

Bulahdelah Central School

Annual Report



1402

Introduction

The Annual Report for **2017** is provided to the community of **Bulahdelah Central School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Deb Gilbert

Relieving Principal

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Message from the Principal

This year has seen many celebrations, changes and events throughout our school.

Our school principal for the last 8 years, Don Hudson, was seconded by the Leader Schools Implementation department to implement a new payroll program throughout the state. His appointment occurred very quickly at the end of August, resulting in a series of staff members being appointed to relieving positions throughout the school. We wish Don all the best for his new role and appreciate the support he continues to offer at the school.

Our Year Eleven students were the first to experience the Vertical Senior Curriculum model in its implementation for the transition year. This model was introduced to provide a wider selection of subjects for our Stage 6 students despite the decline in enrolments. In 2018, senior students will be pooled into classes together to study both the preliminary and HSC components of three courses and sit the relevant HSC exams in one academic year.

Bulahdelah Central School students continue to gain recognition for their academic, sporting, cultural and personal achievements at local, state and national levels. This is a testament to their hardworking and persevering nature, an indication of their support both in and out of school and a reflection of a school culture of high expectations.

Our staff continue to build their professional learning capacity with training and support from external courses and agencies, from local networks and teams within the school itself. Staff are accustomed to setting their personal goals for each year to continue their professional growth.

Our local community and parents continue to be valuable contributors to our school. I would like to particularly mention our small but dedicated P&C; we thank them for their continual support throughout the school.

This year was the concluding year of the 2015–2017 school plan. Having been through the initial experience now, the staff, students, parents and community members are collaborating on the 2018–2020 school plan. This has provided exciting conversations regarding the goals for the next three years at BCS to further improve in all areas of our school.

School background

School vision statement

The School's mission is "striving to achieve in all endeavours in a happy, caring and supportive environment".

In consideration of what we as a school value, at Bulahdelah Central School we:

- care about the academic, cultural, physical and social development of each child;
- aim to create a learning environment which will develop each student's growth in all of these areas;
- encourage children to become self-motivated learners who work effectively, independently and co-operatively.

Bulahdelah Central School has a strong commitment to teaching and learning with high expectations of academic, sporting and cultural endeavour. We aim to provide programs which:

- maximise each student's progress according to his or her potential;
- encourage student participation by expanding opportunities;
- widen our students' personal experiences;
- develop sound attitudes towards the school and the community;
- promote positive social values; and,
- provide opportunities for leadership.

At Bulahdelah Central School we foster a caring and cooperative learning environment that enables us to work closely with the community to ensure that:

- parents can play an important and constructive part in school activities;
- parents' ambitions and wishes are given full consideration; and,
- contact with the community, and particularly with parents, is harmonious and in the best interests of the students.

School context

Bulahdelah Central School is the public primary and secondary education provider for the township of Bulahdelah. It is also the public secondary education provider for the communities of Tea Gardens, Hawks Nest, Booral, Coolongolook, Bungwahl and other adjacent communities.

The school has close links with its partner schools within the Myall Community of Schools and runs many programs throughout the year to support our student's transition to high school.

A declining school population, mainly through changing demographics has resulted in a more strategic curriculum offering in our senior years.

The school has been fortunate to receive significant funding through the Resource Allocation Model (RAM) which will allow the school to implement many programs and initiatives to improve student learning outcomes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

RELEVANCE AND ENGAGEMENT

Purpose

- To provide a relevant and engaging curriculum which prepares our students for the challenges of the 21st Century
- To reflect the shared vision and diverse needs of all students and the broader community to maximise their learning potential.

Overall summary of progress

Our school has demonstrated a developing understanding and capacity to deliver 21st Century learning experiences across all Key Learning Areas. This has resulted in increased engagement, a reduction of behaviour concerns, increased involvement in learning experiences and improved learning outcomes. A well established connection with key stakeholders including universities and community agencies has given our students aspirations towards seeking further opportunities for educational growth and development. Our students have developed in confidence and a thirst for success by winning a variety of competitions and presenting to authentic audiences.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase the Value Added data for all HSC courses.	\$1000	There were notable individual students who achieved significant academic growth in their final years of schooling at BCS. This was the first year that Year 11 and 12 students sat HSC exams with the introduction of the Vertical Senior Curriculum, resulting in a diverse set of achievement levels within the subjects in the school.
<ul style="list-style-type: none">• Increase the percentage of staff engaging in Professional Learning	\$60,000	By introducing a personally managed professional learning budget and the Performance and Development Plans for the non teaching staff, all staff had an opportunity to tailor their individual learning needs. This resulted in an increase in the number of staff accessing Professional Learning. Our Professional Learning Communities (PLCs) continue to meet regularly throughout the term with the majority of staff requesting more opportunities to work collaboratively on common goals.
<ul style="list-style-type: none">• Increase the proportion of students in Years 3, 5, 7 & 9 achieving at and above the national minimum standards in reading and numeracy.	\$25,000	Notable gains were made in Year 5 reading and numeracy and Year 7 numeracy, whilst other areas still pose a challenge. More work needs to be done to identify and address individual learning needs of struggling students to reduce the learning gap from their peers.

Next Steps

- Continue to target and deliver professional learning to build the capabilities of teachers and support staff. Common learning needs identified in staff Performance and Development Plans are to be addressed on Staff Development Days.
- Develop a continuum of whole school teaching strategies for literacy and numeracy throughout all KLAs.
- To be responsive as teaching staff address the students' learning needs identified in NAPLAN, HSC and school assessment data.
- Continue to train and support primary staff in the implementation of the L3 program and the strategies within it.
- Further work in 'consistent teacher judgement' to assess, report and provide quality feedback to students, parents

and our community.

Strategic Direction 2

LEADERSHIP AND CAPACITY

Purpose

- To develop a culture of mutual leadership for the purpose of promoting success and to build the capacity of staff to ensure quality practice
- To embed a culture of continuous professional and customised learning and dialogue to enhance student engagement and encourage lifelong learning

Overall summary of progress

Staff have had opportunities to build their capacity throughout the last three years through their personally identified goals in their Performance and Development Plans, managing individual professional learning funds and whole school learning in ALARM and Super Six literacy skills. Staff have researched, planned and implemented change in the delivery of the Stage Six curriculum through a working team in the Professional Learning Community meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase the number of teachers seeking and gaining accreditation at Highly Accomplished and Leadership levels.	\$3 000	There was an increased knowledge and awareness of the higher levels of accreditation and staff preparing for promotion. A variety of staff have applied for relieving positions at higher levels throughout the school year, building their capacity, knowledge of the higher roles and their skills.

Next Steps

- Senior Executive staff to continue to work with the staff to build capacity using the Australian Professional Standards for Teachers, School Leadership Capability Framework and the School Excellence Framework (Version 2).
- All teaching staff will continue to link their goals identified in their Performance and Development Plans to the Australian Professional Standards for Teachers. Supervisors will sustain the process of professional conversations regarding the support, progress, evidence of and achievement of these goals with the individual teacher.
- A professional learning audit of skills and needs to be conducted with the staff to offer learning opportunities to build staff capabilities utilising the expertise within our school.
- Funnel the Professional Learning Communities to address identified areas of need throughout the school.
- Raise awareness of NESA approved Professional Learning at Highly Accomplished and Lead levels with all teaching staff.

Strategic Direction 3

A COHESIVE COMMUNITY

Purpose

- To provide a positive collaborative community and create a safe, supportive, nurturing environment inclusive of all participants, valuing common goals.
- To build partnerships between students, parents, community and staff to promote positive learning, cohesion and achievements of personal bests.

Overall summary of progress

Partnerships between the school and its community have improved throughout the year with participation in the Bulahdelah Show, SES Cadets, Legacy Australia, ANZAC and Remembrance Day services, Active After School Program, Nursing home visits, Random Acts of Kindness program, etc. This has built the school image, celebrated student participation and success and built a sense of citizenship and inclusivity. Connection with the community will continue to strengthen as the school marks its 150th Anniversary in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Monitoring and reporting on student achievements (linked to a school program and assessment).	\$1000	<p>A review of BCS reporting procedures and guidelines and DoE policies was conducted with BCS executive members.</p> <p>Identification of areas for future improvements to reports conducted, providing guidance for the staff to implement in 2018.</p>
<ul style="list-style-type: none">• Goals, progress and achievement are regularly monitored and refined as required through staff, executive, faculty, staff, team and PLC meetings	\$1000	<p>Timetabled meetings throughout each term provided an opportunity to inform all staff of the progress made by school plan teams and PLCs.</p>
<ul style="list-style-type: none">• Parent, staff and student satisfaction surveys to be completed yearly through "Tell Them from Me" surveys.	\$1500	<p>Very limited success with parent and staff engagement in the Tell Them From Me surveys despite efforts to engage both groups.</p>
<ul style="list-style-type: none">• Parent, staff and student surveys indicate an increased positive school culture.	\$200	<p>Several surveys were conducted throughout the year with the small number of responders displaying a positive view of the school.</p>

Next Steps

- To build our positive partnership with parents and our wider community, efforts will be made to engage all stakeholders with positive experiences and learning opportunities in our school.
- Continue to timetable regular meetings and structured agendas to provide communication opportunities regarding school projects and teams.
- Review secondary student reports and monitoring to include effort in each course and assessment detail, thus informing the parents and employers of the child's application and achievement.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$30,000	<p>The school continued to employ an additional School Learning and Support Officer to support Indigenous students in the classroom.</p> <p>Staff reviewed existing or created new Personalised Learning Plans for each Indigenous student within the school.</p> <p>Our Indigenous students continued to meet in a timetabled whole school staffing initiative to discuss cultural and educational issues, events and opportunities. Our Indigenous dance group performed at our NAIDOC assembly in Term 2.</p>
Low level adjustment for disability	Staffing + \$125,000	<p>Our MC (Multi-Categorical) class and Learning and Support Teachers (LASTs) continue to support students with additional learning, physical and social needs. In 2017 BCS has employed additional staff to support students with assessment tasks, exam supervision and support, equipment and resources.</p>
Quality Teaching, Successful Students (QTSS)	Staffing	<p>In the absence of a Deputy Principal Teaching and Learning, additional release time was provided to the two primary Assistant Principals to improve the quality of the teaching and student learning outcomes.</p>
Socio-economic background	\$170,000	<p>While readvertising for our Deputy Principal Teaching and Learning, other staff were released to continue the progress made in the areas of Quality Teaching and student learning in literacy and numeracy.</p>
Support for beginning teachers	\$35,000	<p>BCS continues to introduce, support and mentor beginning teachers to work towards and achieve their Proficient Accreditation status.</p> <p>In 2016 we had three teachers who attracted funding due to their permanent or temporary employment status at BCS. We also supported another three casual staff in their first years of teaching. The funds allowed us to provide:</p> <ul style="list-style-type: none"> • reduced teaching load • targeted professional learning for beginning teachers • school based induction process which included the Strong Start, Great Teachers resource • mentoring by an experienced colleague • a specific Professional Learning Community (PLC) for beginning teachers • specific training regarding the Australian Professional Standards for Teachers accreditation application process. • Performance and Development Plan training and implementation

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	211	199	197	196
Girls	217	196	210	186

The declining enrolment trend for Kindergarten and Year 7 has continued, having a significant impact on our staffing and resourcing at BCS. This trend can be attributed to the changing demographics at Bulahdelah and surrounding communities.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	90.7	91.5	92.3	91.8
1	92.5	89.9	94.2	92.3
2	94.2	89.6	93	94.6
3	96.1	92.5	91	89.4
4	92.8	93.8	89.1	91.9
5	93.7	91.2	92.9	89.6
6	92.1	93.3	94.2	94.8
7	92.3	89.3	91.3	88.8
8	88.7	88.8	86	88.6
9	91	83.8	86.4	88.4
10	85.6	84.9	85.6	82.5
11	88.5	86.6	84.9	82.8
12	90	84.5	88.3	84.9
All Years	90.3	88	88.6	88.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	93	92.3	92.3	92.3

Management of non-attendance

Our school Attendance Team, consisting of executive staff and SASS members, meet regularly to review, analyse and act on attendance data. The team includes key personnel who are also part of the School Wellbeing Team.

Procedures were developed and implemented to follow up on student absences, including the creation of a

staff support team for each secondary cohort, responsive letters, phone calls, student interviews, additional SASS time dedicated to the follow up of absences and school based attendance improvement programs.

A close working relationship with the HSLO and ASLO staff from Forster Department of Education (DoE) Office ensured prompt and supportive advice was available and acted upon.

Our team continues to develop a new culture within our community regarding the importance of attendance at school and the impact of student learning.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	2	18	10
Employment	2	12	45
TAFE entry	4	9	15
University Entry	0	0	20
Other	1	3	0
Unknown	0	0	10

In 2017, 36 students graduated from Bulahdelah Central School with a Higher School Certificate and two students achieved their Life Skills HSC. Throughout February 2018, graduates were contacted to clarify their plans for the first year after completing school.

From the 2017 graduates, 16 students are working either part time or full time, including three students who deferred university. These students have found work locally, around the Newcastle area and in the Northern Territory.

Overall there were multiple 'early offers' made by regional universities including UNE, Newcastle, CSU and SC. UAC made and additional 10 main round offers. Seven students accepted their university offers and are studying at Newcastle, Armidale, Coffs Harbour and Port Macquarie.

There are also five students who have enrolled in TAFE courses at Newcastle and Taree, one student who has enrolled in a Pathways program at university and one student has decided to travel. Three students are actively looking for work and a small percentage couldn't be contacted.

Due to our very small cohort in Year 11, the percentages appear to be high. In 2017 we had six students leave school to seek employment, four students left for fulltime employment, one student started an alternative learning environment and three

students started TAFE studies.

Our Year 10 leavers included one student who had full time employment, two to attend TAFE, one post compulsory age seeking employment and one student who started an apprenticeship.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	5
Classroom Teacher(s)	22.8
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	8.89
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation 2014, requires schools to Report on Aboriginal composition of their workforce. At BCS, 6% of staff identify as Aboriginal and/or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Professional learning provides the training, networking and support to improve school structures and systems, teaching strategies and student learning outcomes.

In 2017, all BCS teaching and non-teaching staff

members were provided access to a personal professional learning budget to be responsible and accountable for meeting their identified needs. Staff applied for opportunities, demonstrating the link to their Performance and Development Plan and the Australian Professional Standards for Teachers and in consultation with their supervisor. Staff will continue to manage their professional learning with the introduction of all staff becoming proficient in their accreditation level and needing to maintain that credential with 100 hours of high quality professional learning over the next five years.

Additional professional learning was provided at Staff Development Days, Staff Development Evenings, Collegial Network Meetings (CLNs), after school training, school meetings and informal occasions throughout the school days, including peer observations, guest presenters (including NESAs staff) and NSW DoE support staff.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	581,851
Global funds	536,494
Tied funds	622,860
School & community sources	104,153
Interest	7,966
Trust receipts	634
Canteen	88,211
Total Receipts	1,360,318
Payments	
Teaching & learning	
Key Learning Areas	91,868
Excursions	42,090
Extracurricular dissections	21,286
Library	2,531
Training & Development	4,385
Tied Funds Payments	306,635
Short Term Relief	61,211
Administration & Office	127,392
Canteen Payments	91,076
Utilities	64,251
Maintenance	18,761
Trust Payments	9,127
Capital Programs	11,638
Total Payments	852,252
Balance carried forward	1,089,917

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,194,977
Appropriation	1,102,320
Sale of Goods and Services	47,135
Grants and Contributions	45,135
Gain and Loss	0
Other Revenue	0
Investment Income	387
Expenses	-439,845
Recurrent Expenses	-439,845
Employee Related	-255,183
Operating Expenses	-184,661
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	755,132
Balance Carried Forward	755,132

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	4,461,501
Base Per Capita	63,059
Base Location	62,558
Other Base	4,335,884
Equity Total	637,160
Equity Aboriginal	50,345
Equity Socio economic	397,712
Equity Language	0
Equity Disability	189,104
Targeted Total	242,470
Other Total	322,331
Grand Total	5,663,462

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

Any analysis into our NAPLAN data must take into consideration the impact of the small cohort on the percentage figures recorded. Analysis of our NAPLAN data indicates we need to focus on the teaching strategies to support students from the Year 3 level in all areas, particularly writing. The area of greatest strength evident in the 2017 data was the Year 5 Grammar and Punctuation.

This data, supported by ongoing in-school assessment confirms our commitment to:

- * focusing on early years literacy education
- * using diagnostic assessment data, explicit literacy teaching strategies and assessment for, as and of learning throughout all years and KLAs.
- * providing effective professional learning regarding literacy for all staff.

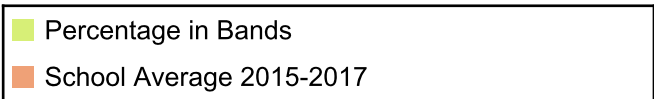
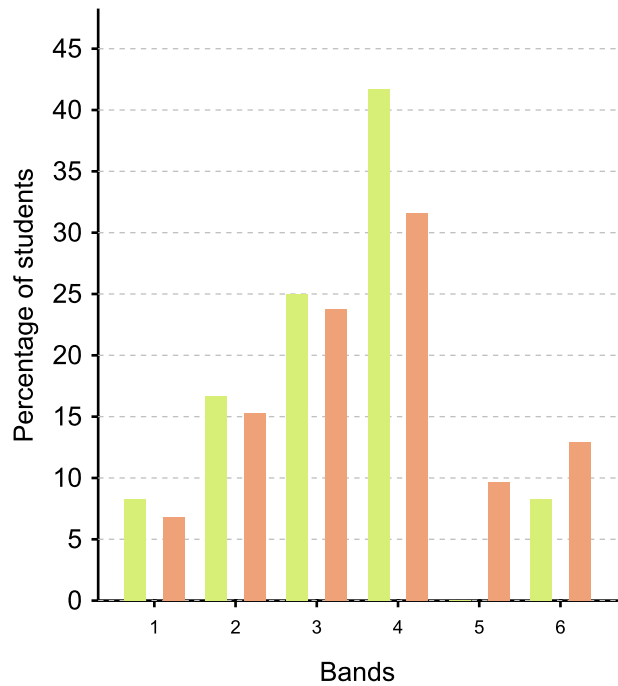
* employing a Deputy Principal Teaching and Learning to lead a co-ordinated approach to literacy throughout the school.

Analysis of our 2017 numeracy data demonstrates the need to re-invigorate explicit teaching strategies in relation to numeracy throughout all levels. The number of students engaging with numeracy at the higher levels as they move into high school has improved, however still remains an area to monitor.

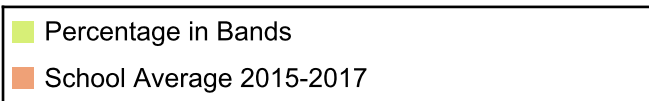
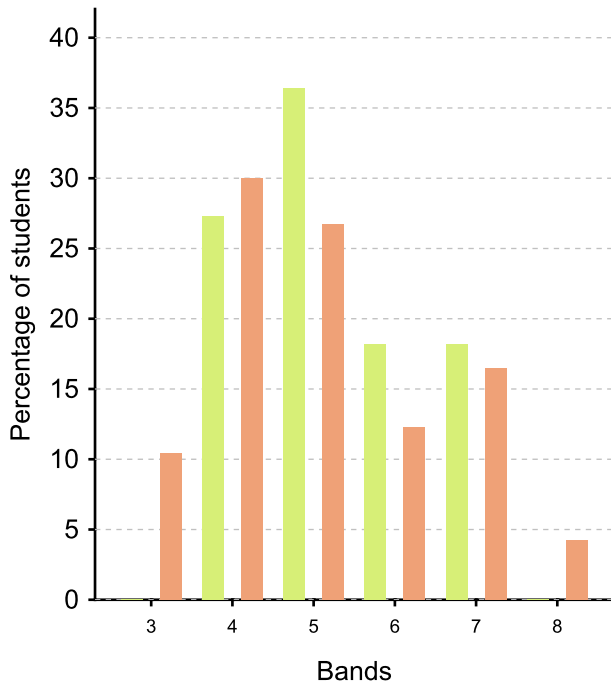
As with Literacy, we are committed to:

- focusing on early years literacy education
- using diagnostic assessment data, explicit numeracy teaching strategies and assessment for, as and of learning throughout all years and KLAs.
- providing effective professional learning regarding numeracy for all staff
- employing a Deputy Principal Teaching and Learning to lead a co-ordinated approach to numeracy throughout the school.

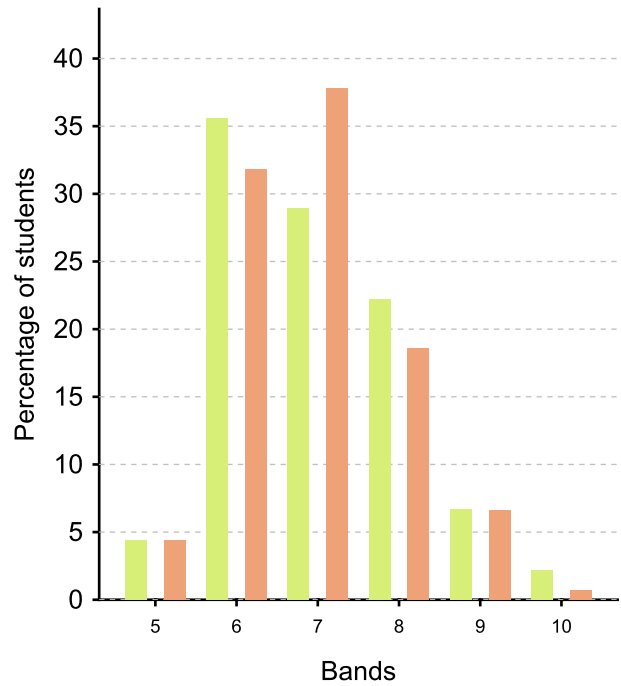
Percentage in bands:
Year 3 Numeracy



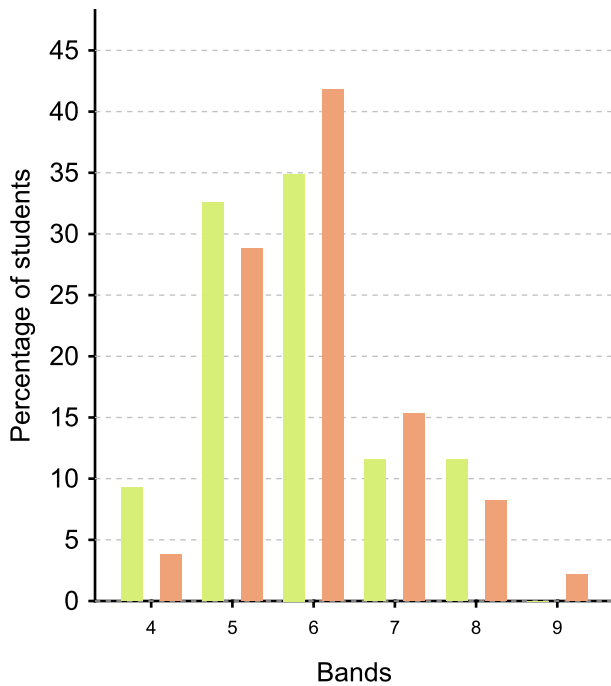
Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 7 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

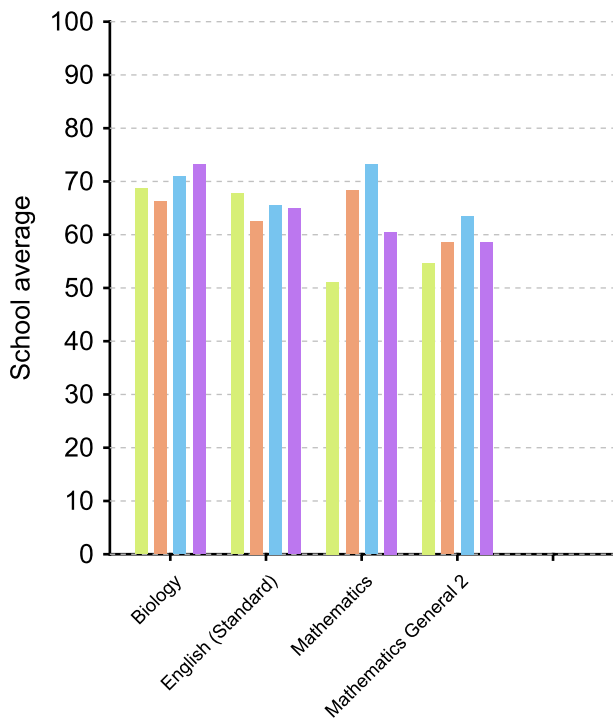
Bulahdelah Central School has a very small cohort of Indigenous students sitting the 2017 NAPLAN assessment. As such the analysis and reporting of the performance of the eight Year 9, eleven Year 7 and two Year 3 identifying students needs to be considered cautiously. Their results were above, in many areas significantly above, the expected growth compared to the state and national data in all but three areas (Year 7 Reading, Year 9 Spelling and Year 9 Grammar and Punctuation).

Our school continues to support our Indigenous students and maintains the same high expectations for all students within our school.

Higher School Certificate (HSC)

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

Parent/caregiver, student, teacher satisfaction



The introduction of the Vertical Senior Curriculum in 2017 saw students from Years 11 and 12 sitting the HSC exams. Whilst this increased the class size for most subjects, only English Standard, Mathematics General 2, Biology and Mathematics classes contained enough students for the course summaries. Students at Bulahdelah Central School sat HSC exams for English Advanced, Mathematics Extension 1, Biology, Chemistry, Physics, Ancient History, Business Studies, Geography, Society and Culture, Legal Studies, Chinese Beginners, Industrial Technology, VET Hospitality, VET Primary Industries, Drama, Music 1, Visual Arts and PDHPE.

Whilst there were notable individual Band 6 performances in English Standard, Hospitality and Ancient History, our school's average HSC results are slightly below state average. This will be a focus area for our staff.

Every year we ask our students, parents, staff and community members to provide feedback on how the school is performing. We use the Tell Them From Me and school generated surveys distributed online, verbally and via traditional mail.

We use the Tell Them From Me surveys to provide information from the perspective of our stakeholders regarding student engagement and wellbeing and the impact of current teaching practices. Our commitment to this data source for the last 5 years and the upgrading of the program has now produced interesting trend data for us to consider and respond to.

Comparing the Data from 2015 to 2017 in the Social and Emotional outcomes for our students it was noticed that there was:

- an increase of 10% in primary students' interest and motivation (2017 BCS: 61% compared to 2017 NSW: 78%)
- an increase of 2% in secondary students' interest and motivation (2017 BCS: 24% compared to 2017 NSW: 28%)
- a decline of 10% for primary students' sense of belonging (2017 BCS: 53% compared to 2017 NSW: 81%)
- no change in the secondary students' sense of belonging (2017 BCS: 44% compared to 2017 NSW: 66%)
- a decline of 12% of primary students participating in extra curricular activities (2017 BCS: 35% compared to 2017 NSW: 55%)
- a decline of 1% of secondary students participating in extra curricular activities (2017 BCS: 23% compared to 2017 NSW: 24%)
- a decline of 1% of primary students identifying as high skills/ high challenge (2017 BCS: 35% compared to 2017 NSW: 25%)
- a decline of 5% of secondary students identifying as high skills/ high challenge (2017 BCS: 24% compared to 2017 NSW: 42%)

Comparing the Data from 2015 to 2016 in the Drivers of Student Outcomes for our students it was noticed that there was:

- an increase of 0.8 units from primary students identifying effective learning time (2017 BCS: 8.2 compared to 2017 NSW: 8.2)
- an increase of 0.3 units from secondary students identifying effective learning time (2017 BCS: 6.2 compared to 2017 NSW: 6.3)
- an increase of 0.6 units from primary students identifying expectations for success (2017 BCS: 8.3 compared to 2017 NSW: 8.7)
- an increase of 0.5 units from secondary students identifying positive teacher student relations (2017 BCS: 7.9 compared to 2017 NSW: 8.4)
- an increase of 0.6 units from primary students identifying positive teacher student relations (2017 BCS: 5.4 compared to 2017 NSW: 5.7)
- an increase of 0.3 units from secondary students identifying expectations for success (2017 BCS:

6.3 compared to 2017 NSW: 7.0)

Unfortunately we have not had enough responses in the Tell Them From Me survey from parents and staff to have a statistically valid cohort. From other data sources, families have indicated that they feel welcome at the school and are able to approach the teacher and/or the principal regarding their child's education.

Whilst being satisfied with our school on the whole, staff have identified that they feel they need support to respond to student data to improve learning outcomes.

ARCO also promotes the values of respect for all races and cultures.

Policy requirements

Aboriginal education

Aboriginal Educations remains a focus at Bulahdelah Central School and in 2017 staff continued to support Indigenous students to improve all aspects of their learning.

Additional staffing was provided in the early years classes of the school to personalise the support offered to the teacher and students to improve the understanding of the curriculum, expectations and social interactions including our Indigenous students.

In 2017 we created an Aboriginal Contact role in the school, assisted by a reduced teaching load, to be accessible for the students, manage Indigenous programs within the school and be the point of contact for our community.

Bulahdelah Central School staff continued to support our Whole School Staffing Koori Kids program to allow our Indigenous students to work collaboratively, form our dance troupe, experience culture and to create a sense of identity within our school.

Staff continued to use the Personalised Learning Plans of each Indigenous student in their class to be aware of their learning goals and learn more about each child as an individual including their aspirations.

Multicultural and anti-racism education

In 2017, Bulahdelah Central School continued to demonstrate its commitment to multicultural education by:

- our mandatory LOTE Chinese program for Year 7
- five students completing HSC studies in Chinese Beginners
- involvement in the CWA International study which focuses on a different country and
- multicultural experiences and excursions throughout the year.

Our Antiracism Contact Officer (ARCO) was effective in resolving all reported instances throughout 2017. The ARCO has completed the required training in the latest DoE policy, procedures and processes to deal with identified situations. The ARCO role is to be the contact person for the students, staff, parents and community who wish to make a complaint regarding racism. The