Our school at a glance

Students

Bulahdelah Central School is the state’s largest central school, serving the needs of students from Kindergarten to Year 12 on the same site, in a friendly and caring manner. Our students benefit from the family-like atmosphere. Total enrolment in 2008 was 517.

Staff

Staff changes in 2008 saw the appointment of Ryan Bensley and Michael de Angelis to the English/History faculty. Rob Seale was also appointed to the Technological and Applied Studies (TAS) Faculty. A new position of behaviour support teacher shared between the Bucketts and Myall Learning Communities was created in 2008. Chris Gladys, Head Teacher TAS, was on exchange to Canada and Peter Mooney was appointed acting Head Teacher TAS following the promotion of Damien Keen to Head Teacher TAS at Wingham High School at the end of Term 1.

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

Significant programs and initiatives

Best Start

The Best Start program was implemented for all Kindergarten students at BCS in 2008. We were a pilot school. The program involves a series of observation and assessment tasks with the purpose of providing the teacher with information on the literacy and numeracy knowledge with which each student enters school. It is not a test and it does not intimidate the student as it asks what they know and what skills they can display. The tasks are broken into segments and can be carried out at a pace which suits the student and the teacher. The data collected on early reading and writing, talking and listening and working with numbers, groups and patterns gives the teacher a guide for teaching each student. This information is also shared with parents.

Middle School/Partners in Learning (PiL)

2008 was the concluding year of the PiL project partnership between BCS, Microsoft and the Department of Education and Training (DET). The project continued to build on the animation and social networking software. The open-ended, user-friendly and student-directed project continued to gain attention and accolades for the school and the community with staff representatives presenting at the middle years conference as a showcase school and at the international conference on teaching and learning with technology in Singapore.

The project has grown with our community schools joining the project, and now includes an estimated 300 students and 60 staff.

The flow on effects in 2008 included four new staff members coming on board and facilitating claymation days with middle school students and students from our partner schools. The knowledge and skills have been transferred into other Key Learning Areas (KLAs). The Sharepoint platform has been used for subject homepages, year group surveys and as a general information site.

Reading Recovery

Reading Recovery (RR) operated for its ninth year at BCS in 2008 with the RR teacher, Penny Britton, being responsible for the program since 2000.

In 2008 the RR allocation to BCS was 0.21 teaching time which equates to two students each day for ½ an hour instruction, with a maximum of 20 weeks / student in the program.

Four students successfully completed the program in 2008. The students entered the program operating at an average RR Level of 3-6, depending on a first or second semester intake. All four students completed the program successfully and were operating at Instructional Levels of 17-18 at the end of year data collection.

Monitoring of previous RR students in Years 2 & 3 each term was made possible by additional relief from face to face (RFF) time being provided to the RR teacher.

Monitoring of the Year 2 & 3 RR students enrolled at BCS in 2008 indicated that all but one student were operating at or above grade level for reading levels at the end of the year.

BCS has recognised the importance of professional learning, and provides release for the RR teacher to attend regular training sessions. This is a significant commitment to the program.

Student achievement in 2008

Literacy – NAPLAN (National Assessment Plan) Year 3

In 2008 22 Year 3 students took part in the state wide literacy testing program.

Analysis of the reading test items showed that in comparison with state results:

- Year 3 students performed as well or better than students across the state in 95% of reading items.
Analysis of the writing test items showed that in comparison with state results:

- Year 3 students performed as well as or better than students across the state in 96% of writing items.

Analysis of the spelling test items showed that in comparison with state results:

- Year 3 students performed as well as or better than students across the state in 92% of spelling items.

Analysis of the grammar and punctuation test items showed that in comparison with state results:

- Year 3 performed as well as or better than students across the state in 84% of grammar and punctuation items.

**Numeracy – NAPLAN Year 3**

In 2008, 22 students took part in the state wide numeracy testing program.

Analysis of the test results showed that in comparison with the state results:

- Year 3 students performed as well as or better than students across the state in 77% of test items.

In Year 3, students had most difficulty with counting by hundreds, identifying triangles, converting time (digital/analog) and interpreting a column graph.

**Literacy – NAPLAN Year 5**

In 2008, 20 Year 5 students took part in the state wide literacy testing program.

Analysis of the reading test items showed that in comparison with the state results:

- Year 5 students performed as well as or better than students across the state in 47% of reading items.

Analysis of the writing test items showed that in comparison with the state results:

- Year 5 students performed as well as or better than students across the state in 82% of writing items.

Analysis of the spelling test items showed that in comparison with the state results:

- Year 5 students performed as well as or better than students across the state in 52% of spelling items.

Analysis of the grammar and punctuation test items showed that in comparison with the state results:

- Year 5 students performed as well as or better than students across the state in 56% of grammar and punctuation items.

**Numeracy – NAPLAN Year 5**

In 2008, 20 Year 5 students took part in the state wide numeracy testing program.

Analysis of the test results showed that in comparison with the state results:

- Year 5 students performed as well as or better than students across the state in 62% of test items.

In Year 5 students had most difficulty with fractions and decimals, position using a compass, line symmetry and addition with money.

**Literacy – NAPLAN Year 7**

- Year 7 girls achieved a growth in reading which was well in excess of the state and was among the southern network's highest.
- Year 7 boys have seen some improvement in reading, with the number of students in Band 8 being above that of the regional average. The aim is now to move these students to Band 9.
- Results overall were pleasing, but several areas have been identified as requiring improvement. Whole school initiatives will target writing, spelling, grammar and punctuation.

**Numeracy – NAPLAN Year 7**

- There were 8% more students in Band 6 than in 2007 and 3% more in Band 8. This was offset by 4% less in Band 7 and 9% less in Band 9.
- Space and Geometry is a strand where students have scored above the state in Bands 5, 6 and 7.
- Overall indications are that we have shown an improvement in the lower bands by moving more students into the middle bands. Improvements need to be made to get a similar movement from middle bands to higher bands.

**Literacy – NAPLAN Year 9**

- In the area of reading, students in Year 9 achieved significant growth from their results in Year 7. In particular, the average growth for girls was 39.1%, exceeding the state average.
- 57.7% of our girls achieved greater than the expected growth for this period and were the highest in the southern network.
Our Year 9 students were also above the state average in writing, with the girls achieving well above the state.

Numeracy – NAPLAN Year 9
- Pleasingly we do not have any students in Band 5, compared with 5% for the state. We have 7% more in Band 6, 7% more in Band 7 and 6% more in Band 8 than the state average.
- Whilst there are good signs here, the movement into the higher bands remains our challenge. We have 6% less than the state average in Bands 9 and 10.

School Certificate
Fifty seven students sat for the award of a School Certificate (SC) in 2008. One student gained a Lifeskills SC.

In English 56% of students achieved Band 4 or above which was below the state average.

In Mathematics results were similar to 2007, with 65% of students scoring Band 3 or above. 9% scored Band 5 and 16% scored Band 4.

In Science, our results were identical to 2007 with 65% of students achieving above Band 4, which was again above the state average.

In Australian history, civics and citizenship, six students from 57 gained Band 5 or above.

In 2008, seven geography students from 57 gained a Band 6 and 13 gained a Band 5. The results were well above the state average.

In computer studies, all students were judged at least “competent” with 28 students from 57 being judged “highly competent.”

One student, Jake Hacene, gained Band 6 in all but one subject he sat for in the SC.

Higher School Certificate
In 2008, a total of 30 students completed the Higher School Certificate (HSC), in over 25 different courses delivered at BCS. Two students achieved a Lifeskills HSC. Our highest performing student, Lisa Richards, achieved Band 6 or equivalent in two subjects. Collectively, students achieved a total of two Band 6 and 19 Band 5 results across all subjects.

Analysis of student achievement revealed the following:
- Students performed above the state average in biology and geography and close to average in Personal Development/Health/Physical Education.
- Over 80% of students scored Band 4 or above in drama, ancient history, business studies and chemistry.
- In Standard English, 67% of students were in Band 3 and 4. In Advanced English 80% of students gained Band 4 or Band 5.
- Lisa Richards gained the equivalent of a Band 6 in Extension English. Both Extension English students gained the equivalent of Band 5.
- 100% of students gained Band 4 or above in geography.
- Students in Mathematics courses scored Band 3 or 4, indicating further work is needed to improve student performance.
- All music students gained Band 4 or above in the HSC.
- 80% of students attained Band 4 or 5 in visual arts.

Messages
Principal's message
BCS continued to make Quality Teaching and Learning (QT&L) its main priority for 2008 and again significant achievement was made by and for the students. The use of Information and Communication Technologies (ICT) to enhance student engagement was extended from the middle school specifically, and by the year’s end students from Kindergarten to Year 12 were using technology on a regular basis in their lessons and learning. A major emphasis throughout the year was the commissioning of a dedicated connected classroom with video conference facility and the purchase of additional Interactive White Boards (IWB) with Parents & Citizens Association Inc (P & C) financial support. Greater access to other state of the art technologies ensured students were able to interact with their teachers, each other and people and resources from outside the school in a manner that previously was not possible.

As a direct consequence of this innovative and effective use of ICT, BCS was invited to be one of only three schools state-wide to showcase its achievements at the NSW DET Connected Schools Conference in Sydney in July 2008. The school’s achievement were widely acclaimed and subsequently BCS has fielded many enquiries from other schools regarding our programs. Further evidence of the school’s growing reputation was the invitation to present at an international conference, in Singapore, hosted by Microsoft addressing the Integration of Technology to Teaching and Learning. Mr Gorrod
and Mrs Gilbert were our representatives at that conference.

In addition Mrs. Gilbert was a very worthy recipient of the Australian Government’s 2008 National Award for Quality Schooling. This is a very prestigious award and a befitting reward for all the fantastic work she and Mr. Gorrod championed for our middle school students.

At the Lower North Coast District Education Week awards Mrs. Gilbert (Excellence in Teaching) and students Cody Curtis and Kelsey Cook (Excellence in Student Achievement) were presented with awards for outstanding participation in education.

Such recognition is testament to all the wonderful QT & L that occurs at BCS. Other key initiatives that deserve special mention include volunteering to be a pilot school for the BEST Program to support Kindergarten students’ first year at school and the introduction of a specific Year 12 student leadership course. Middle years’ initiatives continued to be an integral part of the school’s focus and the expansion of the links with our partner schools via the Myall Learning Community (MLC) ensured the continuation of our claymation, digital movie making program with its “red carpet” presentation evening.

A wide variety of sporting and cultural activities highlighted elsewhere in this report exemplify the multi faceted educational opportunities available for students.

Academically our students again achieved very creditable results in both the SC and HSC. (Details of both examinations are on page 4). Our HSC students in particular achieved results commensurate with their expectations. Of the thirty students, one-third gained university acceptance. Providing courses to meet student needs however, is a significant feature of our senior curriculum and many students chose to undertake Vocational Education courses both at school (School VET) and via TAFE (TVET). These students also achieved very pleasing outcomes.

The P&C Inc continued to generously support the school and in 2008 purchased resources to support student learning valued at more than $16,000. This is fantastic support which is very much appreciated by both students and staff.

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.

Robert Brenton, Principal

---

### P&C message

The P&C has enjoyed a successful year. The focus during this time was the purchase of IWBs for three primary classrooms. This purchase totalled $16179.00 and moved the Primary Department towards increased student access to the most recent technology. Subsidy was also provided for Hunter Life Education and the Primary Gymnastics Program. The P&C Canteen experienced another successful year and presented the P&C with a cheque for $18,000.00. The P & C committee would like to see continued support for the canteen by students, staff and parents and, with ongoing support of the parent volunteers, the canteen will continue to be a success.

Sue Backhouse, President P & C Assoc. Inc

### Student Representatives’ message

The Student Representative Council (SRC) consisted of two students from each of the Years 7 to 9, three students each from Years 10 and 11, eight from Year 12 and the primary captains. These students were elected by their peers. The SRC worked to create a supportive culture, with a variety of activities to benefit the school and students.

The SRC members of 2008/2009 worked hard organising regular school discos as well as fundraising days. The money raised went towards carefully selected charities including Diabetes Australia and the Red Cross. A gala day with Dungog High School was also organised allowing students to participate in healthy competition and give them a break from their busy school lives.

Shelby Matthews and Martin Jones, 2008/2009 School Captains

### School context

### Student information

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

### Student enrolment profile

#### Primary

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>91</td>
<td>80</td>
<td>71</td>
<td>83</td>
<td>87</td>
</tr>
<tr>
<td>Female</td>
<td>90</td>
<td>81</td>
<td>71</td>
<td>73</td>
<td>80</td>
</tr>
</tbody>
</table>

#### Secondary

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>207</td>
<td>191</td>
<td>175</td>
<td>171</td>
<td>161</td>
</tr>
<tr>
<td>Female</td>
<td>195</td>
<td>201</td>
<td>189</td>
<td>183</td>
<td>189</td>
</tr>
</tbody>
</table>
Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>92.5</td>
<td>92.0</td>
<td>91.5</td>
<td>92.4</td>
</tr>
<tr>
<td>Region</td>
<td>92.9</td>
<td>93.2</td>
<td>93.3</td>
<td>92.8</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
<tr>
<td><strong>Secondary 7-10</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>88.9</td>
<td>88.3</td>
<td>89.1</td>
<td>89.2</td>
</tr>
<tr>
<td>Region</td>
<td>87.8</td>
<td>88.3</td>
<td>88.6</td>
<td>88.0</td>
</tr>
<tr>
<td>State</td>
<td>90.1</td>
<td>89.9</td>
<td>90.1</td>
<td>90.1</td>
</tr>
<tr>
<td><strong>Secondary 11-12</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>88.3</td>
<td>89.1</td>
<td>87.4</td>
<td>90.2</td>
</tr>
<tr>
<td>Region</td>
<td>88.0</td>
<td>88.1</td>
<td>87.6</td>
<td>88.3</td>
</tr>
<tr>
<td>State</td>
<td>89.5</td>
<td>89.7</td>
<td>89.6</td>
<td>89.8</td>
</tr>
</tbody>
</table>

Cass 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><strong>EARLY STAGE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>STAGE 1/O</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>STAGE 1/M</td>
<td>2</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>STAGE 2/N</td>
<td>3</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>STAGE 2/N</td>
<td>4</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>STAGE 2/W</td>
<td>3</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>STAGE 2/W</td>
<td>4</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>STAGE 3/BA</td>
<td>6</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>STAGE 3/BA</td>
<td>5</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>STAGE 3/MU</td>
<td>6</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>STAGE 3/MU</td>
<td>5</td>
<td>10</td>
<td>24</td>
</tr>
</tbody>
</table>

Structure of classes

Primary classes were formed in Stages where numbers allowed. Kindergarten, Year One and Year Two were straight grade classes. Years Two and Three formed two Stage 2 classes and Years Five and Six formed two Stage 3 classes.

Retention to Year 12

<table>
<thead>
<tr>
<th></th>
<th>SC02 - HSC04</th>
<th>SC03- HSC05</th>
<th>SC04 - HSC06</th>
<th>SC05 - HSC07</th>
<th>SC06 - HSC08</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>68.6</td>
<td>51.6</td>
<td>49.3</td>
<td>47.6</td>
<td>44.1</td>
</tr>
<tr>
<td>SEG</td>
<td>59.0</td>
<td>53.3</td>
<td>54.0</td>
<td>52.3</td>
<td>57.9</td>
</tr>
<tr>
<td>State</td>
<td>59.5</td>
<td>61.0</td>
<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
</tr>
</tbody>
</table>

Post-school destinations

Ten students undertook further study at university. Three students attended TAFE. Eight students undertook traineeships or were engaged in fulltime employment. One student entered into an apprenticeship. Seven were seeking employment or were casually employed and information is not available for four students post-school.

Staff information

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

The executive structure of the school consists of one principal, two deputy principals (primary and secondary), two primary assistant principals and six secondary head teachers. The 29 classroom teachers are assisted by one RR teacher, one Support Teacher Learning (STL), one Teacher Librarian and a Counsellor.

The school has 8.9 School Administrative and Support Staff (SASS) who service the needs of students and staff.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>29</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>44</td>
</tr>
</tbody>
</table>

Staff retention

Two classroom teachers were appointed to the English faculty, one to the TAS faculty and a behaviour support teacher to be shared across the Myall and Bucketts Learning Communities. Damien Keen, was promoted to Head Teacher.
TAS at Wingham High School. There were no changes to the primary staff.

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 95.2%

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>96</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>4</td>
</tr>
</tbody>
</table>

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

| Balance brought forward | 244,374.29 |
| Global funds            | 413,983.39 |
| Tied funds              | 238,335.06 |
| School & community sources | 204,441.77 |
| Interest                | 21,080.20  |
| Trust receipts          | 19,013.90  |
| Canteen                 | 0.00       |
| **Total income**        | **1,141,228.61** |

Expenditure
Teaching & learning
- Key learning areas: 86,883.41
- Excursions: 83,235.57
- Extracurricular dissections: 81,442.11
- Library: 8,875.40
- Training & development: 3,239.13
- Tied funds: 234,619.55
- Casual relief teachers: 56,246.61
- Administrations & office: 190,874.36
- School-operated canteen: 0.00
- Utilities: 75,799.71
- Maintenance: 24,255.25
- Trust accounts: 16,944.62
- Capital programs: 0.00

**Total expenditure**: 862,415.72

**Balance carried forward**: 278,812.89

A full copy of the school’s 2008 financial statement is tabled at the monthly meeting of the parent body (P & C Assoc. Inc). Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts - Drama
Students from BCS celebrated the arts by successfully participating in a vast array of dramatic performances in 2008. A strong drama program featured students from K-12 performing in musicals, at assemblies, theatres, in showcases, festivals and Education Week.

- Students excelled at the Taree District Eisteddfod (TDE), gaining awards in unscripted drama, monologues, duologues, playbuilding and one-act plays.
- Shelby Matthews was selected for the State Drama Camp.
- Year 11 drama students wrote and performed a group play about teen suicide at Newcastle University in the Mind Play Mental Health Festival. Students achieved second place, winning $1000.00 and performed at Newcastle University for Industry Professionals. Students were also invited to perform at the regional mental health conference at Maitland.
- Elective drama students attended the annual OnStage excursion which included experiencing professional theatre and workshops with the National Institute of Dramatic Arts, the Sydney Theatre Company and ATYP.
- Drama students performed for the school and community in a public Education Day showcase of talent including a visual arts / photography exhibition.
- Year 11 drama students presented High School Musical involving cast and choir from Years 3-11, highlighting dramatic, musical, design and choreographic talents of our students.
- Year 10 drama students wrote and performed a play entitled Child Soldiers for Anzac Day and were awarded first place and a trophy at TDE.
- Jade Sumner, Tannae Mill, Lauren Davis, Shae Jones and Coby Gardner were selected for the Junior State Dance Camp.
- Junior, intermediate and senior debating teams competed in the Premier’s Debating Challenge with the senior team placing second in the TDA finals.
Arts - Visual Arts and Photography
- Students occupied the new specialist art and photography rooms and laboratory.
- Purchase of extra computers for digital artworks and photography enhanced student technology outcomes.
- Increased Year 8 art periods contributed to bigger and better artworks such as Pop Art sculptures.
- HSC works reflected a wide variety of techniques used in the body of works.
- Phoebe Partridge’s Year 9 Monet-inspired image selected as the front cover of BCS’s annual school magazine.
- Annual excursions to Art Express and the Museum of Contemporary Art exposed students to a showcase of artworks.
- Visiting artist and cartoonist Ritva Voutilta gave a workshop for talented middle school students.

Arts - Music (Primary)
BCS primary students and Bungwahl Public School presented the musical Nutcracker during Education Week in May. The musical was directed by Thora-Lou Smith, who teaches music at both schools. Mrs Smith was assisted by Mrs Hobbs at Bungwahl and Mrs Thompson at Bulahdelah. The students did a fabulous job in entertaining the audience and must be congratulated on their dedication to giving their best, as evidenced by the loud applause and positive feedback.

Sport (Primary)
There were a number of outstanding performances in a busy and successful year in sport.
- 10 students gained selection for the Port Stephens Swimming Carnival held at Tomaree pool.
- 34 students gained selection for the Port Stephens Zone Cross Country Carnival held at Raymond Terrace.
- Caleb Byrnes, Rachael Krause, Jimmy Hendrie and Sally Krause were successful in being selected to attend the Hunter Regional Cross Country Carnival.
- 16 students gained selection for the Port Stephens Zone Athletics Carnival held at Raymond Terrace in the field events while a further 28 students were selected for the track events.
- Tye Barry was successful in being selected to attend the Hunter Regional Athletics Carnival to compete in the shot put event. He was successful in being selected to attend the State Athletics Carnival to compete in the shot put.
- The BCS primary tennis team made it through to the third round of the State Primary School Sport Association (PSSA) Knockout.
- Both the boys’ and girls’ soccer teams were knocked out in the first round of the PSSA competition.
- Sally Krause and Tye Barry were awarded Primary Sportspersons of the Year for 2008.

Sport (Secondary)
- Girls’ Under 15 Bill Turner Trophy team reached the final of the Mid North Coast competition, bowing out eventually to Wauchope High School.
- Students from Years 7-12 participated in an exciting World Cup soccer tournament.
- Year 11 student Mitchell Bowen continued to represent Australia in the sport of motocross participating in the Six Day Enduro held in Greece in August.
- An Inter-school Gala Day with Dungog High School was organised by the SRC.
- BCS hosted a Sports Gala Day for middle school students with our MLC Partner Schools.
- Gloucester High School visited for a Gala Day which saw Bulahdelah successfully regain the Chris Hoare Cup in Open Rugby League.
- Secondary students participated in knockout competitions against other high schools in a wide range of sports including rugby league, soccer, tennis, basketball, cricket and rugby union.

Other
- Lewis Dorney won the Paterson Citizen of the Year Junior Sportsperson Award for his achievements and exceptional sporting skills in camp drafting.
- The BCS Red Cross Youth Challenge group continued their success in 2008, receiving highly commended in the rural/regional award for NSW. The group leader, Joshua Gilbert, won the NSW Media Award for the second consecutive year. Joshua also received a highly commended in the prestigious Peer Award. The awards acknowledge his work in raising awareness and funds for the Westpac Helicopter, Bulah Brekky Club and the initial consultation with Great Lakes Council regarding the re-design of a local park.
- Deborah Gilbert was one of five teachers to receive a highly commended award in
Teacher Leadership at the Australian Government National Awards for Quality Schooling. The award was presented in a formal ceremony at Parliament House by Julia Gillard, Deputy Prime Minister and Minister for Education and Training. She received a District Education Week Award. Deb was also a panel member for a National Forum on Education, in Melbourne, called Leading Change in Schools. Chancellor Joel Klein from New York and Julia Gillard were also on the panel.

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

Literacy – NAPLAN Year 3

Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 5
Numeracy – NAPLAN Year 9

Progress in literacy

Reading

Year 3 to Year 5

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>60.0</td>
<td>88.2</td>
<td>68.9</td>
</tr>
<tr>
<td>LSG</td>
<td>87.6</td>
<td>84.4</td>
<td>89.9</td>
</tr>
<tr>
<td>State</td>
<td>87.6</td>
<td>87.5</td>
<td>86.8</td>
</tr>
</tbody>
</table>

Progress in numeracy

Year 3 to 5

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>65.2</td>
<td>81.1</td>
<td>63.0</td>
</tr>
<tr>
<td>LSG</td>
<td>83.1</td>
<td>77.8</td>
<td>74.3</td>
</tr>
<tr>
<td>State</td>
<td>76.9</td>
<td>83.7</td>
<td>80.4</td>
</tr>
</tbody>
</table>
Minimum standards

The Commonwealth 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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>Percentage of Year 7 students achieving at and above minimum standard</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

- Worimi Field Day 28th May – A group of Aboriginal students and friends journeyed to Smiths Lake where students engaged in a range of traditional Aboriginal cultural activities and watched the Forster Aboriginal Dance Group as part of the launch of *A Teacher’s Guide to Worimi History and Culture*.

- The Aboriginal Educational Consultative Group (AECG) continued to meet monthly throughout the year focusing on improving outcomes for Aboriginal students and ensuring Aboriginal education and culture information was accessible for all students.

- Brianna Callaghan attended a Leadership Camp for Aboriginal students at Camp Elim

- Primary students participated in NAIDOC Day experiencing a wide range of local cultural activities including boomerang painting and throwing and a beading workshop.

- Students participated in the National Apology to the Stolen Generation by participating in an assembly to mark the delivery of the apology by Prime Minister Kevin Rudd. At this assembly it was announced that the placing of five Aboriginal totems created by students would be placed in the school grounds to mark this occasion.

- Senior Aboriginal students attended the Deadly Days Expo at Taree TAFE.

**Multicultural education**

Although our school population is predominately culturally homogeneous our students have participated in a substantial number of cultural activities and continue to learn a variety of Asian languages through the Languages Other Than English (LOTE) program in 2008. A highlight of our multicultural education activities was our Cultural Week coordinated by Sue Cross, which featured a lantern display and a day’s celebration of Japanese culture organised by Deb Elliott, our LOTE teacher. The day enabled the students to participate in a range of food and cultural activities.

Our Stage three students attended an exhibition which was part of the Courage to Care program. This program promoted the themes of tolerance, living in harmony and standing up for what is right. The exhibition featured amazing stories of personal bravery during the holocaust in World War II.

CWA International Day focused on the country of Mexico and involved the students researching different aspects of Mexican culture as part of a display presented to the CWA.

**Respect and responsibility**

Respect was the core value that was embedded within all other BCS Core Values. For the optimum functioning of our school community, it was the responsibility of all members to interact in a climate of respect, and to value and maximise the experiences and needs of those members.

**Progress on 2008 targets**

**Target 1**

To reduce welfare referrals and lower suspensions by 10% from 2007 through the development and implementation of a specific Boys Education project K-12.

**Our achievements include:**

- The development of teaching and learning programs which clearly identify elements of QT coded assessment tasks based on QT framework.
- Less incidents of bullying and harassment across the school.
- 95% of Year 12 students successfully completing a senior leadership program and being inducted as student leaders at a formal school assembly.
- Reduction in the number of days students were on suspension by 37%.
- All staff K-12 attended a half day workshop on Boy’s Education strategies.
Target 2
To equal or better North Coast Region targets in both the literacy and numeracy components of the National Assessment Program in Years 3, 5, 7 and 9.

Our achievements include:
- Year 3 students being above the regional target in literacy for Bands 5 & 6;
- Year 3 students being below the regional target in both literacy and numeracy for Band 1;
- Success in moving Year 5, 7 and 9 students from the lower bands in both literacy and numeracy into the middle bands and to a lesser extent the higher bands, in line with regional trends;
- Staff analysis of SMARTdata which indicates the school needs to seek strategies to maintain the upward trend of student achievement thus moving students into higher bands.

Target 3
To embed “School to Work” learning outcomes into teaching programs and assessment tasks in Stages 4, 5 and 6.

Our achievements include:
- 90% of Year 10 students participated in two week work experience program.
- All special education students in Years 11 and 12 were placed in weekly work placement.
- Increased retention of students into Year 11 in 2009.
- All students who left at the end of Stage 5 in 2008 are engaged in apprenticeships or further training.
- All Year 10 students were issued with logbooks.

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 ICT and BEST

Educational and management practice
Information Communication Technology

Background
The BCS PiL project focused on embedding ICT in the school curriculum. The project’s aim was to enhance communication among all group members of the MLC. Data collected at the outset of the project informed the design of a portal and the teaching of skills needed to create a short claymation involving script-writing, storyboards, photography skills and design and animation.

Data collected at the conclusion of the project sought to provide a summary of teacher and student perceptions of their knowledge, attitudes and usage of ICT in an effort to understand the way they interact with technology and how this interaction has changed, as a result of participation in the program.

Findings and conclusions (based on ACER data)
Teachers expressed confidence of knowledge and skills towards ICT with a high mean confidence rating of 3.6 on a scale of 1-4. This was slightly higher than student confidence of 3.1 in both 2006 and 2008.

Students were most confident with using the internet, writing and sending emails, computer games and saving a document or file, while being least confident in using software to eradicate a computer virus and create a computer program.

Teachers reported near perfect levels of confidence for using the internet, standard word-processing software, writing, sending emails and saving a document or file.

Students stated their usage of ICT was higher outside of school. There was a significantly greater increase of creation ICT usage both at school and home compared with 2006. This was also the case for teachers.

Relatively high levels of student engagement were found in all five scales – active learning, collaborative learning, school connectedness, supportive learning environment and general engagement. There was an overall increase in student engagement from 2006-2008.

Future directions
- continue the claymation project in the middle school, across the MLC;
- expand the claymation project to include Stage 2 students;
- promote and celebrate ICT at school and in the wider community;
- encourage and mentor staff in the use of ICT in their classrooms.
Curriculum
BEST Program
Background
BCS implemented a program in 2008 to allow an opportunity for students to stay at school and gain their HSC under a system aimed at the non traditional academic arrangement. As part of the BEST program, students chose compulsory English and then a range of subjects that suited their interests. Most of the subjects chosen were predominately practical subjects such as VET, industrial technology, sport lifestyle and recreation. All participants were expected to select work studies, which was timetabled into their weekly routine.

The plan with the BEST program was that students were at school three days, work placement one day and TAFE one day completing a TVET course of their choosing.

Every student as part of the BEST program completed their compulsory work placement throughout terms 2, 3 and 4.

Findings and conclusions
We had achievement in the BEST program with one student being successful in gaining a traineeship in hospitality at the local nursing home. Two students completed work placement in Year 12 with strong inks to future employment at establishments.

Future directions
- The school will continue to offer a BEST program to students enrolling into Year 11.
- A more effective process to screen students who express an interest in BEST will be implemented and will involve a series of interviews by the Careers Teacher and more parent involvement.
- The school will continue to seek support from the district to maximise opportunities for students to gain traineeships and school based apprenticeships.

Other evaluations
Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.
The surveys indicated a high degree of satisfaction with the overall operation of the school in relation to planning for ongoing improvement, middle school initiatives, welfare programs and school culture.

Professional learning
A breakdown of key professional learning activities revealed that proportional expenditures were: Beginning Teachers 5%; Information Technology 8%; Literacy and Numeracy 29%; QT 16%; Syllabus Implementation 3%; Career Development 35%; Welfare & Equity 7%. In 2008 a total of $31693 teacher professional development funds were expended at an average $755 per teacher.

Key professional development activities revolved around technology including continued partnership with Microsoft on the development of a Sharepoint site on the school website, a focus on utilising new technology including the new connected classroom and ongoing development activities on QT including attendance of staff at the QT Conference at Coffs Harbour early in 2008.

School Development 2009 - 2011
Targets for 2009
Target 1 To improve Aboriginal students’ learning outcomes to the extent that they are above North Coast Region targets in both literacy and numeracy as measured by the NAPLAN in Years 3, 5, 7 and 9 and equal to targets in SC and HSC.

Strategies to achieve this target include:
- The introduction of personalised learning plans (PLP) for all indigenous students at BCS, to assist the learning outcomes of Aboriginal students.
- Ensuring that the recommendations of Aboriginal Education and Training Strategy are implemented at BCS.
- Benchmarking of students to ensure that improvement goals are identified and measurable.
- Regular communication with parents of Aboriginal students reporting on progress made in personalised learning plans.

Our success will be measured by:
- Improved results and personal growth in external tests for our indigenous students.
- Improved retention rates for Aboriginal students going on to Year 12 project K-12.
- Improved attendance rates from 2008 to 2009 for Aboriginal students.
Target 2
To maximise opportunities for students to achieve, to the best of their ability, in the areas of academic and social competence as evidenced by data through the implementation of Positive Behaviour for Learning (PBL).

Strategies to achieve this target include:
- Defining school-wide behavioural expectations
- Explicit teaching of expectations to students.
- Providing positive rewards and consequences.
- Implementation of continuum of consequences for identified problem behaviour.
- Monitoring patterns of behaviour and using the data to make decisions.
- Support from school executive and regional staff.

Our success will be measured by:
- Decrease in behaviour referrals to Itinerant Support Teacher Behaviour (ISTB).
- Decrease in suspensions.
- Fewer RISC database entries, in the long term, in line with the refinement of categories of RISC entries.
- Increase in student achievement as measured by NAPLAN data.

Target 3
To increase the amount of physical activity that students participate in inside and outside of school hours.

Strategies to achieve this target include:
- Employing a gym instructor to work with students, staff and community members.
- Providing support for all staff to incorporate Personal Development, Health, Physical Education activities across all KLAs.
- Providing opportunities for students, staff and community members to access and utilise up-to-date fitness testing and exercise equipment.
- Encouraging lifelong participation in sport and physical activity.

Our success will be measured by:
- Data showing an increase in student participation in sport outside of school hours.
- Data indicating an increase in students’ personal fitness as measured by pre and post basic fitness testing.
- Statistics to validate the operation of a school/community gymnasium.

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.

Robert Brenton - Principal
Sally Thompson - Deputy Principal Primary
Roger Horton -Deputy Principal Secondary
Kylee Owen - Classroom Teacher
Wayne Holt - Head Teacher Mathematics
Bev Maybury - School Support Staff

School contact information
Bulahdelah Central School
8 Meade Street Bulahdelah NSW 2423
Ph: 02 4997 4329
Fax: 02 4997 4512
Email: bulahdelah-c.school.nsw.edu.au
Web: www.bulahdelah-c.schools.nsw.edu.au
School Code: 1402
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: