Our school at a glance

Students

Bundarra Central School, set in a picturesque location beside the Gwydir River, caters for the educational needs of students from Kindergarten to Year 12 and had a total 2012 enrolment of 135 students. It’s well kept grounds and gardens, contribute to the quality of the learning environment created for all students through the delivery of a quality curriculum. Senior students accessed a wealth of H.S.C courses co taught with Dubbo School of Distance Education and adult TAFE courses delivered in conjunction with New England TAFE.

Bundarra Central School places an emphasis on student participation in sport complementing academic achievement, and property partnerships supporting agricultural science. Debating competitions reflect the importance of intellectual cooperation and competition.

Staff

In 2012 the teacher staffing allocation was fourteen. 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 achievement of lifelong learning skills.

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

Our students because of the unique nature of a central school are also supported by six school administration support staff (SASS) in our front office, classroom, ground and agriculture area.

Significant programs and initiatives

• Aboriginal education
• Multicultural education
• Respect and responsibility
• Priority School Program
• School to Work initiatives
• Quicksmart Numeracy Program
• Period Zero Literacy/Numeracy
• National Partnerships
• BCS work taster
• Crossing The Divide

Messages

Principal’s message

2012 has been a busy year at Bundarra Central School with students across all grades from Kindergarten to Year 12 engaged in everyday learning opportunities that have provided development in skills that will carry them throughout life.

In addition to this valuable classroom learning many opportunities for learning beyond the classroom have been possible during the year.

In Term 1 students participated in the ‘Bush to Beach’ excursion, Clean up Australia Day and the Police Commemoration Ceremony.

Term 2 was a busy term with participation in the ANZAC Day Service, the Information Technology Rotary excursion to Sydney, the Rotary Mock United Nations Assembly known as MUNA, in Port Macquarie, the Dance Festival in Tamworth, the Multicultural Public Speaking regional finals in Armidale, the Myall Creek Memorial Ceremony and student selection in the art competition with art work going on display at the main Department of Education and Communities office at Bridge Street Sydney, just to name a few!

During Term 3 the Bundarra Central School’s touch football teams competed in the Central Schools State Finals held in Dubbo. The under 16 boys achieved the title of state champions. The under 16 girls team achieved a commendable result of 4th in the state and the open girls’ team achieved the excellent result of 2nd in the state. Congratulations to all students, teachers, coaches and parents involved with these excellent achievements. The Great Aussie Bush Camp week for students from Years 5 to 12 was another fantastic highlight of the term and this was followed by a small group of our younger students taking out a $100 prize in the Inverell Premier Store’s decorated jeans competition to support Jeans for Genes Day.
Term 4 began with a focus day to set learning goals to strive for during the term. A focus on quality in learning prevailed for the rest of the term. Variety Night was a most enjoyable event and showcased the many and varied talents of our students. The Northern Schools Steer competition was held in Tenterfield and our very own ‘Edward’ paraded as a quality entrant and then went the way of all entrants! Our junior students were awarded a money prize in the Chicken / Poultry Awards and have future expanded plans for 2013. Bundarra Central School Year 10 and Year 12 students enjoyed a very successful formal. Students from Radford College Canberra visited for a week and experienced the Bundarra Lifestyle, while sharing insights into city life with Bundarra Central Students.

2012 wrapped up with the whole school celebrating together on the Green Valley Farm excursion. It has been a great year with many outstanding achievements by students of all ages and interests and I have really enjoyed the enthusiasm of students and appreciated the dedication of staff in my short time as Relieving Principal at Bundarra Central School.

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.

Deborah Halliday
Relieving Principal

P & C message
It was great to see so many people come together to our save Year 11 & 12 meeting, I would like to thank June for her passion and commitment to this issue, which has been resolved for now.

Fundraising activities for this year included Mother’s day and Father’s day stalls which the children really enjoy being able to independently choose their own gift for mum and dad. We held a morning tea stall on Election Day which was popular. With our very small committee we were limited in the amount of fundraising we could do, also we like to have a purpose for our money before we ask our small community to keep supporting our activities. We like to raise money to help as many children in our school as we can, therefore again this year we are donating money to the buses for the end of year Green Valley excursion.

If anyone has a suggestion on what we can fundraise for and how please come along to our meetings next year, also bring any ideas, questions or comments you may have about the running of our school. We as P & C can make a difference.

P & C President
Jill Turner

Student representative’s message
2012 has been a productive year for Bundarra Central School SRC despite the absence of our SRC coordinator for all of term 3.

We managed to get some exciting fundraisers and new initiative up and running. We started the year with our SRC day out. This day gave us the opportunity to bond and plan out our SRC events for the year and set our goals. We decided it would be a good idea to work towards getting our school a new sign as our current one is very dated.

We kick started fundraising with an extremely successful ice-cream day. Apart from the ice-cream melting nearly as fast as we could make them, it was a great event. The students came to the food tech room at lunchtime to purchase their ice cream and we received very positive feedback.

After a local quadriplegic woman and mother of one our students lost her husband this year, we decided to have a mufti day to support her and fundraise to get her a new vehicle.

We chose to support World’s Greatest Shave as our charity so in week 9 of the first term we held a crazy hair and a shave, cut and colour assembly. We had many members of the staff including two females shave their heads, some members of the community, bus drivers and even a few senior
students getting involved. Staff that did not shave their heads had their hair, and in some cases moustaches, decorated and coloured by the infants students. It was an enjoyable and very successful day involving the whole school and lots of community.

Most recently our SRC organized a mini in school Olympics day. It was held last term while the London games were on. We organized all the students into countries and let them know their countries natural colours so they could dress up and support their team. As our school has students from Kindergarten to Year 12, each country had a range of ages and sizes. The students competed with their class groups in events like gumboot throw, egg and spoon race, vortex throw, shot put, three legged race and sack race. The opening ceremony provided a great opportunity to bond, chant and show their team spirit. It was extremely successful and everyone enjoyed it from Kindergarten kids to the seniors. After a giant county versus country tug-o-war we had a medal ceremony and concluded the day.

SRC students represented Bundarra Central at many community events like: ANZAC day march, Anniversary of policing march in Inverell and the Myall Creek memorial ceremony.

Overall, this year Bundarra Central School SRC had been very productive and actively involved in school, regional and state SRC initiatives.

Louise McKinnon – SRC Coordinator

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.
Management of non-attendance

It is essential for effective student learning that students attend school continuously.

- Attendance of a high standard is recognised and celebrated.
- SASS and teachers monitored student attendance rolls, sent reminders weekly and followed up with telephone calls to the home of students with attendance of 85% or less.
- The BCS Welfare Committee met regularly to discuss individual situations and possible resolutions. Reports were then referred on to the Home School Liaison Officer in Armidale.
- Various methodologies were used to convey the importance of school attendance. The staff reviewed rewards strategies to encourage optimum attendance rates. Curriculum, engagement and relevance of delivery were also examined as attendance factors.
- Implementation of a text messaging service has allowed us to communicate with many parents in a timely manner.

Post-school destinations

Of our three graduates from 2012 one entered University, one entered employment and one is unknown.

Year 7 to Year 12

Year 12 students undertaking vocational or trade training

One from three students participated in a school based traineeship.

Year 12 students attaining HSC or equivalent vocational educational qualification

[Enter summary statement which must include the percentage of Year 12 students attaining HSC or equivalent vocational educational qualification in 2012.]

Staff information

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

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(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11.494</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>.3</td>
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<tr>
<td>Teacher Librarian</td>
<td>.568</td>
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<tr>
<td>Counsellor</td>
<td>.2</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.388</td>
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<tr>
<td>Total</td>
<td>19.75</td>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

One member of the Bundarra Central School staff identifies as aboriginal.

Staff retention

All staff present in 2011 were again present in 2012 with the exception of one teacher and two SASS members. One new teacher, one new School Administration Manager and one new School Administration Officer commenced in 2012.

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>99%</td>
</tr>
<tr>
<td>Postgraduate</td>
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</table>

**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>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
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<tr>
<td>Balance brought forward</td>
<td>252787.73</td>
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<tr>
<td>Global funds</td>
<td>173790.26</td>
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<tr>
<td>Tied funds</td>
<td>195992.72</td>
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<tr>
<td>School &amp; community sources</td>
<td>43564.22</td>
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<tr>
<td>Interest</td>
<td>9466.55</td>
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<tr>
<td>Trust receipts</td>
<td>10907.40</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>686508.88</td>
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<tr>
<td><strong>Expenditure</strong></td>
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</tr>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
<td>59134.66</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>35429.73</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
<td>7524.89</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>538787.33</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>147721.55</td>
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</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

**Achievements**

**Arts**

Bundarra Central School continued to pride itself in the arts area in 2012. Joe McKinnon of year 6 was one of approximately 20 artworks selected by senior officers of the Department of Education and Communities in the Primary Colours Art competition.

In other success, two students were very successful in the Northern Inland Waste Art competition. Polly McKinnon of year 10 and Annabelle Cullen of year 9 won their respective sections with their recycled wedding dress and recycled cork pin board respectively. Polly was successful in being awarded the People’s Choice award at the regional level.

Undoubtedly the cultural highlight of the year was the SRC organised BCS Variety Night involving students, staff, families and community participants in front of a very appreciative school community audience.

2012 also saw the inaugural participation of Bundarra Central School students in MUNA (Model United Nations Assembly). Our two candidates were Polly McKinnon and Monique Vickery. Our two candidates travelled to Port Macquarie and represented the country of Indonesia. The students were required to speak on three motions, opposing two and moving one. Monique and Polly were awarded the Best Dressed Country award. Both students thoroughly enjoyed the weekend, meeting other students from northern NSW and forming many great friendships.

**Sport**

2012 has been a busy and successful year for sport at Bundarra Central School

I would like to thank all staff and students for their continued time and support in all the different sporting activities we participate in.

Throughout the year our individual sports champions have been recognized and selected students have represented Bundarra at zone and regional carnivals. I congratulate those students who have put in the time and effort and for their achievement at these levels.

The following students have achieved excellence in their sports

Kimberley O’Donnell – age champion Horse Sports
Ethan Grant – North West Rugby League
Demi Keating – North West Touch
Bradley Hickman – North West Touch
Matthew Milson – North West Touch
Monique Vickery – North West Touch and also received recognition from her peers in naming her players player at the state carnival.

Team sports
Our team sports in both primary and secondary have had great success this year with Primary Girls Oz tag team being regional runners up and Primary Girls touch team making it to the 3rd round of the PSSA knockout.

In our Central Schools Touch football competitions our girls 16s Touch Team were regional runners up, our Open Girls were regional champions and state runners up, our Open Boys Touch were regional runners up and 4th at state and our 16s Boys were regional runners up, however turned the tide at the state carnival becoming state champions for 2012.

State Medals
Touch/Rugby League Medal
- Ethan Grant

Touch
- Monique Vickery
- Triani Munro
- Demi Keating
- Kimberley O'Donnell
- Yalarrah Blair-Davis
- Brickelle Binge
- Nikita Frazer
- Josephine Milson
- Melanie Jerrard
- Romina Bentos-Pereira
- Polly McKinnon
- Caitlyn Dwyer
- Annabel Cullen
- Breony Vickery
- Matthew Milson
- Isaiah Jerrard
- Jarrad Hickman
- Bradley Hickman
- Brent O'Donnell
- Liam Blair-Davis
- Tyrone Ritchie
- Michael McMullen
- Anthony Jerrard
- Tom Grant
- Reece Battle

Primary Sports Person
- Demi Keating

Secondary Sports Person
- Ethan Grant/ Bradley Hickman

Nigel Henley and Jeremy Budda-Deen

Sports Coordinators

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 these 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)

and/or

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

Reading – NAPLAN Year 3

![Graph showing percentage in bands for Year 3 Reading]
**Numeracy – NAPLAN Year 9**

- **Percentage in bands:**
  - Year 9 Numeracy

- **Progress in reading**
  - Average progress in Reading between Year 3 and 5

- **Progress in numeracy**
  - Average progress in Numeracy between Year 3 and 5

**RoSA**

Information and graphs are unavailable due to small cohort numbers.

**Higher School Certificate**

Information and graphs are unavailable due to small cohort numbers. Generally students performed in bands 3 and 4.

**Significant programs and initiatives**

**Aboriginal education**

Bundarra Central School has continued its strong partnership with Tingha Public School, particularly in indigenous education. Bundarra Central School provides an atmosphere of personalised support for all students and this is widely acknowledged.

NAIDOC activities involved mutual contact between Bundarra Central School and the Tingha community. Students created a story quilt to build awareness of our community’s diversity which was donated to The Grace Munro Centre, an aged care facility in Bundarra.

The *Crossing the Divide* program continues to demonstrate the need for an alternate curriculum that is based on practical skills in literacy and numeracy and providing an alternate pathway for the attainment of an HSC.

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 Human Society and Its Environment (HSIE) programs.

The Student Representative Council were active participants in the Myall Creek Commemoration and we have a junior Aboriginal Education Consultative Group.

**Multicultural education**

All most all students come from English speaking backgrounds, it is essential that ongoing awareness of national and international issues is continued. All students at Bundarra Central School are educated in multicultural issues through Board of Studies syllabuses in all
curriculum areas. Bundarra Central School does have an Anti Racism Contact Officer (ARCO).

National Partnership programs

In 2012, National Partnership funding was used in the following ways across Bundarra Central School:

- Implementation of the Quicsmart program. Two aides were trained as was a coordinating teacher. National Partnership funding was utilised for wages, materials and training.
- Implementation of the Crossing the Divide program. This included the employment of an Educational Paraprofessional and a School Learning and Support officer and the purchase of resources to support the program’s implementation.
- Purchase of the Academy Photographic Australia software for use in the attendance program as a text messaging service.

Other programs

Bundarra Central School benefited from funding support from the Priority Schools Program. This program 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 literacy. This supported students and programs as well as providing professional learning for the classroom teachers.

Progress on 2012 targets

Target 1

To reduce the difference between Bundarra Central School and New England regional average growth in spelling for Year 7.

Strategies to achieve these targets include:

- Continuation of Period Zero.
- Staff analysis and planning during workshops, team meetings and development days.
- Explicit teaching based on NAPLAN identified areas in all KLA’s.

Our achievements include:

- This target was not able to be fully measured as there was no regional average data available.
- Alternate data was used to make an assessment and indicated 64% of students in year 7 made expected or greater than expected growth in spelling.

Target 2

To reduce the difference between Bundarra Central School and New England regional average growth in Numeracy for Year 7 by at least half.

Strategies to achieve these targets include:

- Continuation of Period Zero.
- Staff analysis and planning during workshops, team meetings and development days.
- Explicit teaching based on NAPLAN identified areas in all KLA’s.

Our achievements include:

- This target was not able to be fully measured as there was no regional average data available.
- Alternate data was used to make an assessment and indicated 71% of students in year 7 made expected or greater than expected growth in numeracy.

Target 3

- Reduce unexplained absences by further 5% in 2012.
- Further reduce/suspending by 10%.
- Increase merit awards for all stage 4 and 5 students by 5% as recorded by Student Incident Tracker.

Strategies to achieve these targets include:

- Strengthening of communication with parents and carers through text service as well as traditional mediums.
- Focus on staff analysis of engaging lessons and modules.
- Increased engagement through the delivery of innovative alternative curricular.

Our achievements include:
• While there was an increase in long suspension, there was a marked decrease in short suspensions.

Target 4
All staff to attend documented instructional leadership sessions once per term focused on teaching, learning, resource management and creativity.

Strategies to achieve these targets include:
• Clear modeling and communication of areas where executive staff provide definite support.
• Clear identification of sections of staff meetings and specific meetings that relate specifically to the NSW Teachers Handbook.
• Executive identification of specific instruction on the NSW DEC MyPL.

Our achievements include:
• Reflection of practice, particularly in light of data collection, still in its infancy and to be focused in 2013 whole school staff meetings.
• Training of executive staff in the use of MyPL did not occur in 2012.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of school planning.

School Planning
Background
School planning is integral to the operation of Bundarra Central School. It outlines the priorities for the incoming year and is also a source of evaluation of progress in the areas of academia, sport, the arts and community partnerships.

Findings and conclusions
• Staff had little input or consultation in the preparation of the school plan.
• Targets were not widely acknowledged throughout the school and not part of the common language.
• Financial training of executive members is required, particularly in the area of budgeting and tracking of fiscal resources.

Future directions
• Financial report provided by the School Administration Manager at each executive meeting.
• Use of Whole School Staff meetings for evaluation and consultation of the School Plan, including discussion of strategies and fiscal resources employed.
• Use of P&C meetings for evaluation and consultation of the School Plan, including discussion of strategies and fiscal resources employed.
• Focus at whole school staff meetings on the targets set in the school plan and our progress towards them.
• Formulation of a regular meeting schedule for committees to address school priorities.
• Training of executive in the use of MyPL as means of tracking professional learning from school meetings.
• Executive training in LMBR.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

A tick a box survey was completed in 2012 titled the Parent Satisfaction Survey. For the most part parents agree that Bundarra Central School values parental and community involvement, is an attractive well-resourced school and that we are a student focused school that is friendly and supportive. Discipline policies and procedures were cited as an issue for review in 2013.

Professional learning
In 2012 there were 16 teachers participating in professional learning at Bundarra Central School. On average $716 was spent on each member of staff. The total school expenditure on teacher professional learning was $11451.80. Bundarra Central School had 4 new scheme teachers in
total, two working towards accreditation and two in the maintenance phase.

School development days focused on literacy and numeracy data and the associated strategies to be employed K-12 and during period 0 classes, mandatory policies such as child protection, reflection of reporting practices to families, strategies specifically targeting indigenous students and behaviour management strategies in secondary.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

To increase the level of literacy and numeracy achievement for every student.

2013 Targets to achieve this outcome include:
- Students in Years 5 & 9 achieving expected growth in spelling in the NAPLAN tasks.
- Students in Years 5 & 7 achieving expected growth in numeracy in the NAPLAN tasks.

Strategies to achieve these targets include:
- Continuation of Period Zero.
- Staff analysis and planning during workshops, team meetings and development days.
- Explicit teaching based on NAPLAN identified areas in all KLA’s.
- Employment of additional SLSOs to support the literacy and numeracy development across the school using Norta Norta and Learning and Support funding.

School priority 2

Outcome for 2012–2014

To improve student engagement and attainment.

2013 Targets to achieve this outcome include:
- Reduce unexplained absences by 5% in 2013.
- Reduce days lost to suspension by 5% in 2013.

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.

Deborah Halliday - Relieving Principal
Cara Cracknell - Relieving Principal
Christine McRae – School Administration Manager
Jill Turner – P&C President
Louise McKinnon – Teacher
Jeremy Budda-Deen – Teacher
Nigel Henley - Teacher

School contact information

Bundarra Central School
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Ph: (02) 67237102
Fax: (02) 67237387
Email: bundarra-c.school@det.nsw.edu.au
Web: www.bundarra.c.school.nsw.edu.au
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: