Our school at a glance

Students
In 2009 Bulahdelah Central School had a total enrolment of 546 students. This was made up of 169 students in the primary department (K-6) and 377 in the secondary department (7-12).

At the time of enrolment 37 of the students indicated they were Aboriginal and represent approximately 6.8% of the school population.

Significant programs and initiatives

NORTA NORTA
The purpose was initially to improve standards of numeracy and literacy and the year 11 and 12 level of study of our aboriginal students. As this initiative unfolded, it was found there was much to be gained by availing support across all areas of each student’s study load.

Of course, personalities varied and initially this was met with a degree of reticence on one hand and then a great deal of response on the other. By approaching less accepting students with a degree of subtlety, the tutor eventually demonstrated to them the benefits of offer and all of the students became accepting to varying degrees.

By taking a mentoring approach with some and a tutoring approach with others, all students became highly accepting of the program and openly sought support from the staff involved.

The success of the program saw 3 Year 12 students avoid receiving ‘N’ Awards and improved the marks of all students involved. A by product of the program has been the increased motivation for study by the Aboriginal students.

READING RECOVERY 2009
The Reading Recovery program has now been an integral part of Bulahdelah Central School’s early Literacy programs for Year 1 students for the past 12 years. The allocation for Reading Recovery in 2009 was 0.21FTE, enabling the Reading Recovery teacher to provide individualised half hour lessons for two students each day. Four Year 1 students (2 male and 2 female) were able to benefit from this program in 2009.

Despite high levels of sickness and absenteeism throughout the year, two students were successfully discontinued from the program at RR Levels of 17 and above. The 2nd student made huge progress in the Reading Recovery program, moving from RR Levels 7-8 to completing the program at Level 18 in Semester 2.

One student was placed on hold after 22 weeks in the program, and was given top-up lessons during Semester 2. One student made considerable progress after 16 weeks in the program in Semester 2, and although she was able to read at RR Levels 14-16, it was suggested that she would benefit from being a ‘carry over’ student, into 2010. With a new staff member training in 2010, this will be a consideration to be reviewed in Semester 2 2010.

There were 3-4 students in Year 1 in 2009, who would have also benefited from the program, but were not able to access it due to program constraints. This was closely related to an influx of new K-1 students, who had not had access to a full year of successful schooling in Kindergarten.

With another teacher being nominated for training in 2010 Bulahdelah Central School will have 3 teachers of Early Literacy, trained in Reading Recovery! This can only ‘value-add’ to early literacy teaching at BCS.

Student achievement in 2009

Year 3 students performed as well as, or better than, students across the state in 54% of reading items.

Year 3 students performed as well as, or better than, students across the state in 88% of writing items.

Year 3 students performed as well as, or better than, students across the state in 49% of numeracy items.

Year 5 students performed as well as, or better than, students across the state in 34% of reading items.

Year 5 students performed as well as, or better than, students across the state in 95% of writing items.

Year 5 students performed as well as, or better than, students across the state in 32% of numeracy items.

The number of Year 7 students in the high bands in literacy was below state and region average in all areas.

In the area of overall literacy, expected growth for Year 7 girls was higher than the state average, while boys fell slightly below.

While the trend data for Year 7 writing suggests a slight lessening of the gap between the state average and that of BCS, the overall literacy trends suggest a downward trend.

Year 7 Numeracy showed positive growth from Year 5 to Year 7. Bulahdelah was the top school in our region for growth from Year 5 to Year 7.
There has been an improvement from 2008 to 2009 with 10% less students in Bands 6 and 10% more in Band 7.

Year 9 overall Literacy results suggested growth less than the state average.

Results in the area of reading have strengthened for both boys and girls, with BCS students in the highest band exceeding the state and region average.

Expected growth in this area was 58, far above that of the state average of 40.

Year 9 students writing was below state and region average, in particular girl’s results suggest limited growth in this area.

Grammar and punctuation is an area of weakness for the boys.

Trend data for Year 9 students suggests a significant increase in results in the area of reading, yet a widening gap between BCS and state average in writing.

Year 9 at BCS, were equal top school in the region for growth, in Numeracy.

