Our school at a glance

Students
In 2012 Bulahdelah Central School had a total enrolment of 466 students. This was made up of 126 students in the primary department (K-6) and 340 in the secondary department (7-12). At the time of enrolment 22 of the students indicated they were Aboriginal and represent approximately 4.7% of the school population.

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

Significant programs and initiatives
Stephanie Alexander Kitchen Garden Program
This is our 2nd year of participation in the Stephanie Alexander Kitchen Garden (SAKG) program. The aim of the SAKG program is to introduce pleasurable food education to the students in Years 3-6.

The program emphasises the flavours as well as the health benefits of fresh seasonal food. Dishes cooked reflect the vegetables, herbs and fruits grown, season-by-season, by the children in their organic garden. Our specialist kitchen instructor, Nikki Dixon, emphasises balance and moderation.

The program is designed to be fully integrated into the primary school curriculum as it offers infinite possibilities to reinforce literacy, numeracy, science, cultural studies and all aspects of environmental sustainability.

In addition, the program delivers observable social benefits to all students, including those with special needs.

Positive Behaviour for Learning Program (PBL)
The PBL program continues to be a major component of the school’s student welfare policy, focusing on the redesign of the environment, across school wide settings, to improve the social interactions of students.

The program highlights clearly defined expected behaviours and promotes standardised procedures for teaching and practicing those behaviours.

Year 10 students produced a PRIDE video which highlighted the 5 school values of Participation, Respect, Innovation, Determination and Excellence and how these values look in different settings across the school.

Student achievement in 2012
Year 3 students performed as well as, or better than, students across the state in 40% of reading items.

Year 3 students performed as well as, or better than, students across the state in 71% of writing items.

Year 3 students performed as well as, or better than, students across the state in 51% of numeracy items.

Year 5 students performed as well as, or better than, students across the state in 53% of reading items.

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

Year 5 students performed as well as, or better than, students across the state in 25% of numeracy items.

ESSA
ESSA (Essential Secondary Science Assessment) is a mandatory Science assessment program for Year 8 students that provides information about knowledge, skills, values and attitudes of our secondary students.

62 Year 8 students sat the 2012 ESSA state-wide science examination in November. The examination comprised an online assessment with multiple choice, free-response and extended response questions, relevant to the Stage 4 Science syllabus. Bulahdelah Central School’s results are just below the state and regional mean with boys performing better overall than...
girls. This is reflected in both the state and regional results as well. Achievement levels in this examination range from Level 6 (highest) to Level 1 (lowest). Our students’ achievement levels ranged from Level 5 to Level 2.

**Year 7 Numeracy**
There was a significant increase in the number of students achieving bands 7, 8 and 9 well above the 2011 results. Band 7 up 9%, Band 8 up 8% and Band 9 up 1.4%. Moving larger numbers of students into the higher bands continues to be our aim.

**Year 9 Numeracy**
Highlight was that the average growth per student was the highest in our region when compared to the other schools.

Results were similar to 2011 but we had increases in the number of students achieving Bands 7, 8 and 10 (highest band). We continue to work at moving more students into the higher bands.

**HSC Mathematics**
It was a small cohort, this year, with most students gaining a Band 3 result. Although somewhat disappointing, we still had one student gain a Band 5 and similarly with Band 4. Moving students from Band 3 into Bands 4, 5 and 6 continues to be our goal.

**General Mathematics**
A sound set of results with a significant improvement from the 2011 results.

Highlights were an increase of 8% in Band 4 and a 6% increase in Band 5 results.

The results from the 2012 NAPLAN tests demonstrated both areas of strength and areas for concern.

Highlights included a significant improvement in 2012 NAPLAN tests in Boys performance in spelling in Year 3 and an improvement in Grammar and Punctuation by Boys in Year 5.

In regards to National Minimum Standard, all of Year 5 were working at or above the minimum standard in Writing and Spelling.

All of Year 9 students achieved at or above the minimum standard in Numeracy.

All of Year 3 students achieved at or above the minimum standard in Writing

43% of Year 3 students achieved proficiency in Numeracy and Reading and nearly half achieved at a proficiency level in Writing.

Areas of concern include the achievement levels of Year 9 students where over a third were not achieving the minimum standards.

An analysis of trends in achievement revealed that the upward trend in Year 5 performance in reading continued in the 2012 NAPLAN results, although overall performance is slightly below the level of state.

Growth in student achievement was above state levels in;

- Grammar and Punctuation in Year 9
- Reading in Year 7
- Grammar and Punctuation in Year 7

Overall there were areas of strength in achievement in all areas for Year 3. There were also improvements in Year 9 numeracy and Year 5 writing in comparison to 2011 NAPLAN results.

Areas of concern which indicate the need for targeted programs and explicit instruction include Writing persuasive texts and Grammar and Punctuation in the Junior Secondary school.

A continued focus on school improvement based on careful analysis of test items will enable Bulahdelah Central School to develop effective programs to build on areas of strength in Primary Literacy and address areas of weakness in Secondary Literacy demonstrated in the 2012 NAPLAN tests.
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.

Don Hudson

P & C and/or School Council message

The P&C enjoyed a steady, successful year in 2012. Whilst our numbers were not great the overall effort and quality of ideas were consistent. We continued to hold one meeting per term in Tea Gardens and found a reliable contingent of parents attended. This year our fundraising managed to cover the spending of the year, which wasn’t a significant amount but still went some way toward contributing to the positive learning environment of the school. Our fundraising activities for the year included the Easter raffle, Mother’s Day stall and a breakfast BBQ for Father’s Day. The Breakfast BBQ was a new idea that proved popular amongst the Dads especially with the bacon and eggs sizzling at the early start time and the chance to purchase paintings the children had made of their fathers. For Christmas we offered the chance to order calendars with artwork provided by the students, which was quite popular. We would like to thank the staff, students and the community for their continued support of the P&C and look forward to the year ahead.

Student representative’s message

The Student Representative Council is a body of elected student leaders who meet regularly to voice student opinions and assist in the running of school events. The SRC provides leadership opportunities and avenues for students to make suggestions and direct the use of SRC funds.

In 2012, the SRC held a number of charity fundraisers and organised many school based activities. The following are the high lights of the year:

**Term 1 2012**
- Swimming carnival BBQ - $216.05
- Organized tables, chair and bins for Gym cola
- MLC Sports day
- Crazy Hair and Shave day - $634

**Term 2 2012**
- Chris Hoare cup sports day
- Chocolate fundraiser – SRC camp - $700

**Term 3 2012**
- Revamped Matt Smith memorial chair
- RSPCA cupcake day - $260
• SRC chocolate fundraiser – SRC leadership camp - $700 towards the cost of camp
• Book Week primary character parade
• Book Week Trivia day

Term 4
• Grip Leadership Day
• Breast Cancer Pink breakfast - $480 raised
• Diabetes – Jellybean guessing competition + diabetes merchandise
• Matt Smith Music Afternoon + Christmas raffle - $842 raised
• Year 6 orientation

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

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<tr>
<th>Gender</th>
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Secondary

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Student attendance profile

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Secondary

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State DEC

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Management of non-attendance

In an effort to address attendance targets for 2012, Bulahdelah Central staff:

- Implemented Edval and Sentral software to assist with roll marking, both at the start of the day and each period.
- Formed an attendance committee with a representative from the executive and the SASS to monitor students' attendance.
- Provided incentives for secondary students to aim for 100% attendance for a term.
- Questioned students regarding all attendance discrepancies.
- Provided all senior students with feedback regarding their attendance.
- Developed absence pro formas.
- Published regular newsletter items regarding acceptable reasons for absence.
- Started daily SMS and email alerts to parents for absent students.
Retention to Year 12

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<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
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</tr>
<tr>
<td>Head Teachers</td>
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</tr>
<tr>
<td>Classroom Teachers</td>
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<td>Teacher of Emotional Disabilities</td>
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<td>Teacher of Mild Intellectual Disabilities</td>
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<td>Teacher of Reading Recovery</td>
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<tr>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
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Post-school destinations

Research has indicated that the Year 12 student cohort of 2012 had 39.5% progress onto university, while 7% have undertaken a bridging course for university. One student deferred university and undertook casual work while 1 other student enrolled in a private college to gain further qualifications.

Research has indicated that 14% of the cohort were gainfully employed, whether it be part time, casual or in an apprenticeship. It is known that 18% of 2012 Year 12 students continued with their education at TAFE. 7% (3 students) were unknown of their whereabouts while 5 students (12%) were unemployed.

Year 12 undertaking vocational or trade training

During 2012 approximately 35% of Bulahdelah’s students studied a VET subject as part of their HSC. It must be noted that some of this 35% had undertaken one or more VET subjects during the final year of their HSC.

Year 12 students attaining HSC or equivalent Vocational Educational qualification

During 2012, a student cohort of 43 students attained their HSC. Of those students who gained the HSC, there were 15 students who undertook one or more VET subjects and successfully gained a statement of attainment or more in their qualifications.

Staff information

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

The staffing situation is relatively stable. However, part-time teaching staff and other staff exercising specific leave entitlements represent a challenge to effective program delivery.

Staff establishment

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<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 30/11/2012

**Income**
- Balance brought forward $415,603.85
- Global funds $539,414.33
- Tied funds $316,201.85
- School & community sources $209,967.61
- Interest $20,987.48
- Trust receipts $14,866.75
- Canteen $173,639.66
- Total income $1,690,681.53

**Expenditure**
- Teaching & learning
  - Key learning areas $97,608.08
  - Excursions $90,149.34
  - Extracurricular dissections $61,141.45
- Library $5,977.88
- Training & development $96,085.88
- Tied funds $366,289.78
- Casual relief teachers $80,945.03
- Administration & office $221,880.05
- School-operated canteen $162,775.15
- Utilities $5,473.17
- Maintenance $35,488.03
- Trust accounts $12,608.77
- Capital programs $21,607.94
- Total expenditure $1,261,726.25
- Balance carried forward $428,955.28

**Intended use of Balance Carried Forward**
- Tied Funds $178,508.47
- Trust Funds $6,216.32
- Unpaid Orders $22,444.90
- Unpaid Invoices $93,228.52
- Unpaid Casual Salaries $16,123.98
- Asset Replacement $40,000.00
- Additional Assets $28,000.00
- General Purpose $72,433.00

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

**School performance 2012**

**Achievements**

**Arts**

Photography HSC students produced an excellent variety of photographs for their major works. Digital imagery of a wide range of subjects was displayed at a variety of venues including the Bulahdelah Art Show.

There were no Visual Arts HSC students in Year 12 but a large group of 25 students have elected this subject in 2013 preliminary course. To encourage learning we visited a number of galleries and exhibitions over the three terms including The Bulahdelah Art Show, The Archibald Prize and Art Express, The City of Sydney Biennale at Cockatoo Island and The Museum of Contemporary Art and Sculpture by the Sea.

These experiences were invaluable and designed to enhance the learning and enthusiasm of art students with lessons, research, essay writing skills and examination questions incorporated into the program.

Elective students and junior students, in all areas, including art, ceramics and photography, created some works of a very high standard.

**Sport**

**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, Bradman and Kenny.
- 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.
• The annual Primary Athletics carnival was won by Wentworth, followed by Melba, Bradman and Kenny.
• The BCS Primary Tennis team made it through to the 2nd round of the State PSSA Knockout. They defeated Barrington in the 1st round but were beaten by Dungog in the 2nd round.
• The BCS boys’ soccer team lost to Nabiac in the 1st round of the PSSA State Knockout.
• The BCS girls’ soccer team was beaten in the 1st round of the State PSSA Knockout by a strong Dungog side in a high scoring match.
• Savannah Williams and Joshua Dallas were awarded Primary Sportspersons of the year for 2012.
• Melba again dominated the house competition in 2012. Melba won the house competition followed by Wentworth, Bradman and Kenny.

Other

Music
Secondary music students participated in the Taree Eisteddfod instrumental and vocal sections, winning various sections.
Alex Barry was awarded a major prize - the Mid-North Coast Water Encouragement award for a student who shows great potential on their instrument.
The development of boys’ vocal activities was a focus with boys attending a combined schools vocal workshop in Newcastle.
Students performed at formal assemblies and supported community organisations with performances at the Bulahdelah Show, Anzac Day and the nursing home.

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

Reading – NAPLAN Year 3

![Bar chart showing percentage of students in bands for Year 3 Reading.](image)
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO*.
RoSA

The Record of School Achievement (RoSA) is a new credential for all students, beginning with Year 10 in 2012, to recognise school achievement before receiving their Higher School Certificate (HSC).

The RoSA is a cumulative credential recognising student academic achievements throughout their secondary school life. Instead of just showing what a student’s results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

As such the RoSA is awarded to all eligible students when they leave school prior to the Higher School Certificate.

In 2012 we had only two students apply for a RoSA at the end of Year 10.

Higher School Certificate

![Graph showing school performance in various subjects]

Significant programs and initiatives

Aboriginal education

NORTA NORTA PROGRAM – 2012

In order to improve the literacy and numeracy outcomes for our Aboriginal students, this school receives funding from the learning program known as Norta Norta. We have boasted great success with this program and so are hopeful of continuing it throughout 2013.

Whilst the target students are Years 11 and 12, for up to 75 hours tuition in the year, we also support younger students who are identified through the NAPLAN data as requiring extra tutorial assistance.

The tutoring is conducted in accordance with the individual needs of students. At times the tutors will provide in-class assistance. However for the most part, students come during their free periods, lunch times and after school hours, including weekends and school holiday periods, (particularly for our Year 11 and 12 students close to exam periods).

Much of the rapport building between students and tutors is taken advantage of during the earlier stages of their learning, prior to engaging in the Year 11 component of their HSC program. This occurs through the mechanism of PLPs (Personal Learning Programs), whereby the tutors meet with students and their families in a structured yet non-confronting familiar setting, often the students’ homes. This program is always well received by students and parents and sets the platform for engagement by students in their senior studies.

Multicultural education

Throughout 2012 Bulahdelah Central School continued to promote multicultural education in a variety of ways. Our language teacher was accessed by all of Year 7 and a class in Year 12 to learn Chinese and there were occasions when she provided support to some interested students in the primary school.

The main focus for 2012 was an overseas trip to China which involved 9 of our Year 11 and 12 students, for 12 days. Students were exposed to another culture and put into a real life situation of using a foreign language daily. Our students were also able to visit historical sites such as the Great Wall, the Terracotta Army, the Hutong sections of Beijing, the Forbidden City, the Summer Palace and the Temple of Heaven. This
provided students with historical background knowledge of these areas and the chance to experience cultural diversity.

We also started, in Year 7, using video conferencing, where available, to access other schools teaching Chinese. Students have been able to interact with Year 7 students from Coffs Harbour and this program will expand in 2013 to include schools in Victoria. The school was able to secure a Chinese teaching assistant for part of term three and this provided extra speaking support to our HSC students.

**Progress on 2012 targets**

**Target 1**

**Improve Primary student reading and writing ability.**

**Improve the literacy performance of all Year 7 and 9 students particularly in reading and writing.**

Our achievements include:

- Explicit and systematic teaching, in reference to the K-6 literacy continuum.
- All primary students are tracked on the Literacy Continuum.
- The teaching of literacy skills are embedded in all areas of learning with literacy acquisition skills integrated into all teaching programs.
- Staff Professional Learning addresses the learning needs of staff in explicit teaching of literacy. An emphasis on the QTF is evident and NAPLAN data is used by all staff to plan for classes.
- Literacy support for all KLAs and students:
  - Norta Norta tutoring for senior Aboriginal students.
  - Year 5 (Boys-12 students) have improved by 45 scale scores from the 2011 data in the test aspect of Spelling.
  - Year 3 (Boys-16 students) are 10 scale scores above the state average in the test aspect of Grammar & Punctuation.

**Target 2**

**Improve the numeracy performance of all students.**

Our achievements include:

- The teaching of numeracy skills are embedded in all areas of learning with numeracy acquisition skills integrated into all teaching programs.
- Staff Professional Learning addresses the learning needs of staff in explicit teaching numeracy. An emphasis on the QTF is evident and NAPLAN data is used by all staff to plan for classes.
- Increase Numeracy support for all KLAs and students:
  - Strengthen and continue the mentoring program for senior students.
  - Individual study support provided by Year Adviser and Senior Study Coordinator.
  - Norta Norta tutoring for senior Aboriginal students.
  - Continue to explore the implementation of a differentiated curriculum in each classroom.
  - Highlight was that the average growth per student was the highest in our region when compared to the other schools.

**Target 3**

**Improved teacher effectiveness to maximise student achievement**

Our achievements include:

- Staff professional learning is accessed by all staff in areas of a quality classroom.
- Increased opportunities for whole staff collaboration and work around quality feedback.
- Professional Learning in faculty professional learning meetings, School Development Days and executive professional learning meetings is focused on the QTF, GATS and a differentiated curriculum.
- Explicit subject specific strategies to be included to enhance teacher quality and ability to use a variety of strategies to engage students in the classroom.
Explicit professional learning for executive in embedding the QTF into programs, assessment tasks and classroom practice is evident in Executive Professional Learning meetings held twice per term.

- The Values in NSW Public Schools policy are clearly defined, strengthened and explicitly taught for all non-classroom and whole classroom settings.
- Specific programs are in place to support those students underachieving at school and individual programs established for those students who are at risk.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of [Enter text here].

Parent, student, and teacher satisfaction

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

Communication and planning

Background

An evaluation of Communication was conducted through focus groups and/or surveying Parents, Staff and Students. The process aimed to evaluate communication with all stakeholders.

Findings and conclusions

Parents:

67% of parents surveyed felt that the newsletter provided adequate information about programs, achievements and general information.

75% parents surveyed viewed the website to obtain information.

All parents surveyed believe that the website needed to be utilised to its full potential, including the inclusion of assessment materials.

Only half of parents surveyed felt that communication with staff in relation to queries and concerns were responded to appropriately.

The majority of parents felt that the parent teacher afternoons and evening information beneficial. However, the time of the sessions made it difficult for some parents to attend.

All parents surveyed believe that more notice needs to be given for some excursions and/or school events.

Staff:

80% of staff felt that communication within the school could be improved.

All staff indicated that the school assessment and events calendars needed to be located in one easy to find location. These calendars needed to be kept up-to-date.

All staff felt that emailing meeting minutes improved communication.

76% of staff felt that the use of SENTRAL improved communication in the school.

Students:

43% of students indicated that they had read or looked at the school newsletter in the past 12 months.

Only 27% of students have viewed the school’s website to get information.

90% of students surveyed felt that the school should use more social media to improve communication with students and their parents.

Future directions

Increase the amount of information available from the website.

Investigate the use of Social media including Facebook to increase and improve communication.
Continue using SENTRAL for improved communication amongst staff members.

Investigate the use of the Student and Parent Portals with SENTRAL to improve communication and provide increased access to student information by both students and parents.

Professional learning
Quality teaching and learning requires high quality professional learning to be effective. In 2012, the focus of professional learning was linked to the school targets and the needs of individuals and focus groups. All Staff members, (including Support Staff) participated in professional learning activities throughout the year.

Areas for professional learning in 2012 included:
- Literacy – with a focus on the Literacy continuum
- Numeracy- with a focus on the Numeracy continuum
- Introduction to the Australia Curriculum
- New Scheme Teacher training
- Compliance training in child protection, anaphylaxis and CPR for all staff.
- Evaluation of the school’s assessment and reporting system.
- Faculties reviewing syllabus programs.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1: Literacy
Outcome for 2012–2014
Intended Outcomes:
- Improve Primary student reading and writing ability.
- Improve the literacy performance of all Year 7 and 9 students particularly in reading and writing.

2013 Targets to achieve this outcome include:

Writing
- To equal the State Average progress in Reading, Spelling and Grammar/Punctuation between Years 3 and 5.
- Improve the Value-added performance of Year 10 Students in English.
- Decrease the percentage of Year 9 students in the bottom 2 bands in NAPLAN writing.
- Increase the percentage of Year 9 students in the top 2 bands in NAPLAN writing.
- Decrease the percentage of Year 7 students in the bottom 2 bands in NAPLAN writing.
- Increase the percentage of Year 7 students in the top 2 bands in NAPLAN writing.

Reading
- To increase Primary students’ scores in the specific NAPLAN reading criteria of comprehension, through explicit and systematic teaching of inference skills, in reference to the K-6 literacy continuum.
- Increase the percentage of Year 9 students at proficiency by 1% each year.
- Increase the percentage of Year 7 students at proficiency by 1% each year.

Strategies to achieve these targets include:
- Engage Regional Personnel to work with Literacy Team to develop programs and whole school plans.
- Development and application of Self Reflective tools for staff.
- Build capacity in staff to recognise Literacy demands and opportunities within the curriculum.
- Deeper analysis of NAPLAN SMART data
- Weekly explicit teaching program to include:
  - Accelerated Literacy strategies
- elements of QT
- teaching sequence which includes 3H strategy - Here, Hidden, Head
- Focus on explicit teaching of skills, knowledge and understandings.

- Middle Years / Transition Programs with partner primary schools.
- Relevant Professional Development:-
  - Accelerated Literacy
  - Best Start
  - Persuasive Writing
  - Comprehension strategies

School priority 2: Numeracy

Outcome for 2012–2014

➢ To improve student’s numeracy skills and increase the number of students achieving results in the higher band of NAPLAN.

2013 Targets to achieve this outcome include:

- To equal the state growth in the number strand, as measured by NAPLAN, by improving student performance in numeration and problem solving strategies, with reference to the Numeracy continuum.
- To increase the number of Year 5 students in Bands 7 and 8 by 5% each year.
- Increase the relative performance of Year 10 students to match state average.
- Increase the percentage of Year 7 students achieving expected growth in NAPLAN numeracy.
- Decrease the percentage of students in the bottom 3 bands in NAPLAN for Year 7 and 9.
- Increase the percentage of Year 7 students at proficiency by 1% each year as measured by NAPLAN
- Increase the percentage of Year 9 students at proficiency by 1% each year as measured by NAPLAN

Strategies to achieve these targets include:

- Deeper analysis of NAPLAN SMARTdata
 - Develop Balanced Numeracy Lessons K-12
 - Focus on questions in Bands 5&6 (Yr 3) and Bands 7&8 (Yr 5) where the school was > than 10 points below the state average
 - Build capacity in staff to recognise numeracy demands and opportunities within the curriculum.
 - Build a strong teaching and learning culture.
 - Development and application of Self Reflective tools for staff
 - Lesson Study model of Professional Learning.
 - Use of K-6 Numeracy continuum to plot student growth K-6

School priority 3: Curriculum and Assessment

Outcome for 2012–2014

- Improved teacher effectiveness to maximize student achievement
- Implement the new curriculum effectively by exploring planning and programming, teaching and assessment practices.

2013 Targets to achieve this outcome include:

- All teachers participating in ongoing, structured professional learning.
- All teaching staff participate and engage in reflective faculty sessions on classroom instruction and good teaching practice.
- All staff access student achievement data to identify the learning needs of their students.
- All teachers have embedded the Quality Teaching Framework into classroom practice.
- 100% of Staff indicate a growth in confidence in the use of ICT in class utilising the quality teaching framework.
- 100% of Staff indicate an increased use of Moodle by staff and students.
- A reduction of 40% in students swapping subjects during Stage 6.
Strategies to achieve these targets include:

- Reform Professional Learning Team
- Staff develop and refine their professional Learning Plan.
- Develop a structured Professional Learning Program to increase teachers’ pedagogical knowledge.
- Curriculum reviewed to meet the requirements of the NSW model of the New Australian Curriculum.
- Classroom practices and curriculum increasingly meeting the needs of all students
- Teachers align curriculum, pedagogy, assessment and reporting to Incorporate Quality Teaching in programming and classroom practice.
- Continue to develop the Moodle platform for lesson and resource management.

School priority 4: Engagement and Attainment

Outcome for 2012–2014

- Improve student attendance in Years 7-12.
- Increase student retention from Year 10 to Year 12.
- Increase engagement of Senior students especially in year 11.
- Better prepare students to enter the workforce.

2013 Targets to achieve this outcome include:

- Increase student levels of satisfaction, as identified by student survey, across all years.
- Positive Behaviour for Learning (PBL) implemented and embedded into whole school practices.
- Increase the number of band 5 & 6 in all subjects in the HSC 2012-2014
- Improve value adding for low, middle and high achieving students in all subjects in HSC.

- Increase attendance patterns across the school to match North Coast Region rates by 2014.
- Decrease lateness to school by 10% each year.

Strategies to achieve these targets include:

- Review DET Attendance policy and procedures. 100% of our aboriginal students access mentoring programs.
- All staff take responsibility for student absences.
- Implement Attendance package within Sentral.
- Examine explicit indicators of student engagement and share these across the whole staff.
- Development school wide flexibility and choice in subject selection and school structures.

School priority 4: Aboriginal Education

Outcome for 2012–2014

- Performance of Aboriginal Students in Literacy to be equal to or better than cohort.
- Performance of Aboriginal Students in numeracy to be equal to or better than cohort.
- Continue the development of PLPs and increase the number of staff utilising them in their classroom practice.

2013 Targets to achieve this outcome include:

- All staff access and use PLPs to develop their teaching plans.
- 100% of our aboriginal students access mentoring programs.
- 100% of our Stage 6 Aboriginal students access Norta Norta staff and assistance.

Strategies to achieve these targets include:

- PLP refined for all Aboriginal students
• All teaching staff use PLPs in their lesson planning and delivery.
• Literacy/numeracy support for Aboriginal students
• Aboriginal student academic performance is equal or better than cohort

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find 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: