaching.

Findings and conclusions
- Programs for K to 12 were NSW syllabus and Bundarra Central School resource linked.
- Programs from K to 12 incorporated DET required Quality Teaching Program, Internet Connected Technology and Individual Education Program components.
- Programs are complemented by ‘daybooks’, executive verified registers and other very visible evidence of effective curriculum delivery.
- Teacher Assessment Review System documents record explicit detail of assessment and reporting.
- Assessment and reporting of student learning growth are closely linked in K to 6. Published assessment schedules are common place though not universal in Years 7 to 10. Course structures and associated assessment procedures are published and transparent in the BCS/DSDE delivered Years 11 and 12.
- All reports are in the DET A to E or criteria based format mandated in 2007.
- Formal reporting is conducted twice per year, although progress reports are provided on request. Reporting is followed by parent teacher evenings.

Future directions
- Bundarra Central School in 2009/2010 will as part of the Family Partnerships Program seek alternative procedures to engage students, parents and teachers in publishing, communicating and discussing the growth of student learning.
- Secondary teachers will video conference Teacher Professional Learning topics around co taught and assessed units with BABE schools.
Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

**Parent Survey**

1. What I am asked to learn is important.
2. My teachers plan class activities that are interesting and help me learn.
3. My teachers tell me what I am learning and why.
4. The way my teachers manage the class helps me to learn.
5. My teachers know what I can do and what I need to learn.
6. My teachers keep records and samples of my work to include in my school report or portfolio.
7. I believe my children’s lessons are well prepared and delivered.
8. I know what home work my children have.
9. I would recommend NAPLAN to other parents.
10. I believe my child’s concerns are attended to promptly.

**Student Survey**

1. What I am asked to learn is important.
2. My teachers plan class activities that are interesting and help me learn.
3. My teachers tell me what I am learning and why.
4. The way my teachers manage the class helps me to learn.
5. My teachers know what I can do and what I need to learn.
6. My Teachers keep records and samples of my work to include in my school report or portfolio.
7. I understand how my learning will be assessed.
8. School reports and parent interviews Provide information about my learning.

**Professional learning**

All staff members were certified as Senior First Aid trained. This replaces the usual CPR training. Staff completed part of this improved qualification on the Term 3 School Development Day (SDD)

Four SASS staff members attended the Annual SASS Conference in Coffs Harbour. They attended sessions covering Technology Administration, Legal and Leave sessions. Another staff member further developed her understanding of students with special needs at a seminar in Armidale.

**School development 2009 – 2011**

The 2009-2011 School Improvement Plan identifies areas for improvement at Bundarra Central School. The school team regularly reviews the plan and a copy is available from the office.

**Targets for 2009**

Our school has established target areas for 2009 with the aim of providing every student with the opportunity to succeed and to improve the educational outcomes for all students at our school.

**Target 1**

*To increase the level of literacy achievement for every student*

Strategies to achieve this target include:

- Maintain PSP funded K-6 Reading Recovery philosophy/ strategy trainer
- Implement mandatory Best Start program to establish benchmarks and early diagnosis supported by PSP funded trainer
- Utilise BCS NAPLAN 2008 data analysis by staff across stages
- Maintain co-ordination around Middle stages 3 and 4 analysis and support
- Train two 7-12 staff in ‘Reading To Learn’
- Train two K-6 and 7-12 staff in NAPLAN analysis strategies and target setting
- Secondary English to co-teach with Dubbo School of Distance Education (DSE)
- Individual Education Plans (IEP) developed and implemented for identified students with STLA support.

Our success will be measured by:

- Increased student growth in School Certificate and Higher School Certificate results that is commensurate with state averages.
• Raise student growth in learning as measured by NAPLAN to be equal or better than state averages in Years 3, 5, 7 and 9.

Target 2
To increase the level of numeracy achievement for every student

Strategies to achieve this target include:
• Maintain ‘Count Me In Too’ and ‘Counting On’ strategies
• Utilise BCS NAPLAN 2008 data analysis by staff across stages
• Maintain co-ordination around Middle stages 3 and 4 analysis and support
• Train two K-6/7-12 staff in NAPLAN analysis strategies and target setting
• Secondary maths to maintain across school examinations with Ashford and Bingara
• Secondary maths to co-teach with Dubbo DSE
• Trial PSP funded ‘Mathletics’ in K-6 and 7-12 to increase engagement, competition and ICT’s
• Individual Education Plans (IEP) developed and implemented for identified students with STLA support.

Our success will be measured by:
• Increased student growth in School Certificate and Higher School Certificate results that is commensurate with state averages.
• Raise student growth in learning as measured by NAPLAN to be equal or better than state averages in Years 3, 5, 7 and 9.

Target 3
Student engagement and retention in the senior years

Strategies to achieve this target:
• Continued emphasis on NSW Quality Teaching Model
• Teacher awareness of assessment of student pre knowledge in KLA’s and across school assessment of Multiple Intelligences
• School Leadership Team to target out of class learning to engage all students
• Continue uptake of ICT’s by staff
• Continue support mechanisms to foster welcoming orientation programs for Kindergarten, Year 7 and Year 11/12, Indigenous students and families
• Publicly praise attendance and involvement in school activities

• Maintain telephone and written communication with parents and DET regarding attendance irregularities

Our success will be measured by:
• Increase retention rate from Stage 5 to 6 from 70% to 80%.
• Achieve a 70% completion rate of Stage 6 by those students commencing Stage 6.
• Achieve a 90% retention rate from Stage 3 to Stage 4.
• Increase attendance in Stages 4 and 5 by 5%.
• Increase school based Traineeships or Apprenticeships by two.

Target 4
Aboriginal Education and Training

Strategies to achieve this target include:
• Implementing the 2008 Aboriginal Education and Training Policy
• Ensuring that the school Anti-racism Contact Officer is available to students and will conduct education programs
• Promoting and celebrating Aboriginal culture
• PSP supported community liaison aide facilitates PLP’s
• DET and external education and employment agencies work with Bundarra Central School to secure Stage 6 traineeships
• Junior AECG hold regular meetings and BBQ’s leading to the construction of the Reconciliation Garden

Our success will be measured by:
• Indigenous students will perform in the top five bands as measured by NAPLAN no student will be below the minimum NAPLAN standard.
• A 5% increase in attendance rates for Stage 4 and Stage 5.
• One student will transition from Year 11 to HSC completion and one from Stage 5 to Stage 6.
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.

Steve Auld  Principal
Kay Swadling  Retired Principal
Christine McRae  SASS
Wendy Cracknell  SAM
Kim Harvie  President P&C
Matthew Pye  Head Teacher Secondary Studies
Pam Doak  Assistant Principal

School contact information

Bundarra Central School
Bowline Street Bundarra 2369
Ph: 02 67 237102
Fax: 02 67 237387
Email:bundarra-c.school@det.nsw.edu.au
Web:
School Code: 1415
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: