

# 2010 Annual School Report Bulahdelah Central School

NSW Public Schools – Leading the way



## Our school at a glance

### Students

In 2010 Bulahdelah Central School had a total enrolment of 517 students. This was made up of 162 students in the primary department (K-6) and 355 in the secondary department (7-12). At the time of enrolment 30 of the students indicated they were Aboriginal and represent approximately 5.8% of the school population.

### Significant programs and initiatives

#### Reading Recovery

Reading Recovery is offered to students in Year 1 and provides selected students with an individual program for Reading and Writing. Each daily 30 minute lesson incorporates a range of active problem solving activities so students can learn what the written code looks like and how to get a message from it. This program runs alongside and supports the class literacy program. The aim of the program is for students to develop more competence, confidence and independence with the reading and writing process, providing them with strategies to use when attempting tasks of this nature. In 2010, 7 students completed the program and assisted those students who had trouble accessing the curriculum in the classroom. The results ranged from gains in reading levels 2-18, overall giving an average of 13 levels increased over a maximum 20 week period.

#### Norta Norta

The Norta Norta program was a support program for students in Years 11 and 12 who have aboriginal heritage. The program provided tutoring to these students and assisted in raising the overall standard of results and reducing inequality with higher educational outcomes. The students and teaching staff at Bulahdelah embraced the program as tutors ensured assessment tasks and examination preparation were achieved in a timely manner. Furthermore, the presence of qualified teachers as tutors in the classroom, with expertise in the field of Mathematics and English, created a collaborative environment as tutors and teachers moved around the whole class in support of peers. In

2011, we aim to achieve not only improved educational outcomes in both literacy and numeracy, but a program that develops confidence and personal pride.

### Student achievement in 2010

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.

#### Year 7 mathematics

The results indicated some growth in band 9 (highest band) from previous years and a significant increase in band 7.

These indicate an increase in the number of students achieving at higher levels.

Unfortunately, the number of band 5 results indicates too many students are plodding along happy to "hide" in the average group.

The challenge remains to move students into the higher achieving bands.

#### Year 9 mathematics

The average growth across the group was pleasing. The number of students achieving bands 9 and 10 is disappointing. The results do show that we have a significant number achieving band 8 results.

#### Year 10 School Certificate

Gaining a Band 6 in mathematics is a difficult target to achieve. We had two students who worked extremely hard to achieve this, for which they should be proud.

The number of students gaining band 4 was pleasing which indicates a move from the lower bands for many of our students.

The number achieving at band 2 remains a concern. We are continually looking at our teaching and learning to address this issue.

## 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 and/or School Council message

The P&C had another active and successful year, continuing to alternate between after school and night time meetings, allowing more parents to

attend meetings. Fundraising continued to play a major role in our P&C with Easter, Mother's Day and Father's Day raffles etc. The P&C celebrated 85 years which is a phenomenal achievement in itself. We continued to support the school and students by purchasing a variety of equipment for the technics room. We also were successful in gaining a \$3500 Community Grant from the Holiday Coast Credit Union. Our Committee matched the grant dollar for dollar and purchased literacy and numeracy resources for the Primary Department. We would like to thank the staff, students and the community for their continued support of our group and look forward to the year ahead.

**Nickie Dorney - P&C Secretary**

### Student representative's message

During 2010, the SRC achieved many great things ranging from the successful application for a grant for the re-development of the secondary sports oval, to the sum of \$12 000. We raised funds for numerous charities including Movember, World Vision and a Christmas can drive for Red Cross. As an SRC, we improved school morale through staging events such as school discos and a Korean day for our Korean exchange students. We also helped combat the issue of rubbish on the secondary oval by sourcing and installing bins for student use. To develop our own teamwork skills we also participated in a team building camp for SRC members.

**Mitchell Blanch - SRC member**

## School context

### Student information

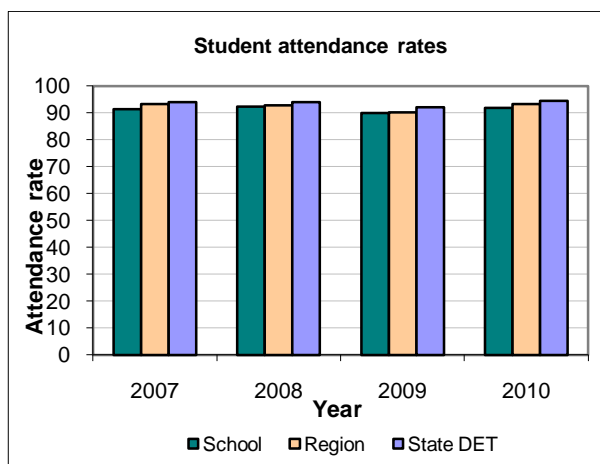
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

### Student enrolment profile

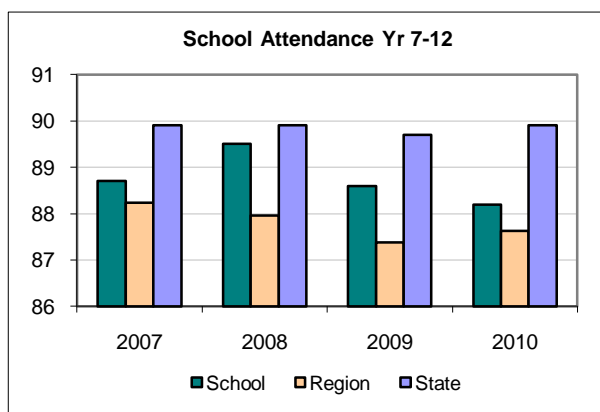
Prim	2006	2007	2008	2009	2010
Male	71	83	87	89	92
Female	71	73	80	77	73
Sec	2006	2007	2008	2009	2010
Male	175	171	161	196	193
Female	189	183	189	169	159

## Student attendance profile

### Primary



### Secondary



### Management of non-attendance

The school has implemented a range of strategies to encourage regular school attendance for chronic school refusers including regular parent contact, class by class monitoring, tutorial assistance to encourage success of school, involvement of the school counsellor and Home School Liaison Officers, mentoring, buddying and building quality relationships. The school will continue to implement strategies to improve school attendance. Our resolve is based on the research which shows regular school attendance is a significant contributor to quality learning outcomes and success at school.

### 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 2010 class size audit conducted on Wednesday 17 March 2010.

Roll Class	Year	Total per Year	Total in Class
K	K	14	14
1 MC	2	21	21
1 M	1	19	19
STAGE 2/3W	4	20	28
STAGE 2/3W	5	8	28
STAGE 2/O	3	25	25
STAGE 3/B	5	9	27
STAGE 3/B	6	18	27
STAGE 3/W	5	12	28
STAGE 3/W	6	16	28

### Structure of classes

Kindergarten, Year 1 and year 2 were straight classes containing only their cohort. Whilst the Year 3/4 class, Year 4/5 class and two 5/6 classes were formed as stage groups.

### Retention to Year 12

School retention rates continue to be below state average a reflection of students successfully gaining employment and apprenticeships, particularly amongst boys in Year 11. This reflects some success with our Work Experience, BEST program and associated work studies courses in Years 10 and 11.

### Post-school destinations

- Sixty six percent of Year 12 students accepted offers to either university or TAFE.
- Twenty percent of Year 12 students gained either part-time or full-time employment.
- Fourteen percent of Yr 12 students unknown.

### Year 12 students undertaking vocational or trade training

Vocational Education amongst the students is an ever increasing and important role within the secondary education system. More and more students are taking advantage of the existence of vocational training with their nationally recognised AQF standards. Within the school and

other RTO's, 49% students at BCS had the opportunity to undertake Vocational training while still qualifying for a HSC.

### Year 12 students attaining HSC or equivalent vocational educational qualification

The purpose of a full education is becoming more and more important within today's ever changing society. 95% of our 2010 school's cohort was successful in obtaining a HSC while of this grouping, there was a 47% success rate of students who obtained one or more vocational qualification, by either studying at school or TAFE.

### 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 30 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

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	2
Head Teachers	5
Classroom Teachers	30.8
Teacher of Emotional Disabilities	
Teacher of Mild Intellectual Disabilities	
Teacher of Reading Recovery	.5
Support Teacher Learning Assistance	1
Teacher Librarian	1.4
Teacher of ESL	
Counsellor	1
School Administrative & Support Staff	8.9
<b>Total</b>	<b>53.6</b>

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

5 percent of staff identify as Aboriginal and/or Torres Strait Islander.

### Staff retention

Over 90% of staff have been retained from 2009. In 2010 two staff, Jenny and Peter Mooney retired from teaching after a long association with the school. One staff member, Ryan Bensley, from the Humanities faculty, took extended leave to go overseas and later relinquished his position at the school. A new staff member, Heather Moncrieff was appointed to the English/History staff. A number of staff took leave throughout the year including one staff member who took extended maternity leave during Term 4. A new school counsellor Rob Brown was also appointed to the school and works with our community of schools.

### Teacher qualifications

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

All teaching staff are fully qualified and have either a degree or its equivalent or post graduate qualifications.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	26

### Financial summary

This summary (located on the following page) covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary:	30/11/2010
<b>Income</b>	<b>\$</b>
Balance brought forward	272031.63
Global funds	412079.24
Tied funds	328481.75
School & community sources	231809.74
Interest	17424.99
Trust receipts	15645.65
Canteen	117533.53
Total income	<u>1395006.53</u>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	109335.53
Excursions	76263.45
Extracurricular dissections	100461.86
Library	8140.32
Training & development	17316.18
Tied funds	303628.78
Casual relief teachers	75962.02
Administration & office	143902.63
School-operated canteen	91336.72
Utilities	106778.73
Maintenance	42974.85
Trust accounts	15625.92
Capital programs	25235.44
Total expenditure	<u>1116962.43</u>
<b>Balance carried forward</b>	<u><u>278044.10</u></u>

Intended use of Balance Carried forward:

- Tied Funds \$138,116
- Trust Funds \$6,053
- Unpaid Orders \$17,027
- Unpaid Invoices \$17,310
- Unpaid Casual Salaries \$6,761
- Provision for Asset Replacement \$40,000
- Provision for Additional Assets \$15,000
- General Purpose Funds \$37,775

A full copy of the school's 2010 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 2010

### Achievements

#### Arts

##### Visual Arts

Students were selected by the Art Curator at Manning Gallery to participate in the regional art exhibition, Manning Express. Our finalists were: Year 9 ceramics - Alex Moran, Year 10 etching - Sarah Stuart, Year 12 Body of Work - Sally Caulfield. Alex Moran received \$250 for 1st place, in Year 9, for her beautiful Octopus Vase.

These were our best results ever.

#### Sport

There were a number of outstanding performances in a busy and successful year in sport, in the primary department.

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

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

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

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

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

- The BCS boys soccer team lost to Tea Gardens in the 1st round of the PSSA State Knockout.

- The BCS girls soccer team made it through to the 3rd round of the State PSSA Knockout where they were defeated by Forster.

- The BCS boys touch football team lost to Tea Gardens in the 1st round of the PSSA State Knockout.

- The BCS girls touch football team lost to Tea Gardens in the 1st round.

- Ben Eadie gained selection in the NSW Primary golf team. The team comprised 8 boys and 4 girls. This team was successful at the Australian titles, beating South Australia, Queensland and finally Victoria.

- Jayden Lilley and Rachael Krause were awarded Primary Sportspersons of the year for 2010.

- Melba and Wentworth dominated the house competition in 2010. Wentworth won the

swimming carnival while Melba won the cross-country and athletics carnivals. Melba achieved two wins and a second in the house competition while Wentworth achieved one win and two seconds. This enabled Melba to win the overall point score for the year.

**Other**

**Music**

**Taree Eisteddfod** – Students participated in the instrumental and vocal sections. Within the instrumental all competing students received a place whilst the Vocal Group won the encouragement award for the group with the most potential in the competition.

**Community Involvement.**

- ANZAC Day – students performed for the town Anzac March, as well as performances in the ceremony itself.
- Performances for residences at the Nursing Home were also held and also the wider community by
- performing for our feeder primary schools.
- Pre-school visited the school for a band performance.
- A combined schools’ Instrumental workshop was held which involved Bulahdelah, Tea Gardens and Booral students, staff and parents.

**Visiting band performances** - Orburst Secondary College performed for our students and a number of our students travelled to Sydney to see the Sydney Symphony Orchestra. Students also participated in the combined schools HSC workshops and choral practices.

Students performed at all major school assemblies as is custom at Bulahdelah Central School.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

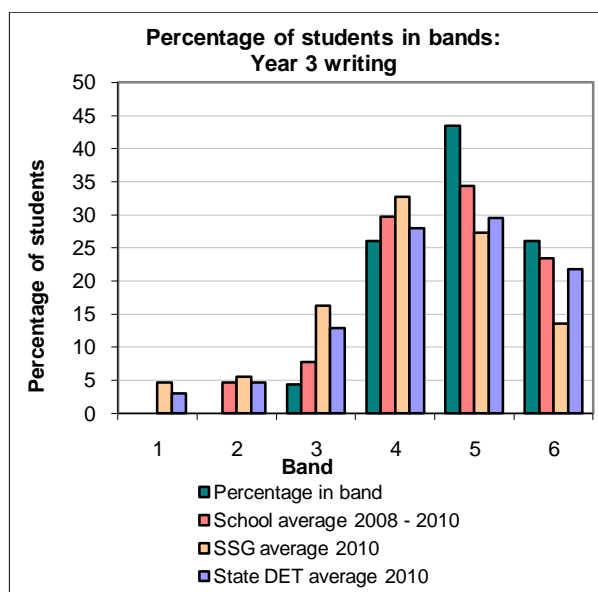
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

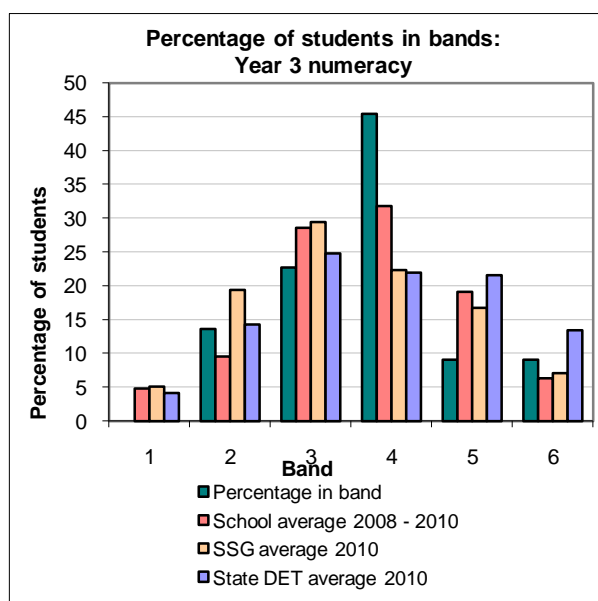
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

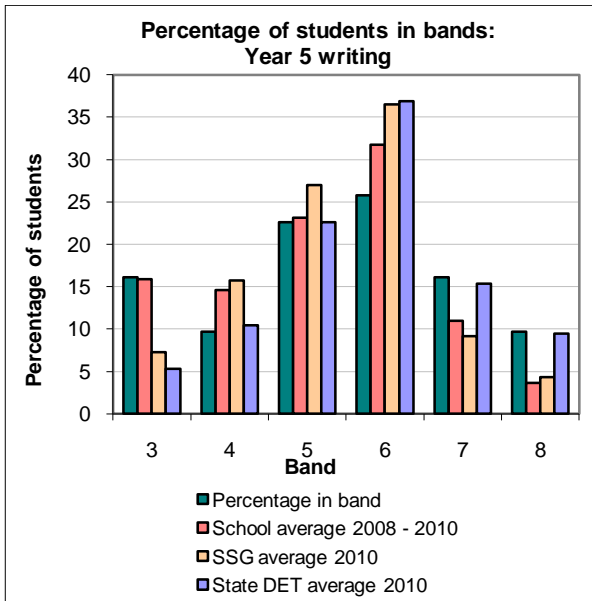
**Literacy – NAPLAN Year 3**



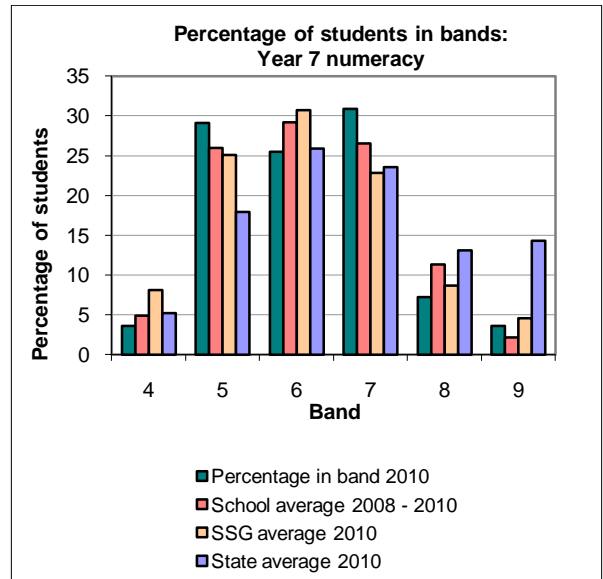
**Numeracy – NAPLAN Year 3**



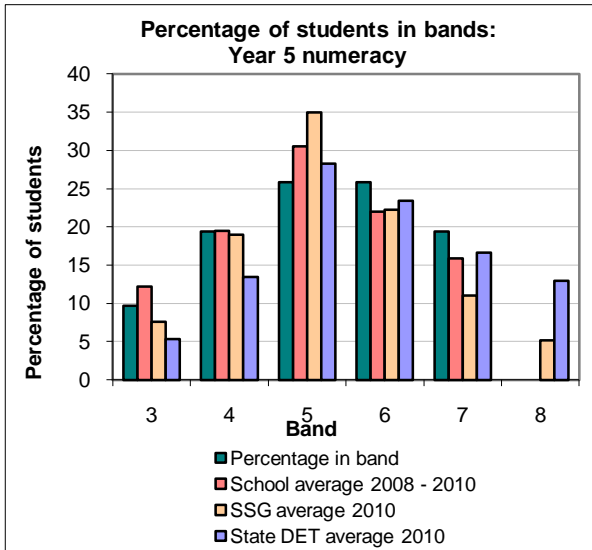
### Literacy – NAPLAN Year 5



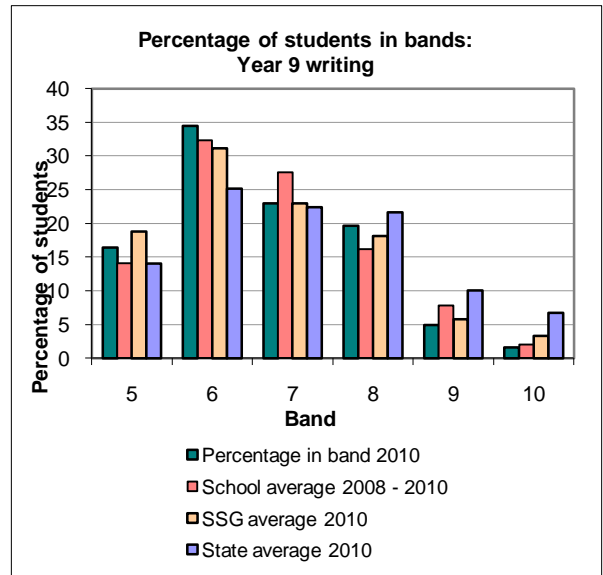
### Numeracy – NAPLAN Year 7



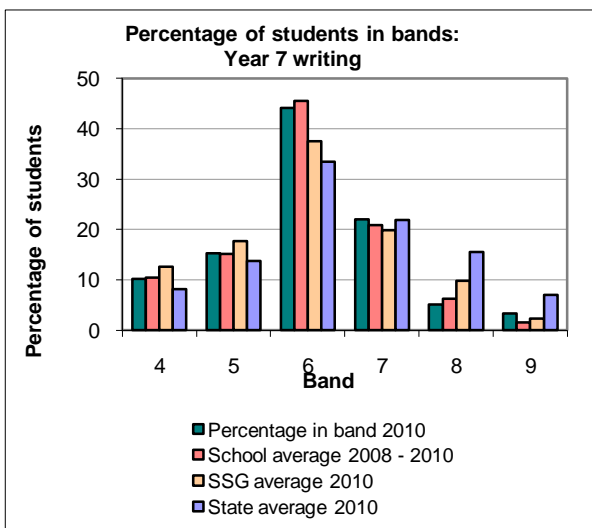
### Numeracy – NAPLAN Year 5



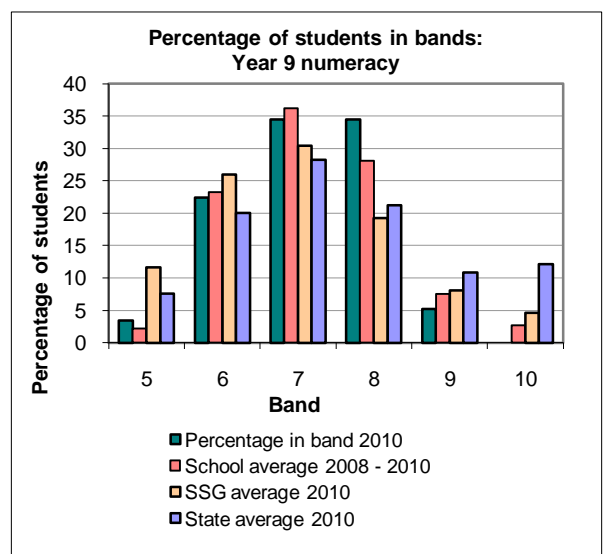
### Literacy – NAPLAN Year 9



### Literacy – NAPLAN Year 7



### Numeracy – NAPLAN Year 9



### Progress in literacy

	2006 - 2008	2007 - 2009	2008 - 2010
School	22.2	44.2	48.2
SSG	N/A	N/A	62.8
State DET	69.3	57.7	66.8

### Progress in numeracy

	2006 - 2008	2007 - 2009	2008 - 2010
School	63.0	66.6	82.1
SSG	N/A	N/A	81.6
State DET	77.3	93.4	89.3

### School Certificate

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). Sixty-eight students in Year 10 sat for the School Certificate in 2010.

- Results in English in 2010 were slightly above the School's five year average with the number of students performing in the band 5 above the average. Results in English were above those of similar schools but below the state average

- Results in Mathematics indicated that students performed below the state but above the school average and above the performance of similar schools.

- Results in Science were pleasing with students performing above the state average and above the school average over the last 5 years.

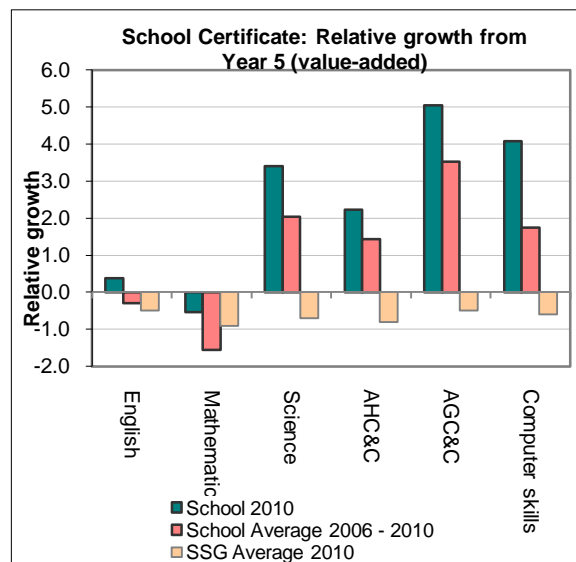
- Performance in Australian History and Civics show students achieving just above state average above the long term average.

- Geography results were positive and overall student performance was well above state average. Seventeen students obtained results at or above Band 5 (the highest bands).

- In the Computer skills test 98% of students were able to demonstrate competency and students performed above state average in this test.

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

Growth in student performance in the School Certificate relative to Year 5 was positive in all subjects with the exception of Mathematics, however all SC subjects showed improvement and an increase from the School average from 2006-2010. This is a very positive result and shows significant value adding especially in Computer Skills.



### Higher School Certificate

In 2010, a total of 38 students completed their HSC in over 25 different courses delivered at BCS.

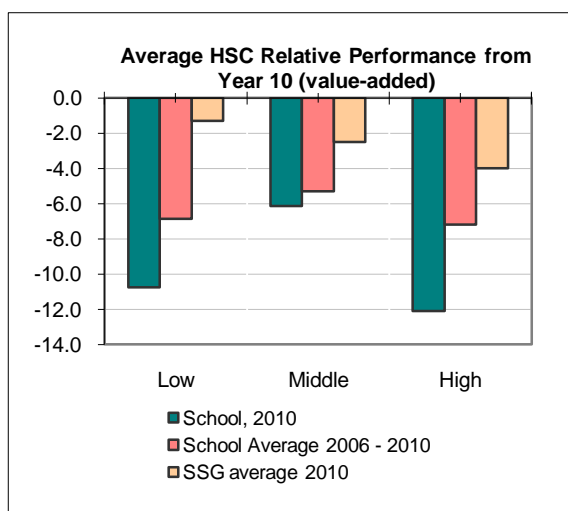
Our highest performing students were Allana Howard-Young and Jake Hacene who both achieved ATARs above 80.

- In courses which had ten or more candidates students in Biology and Personal Development and Health performed above the state average and above the school's five year average 2006-2010.
- In General Maths students also achieved above the school average.
- Above state average results were also achieved in Drama and Industrial Technology.

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

A negative trend in growth from previous years indicates that a review of the practices and culture of the senior school needs to be

undertaken. The appointment of a senior studies coordinator, in 2011, Mr. Brian Belic, will see the start of this process.



### 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.

Percentage of Year 3 students achieving at or above minimum standard	
Reading	91
Writing	100
Spelling	100
Punctuation and grammar	100
Numeracy	100

Percentage of Year 5 students achieving at or above minimum standard	
Reading	84
Writing	84
Spelling	97
Punctuation and grammar	81
Numeracy	90

Percentage of Year 7 students achieving at or above minimum standard	
Reading	96.6
Writing	89.8
Spelling	89.8
Punctuation and grammar	79.7
Numeracy	96.4

Percentage of Year 9 students achieving at or above minimum standard	
Reading	91.8
Writing	83.6
Spelling	80.3
Punctuation and grammar	90.2
Numeracy	96.6

## Significant programs and initiatives

### Aboriginal education

2010 saw a number of new and old initiatives and programs undertaken in Aboriginal Education at Bulahdelah Central School. Personalised Learning Plans continued for all secondary and primary Indigenous students, with the aim of improving literacy and numeracy, attendance, retention and transition between stages. The Aboriginal Cultural Group was also continued 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.

2010 also saw the continuation of the Norta Norta tuition program which provided tutorial assistance to Indigenous students undertaking Years 11 and 12. Funding allowed for the employment of part-time specialist English and Maths tutors. Indigenous students also continued to excel in the area of leadership, with a captaincy position again being filled by an Indigenous student. Senior Indigenous students were also recognised for their academic excellence with a number of external scholarships having been awarded, as well as one student attending a University of Sydney Winter Camp. During Term 3, 2010, the Aboriginal Education Focus Group was established to create links between the local community, parents and the school community. It is hoped this committee will continue into 2011 and beyond. Students also

attended Deadly Days activities and events in Taree and Forster.

### **Multicultural education**

Bulahdelah has a rich history of promoting multiculturalism throughout the school. During 2010 students were able to access a variety of teaching and learning activities in this area. In July the school was proud to organise and host a visiting school from South Korea. This involved organising activities at school as well as organising host families in our school community. Our students found this to be beneficial in exchanging ideas as well as forming friendships with students from another country. Throughout the year Stage 3 and Stage 4 have continued their studies of Mandarin, which enables them to study the language and culture of China. Students are also encouraged to undertake culture studies of a variety of countries through many subject areas including History, Geography and Visual Arts.

### **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.

### **Progress on 2010 targets**

#### **Target 1**

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

Our achievements include:

- 2% increase in attendance in the primary school and a 5% increase in Year 9 attendance.
- Increased use of technology across all years with particular focus on Years 9 and 10.
- Use Quality Teaching framework and the professional Teaching Standards to further develop staff.

#### **Target 2**

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

Our achievements include:

- Increased teacher professional learning activities with partner primary schools.
- The implementation of both Accelerated Literacy and Best Start programs into the primary curriculum.
- Whole school involvement in Literacy and Numeracy improvement programs with the majority teaching programs now including numeracy and literacy strategies.

#### **Target 3**

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

Our achievements include:

- All Aboriginal students have personalized learning plans (PLPs) and staff access these for their lesson planning.
- 98% of Aboriginal students exceeded state average on external assessment criteria.
- Increased links with community agencies to support student transition.

### **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 2010 our school carried out evaluations of *School Culture* and *Literacy K-6*.

#### **Educational and management practice**

**In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.**

##### ***Background***

The overall objective was to collect parent, student and staff opinion data about our school's culture and to support the use of this data for school improvement.

##### ***Findings and conclusions***

- 43% of students, 20% of parents and 59% of staff agree that the school usually understands the community it serves. The majority of parents (60%) however, responded that this occurred only sometimes.
- 35% of student and 45 % of staff respondents indicated that the school leaders usually have a positive influence on the school culture opposed

to 9% of staff who indicated that this was rarely the case. All parents thought that this was sometimes or usually the case.

- The majority of students (43%) felt that the school almost always rewards and celebrates achievement, whereas the majority of staff (45%) indicated that this was usually the case. In contrast to this, most parents (80%) indicated that this occurred only sometimes.
- A greater proportion of all three cohorts - students (73%) parents (60%) and staff (73%) indicated that usually or almost always, the students were the main priority of the school.
- When responding to the statement "I am proud of my school," students, parents and staff responses ranged, in the main, from sometimes to almost always. 16% of students did indicate however, that this was rarely the case.
- The majority of students (52%) responded that the school encourages them to do their best almost always. This was supported by the majority of staff (59%) indicating that this was usually the case. 80% of parents felt that, in contrast, this was the practice only rarely or sometimes.
- Students (77%), parents (40%) and staff (55%) responded "usually" and "almost always" to the statement "School caters for the learning needs of all students." In contrast to this, 60% of parents and 45% of staff indicated that this happened rarely or sometimes.

#### ***Future directions***

- Develop additional forums for staff and parent input into the school's decision making process.
- Explore the creation of a student service centre with strong links to community organizations.
- Encourage greater parent attendance at P&C meetings.
- Continue to evaluate and develop the school's merit system.
- Further develop the role and function of the Student Representative Council (SRC).

## **Curriculum**

### **Literacy K-6 text**

#### ***Background***

The school carried out an evaluation of K-6 Literacy and from this process a successful application was made to the North Coast Region to be access regional support. The support was to assist the school to improve student learning outcomes in the area of literacy with a specific focus on writing.

#### ***Findings and conclusions***

NAPLAN and school based data indicated that the school needed to move students from the lower criteria levels in the strands of Sentence Structure, Punctuation and Spelling to higher levels, in an effort to increase students' overall literacy achievement.

#### ***Future directions***

In collaboration with the Regional K-4 Literacy consultant, a focus school support plan was devised which included the following strategies:

- Staff analysis of NAPLAN and school based data to identify areas for improvement.
- Inclusion of the North Coast Spelling strategy in all class teaching programs.
- Staff training (Stage 2 and 3) in Accelerated Literacy strategies.
- Continuation of the BestStart program in Kindergarten to map student skills and understandings as they enter school. This information is used to drive the teaching/learning program.
- Professional learning around the Quality Teaching dimensions of Intellectual Quality, Quality Learning Environment and Significance, evidence of which to be documented in T/L programs
- Professional learning around Consistency of Teacher Judgment in reference to the following criteria; sentence structure,

vocabulary and spelling, using the K-2 and 3-6 continuum

- Embed the QT element of “Explicit Quality Criteria” into teaching programs.

## Professional learning

All staff, teaching and non-teaching were provided with opportunities to pursue professional learning (PL) in 2010. A breakdown of Teacher Professional Learning spending reveals that total funds expended in 2010 were \$44152 from Teacher Professional Learning Funds which included \$26836 in tied funds and \$17316 in other Professional Learning funds.

Funds were allocated to the following areas;

- Beginning Teachers 3%
- ICT 3%
- Literacy and Numeracy 10%
- Quality Teaching 33%
- Syllabus Implementation 5%
- Career Development 24%
- Welfare and Equity 22%.

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.

## School development 2009 – 2011

### Priority Areas

- Student Engagement/Connected Learning
- Literacy and Numeracy
- Student Equity and Job Readiness

## Targets for 2011

These broad targets build upon the 2009 targets and provide continuity in the strategic direction of the school.

### Target 1: To increase students’ scores in the specific NAPLAN writing criteria of vocabulary, spelling and sentence structure through explicit and systematic teaching.

#### Strategies to achieve this target include:

- Analysis of NAPLAN SMARTdata
- Inclusion of strategies and criterion based testing from North Coast Spelling Strategy and DET resources in Teaching/Learning programs.
- Weekly explicit teaching program to include:
  - Accelerated Literacy strategies
  - elements of Quality Teaching
  - teaching sequence which includes modelled, guided and independent learning strategies.
- Teach uniform editing code K-6
- Teachers access relevant Professional Development:-
  - Accelerated Literacy
  - Best Start
  - Persuasive Writing
- There is focus on explicit teaching of skills, knowledge and understandings to improve the number of students in the highest score bands of the following criteria – vocabulary, spelling and sentence structure.

#### Our success will be measured by:

- Beginning and end of year data - criterion based spelling tests A-D (North Coast Spelling Strategy)
- Students demonstrate knowledge of editing code in writing tasks.
- NAPLAN writing criteria shows an upward improvement trend in scores for vocabulary, spelling and sentence structure.
- Writing samples demonstrate a variety of sentence structures – simple, compound and complex, that are varied in length, structure and beginnings.

- Students use correct, controlled, well-developed and consistently effective sentences.
- Student writing contains a range of sustained and consistent use of precise and effective words.
- Students correctly spell most simple words and most common words, at least 10 difficult words and some challenging words.

**Target 2: To equal the state growth in the number strand, as measured by NAPLAN, by improving student performance in problem solving.**

**Strategies to achieve this target include:**

- Analysis of NAPLAN SMARTdata
- Consolidation of “Newman’s Error Analysis” as an effective problem solving strategy.
- Provide explicit teaching of concepts using a range of proven teaching strategies:-
  - Count Me In Too / Counting On (SENA)
  - Developing Efficient Numeracy Strategies
  - DET / BOS/CAP support documents and resources
  - Newman’s Error Analysis
  - Best Start strategies
  - Teaching sequence which includes modelled, guided and independent learning strategies
  - Student learning journals
- Daily problem solving task focusing on problem solving and the use of Newman’s Error Analysis
- Use of ICT/on-line learning in daily numeracy sessions
- Elements of QT embedded in T/L programs.
- Hands – on / group activities a part of daily numeracy sessions
- Relevant professional development
  - Myall Learning Community parent workshops
  - School based professional learning – Regional maths consultants
  - Regional professional learning opportunities

**Our success will be measured by:**

- Upward trend in numeracy achievement as measured by NAPLAN
- School growth equal to the state average growth
- Students learning journals reflect a deeper understanding of concepts taught for problem solving, across the strands.
- **Yr 3** Solves reasoning problems involving sharing, solves problems involving  $x$  and  $+$ , solves a problem involving the face value of coins and amount remaining.
- **Yr 5** Solves word problems using multiplication and division, identifying the operation as a solution to a word problem, identify decimals in an expanded form, establishing a solution to a multiplication problem, uses knowledge of place value and multiplication to complete number sentences, identify fractions as part of a whole.

**Target 3: To increase students’ attendance across the school to match state average and increase retention of Year 10 students going onto the HSC by 5 percentage points.**

**Strategies to achieve this target include:**

- Develop a school culture of engagement, support and challenge.
- Focus on community engagement through community liaison, case management, and the provision of a curriculum that is responsive to student needs.
- Continue to refine attendance follow-up procedures including increased communication with parents and care givers.

**Our success will be measured by:**

- Data on attendance rates demonstrate an increase across all years.
- More students accessing relevant and appropriate curriculum with less students requesting a change in subjects.
- Increased numbers of parent attending meetings, information sessions and Parent Teacher evenings.

## **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

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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:

<http://www.schools.nsw.edu.au/asr>