A significant number of students moved from Band 6 to Band 7 and from Band 7 to Band 8. The Year 9 cohort was 1% above the state average.

The trend data indicates that growth for girls is excellent with results approaching the state mean and already significantly above the region. The boys’ results however, were down on 2008.

**Messages**

**Principal’s message**

Bulahdelah Central School serves a supportive community located on the Myall River midway between Forster and Tea Gardens on the lower north coast of NSW. Our students have access to a broad range of high quality educational opportunities and a strong community support base. We are small enough to nurture individual learning styles, yet large enough to offer a full and varied curriculum through to Year 12

Bulahdelah Central School is renowned for its innovative middle school and mentoring programs. The school continues to provide a learning climate that promotes excellence in student learning, sporting endeavour, cultural growth and citizenship development.

The award winning Middle School Program prepares students for a smooth transition between primary and secondary studies. With our primary students benefitting from access to specialist secondary teachers, while our senior students are challenged in small groups with a unique, nationally recognised curriculum. Our experienced and dedicated staff provides a wide range of innovative teaching and extracurricular programs that encourage students to become independent learners. This expertise has been recognised with a National Award for Quality Teaching.

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.

Donald Hudson, Principal

**P&C message**

President: Nikki Hammerl  
Treasurer: Kay Smith  
Secretary: Nickie Dorney

We meet on the second Monday of each month, at 5.30pm, with the exception of school holidays. All parents and citizens are welcome to join our meetings and we greatly appreciate new members and ideas.

The P&C has made some fantastic additions to the school, recently voting to purchase thousands of dollars worth of literacy resources for the primary school and the purchase and installation of Smartboards (Interactive Whiteboards) in both primary and secondary classrooms.

The successful running of the school canteen over the last few years has enabled us to purchase an amazing amount of resources for the children.

Please feel free to join our friendly group.

Nickie Dorney  
Secretary

**Student representative’s message**

The Bulahdelah Central School’s Student Representative Council (SRC) in 2009 developed and implemented great initiatives to improve the school life. The SRC was instrumental in raising the awareness of diabetes research and a range of cancer research. This was achieved through:

- Diabetes Day  
- Footy Colours Day  
- Relay for Life  
- Shave For a Cure

The SRC organised and hosted two successful and entertaining whole school discos. These were held in the school hall and enabled the SRC to raise enough money to purchase three aluminum bench seats for the top oval. The SRC also moved the scoreboard to align with the new seats on the oval.
The SRC represented Bulahdelah Central School at the Young Leaders day, SRC conference days and the Young Leaders of Tomorrow Day. The SRC also participated in the first inter-school smart board conference with other SRCs in the area. The year was productive and triumphant for the students involved and the wider school community that benefited from their great efforts.

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

<table>
<thead>
<tr>
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<th>Primary</th>
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<td>201</td>
<td>189</td>
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Student attendance profile – Primary

Student attendance rates

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<tr>
<td>State</td>
<td></td>
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</table>

Management of non-attendance

- Roll/class teacher encourages regular attendance and attempts to determine reasons for absence by obtaining absentee notes from parent/caregiver.
- Formal parent notification provided two days after any unexplained absence.
- Executive personnel responsible for attendance, investigates further using the following strategies.
  - Phone call to parent/caregiver
  - Student meeting/s
  - Parent/caregiver meeting/s

School access to in-school support

- Access to Student Assistance Scheme in the provision of:
  - Breakfast
  - Lunch
  - Uniforms
  - Stationery
  - Text books
  - Sport
  - Excursions etc.
- Year Advisor/Stage Team Leader
- Student Welfare Coordinator
- Support Team
- Curriculum Adjustments/Accommodations
- Welfare Committee
- School Counsellor
- Support Teacher Learning Assistance
- Support Teacher ESSP
- Aboriginal Education Assistant
- Mentor Teacher
- Buddy System

School access to regional support as necessary

- Itinerant Support Teacher Integration
- Itinerant Support Teacher Behaviour
- Itinerant Support Teacher Hearing
- Itinerant Support Teacher Vision
Disability Program Consultant / Student Welfare Consultant

School access to community agency support
- Child and Family Health services
- DOCS

