Bundarra Central School
Annual School Report 2014
School context statement

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 2013 enrolment of 160 students. Its well-kept grounds and gardens contribute to the quality of the learning environment created for all students through the delivery of a diverse curricula, using innovative practice focused on quality teaching and learning. Senior students accessed a wealth of H.S.C courses, co-taught with Dubbo School of Distance Education, locally delivered HSC courses; externally presented work readiness training and TAFE delivered vocational education programs studied at local TAFE or at the school.

Bundarra Central School is a Positive Behaviour for Learning school with the core values of respect, response and involvement. The school places an emphasis on student participation in sport complementing academic achievement. This is enhanced by debating competitions which reflect the importance of intellectual cooperation and competition. Strong links to community organisations and business enterprises contributed to the successes of 2014.

Principal

2014 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.

Term 4 saw the appointment of an Instructional Leader and myself as the substantive Principal. I would like to thank Mr Jack Dolby for his efforts as Relieving Principal. Mr Dolby has done a great job in leading and managing the school during this time of change. I am very pleased to take up the position of Principal of such a progressive school. Mrs Jennifer Cox is in the position of Instructional Leader which is part of the Early Action for Success program which is targeted at students in Kindergarten to Year 2 to raise literacy and numeracy outcomes. This year the main part of the program was collecting data and planning for 2015.

A number of students completed the HSC including 9 students from Crossing the Divide and one student being accepted into University. All students from Kindergarten to Year 12 have progressed very well achieving high educational outcomes. The Crossing the Divide program had its first graduation of 9 students achieving the HSC and several students being employed due to the certifications they had achieved in the program.

The Academic program at the school was supplemented by a number of excursions and activities including “Science in the Bush”, Dance festival and other Regional organised activities. Public speaking and debating was a focus at the school with our Primary students competing within the school and the region with some success. The younger students at the school celebrated book week with a character parade which was again very successful and enjoyed by the students.

The school was also very successful in sporting activities with the Girls Touch Footy team reaching State finals. The students also had a number of successes at Horse Sports events. Throughout the year there have been a number of opportunities for sport development training days and competitions which many of our students have availed themselves of. I am very appreciative of the support of the parents and community without many of these activities could not take place.

The Student Representative Council has been active throughout the year raising funds for both projects within the school and supporting a number of charities in the community. The effort of our SRC members is to be commended. The SRC is starting to take a greater role in the strategic planning at the school ensuring the student body’s perspective is understood.

Finally I would like to acknowledge the contribution of the P&C through their fund raising activities and working bees to improve the school grounds and facilities for our students. I
also value their perspectives and input helping to develop the school’s vision and strategic planning.

2014 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.

Dave Bieler
Principal

P & C

The year started off a bit rocky but we saw our membership grow to be the largest in 7 years or more which is great to see so many people passionate about our school and community.

The fete held in April was a huge success on several levels; it created a community event, raised money for the P&C and saw the whole school community work together. We hope to hold one every second year so that there is enough time to generate new ideas and enthusiasm.

Fundraising remains a major focus for the P&C with the goal of new playground equipment in sight. We have raised money from the fete, catering at a clearing sale, movie night and catering for the Formal. Whilst our long term goal of the playground equipment is ever present we like to support small activities in the school each year, this year these activities were touch football group, dance group, bag hooks for secondary, buses for Green valley excursion, book prizes for presentation night, and vouchers for the new primary polo shirts

We have worked with the school to update the uniform which has seen the introduction of a unisex polo shirt for primary; this will be phased in over 2 years for existing students with kindergarten and new students to wear them from the start of 2015.

But from sorting the orders this morning I noticed that many existing students have ordered new shirts which are available for collection at the conclusion of presentations this evening.

We were excited to see Mr Bieler appointed as our substantive principal at the start of term 4 and look forward to working with him create the best school to fit in our wonderful community.

Jill Turner
P & C President

SRC

The SRC started their year with a great day out in Inverell. Students enjoyed a talk at Inverell Tourism, a look around the library, ten pin bowling and the shopping lunch challenge.

The first of our fundraisers was a Colour Day in Term 1 Week 6.

Our SRC president, Monique Vickery, attended the Uralla Shire Council’s International Women’s Day luncheon with Mrs McKinnon. This was a great chance to promote our school in the wider community.

SRC Sundae Monday was another successful fundraiser, held in Term 1 Week 8.

The school fete at the end of Term 1 was a busy day for the SRC. They had multiple stalls operating and members had class stall commitments as well.

Members of the SRC represented the student body in the community for the Anzac parade in March and again at the Myall Creek Memorial day in June.

The State of Origin day organized by the SRC during term 2 Week 8 was a popular day with students.

Our executive members, Monique and Tom, represented our school at Inverell High School SRC induction assembly during Term 3 Week 2.

SRC’s major project, the ‘School Beautification Plan’ kept SRC busy in 2014, with mural painting, cleaning up gardens, pressure cleaning and painting.

Our Variety Night in Term 3 Week 10 was a huge success as always. It was a fun night attended by a large crowd and included performances by many of our students.

A primary Disco in Term 4 Week 2 was enjoyed by all primary students in attendance.
SRC had a busy, successful year in 2014, working beautifully as a team and achieving great things.

Louise McKinnon
SRC Coordinator

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

Student enrolment profile

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<th>Year</th>
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</table>

Post-school destinations
One student graduated and was accepted into university.

Year 12 students undertaking vocational or trade training
Ninety percent of year 12 students undertook vocational or trade training (delivered through Inverell TAFE).

Year 12 students attaining HSC or equivalent Vocational educational qualification
Ten year 12 students obtained the HSC in 2014, nine students with Life Skills certification.
Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.888</td>
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<tr>
<td>Total</td>
<td>21.924</td>
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</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The school has one Aboriginal teacher and an Aboriginal aide employed as part of the Norta Norta program.

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>
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<tbody>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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</table>

Professional learning and teacher accreditation

In 2014 there were 17 teachers participating in professional learning at Bundarra Central School. On average $1202 was spent on each member of staff. The total school expenditure on teacher professional learning was $17852.58. Bundarra Central School had 4 new scheme teachers working towards the maintenance of accreditation.

School development days focused on child protection issues, code of conduct and the implementation of the “Every Student Every School” policy through the differentiation of learning programs. Whole staff meetings were also used as a vehicle of professional learning in the areas of student management, PBL implementation and the incorporation of the disability policy and differentiation into teacher practice. The teacher supervision processes in the school are used to support reflective practice and updating of instructional skills.

The school administrative staff also undertook a range to professional learning activities to enhance their skills.

Beginning Teachers

No beginning teachers in 2014.

Financial summary

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

<table>
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<td>Income</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Canteen</td>
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<td>Total income</td>
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Expenditure

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<th>Teaching &amp; learning</th>
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<td>Key learning areas</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Training &amp; development</td>
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<td>Administration &amp; office</td>
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<tr>
<td>Balance carried forward</td>
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A full copy of the school’s 2014 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 2014

During 2014 the school participated in debating, public speaking and the Science and Engineering challenge. The school also participated in a number of cultural activities organized through the community and the region including dance performances, speakers at community events and leadership development with Uralla Shire Council.

Sport

2014 was been a busy and successful year for sport at Bundarra central school.

Firstly I would like to thank all staff and students for their continued time and support in all the different sporting activities we participate in and all the parents that have helped with transport throughout the year.

This year our school has provided many sporting opportunities for our students: these included School swimming, Cross country, Athletics , team tag, netball, horse sports, cricket, PE lessons and most recently our mini world cup for secondary which has been a huge success.

As well as our more competitive sports in the central school competitions and CHS competitions in Touch and 7 a side rugby league, where we continue to be very successful

Throughout the year our individual sports champions have been recognised with awards in swimming, athletics, and cross country and selected students have gone on to compete at zone, regional and state level.

The following students have achieved excellence in their sports at these levels

Horse Sport Champion
Ben Turner, Luke Turner, Isabelle Kelly,
Brent O’Donnell

Zone Champion for Cross Country
Dakota Bradbery

North West Touch Football
Paige Vickery, Kimberley O’Donnell
Tykiesha Morgan, Shanae Vickery, Breony Vickery
Monique Vickery- who was also voted North West player of the tournament
Brent O’Donnell

Brad Hickman - Brad also gets a special mention as he was voted the MVP at both the u 16s and opens touch central schools state carnivals.

I congratulate those students who have put in the time and effort and for their achievement at these levels.

Our team sports this year have continued the success of previous years with our

- Primary Girls OZ tag team making the regional finals
- 7/8 girls touch regional champs (but sadly could not go to state as it was played the same day as the 9/10)
- 9/10 touch girls regional champs and 6th in the state
- I would also like to congratulate our primary netball for re-joining the PSSA Knockout where they were successful in defeating Inverell public school

In our central schools Competitions

- Our girls 16s touch team were state champions
- Our open girls were regional champions and state runners up
- Opens boys touch were regional runners up and state runners up
- Our 16’s boys were regional champs and 4th at the state carnival with only 7 players
- 16’s boys League regional runners up
- Opens boys league were regional champions

A special thank you for the support of the local businesses, the Bundarra CWA, Bundarra lions club, and the Bundarra Sport and Rec for their continued support of our sports teams.

I would also like to give a special thank you to all the parents who have given their time to help with transport and supporting our students. Without this support the various achievements and participation in various sporting activities and competitions throughout the year may not have been achieved.

Jeremy Budda – Deen
Teacher
Academic achievements

NAPLAN

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Alternatively:
NAPLAN Year 5 - Literacy

No graph due to insufficient student numbers. Students in general improved on 2013 results but were still below state averages.

NAPLAN Year 5 - Numeracy

No graph due to insufficient student numbers.

Students in general improved on 2013 results but were still below state averages.

NAPLAN Year 7 - Literacy

Percentage in bands: Year 7 Reading

Percentage in bands: Year 7 Spelling

Percentage in bands: Year 7 Grammar & Punctuation
Higher School Certificate (HSC)

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).

No graph due to insufficient student numbers.

Student performance was consistent with the state cohort.
Other achievements
The school participated in a pilot program called “Tell Them From Me” to assess student outcomes and school climates. Years 7 to 9 participated. Extensive data was gathered which will be used to benchmark against the data gathered in following years. All groups identified above average levels of sport participation, strong sense of belonging, value of school outcomes and high levels of positive behaviour at the school.

The students identified the drivers of student outcomes at the school: effective learning time, relevance of class instruction and rigor to be at the state level or above. The survey also identified areas where the school community needs to be active, particularly around the areas of student expectation and the intention to complete a Higher School Certificate.

Significant programs and initiatives – Policy and equity funding
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.

The school employed Norta Norta tutors who work with Aboriginal students in the areas of literacy and numeracy. The tutors are allocated in to classes with levels of needs based on results from the NAPLAN testing that occurs in the previous year.

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 provides 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.

All staff at the school were involved in cultural awareness training that was delivered by Department of Education and Community personnel. In addition, staff participated in workshop activities to develop strategies that are successful with Aboriginal students in particular and all students in general.

Throughout the year strong links were maintained with the Aboriginal community who are very supportive of the school. Late in the year Aboriginal parents tendered for the lease on the canteen which was surprising and welcomed development.

Multicultural education and anti-racism
Almost all students come from English speaking backgrounds. It is essential that ongoing awareness of national and international issues is maintained. 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).

Aboriginal background
Indigenous students form 31% of the school’s population and are enrolled from kindergarten to Year 12. A large proportion of the stage 6 students are enrolled in the Crossing the Divide program.

Socio-economic background
The school has a “index of community socio-economic advantage” of 824 which indicates a significant level of disadvantage. The school attracts additional funding to develop and implement educational programs to support the students through RAM (Resource Allocation Model).
English language proficiency

All students have English as their first language and are working with in the English syllabus outcomes.

Learning and Support

The learning support team is very active in developing programs for the students with special needs and developing professional development to differentiate teaching and learning programs catering for individual needs of students.

Other significant initiatives

The Crossing the Divide program developed to provide for students who have become disengaged with education by providing a vocational pathway for the HSC. In 2014 eight students graduated with their HSC and three students gained employment through the program.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Tell from Me Survey
- Dare to Lead Survey
- Analysis of NAPLAN results
- Focus groups with staff and students

School planning 2012-2014:

School priority 1

Reduce the proportion of students achieving in the lower bands Year 3-0%, Year 5-20%, Year 7-13% and Year 9-58% - writing task.

Outcomes from 2012–2014

In general the targets were not met. NAPLAN writing results were poorer than 2013 cohort of students results however Years 9 and 7 showed above average growth for most students while Year 5 students showed limited growth.

Evidence of achievement of outcomes in 2014:

- Analysis of NAPLAN results

Strategies to achieve these outcomes in 2014

- A focus on writing tasks in class.
- Professional Development on structuring writing tasks to develop skills.

School priority 2

Reduce the proportion of students achieving in the lower bands – currently Year 3-0%, Year 5-0% Year 7-25% and Year 9-20% - overall achievement.

Outcomes from 2012–2014

Year 9 students met the target results while Year 7 and 5 students returned results equal to the 2013 cohort. Year 3 students did not meet the target results.

Evidence of progress towards outcomes in 2014:

- Analysis of NAPLAN results.

Strategies to achieve these outcomes in 2014:

- Professional Development in Explicit Teaching strategies.
- Professional Development in the analysis of NAPLAN results.

School priority 3

Reduce unexplained absences by 5% in 2013 compared to 2012 data – achieved. Continue reduction in 2014.

Outcomes from 2012–2014

Attendance in both the Primary and Secondary sections of the school improved with secondary students attendance rate meeting the target.

Evidence of progress towards outcomes in 2014:

- Primary students’ attendance rate continued to be high and improved by 0.3 on 2013 attendance rate.
- Secondary student attendance rate improved meeting the target of 5% improvement.

Strategies to achieve these outcomes in 2014:

- Introducing electronic roll marking.
- Improving communication with parents through text messaging.
• Informing parents of attendance responsibilities through P&C meetings and the school newsletter.

School priority 4
Reduce the number of days lost to suspension by 5% in 2014 compared to 2013 data.

Outcomes from 2012–2014
Suspensions were reduced by 33% from 2013.

Evidence of progress towards outcomes in 2014:
• Suspension data from ERN.

Strategies to achieve these outcomes in 2014:
• Discipline issues being dealt with earlier and at a lower level.
• Involving parents in the resolution of discipline issues before suspension.
• Professional Development of teachers in student management.

School priority 5
Implement and monitor Positive Behaviour for Learning K-12 in all classrooms and communal school areas.

Outcomes from 2012–2014
An increased focus on recognizing the positive achievement and successes of students.

Evidence of progress towards outcomes in 2014:
• Reduction in suspension and serious discipline issues.
• An increase in awards presented at formal assemblies.
• The Student Representative Council contributing more to improving the school and becoming more involved in school events.

Strategies to achieve these outcomes in 2014:
• Reviewing and improving the school’s award system.
• Increasing the role students take on school events.
• A decrease of negative discipline issues recorded.

School priority 6
Increase merit awards for all stage 4 and 5 students from 543 in 2011 by 5% in 2014 as recorded by Student Incident Tracker (SIT).

Outcomes from 2012–2014
Due to the tracker being disabled at the commencement of Term 2 2014 there is insufficient data to report, however it appears the number of merit awards have increase substantially.

Evidence of progress towards outcomes in 2014:
• Increased number of awards being presented on assemblies.

Strategies to achieve these outcomes in 2014:
• Professional Development of teachers in Positive Behaviour for Learning.
• Implementation of a new database for student administration of awards and welfare.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below from data collected from interviewing, focus group meetings and surveys with staff, students and parents.

• staff and students are friendly and courteous and there was a nice feel in the school.
• In interviews with staff and students, the majority see the school as a “good” school and enjoy being a part of it. Interviews with parents had, in the most part, similar views, particularly the primary section.
• Students and staff generally spoke positively about the school and enjoy being a part of Bundarra Central School.
• Parents speak very well of the primary department but the perception of parents of the secondary is not as positive.
• Communication is seen as a weakness by many parents including a lack of lead time in coming events.

• A number of parents and some staff felt finances and school decision making were not well communicated.

• Some parents indicated that the school did not effectively explain the need for change eg change in school start and finish times, changes to swimming organization.

• Senior curriculum choices and structure were poorly communicated to parents and future senior students.

• Perceived by staff and parents that the small size of the cohort has an adverse impact on senior studies at BCS.

• The school is focussing on the introduction of the literacy and numeracy continuums.

• Technology is widely used in primary classrooms but noticeably minimal in secondary classrooms.

• The community activity at “Crossing the Divide” was seen positively by the community to raise awareness and support.

• The school newsletter is highly regarded.

• School website known by parents but material is not current.

• Some parents find the costs of excursions and uniform a problem (they were not aware of student assistance through the principal).

• Some parents felt bullying was not taken seriously by some staff and that consequences were not consistent.

• Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

• Students find classroom instruction relevant to their everyday lives.

• Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

• Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

• The school staff emphasises academic skills and hold high expectations for all students to succeed.

Future Directions
2015-2017 School plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The strategic directions for 2015 to 2017 are

1. Improving outcomes for student learning

2. Development of leadership in the school community

3. Developing and strengthening community partnerships

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.

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