Referral to the HSLO Program

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

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
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<tr>
<td>K</td>
<td>K</td>
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<td>18</td>
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<td>3</td>
<td>8</td>
<td>22</td>
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<tr>
<td>STAGE 2/0</td>
<td>4</td>
<td>14</td>
<td>22</td>
<td></td>
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<tr>
<td>STAGE 2/W</td>
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<td>11</td>
<td>24</td>
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<tr>
<td>STAGE 2/W</td>
<td>4</td>
<td>13</td>
<td>24</td>
<td></td>
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<tr>
<td>STAGE 3/B</td>
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<td>16</td>
<td>29</td>
<td></td>
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<tr>
<td>STAGE 3/B</td>
<td>6</td>
<td>13</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>STAGE 3/N</td>
<td>5</td>
<td>16</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>STAGE 3/N</td>
<td>6</td>
<td>15</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>YEAR 1</td>
<td>1</td>
<td>23</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>YEAR 2</td>
<td>2</td>
<td>23</td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes
Primary classes were formed in stages. Kindergarten, Year 1 and Year 2 were straight grade classes. Years 2 and 3 formed two Stage 2 classes and Years 5 and 6 formed two Stage 3 classes.

Retention to Year 12

<table>
<thead>
<tr>
<th></th>
<th>SC03-HSC05</th>
<th>SC04-HSC06</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
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</thead>
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<td>51.6</td>
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<tr>
<td>SEG</td>
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<td>57.9</td>
<td>60.8</td>
<td>57.9</td>
<td>61.0</td>
</tr>
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</table>

Post-school destinations

Year 12 students undertaking vocational or trade training
Bulahdelah Central School maintained a strong commitment to the provision of Vocational Education Courses in 2009 by continuing to offer up to five VET courses at school including; Metals and Engineering, Primary Industries, Construction, Hospitality and Information Technology.

In 2009 there were sixty students starting their Preliminary year of study and fifty three students completing their HSC. Of these, eighteen students completed TVET courses and twenty four students completed two or more VET courses. Four students completed Work Studies as part of the BEST program. Four students from Year 10 were involved with a Jobs Training program and also completed a TVET course at Taree TAFE.

Traineeships
Bulahdelah Central School had 3 school based trainees, 2 in Hospitality and 1 in Pharmacy. There was also 1 school based apprentice.

Year 12 students attaining HSC or equivalent vocational educational qualification
Bulahdelah Central School had 47 Year 12 students graduate in 2009. Of these, twelve students are attending full time university studies. Of these twelve students eleven gained entry to university through the School Recommendation Admission Scheme (SRAS).

Two students are currently studying foundation studies at the University of Newcastle.

There are six students studying full time TAFE. Two students are studying part time TAFE.

Several students are employed part time. Job descriptions include: bar work, carpentry and farm work, newsagency assistant.

Seventeen students are employed full time in a variety of fields including bar work, beauty therapy, retail, concreting, sound electronics, transport and logistics and assistant store manager.

Five student’s post school destination is unknown.
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 5 secondary head teachers. The 28 classroom teachers are supported by one reading recovery teacher, one support teacher learning, one teacher librarian and a school counsellor.

The school has 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>
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</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>5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>28</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>School Administrative &amp; Support Staff (SASS)</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
</tr>
</tbody>
</table>

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

The teaching staff of Bulahdelah Central School exhibit extensive expertise across all Key Learning Areas. Many of our teachers have been called upon to share their expertise with staff from other schools.

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>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2009

Income

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<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>318 185.38</td>
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<tr>
<td>School &amp; community sources</td>
<td>179 949.20</td>
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<tr>
<td>Interest</td>
<td>11 570.62</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>18 711.60</td>
</tr>
<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>1 204 251.42</td>
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</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas 108 238.81
- Excursions 47 990.60
- Extracurricular dissections 66 997.97

Library 8 628.27
Training & development 5 926.51
Tied funds 322 302.26
Casual relief teachers 75 050.00
Administration & office 173 463.55
School-operated canteen 0.00
Utilities 74 353.28
Maintenance 22 092.77
Trust accounts 22 016.77
Capital programs 5 159.00

Total expenditure 932 219.79

Balance carried forward 272 031.63

A full copy of the school's 2009 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 2009

Achievements

Arts Drama

Students from Bulahdelah Central School celebrated The Arts by successfully participating in a vast array of dramatic performances in 2009. A strong drama program featured students from K-12 performing in musicals, at assemblies, theatres, in showcases, festivals and for Education Week.

- Students excelled at the Taree District Eisteddfod, gaining awards in dance drama, unscripted drama, monologues, duologues, playbuilding and one-act plays. Year 12 students Shelby Matthews and Lauren Battle were awarded cash...
prizes and special awards for their individual excellence.

- Roxanne Syron and Jessica VanDerLinden were selected for the State Drama Camp.

- Year 11 Drama students wrote and performed a group play about Post Traumatic Stress Disorder at Newcastle University in the Mind Play Mental Health Festival. Students achieved a place in the finals and performed with Newcastle University for Industry Professionals. Students were also invited to perform at the regional mental health conference in Newcastle.

- Elective drama students attended the annual On Stage excursion which included experiencing professional theatre, tours 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 Calamity Jane involving cast and choir from years K-11, highlighting dramatic, musical, design and choreographic talents of our students.

- Junior, Intermediate and Senior Debating Teams competed in the Premier’s Debating Challenge with the senior team placing First in the Taree Eisteddfod Debating finals. The senior team successfully made the Zone Finals at Merewether High.

**Visual Arts and Photography**

- 2009 saw students of BCS effectively utilising the new Visual Arts and Photography equipment and building. The DER program complemented programs, integrating laptop use into Year 9 Visual Arts and Photography. Students created fantastic works with Photoshop and created virtual diaries.

- Senior Visual Arts students toured Sydney’s ‘Sculpture by the Sea’ and the Egyptian Exhibition at the Australian Museum.

- 12 students were selected to showcase their outstanding Visual Arts and Photography work in Manning Express.

- Various comprehensive exhibitions of student work were displayed at Formal Assemblies and Parent Evenings.

**Music**

- Students successfully participated in ‘Music, Count Us In’, a national program encouraging participation in Music.

- Students competed in the National Children’s Songwriting Competition.

- Regional HSC Music Workshops involved students in aural, performance and musicology tutorials.

- Students completed AMEB examinations in piano.

- Year 12 students experienced vocal and HSC marking workshops with experienced visiting HSC examiners.

- 50 students entered Instrumental and Vocal Competitions at the Taree Eisteddfod. Bulahdelah received first place in the Schools’ Vocal Group Section.

- 25 students entertained the local community at the Bulahdelah Show.

- The School Band performed in the community Anzac Ceremony and at various formal assemblies.

- The integration of Laptops in Year 9 Music has enabled the use of technology in composition and performance.

- HSC students received markedly higher results in CAPA subjects, than in any other area.

**Sport**

**Sports (Primary)**

There were a number of outstanding performances in a busy and successful year in sport.

- Melba won the annual Primary Swimming Carnival, followed by Wentworth, Kenny and Bradman.

- 10 students gained selection for the Port Stephens Zone Swimming Carnival.

- The annual Primary Cross Country Carnival was won by Melba, followed by Wentworth, Kenny and Bradman.

- 32 students gained selection for the Port Stephens Zone Cross Country Carnival.

- Rachael Krause and Jimmy Hendrie both gained selection to attend the Hunter Cross Country Carnival held at Maitland.
Wentworth and Melba tied to win the annual Primary Athletics Carnival, followed by Kenny and Bradman.

39 students gained selection for the Port Stephens Zone Athletics Carnival (12 for field events and 27 for the track events) held at Raymond Terrace.

Ben Eadie and Colin Burgess were successful in being selected to attend the Hunter Regional Athletics Carnival to compete in the shot-put events.

The BCS Primary Tennis team made it through to the 3rd round of the State PSSA Knockout. Defeated Stroud in the 1st round. Defeated Barrington in the 2nd round and then were defeated by a strong Forster Team in the 3rd round.

The BCS boy’s soccer team lost to Tea Gardens in the 1st round of the PSSA State Knockout.

The BCS girl’s soccer team made it through to the 3rd round of the State PSSA Knockout. Bye in the 1st round, defeated Tea Gardens in the 2nd round before being defeated by Tuncurry in the 3rd round.

The BCS boy’s touch football team lost to Tea Gardens in the 1st round of the PSSA State Knockout.

The BCS girl’s touch football team made it through to the 3rd round of the PSSA State Knockout. They defeated Tea Gardens in the 1st round, defeated Booral in the 2nd round before being defeated by Tomaree in the 3rd round.

Ellie Gooch and Tristan Bonney were awarded Primary Sportspersons of the year for 2009.

Melba and Wentworth dominated the house competition in 2009. Melba won the swimming and cross country, and also tied to win the athletics. while Wentworth tied to win the athletics. Melba achieved three wins in the house competition while Wentworth achieved one win and two seconds. This enabled Melba to win the overall point-score for the year.

**Academic**

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

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

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

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

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

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

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

**Literacy – NAPLAN Year 3**

![Percentage of students in bands: Year 3 reading](image)
Numeracy – NAPLAN Year 3

Percentage of students in bands:
Year 3 numeracy

- Percentage in band
- School average 2007 - 2009
- LSG average 2009
- State average 2009

Numeracy – NAPLAN Year 5

Percentage of students in bands:
Year 5 numeracy

- Percentage in band
- School average 2007 - 2009
- LSG average 2009
- State average 2009

Literacy – NAPLAN Year 5

Percentage of students in bands:
Year 5 reading

- Percentage in band
- School average 2007 - 2009
- LSG average 2009
- State average 2009

Literacy – NAPLAN Year 7

Percentage of students in bands:
Year 7 reading

- Percentage in band 2009
- School average 2007 - 2009
- LSG average 2009
- State average 2009
Numeracy – NAPLAN Year 7

Progress in literacy – Year 3 to Year 5

Reading

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Writing

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<td>57.7</td>
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</tbody>
</table>

Progress in numeracy – Year 3 to Year 5

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>81.1</td>
<td>63.0</td>
<td>66.6</td>
</tr>
<tr>
<td>LSG</td>
<td>77.8</td>
<td>74.3</td>
<td>91.8</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>
School Certificate

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

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2009</th>
<th>School Average 2005 - 2009</th>
<th>LSG Average 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1.5</td>
<td>-0.6</td>
<td>-0.3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-0.1</td>
<td>-1.4</td>
<td>-0.7</td>
</tr>
<tr>
<td>Science</td>
<td>3.5</td>
<td>2.0</td>
<td>0.1</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>4.2</td>
<td>1.6</td>
<td>-0.3</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>6.3</td>
<td>3.3</td>
<td>-0.4</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>3.0</td>
<td>1.2</td>
<td>-0.1</td>
</tr>
</tbody>
</table>

Note: By definition, the State average relative performance is zero.

Higher School Certificate

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

<table>
<thead>
<tr>
<th>Performance band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School, 2009</td>
<td>-9.1</td>
<td>-5.7</td>
<td>-7.1</td>
</tr>
<tr>
<td>School Average 2005 - 2009</td>
<td>-5.6</td>
<td>-4.7</td>
<td>-6.2</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>-3.4</td>
<td>-2.5</td>
<td>-2.6</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.
Significant programs and initiatives

Aboriginal education

2009 saw a number of new initiatives and programs undertaken in Aboriginal Education at Bulahdelah Central School.

Personalised Learning Plans were developed for all secondary Indigenous students, with the aim of improving literacy and numeracy, attendance, retention and transition between stages.

An Aboriginal Cultural Group was implemented during Whole School Staffing time in order to provide and implement literacy strategies, cultural opportunities and activities for students and allow for the distribution and communication of information.

2009 also saw the introduction of the Norta Norta tuition program which provided tutorial assistance to Indigenous students undertaking Years 11 and 12. Funding was also allocated to at risk Indigenous students in junior secondary.

Indigenous students have also excelled in the area of leadership, with four Year 11 students being elected into captaincy positions for the 2009-2010 period. Senior Indigenous students have also been recognised for their academic excellence with a number of external scholarships having been awarded.

Students also organised and implemented NAIDOC week activities, including the teaching of local myths and art to Primary classes, face painting and the sale of RESPECT bands.

Multicultural education

The school is addressing the needs of incorporating multiculturalism into our school through the access of foreign language and culture studies and the increased awareness of multicultural events celebrated throughout Australia. During the 2009 school year, many of our students were able to begin studying Chinese. Our students were able to experience a range of cultural activities including seeing a foreign film, eating at a Chinese restaurant and travelling to Sydney to visit Chinatown and the Chinese gardens.

Respect and responsibility

We respect the rights of others, ourselves and the school in an environment of harmony and personal responsibility. The core belief of respect is central to the effectiveness of the PBL program and it’s everyone’s responsibility to value and respect the beliefs of others.

Other programs

Digital Education Revolution Laptops

During Term 3 in 2009 Year 9 students and some teachers received a Lenovo Laptop computer. This program was a Commonwealth funded program in collaboration with the NSW Department of Education and Training.

The program is supported by a full time Technical Officer, Murray Wade who was appointed prior to the Laptop rollout. He was responsible for maintaining the Laptops and dealing with technical problems that may arise as well as ensuring the viability of the school’s wireless network.

Each faculty was asked to prepare a program which involved the use of the Laptops in Term 4. Staff were trained through specific KLA courses designed by DET to support the introduction of the Laptops.

In addition Year 9 parents were invited to an information evening where they were introduced to the DER program, informed about their child’s responsibilities in the use and maintenance of the Laptops and asked to sign the Laptop charter. Finally parents and students were shown a sample lesson using the Laptops. Bulahdelah had 100% take up of the Laptop program and at least one parent of every Year 9 student attended either the information evening or an interview with the principal.

Follow up Professional Development for staff occurred at the end of year staff development day where staff had further opportunities to improve their skills in the use of OneNote and the Calendar. A number of staff also participated in a Blog Trial carried out by the Centre for Learning Innovation with the intention that teachers would be able to use blogs as a learning tool once the DET fully implements the DET blogsite.

Bulahdelah Central School will continue to develop teacher’s skills in the use of Digital and Communication Technology and programs which effectively integrate Technology into Teaching and Learning programs in 2010. Additionally the school’s network will become fully wireless for the second rollout of Laptops to Year 9 in 2010. The school will evaluate the use of the Laptop computers throughout 2010 to refine and improve classroom practise and student outcomes.
Progress on 2009 targets

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

Our achievements include:
- The introduction of personalised learning plans (PLP’s);
- 80% retention rate from Year 10 to Year 11;
- Highest number of Aboriginal students (7) to complete the HSC;
- Communication with parents of Aboriginal students to develop PLP’s;
- Introduction of the Norta Norta program to support Aboriginal students; and
- All Aboriginal students in Year 7 making positive value-added growth.

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).

Our achievements include:
At the beginning of 2009 a team of seven staff members undertook the two day PBL training course. They meet fortnightly through the school term. This training was implemented through the launch of PBL, within the school community and the distribution of a PBL staff booklet, which gave an overview of the program. Parents were also informed of the PBL program through P&C meetings. PBL is now a regular agenda item at all K-12 staff meetings.

The Effective Behaviour Support (EBS) survey was distributed to staff and looked at school-wide systems that were effective and those that needed improvement.

The staff developed a set of positive and clearly stated student expectations which were explicitly taught to the students. BCS is a PRIDE school. Student input was widely sought when developing the school expectations.

Participation
Respect
Innovation

Determination
Excellence

Risc data was analysed and the behaviours of concern identified. Fields were added to the system to allow data entered to be aligned to the school expectations. Incident slips were altered accordingly.

PBL will also be incorporated into the transition program for students entering Year 7 in 2010.

Staff surveyed at the conclusion of 2009 indicated support and satisfaction with the program.

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

Our achievements include:
A gymnasium was set up within the school and two instructors employed with funds from the Healthy Active Grant in 2009. Since its opening, it has attracted over 5000 participants from the students, staff and general public. Many have had measured fitness improvements, whilst others have been able to rehabilitate from past injuries with the cost effective (free to any staff member or student) and local facility.

A Health Expo was held in the school to highlight careers within the service. This was done in conjunction with 14 presenters from the local hospital, aged care facility, ambulance service, universities and Area Disaster Unit.

The final stage of the project involves an outdoor fitness area for the primary students of the school. This will replace the current rusting equipment with treadmills, elliptical trainers, climbing systems, leg presses, etc, set in an area of soft-fall.

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 2009 our school carried out evaluations of Positive Behaviour for Learning and Creative and Practical Arts.
Educational and management practice
Positive Behaviour for Learning (PBL)

Background
PBL was developed and implemented across the school in 2009. The program involved:

- Using data to identify areas of concern;
- Making clear and simple procedures for students to follow in across school settings;
- Explicitly teaching expected behaviours
- Rewarding good behaviour and having clear consequences; and
- Focusing on establishing school environments that support long-term success of effective practices.

Findings and conclusions
The following areas were identified as areas for improvement:

- Positively and clearly stated student expectations are defined;
- Expected student behaviours are taught directly;
- Consequences for problem behaviours are clearly defined;
- Problem behaviours are clearly defined;
- Data on problem behaviour patterns are collected and summarised with an ongoing system;
- Expected student behaviours are rewarded regularly; and
- All staff are involved directly and/or indirectly in school-wide interventions.

Future directions
The following activities will be undertaken in 2010:

- Revisit student expectations and look at alignment of expectations to behaviour;
- Develop a scope of refresher activities for students and staff in 2010;
- Develop a range of expected behaviours to be managed by teachers and define what is executive referral;
- Develop PRIDE rewards; and
- Transition from PBL to PRIDE as the descriptor of what PBL is about at BCS.

Curriculum
CAPA (Secondary)

Background
In 2008, secondary CAPA students were accommodated in new state of the art Visual Arts, Photography and Music specialist rooms. The modern facilities include a photo lab, workshops, digital media and breakout areas, and a sound-proof practice room. Curriculum options expanded to include Ceramics as a future elective in Stage 5. Drama continues to be housed in a demountable building. K-12 Productions and Musicals are performed in the older school hall. Staff and students were surveyed to review the existing facilities and assess the effectiveness of current CAPA programs.

Findings and Conclusions
Utilising projected subject selection data, it is evident that students prefer to specialise within CAPA subjects, with increased and new enrolments in Photography and Ceramics. Students are benefiting from the increased practical spaces, specialised equipment, storage and digital media. This is evident in the scope and expertise achieved in artworks. Creative Arts teachers are extremely happy with their facilities.

In the Performing Arts, students continue to enjoy being given opportunities to perform in exterior venues and competitions, such as the Taree Eisteddfod, The Bulahdelah Show, Tea Garden's Showcase, Newcastle's Mind Play Festival and Theatre venues. Excursion attendance and participation in extra-curricular competitions continue to increase.

Students and staff are dissatisfied with the school hall's inadequate space, seating and acoustics for whole school productions. However, the building of a sound room in the Hall and the purchase of new drama performance blocks were considered minor improvements. The Drama room's existing location in a demountable, amidst the new buildings continues to disappoint students and staff. Lack of network access for the laptops is disadvantaging students in curriculum delivery. Students enjoy access to outreach programs in Theatre Styles and Performance.

Primary students favoured opportunities to utilise secondary teachers and facilities, and to perform in combined productions and competitions.
Future Directions

- To improve the speed and wireless access in all CAPA rooms.
- To promote Visual Arts as an elective subject in Stages 5 and 6.
- To foster external opportunities for CAPA students to showcase their work and experience excellence in Exhibitions, Workshops and Performances.
- To continue fostering links with Stage 3 in CAPA.
- To investigate the possibility of returning Music as a Humanities area of responsibility.
- To seek improvements to the theatre and acoustic facilities of the school hall such as theatre seating, staging, lighting, sound and storage.

Other evaluations

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents were surveyed about computer use at home and communication between the home and school.

- 88% of respondents agreed that a computer was essential for school work while 94% agreed that the internet was essential for school work;
- Only 36% of parents surveyed prefer to receive communications from school via email even though 75% agreed that email has made communication better;
- 33% of respondents indicated that they use the computer for surfing the internet, 16% used it for schoolwork and 8% used it for accessing emails.

Professional learning

All staff, teaching and non-teaching were provided with opportunities to pursue professional learning (PL) in 2009. A breakdown of Teacher Professional Learning spending reveals that total funds expended in 2009 were $35355 from Teacher Professional Learning Funds. Funds were allocated to the following areas; Beginning Teachers 3%, ICT 13%, Literacy and Numeracy 13%, Quality Teaching 22%, Syllabus Implementation 5%, Career Development 27% and Welfare and Equity 17%. Regional and state wide PL events were made available throughout the year with staff returning to school and reporting on their new knowledge and its relevance to Bulahdelah Central students’ performance and welfare.

The staff was supported in seeking out PL opportunities that directly related to their personal goals and the School Management Plan. These areas included accelerated literacy, writing, assessment and reporting, numeracy, KLA content areas, student welfare, behaviour management and leadership development as well as continued upgrading of teacher skills in the use of technology in the classroom.

All staff were given the opportunity to participate in Smartboard Interactive Whiteboard training either at a Basic or Intermediate level depending on teacher proficiency. This training was initially provided by Suzanne Christie from Port Macquarie District Office and subsequently by our own skilled staff Liz Lister and Sonia McDonald.

One of our “new” teachers, who was employed for a significant time as a temporary teacher, applied for accreditation from the NSW Teacher’s Institute.

School development 2009 – 2011

Targets for 2010

Target 1
Increased attendance and engagement of all students leading to higher proportions of students completing Year 12

Strategies to achieve this target include:
- Review DET Attendance policy and procedures.
- Ensure early intervention by HSLO
- Improve communication between school and home for poor attendees.
- Develop explicit indicators of student engagement.
- Enrich pedagogy through the use of technology to individualise learning and facilitate collaborative learning.
- Use Quality Teaching framework and the professional Teaching Standards to further develop staff.
- Development of a comprehensive strategy to address the impact of the increase in the school leaving age.
- Review of Year 8 electives.

Our success will be measured by:
- Attendance rates demonstrate an increase across the school
Retention rates demonstrate an increase from 54% to 59%.

More staff using technology in their lessons

**Target 2**

*Increase levels of literacy and numeracy achievement for all students by enhanced quality teaching practices across the school.*

Strategies to achieve this target include:
- Systematic response to NAPLAN through analysis of data, workshops and systematic strategies
- Inclusion of strategies and criterion based testing from North Coast Spelling Strategy and DET resources in Teaching/Learning programs.
- Implementation of weekly explicit teaching programs
- Implement Accelerated Literacy and Best Start programs:
- Whole school involvement in Literacy and Numeracy

Our success will be measured by:
- Ongoing, effective professional learning with partner primary schools will become a norm.
- Deeper analysis of NAPLAN SMARTdata by all teaching staff.
- All teaching programs indicate numeracy and literacy strategies used in all KLAs

**Target 3**

*To ensure equity of opportunity and increase students skills for life after school.*

Strategies to achieve this target include:
- Conduct workshops on the Aboriginal Education Policy for all staff.
- Further refinement and implementation of PLPs for all Aboriginal students.
- All staff participate in an Aboriginal Cultural Awareness activity.
- Ongoing development and revision of the school to work plan.
- School To Work outcomes to be an integral part of reporting in Stages 4-6.
- All Stage 5/6 students complete a work-readiness program.
- Evaluate the Stage 5 VET options as part of the school's curriculum review.

Our success will be measured by:
- All teaching staff are aware of individual PLPs and use them in their lesson planning
- 98% of Aboriginal students exceed state average on external assessment criteria, particularly in NAPLAN.
- Integration of Aboriginal cultural content into teaching and learning programs.

**Stage 4-6 Student reports show an increase in the work related skills.**

**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.

Don Hudson – Principal
Sally Thompson – Deputy Principal Primary
Roger Horton – Deputy Principal Secondary
Nickie Dorney – P&C Representative

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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: