Buninyong Public School
Annual Report
Introduction

The Annual Report for 2015 is provided to the community of Buninyong Public 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.

Anne van Dartel

Principal

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Message from the Principal

2015 has been a year of intensive learning for both staff and students. We look at every member of our school community as a lifelong learner and as a result, our staff members have engaged with an external coach and mentor on a fortnightly basis to review, reflect upon and revise teaching practices based on evidence-based data collection and current pedagogy. The focus for our learning and application of knowledge has been in the area of writing across the whole school community. These practices complement the coaching and mentoring already established by the instructional leader and Early Action for Success practices in the K-2 learning environment.

As a result of this adult learning, which has focused on improving the quality of the teacher in every classroom and consistency of teaching practices based on Hattie’s research, students have shown improvement in the stage identified target areas in writing.

A voluntary school review of procedures in the Support Classes was held across all areas of the school community. Parent and community input was an integral part of forming recommendations to develop procedures in the school to improve communication and learning outcomes for all students with a disability. These recommendations will be extended to support the students in the mainstream classes as well. This was a very valuable process that gave us important, insights, information and data to be actioned in 2016 to improve individualised learning and support.

Buninyong PS was the pilot school for the PBL Classroom Problem Solving Project. This allowed all staff to review data and classroom procedures through focused, professional learning while ensuring team consistency and understandings to build systems and processes to support behaviour and learning in the classroom. Data shows us that office referrals have dropped significantly.

The dedication of all staff, teaching and support, to the students is second to none. From the staff who facilitate the daily Walking Bus and Breakfast Club, the Schools as Community facilitator, the office ladies, the SLSOs in every classroom to the teaching and executive staff, all work for the development of all students at Buninyong, academically, socially, culturally and personally. They focus on doing the best job they can do, so every child can have the best day, every day, at school.

Message from the School Community

The P&C had a very busy 2015 with numerous fundraising BBQ’s throughout the year.

We held Aldi BBQ’s in March and May and Bunnings BBQ’s in July and December. The P&C would like to thank both businesses for their support and generosity in our fundraising activities. We would also like to thank Woolworths and Coles for their donations of bread, drinks and meat for these events. Also, a special mention to PCYC for the use of their cool room.

P&C held a wall sticker fundraiser in October.

Our annual Easter hat parade BBQ lunch was held in April and was a great success. Thank you to everyone for your support.
Our dedicated P&C members also helped at PSSA canteens throughout the year. These included – Western Rugby trials in March, Western Soccer trials in April, Western Division netball trials in April, Western Touch Football trials in May, Dubbo District Athletics in August and Western Area Athletics in August.

The P&C paid for the PSSA bus transport for students in Term 4.

Our end of year Christmas fete BBQ in December was an outstanding success and we would like to thank Woolworths, Coles and DMC meats for their donations of bread, drinks and meat. The P&C are always grateful for the generosity and support for our fundraising activities.

The P&C organised with staff to donate meals for Joy McNaughton and family. Joy is a long standing P&C member and SLSO at the school. Joy fell ill and we wanted to show our support to her and her family. We also donated a trailer load of firewood, generously provided by our school captain, Jacob Kerin Bayer and family.

The P&C would like to acknowledge the devoted and hard working group of parents who work tirelessly to support our school. Your ongoing involvement in the school life of your child is appreciated.

We would also like to thank the parents, families and community for supporting the P&C and school at our fundraising activities through 2015.

Lorraine Reid
P&C President

School background

School vision statement

At Buninyong Public School, we are committed to -

- Providing a respectful caring, professional environment.
- Through a comprehensive, and balanced curriculum that promotes achievement and recognises individual difference.
- While promoting self-discipline, perseverance, resilience and responsibility.

School context

Buninyong Public School is situated in East Dubbo with 308 students, 72% of whom identify as Aboriginal. Our mission statement, ‘building better futures’ reflects our commitment to building strong bonds between the school, parents and the community. We are building a skills focused caring, cooperative learning environment. To prepare students for their future. The school is supported by a number of initiatives including: The 229 pilot Local Schools, Local Decisions education reform, Schools as Community Centres, The Stephanie Alexander Kitchen Garden program, Reading to Learn, Early Action for Success, Language, Learning and Literacy (L3), Targeting Early Numeracy (TEN) and Build, Maths Matters, Bro Speak and Sister Speak. Our special education unit has one class for students with severe intellectual disabilities and two classes for moderate intellectual disabilities. The school has a rich sporting heritage. Opportunities to participate in a variety of sporting events and competitions, at all levels are supported. Extracurricular activities include public speaking, Engineering Challenges, Premier’s Spelling, participation in the local Eisteddfod and school performances with a focus on Aboriginal education. The P&C is an integral part of the school. Committed to working collaboratively with the staff to enhance learning opportunities. Students achieve in a safe, happy, respectful and culturally diverse environment through quality teaching practices, Positive Behaviour for Learning (PBL) and constructive and supportive community involvement. Our vision is one of success for all as safe respectful learners.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We thoroughly examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

The results of this process indicated that: In the domain of Learning our efforts have focused on student performance measures, learning culture, curriculum and learning, assessment and reporting and wellbeing (4 of the elements in Learning). The staff undertook further training in the use of assessment data to inform teaching and the school collected, analysed and used PLAN data and learning continuums to inform practice this was coupled with the employment of an external coach/ mentor in order to improve the quality of teaching, assessment and reporting processes across the school through explicit professional learning based on results of a staff survey. All staff engaged in mini professional learning workshops which developed skills and strategies that provided them with opportunities to engage in action research in their classrooms. Showing a demonstrated commitment with in the school and community to strengthen and deliver on school identified learning priorities. This was the beginning of our learning journey towards the implementation of Instructional Rounds.

In the domain of Teaching; collaborative practice, effective classroom practice and learning and development were our focus areas.

The link from learning culture, curriculum and learning is then seen in all classrooms by teachers demonstrating responsibility, adaptability and ethical practice in working towards schools negotiated goals with a collective efficacy. With the implementation of Instructional Rounds in 2016 and explicit fortnightly professional learning to support, the elements of learning and teaching will be vital to student success. Both element of learning and teaching need to be intertwined and should be predictors for each other. All staff learning plans featured our whole school focus of the improvement of writing and all plans showed links to the Australian Professional Standards for teachers.

Not only did the school use the Excellence Framework to drive decision making but we incorporated the Wellbeing Framework to enhance knowledge and understanding of staff.

There was a whole school focus on wellbeing and staff undertook further training in PBL and implemented the Classroom Problem Solving Project. As a result of this project data showed 92% of students adhering to school expectations. This is 7% above the expected norm for like schools. The Breakfast Club and Walking Bus have supported up to 70 students and are seen as an integral means of support for our students as they build independence, connectedness and a sense of school belonging. The school consistently implements a whole school approach to wellbeing that has clearly defined behavioral expectations and creates a positive teaching and learning environment. The implementation of the Classroom Problem Solving Model has allowed the school to evaluate the comprehensive and inclusive framework that supports the cognitive, emotional, social physical wellbeing of the students. The learning and wellbeing elements are very closely linked and have worked in tandem.

A voluntary review of the schools procedures for students who have been diagnosed with a disability, both in the Support Unit and in mainstream, was undertaken and as a result there will be a greater focus on the three way communication, planning and reporting and student success. The school values and encourages students to recognize and respect culture and diversity we also have identified, through school community consultation, that parents need to have an understanding of what their children are learning , receive regular information to support progression to the next level and that their input is valued and acted upon.

In the domain of Leading the focus was on school planning, implementation and reporting. With the introduction of the new school plan, focussing on strategic directions and the implementation of the new reforms, all staff needed to develop clear processes and timelines in stage groups to contribute to the schools assessment processes. To ensure effective implementation of the school plan, while using data and collaborative feedback to improve school processes and ultimately student learning.

The new approach to school planning, supported by the new funding model, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

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### Strategic Direction 1

#### Teaching Learning & Leadership

#### Purpose
To provide a methodology for enhancing the personal leadership skills of participants and provide them with important skills and capabilities in key learning areas critical to successful school improvement.

#### Overall summary of progress
Our continued school-wide focus on Positive Behaviour for Learning (PBL) has enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and learning culture. PBL has ensured the use of a consistent approach to teaching and learning of appropriate behaviours in the various school contexts. There have been significant observable and measurable changes in behaviour with more positive and respectful interactions between students and staff.

As a staff we revisited whole school expectations and concentrated on improving specific classroom expectations by revisiting matrices and reviewing data collection processes. All staff completed nine hours of professional learning with external PBL coaches.

The result 92% of students presented at tier 1 which is 7% better than the theory and research shows of 85% of students usually presenting in the Tier 1 band.

#### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
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</table>
| **PBL data reflects a decline in days lost to suspensions.**  
PBL data used systematically to reinforce school directions in learning and engagement. | **Positive Behaviour for Learning**  
A staff member was established to facilitate the PBL project. K-2 completed the training process in Semester 1. Data was used to influence decision-making and celebrate success. We formalised and revised the induction process and Tier 2 referrals. ODRs were down to 14 in a fortnight and none from K-2 in the last fortnight of Term 2. Stages 2 and 3 completed PBL processes and training in Semester 2. Suspension data and ODR data decreased — on average Buninyong has 4% of students in Tier 3, 4% at tier 2 and 92% of students in Tier 1. Theory predicts: Tier 3 35%, Tier 2 10%, Tier 1 85%. | $10,000 |
| To increase the number of LSES and Aboriginal students in the top two skill bands of NAPLAN for both Year 3 and 5. Increasing numbers of students reaching literacy and numeracy benchmarks as identified on the continuums. | All mentoring and coaching processes to improve the quality of every teacher, in every classroom and the implementation of Instructional Rounds in 2016 have led to and are leading towards the achievement of this improvement measure. Employment of a Learning Support Officer in each class, 80% of the support staff are of Aboriginal decent. Support officers play a role in the classroom and playground promoting positive engagement and implementing individual learning programs. In reading there are 85% of year one students and 57% of year two students who have met state expectation or above. In Early Arithmetic Strategies 96% of year one and 84% of year two students were ‘on track’ or working beyond expectation. | $40,000  
Funded by socio economic and Aboriginal funding. |

#### Next steps
Implementation of Tier 3 processes in Positive Behaviour for Learning.

Review of Learning and Support and PBL teams embedding the Wellbeing Framework as a measure of success.

Continue with the release of the Internal coach to review processes and use data to drive decision making (0.5) – “Continuing to grow the green” - 2016 PBL target - 96% average in tier 1 and increase number on the PBL team.

Continue with the employment of the support staff in each classroom, with an increase on the employment of Aboriginal staff and employment of 2 Gap year students from the local Senior High School, to promote leadership and role modelling for all students.

Employments of 2 support staff to support families across the school. These positions would work closely with school counsellors, outside agencies and link services to families to improve engagement and lifestyle for families. Target of 6 families a term.

All members of the executive to undertake a leadership development through professional learning both internally, implementation of instructional rounds and externally, leadership programs run through the PPA.
**Strategic Direction 2**

**Personalised Learning and Professional Practice**

**Purpose**

The Coaching for Improvement: Learning and Teaching project has been designed to provide opportunities for teachers to deeply explore their personal strengths and areas for development as classroom practitioners. In line with current research underpinning school improvement.

**Overall summary of progress**

In 2015 our school began the process of external coaching for writing and assessment in order to improve the quality of teaching and assessment and reporting processes across the school. All staff engaged in mini professional learning workshops which developed skills and strategies that provided them with opportunities to engage in action research in their classrooms.

As a result Stage 1 focused on modelled lessons and targeted student interventions. They developed individual learning intentions based on the learning continuum clusters. Stage 2 developed a new style of programming designed to improve writing across all curriculum areas, which included qualitative and quantitative assessment processes. Stage 3 targeted editing, vocabulary and cohesion in order to improve writing quality and introduced success criteria around their targets. The Support Unit concentrated on punctuation and sentence structure and developed a process to increase student expectations.

These individual stage focus’ allowed the whole staff to move into a collective efficacy phase that saw across stage teams engaging in reflective practice, ongoing shared dialogue, reassessing and articulating a vision, while ensuring the credibility of the decision making process. It is also the foundation for our 2016 plans to implement Instructional Rounds across the school.

**Progress towards achieving improvement measures**

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<td>To improve student outcomes through the use of the Learning Continuums and PLAN data across the whole school. School PLAN data monitored every 5 weeks to ensure improvement and appropriate interventions are being implemented for students experiencing difficulties.</td>
<td><strong>EA4S – Using data, resources, and tiered interventions to support explicit teaching.</strong> Early Action for Success: – A review of every student’s placement on the Literacy/ Numeracy learning continuums was conducted. Targeted students were nominated and mentored 4 times a week with data reviewed and evaluated every 5 weeks. Cluster books and data wall placement were reviewed every 5 weeks along with PLAN. An additional hour of release was used for staff to work with and receive interventions from the Instructional leader. Modelled writing lessons were demonstrated by the Instructional Leader to aide staff in developing concepts of consistent teacher judgment, student achievement and the definition of a quality lesson. All staff use PLAN data to track student progress on the Literacy/Numeracy learning continuums.</td>
<td><strong>$12,000</strong></td>
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<td>Each teacher has a professional learning plan that reflects the key elements of quality teaching as described in the standards. Increased accreditation of staff at appropriate and higher levels of knowledge and practice and engagement</td>
<td><strong>Stage 1 – External Coaching for Writing and Assessment.</strong> External coaching for writing and assessment: -All staff had individual planning sessions with coach/mentor. Staff participated in a survey to collect entry data for project monitoring. Mentor established a mini professional learning community looking at research based teaching strategies focussing on feedback and direct instruction. All stages made adaptations to their teaching/learning cycle as a response to PL. Staff used informal and formal data to direct learning community focuses. All staff had individual meetings to begin mapping their PL for</td>
<td><strong>$40,000</strong></td>
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the year.
Research and professional readings were given fortnightly.
All staff received support in developing their Professional Development Plans.

Next steps

Staff development weekend early in the year to focus on analysis of writing samples and planning for term 4 with external Coach/Mentor and begin the process of the implementation of Instructional Rounds with whole staff by term 2, 2016.
Fortnightly exposure to mentor/coach ensuring clear understanding of role statements and roles when implementing Instruction Rounds.
Development of a common dialogue to be used in feedback sessions after class observations.
Continued use of regular review of Plan and Best start data(5 weekly)
Strategic Direction 3

Building Sustainable Communities

Purpose

To ensure the delivery of a quality education, underpinned by rigorous pedagogy, effective partnerships and strong organisational structures that value community participation.

Overall summary of progress

The purposes of the Special Education Review at Buninyong Public School was to provide a situational analysis of policy and procedure, a validation of current practice and a clear direction for the school’s special education practice across the K-6 environment.

The rationale of the Special Education Review at Buninyong Public School is based upon the following:

- The introduction and implementation of the Every Student, Every School reform in 2012, the National Consistent Collection Data of 2014 and National Disability Insurance Scheme to be implemented in the near future in a functional, sustainable way.
- Listening, responding to and understanding the views of parents/carers and outside agencies when planning to meet the educational needs of students requiring additional support.
- Better equipping teachers to identify student strengths, abilities and skills and support the functional educational needs of student through clear and concise policy and procedure development.
- Developing a more inclusive environment for students with additional support needs and/or a confirmed disability across the whole school.
- Building collaboration between parent/carers, students, staff and outside supports to grow sustainable, consistent and workable systems of practice linked to policy across the K-6 environment.
- Supporting the growing number of students in mainstream classrooms with additional and/or complex support needs.
- All classes being taught Wiradjuri language by Aboriginal support staff.
- Started mentoring of teachers using Aboriginal elder in an area of HSIE and Science, but due to ill health this program to continue in 2016.

Progress towards achieving improvement measures

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<td>100% of students have a developed Personalised Learning Plans written at 3 way conferences and reviewed twice a year. Increased numbers of students and carers at homework centre over three years. Increased attendance rates so that school attendance is in line with the state average.</td>
<td>Every Student Every School: All students have a Personal Learning Plan - 3 Way conferences took place in Terms 1 to establish relationships with our parent/carer community; and in Term 3 to plan for Semester 2, revise PLPs/IEPs and reflect on reporting, learning and transition where appropriate. Staff increased their capacity to program communicating differentiated learning using the continuums. All KLAs reflect Aboriginal perspectives. Aboriginal Elder team taught lessons using her expertise to reinforce beliefs and facts.</td>
<td>$20,000</td>
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<td>Parental/ Community groups requesting information and education regarding new reforms and learning. HSIE and Science units will reflect Aboriginal perspectives with a focus on Wiradjuri</td>
<td>Review Systems and Practices related to ESES across the school: Establishing a review team: Discussion took place with the director regarding ESES processes and prospects of a review. An external review team was contacted and initial discussions began regarding planning, timeline and people involved. Finalisation of timelines, surveys, methodologies and practices</td>
<td>$12,000</td>
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were conducted by the review team in week 5 Term 3. The team worked across the school to collect data through surveys, interviews and documentation. All focus groups were interviewed and a report presented to the Director, principal and staff. Success was celebrated and a plan for road map was implemented.

System of Referral for outside agencies to work in the school:-
Data was collected to support the need for a systematic approach to outside agencies working at the school. Data was analysed through the Learning and Support and PBL teams. LST put process in place to ensure parental consent to discuss child and requests to use school facilities. PLPs and ILPs were completed and uploaded to EBS4.

**Authentic Aboriginal perspectives reflected in teaching and learning programs:**
- An Aboriginal Elder was welcomed into classrooms to teach Aboriginal perspectives through 8 ways and team teaching. Art lessons were conducted using ochre with background information from elder focusing on local cultural perspectives. An increased number of staff began using the Aboriginal elder’s expertise in the class room during Term 2.
- Wiradjuri Language was taught across all stages.
- An increased number of parents/carers were noted at cultural celebration days, such as NAIDOC Day.

Next steps
The Principal, with the leadership team, ensures that explicit, common understandings and expectations are collaboratively developed across Buninyong Public School regarding ways to add value to the planning and implementation of personalised learning in all classrooms.

The Principal, with the Assistant Principal, Special Education, ensures that the expertise of support team staff is recognised and developed in keeping with the Department’s Performance and Development Framework which articulates the need for a collaborative and supportive workplace committed to a positive culture of ongoing learning by individuals and teams. Further it is recommended that building effective, team based approaches remains an ongoing focus in the Support Unit.

The Principal, with the leadership team, leads and models an effective, team based cycle of improvement focused on implementing, supporting and tracking school priorities such as sequentially developing targeted skills of students requiring learning adjustments in classrooms across the school.

Employment of an additional AP special to review practices and implement recommendations over 2016 -2017.

Continue the teaching of Wiradjuri language and the advice from Aboriginal elder on learning culture.

Employment of 2 SLSOs as Community Links officers to work closely with Aboriginal families to support and encourage engagement with the school, whilst linking to family supports within the community.

All staff implementing Aboriginal Perspectives in all classrooms.

Employment of a part time – Occupational Therapist, Speech Pathologist and Exercise Physiologist.
### Key initiatives and other school focus areas

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<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
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<tr>
<td><strong>Aboriginal background funding</strong></td>
<td><strong>Norta Norta</strong>&lt;br&gt;The program allowed students to experience success, something that would normally not happen as easily if a student was experiencing difficulty functioning in the regular classroom environment. There were minimal behaviour referrals from students whilst supported during learning time. Classroom teachers noted that there was an:&lt;br&gt;• Improvement in engagement and confidence of students to engage in lessons and attempt tasks.&lt;br&gt;• Improvement in spelling/sound knowledge and application of this knowledge in writing tasks.&lt;br&gt;• Improvement in the use of figurative language/literacy devices.&lt;br&gt;• Increase in knowledge of reading and comprehension strategies.&lt;br&gt;• Increased task completion.&lt;br&gt;• Improvement in the ability to fully engage in maths lessons with the support of the tutor.&lt;br&gt;• Increase in the fluency level of targeted students.&lt;br&gt;Students achieved some pointers in the writing clusters appropriate to their stage level and showed growth along the lower levels of the learning continuum in writing. Students have achieved some pointers on the Comprehension clusters appropriate to their stage level on stage-appropriate whole class tests that are read to and with them. Employment of Aboriginal Mentors to support learning targeted learning in the classroom and relationship building and social skills in the playground. 12X5.15 hrs per day. This resulted in decreased number of suspensions and reduction of ODRs in the playground.&lt;br&gt;PBL data and data on learning outcomes were used to determine future direction and planning.&lt;br&gt;PBL training for classroom interventions occurred K-2 in Term 1.&lt;br&gt;Training for classroom interventions 3-6 occurred in Terms 2 &amp; 3.&lt;br&gt;PBL reload was held at BPS at end of Term 2. New staff trained in processes.&lt;br&gt;Bro Speak and Sista Speak implemented in Term 3.&lt;br&gt;Ochre Hub transition to high school process in Term 4.</td>
<td><strong>Norta Norta $24,910</strong>&lt;br&gt;Aboriginal Mentors - $555,750 = $82,013 + Low socio economic contribution.&lt;br&gt;PBL: $10,000&lt;br&gt;Bro/Sista Speak: $5,000&lt;br&gt;Ochre Hub: No funding.</td>
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<td><strong>Socio-economic funding</strong>&lt;br&gt;Occupational Service from Sydney University contract negotiated in Term 2.</td>
<td>Two OTs per term were appointed to school to work with K-2 students. 20 students were nominated to be part of the program over 3 terms. 10 students from years 1 &amp; 2 and 10 students from Kindergarten worked with OTs. Sustainable teacher/classroom activities were developed to enhance gross and fine motor skills in the classroom.</td>
<td><strong>Occupational Therapists: $4500</strong>&lt;br&gt;Two terms of intervention: $6000</td>
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<td><strong>Mulgabirra Leadership Program</strong></td>
<td>This program linked the high school junior campuses and Buninyong PS in an ongoing relationship to build student confidence, engagement and attendance rates for all participants. It also incorporated the Reading for Life intervention program. A new group of 11 girls attended BPS in Term 3. Funding was secured to continue as a joint program between Buninyong and the 2 feeder high schools. Entry and exit data was collected on Reading students showed improved student outcomes. Data to support learning from senior and junior students came from outside agency – ETOW. Funding for employment of Support Staff in the school is a combination of Aboriginal Funding and socio economic funding. This funding supports all students from the Walking Bus to the Homework Centre in the afternoon.</td>
<td>No funding came from high school campuses to support ongoing program. $468,737</td>
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<td><strong>Low level adjustment for disability funding</strong></td>
<td>Employment of an occupational therapist 3 hours a day 2 days a week for term 4. University OT graduates from Sydney University terms 2, 3, and 4 Voluntary review of ESES procedures across the school. Employment of an additional SLSO in the Support Unit. Equipment to supplement gym and playground for students with severe disabilities ranging from bikes, wheel barrows to switches to enhance speech.</td>
<td>$52,730 $12,000 See Aboriginal and Low socio economic funding. $10,000</td>
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<td><strong>Support for beginning teachers</strong></td>
<td>An additional hour of release supported through coaching and mentoring of selected peers and supervisor was provided for our 3 beginning teachers. Accreditation workshop was provided for those wanting advice on proficient and maintenance phases. Executive meetings were held on new requirements. Revision of PDPs and additional support put in place to work in the classroom with modelling and coaching. A new staff member was appointed. 3 staff achieved accreditation at the Proficient Level. As a result of this support, student outcomes increased and staff had an improved understanding of processes and roles.</td>
<td>$25,000 QTSS funding used to support staff with the release of Each AP from class 1 day a week to focus on supervision and program development.</td>
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<tr>
<td><strong>Other school focus areas</strong></td>
<td>Impact achieved this year</td>
<td>Resources (annual)</td>
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<tr>
<td><strong>Other, including Early Action for Success</strong></td>
<td>The Early Action for Success team worked with teachers and K-2 students to boost literacy and numeracy results within our school. All staff participated in training in the use of Literacy and Numeracy continuums; and received ongoing support and professional learning in this area. Data was collected and used to inform teaching and to identify areas of need. Students identified as at risk of not meeting expected progress in relation to the continuums were targeted by intervention teachers</td>
<td>Instructional Leader 0.9 Staffing allocation - interventions.</td>
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and provided with support to improve their progress, in consultation with their teacher. This was provided within class in small groups and by withdrawing students at point of need for specialist support. There were three specialist support teachers allocated for this intervention.

For 2016 writing has been identified as a focus area for teaching and learning programs. Data highlighted the need for this as only 33% of year one students and 52% of year two students had met expected benchmarks in writing.

To improve this important area of learning teachers will begin participating in professional learning in ‘Instructional Rounds’. This is a program which ensures all teachers work collaboratively to look at ‘problems of practice’ and to develop ‘theories of action’ to target areas of need in writing.

Data was gathered regularly following teacher and student assessments and the results were analysed to improve teaching and learning effectiveness.

Reading and Early Arithmetic Strategies have improved during 2015 and this is reflected in our data. In reading there are 85% of year one students and 57% of year two students who have met state expectation or above. In Early Arithmetic Strategies 96% of year one and 84% of year two students were ‘on track’ or working beyond expectation. These areas will continue to be a focus to build on our success.

### Coaching and Mentoring by external agency, SCHMIC Consulting.

In early Term 1, the leadership team began discussion about how to make the most of the professional learning opportunity that existed as a result of the focus on coaching as a professional practice in the Buninyong PS Strategic Plan and the school’s commission of SCHMIC Consulting to support teacher professional learning at Buninyong PS.

All teaching staff were interviewed by Ann-marie Furney and encouraged to talk about their learning goals as outlined in their PDP and their connection to the improvement focus areas identified in the school plan. Stage teams completed surveys to identify areas of strength and areas for development. This information was used to determine the system adopted to build staff capacity, a professional learning community and the content of the 2015 PL meetings.

Two mini PLCs were implemented before and after school hours: Looking at the power of formative assessment; and strategies to support student writing skills across the school. All materials presented to teachers were referenced to current educational research: in particular the work referenced from the writings of:

- Prof. John Hattie (Visible Learning series –Effect Size and Feedback.)
- Dr Dylan Wiliam (Formative Assessment –inside the Black Box series)
- Michael Fullan (Professional Learning Communities and Change Management)
- Dr Rick Dufor (Professional Learning Communities)

### Speech and Language workshops – and online learning.

$40,000
Materials from the Expeditionary Learning network in the USA were also used as illustrations of classroom practice via a series of video vignettes.

In mid Term 4, each participant was asked to complete personal reflections, actions, observations and a next step recommendations placemat to evaluate their achievements and plan for future direction. Reflections showed that teachers have a greater understanding of the use of: success criteria, rich talk, anchor charts and multiple stops in the teaching learning cycle, to improve student outcomes. Teachers have also acquired and developed a multitude of strategies, processes and practices to improve their planning, delivery and evaluation of programs and lessons. 

In 2016 the PLC approach will continue as the main vehicle for the implementation of Instructional Rounds as a system for ensuring the improvement to the quality of teaching and learning in every classroom, every day at Buninyong PS.

**Walking Bus & Breakfast Club**

3 Student Learning Support Officers are employed for half an hour each day to conduct the walking bus and breakfast club in the Schools as Community Centre. Students are picked up from designated bus stops throughout the Apollo Estate and walked to breakfast club and then to school. The number of students accessing both programs has increased and has had a direct effect on students’ attendance and engagement.

Walking Bus $23,400
Breakfast Club $23,400
Mandatory and optional reporting requirements

- It is preferable that mandatory items are integrated as evidence of achievements when reporting on progress in Section 2 of the Annual Report: Self-assessment and school achievements.
- Section 3 of the Annual Report must then include information not already reported that is mandated as part of the Australian Education Regulation 2013 and Departmental requirements. Schools may report on the list of optional items as appropriate.

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>113</td>
<td>115</td>
<td>123</td>
<td>150</td>
<td>140</td>
<td>156</td>
<td>157</td>
</tr>
<tr>
<td>Female</td>
<td>100</td>
<td>94</td>
<td>99</td>
<td>120</td>
<td>128</td>
<td>131</td>
<td>137</td>
</tr>
</tbody>
</table>

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>10.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.65</td>
</tr>
<tr>
<td>Other positions</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>28.675</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Buninyong Public School has 4 Aboriginal classroom teachers, 5 Aboriginal Student Learning Support Officers and 2 Aboriginal Education Officers.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>5%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
Currently 6 teachers are undergoing their accreditation process at the Proficient Level.

5 teachers are undertaking their maintenance phase.
All teachers have personal development plans in place.
Financial information

Financial summary for 229 (SAP) schools

For 2015, the 229 schools are required to report on financial information summary table should be supported by a general statement describing:

− the school’s financial management processes and governance structures to meet financial policy requirements
− any unusual spending patterns, or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
− intended use of funds available.

Financial Summary for the Year Ended 31 December 2015 (Buninyong Public School)*

<table>
<thead>
<tr>
<th>Component</th>
<th>2015 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td>4,422,114</td>
</tr>
<tr>
<td>Appropriation</td>
<td>4,292,888</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>25,940</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>95,382</td>
</tr>
<tr>
<td>Investment Income</td>
<td>7,904</td>
</tr>
<tr>
<td>Gain and loss</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td>(4,253,676)</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>(3,826,373)</td>
</tr>
<tr>
<td>Employee Related</td>
<td>(405,884)</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>(21,418)</td>
</tr>
<tr>
<td><strong>Surplus/Deficit for the Year</strong></td>
<td>168,439</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>549,361</td>
</tr>
</tbody>
</table>

School performance

School-based assessment

Best Start

Kindergarten students participated in the Best Start Kindergarten Assessment process during their first week at school. This process allowed teachers to observe and record the knowledge, skills and understandings that children brought to school in literacy and numeracy. It also allowed teachers to gain early information on individual student’s needs. Teachers were then able to develop early learning plans to target each student’s individual need in literacy and numeracy. Teachers used these Early Learning Plans to inform their teaching. Parent information sheet with tips on how parents could help their child at home were discussed and given to each parent at our schools PLP meeting during Term 1.

L3

L3 is a research based, effective Kindergarten intervention targeting text reading and writing. We currently have four trained teachers working in Kindergarten. As a result of this program teachers implement specific guided, modelled and independent teaching strategies during the literacy session ensuring that kindergarten students at Buninyong Public school received daily systematic, explicit instruction in reading and writing within small groups of three. Students also participated in carefully selected independent, individual or group learning tasks that support the explicit teaching. Data is collected every five weeks and student’s achievements and progress is systematically recorded. 85% of our 2015 kindergarten cohort achieved kindergarten reading benchmark.
Reading Recovery

In 2015, 10 students gained access to Reading Recovery. The student make-up was 7 boys and 3 girls. 9 of the students identified as Aboriginal. 1 student was referred for ongoing support due to attendance. 4 students were transferred to another program. 1 student transferred to another school. 4 students discontinued.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

### Year 3 NAPLAN Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DoE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2015</td>
<td>365.5</td>
<td>337.0</td>
<td>422.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number in Bands</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage in Bands</td>
<td>7.7</td>
<td>17.9</td>
<td>30.8</td>
<td>30.8</td>
<td>7.7</td>
<td>5.1</td>
</tr>
<tr>
<td>School Average 2011-2015</td>
<td>14.5</td>
<td>24.8</td>
<td>26.7</td>
<td>20.6</td>
<td>10.3</td>
<td>3.0</td>
</tr>
<tr>
<td>SSG % in Bands 2015</td>
<td>21.8</td>
<td>17.4</td>
<td>28.0</td>
<td>19.4</td>
<td>8.4</td>
<td>5.1</td>
</tr>
<tr>
<td>State DoE % in Bands 2015</td>
<td>5.3</td>
<td>6.7</td>
<td>20.4</td>
<td>21.1</td>
<td>18.4</td>
<td>27.9</td>
</tr>
</tbody>
</table>

### Year 3 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DoE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2015</td>
<td>360.9</td>
<td>331.8</td>
<td>413.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number in Bands</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage in Bands</td>
<td>10.3</td>
<td>25.6</td>
<td>23.1</td>
<td>17.9</td>
<td>12.8</td>
<td>10.3</td>
</tr>
<tr>
<td>School Average 2011-2015</td>
<td>9.1</td>
<td>22.6</td>
<td>22.0</td>
<td>24.4</td>
<td>12.8</td>
<td>9.1</td>
</tr>
<tr>
<td>SSG % in Bands 2015</td>
<td>23.4</td>
<td>23.2</td>
<td>22.5</td>
<td>14.6</td>
<td>9.7</td>
<td>6.7</td>
</tr>
<tr>
<td>State DoE % in Bands 2015</td>
<td>5.0</td>
<td>10.7</td>
<td>18.9</td>
<td>20.3</td>
<td>19.0</td>
<td>26.1</td>
</tr>
</tbody>
</table>
Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2015, the school sought the opinions of parents/carers, students and teachers about the school. Their responses are presented below.

Parents/Carers believe that:
- The classrooms are interesting places to learn
- Teachers talk to them about their child’s learning.
- The students have access to good equipment
- The school has high expectations for students.
- Learning experiences are balanced between individual and group activities.
- Students are comfortable learning new things.
- Teachers upgrade their skills and talk share ideas with each other.
- Students are proud of their work and look at work samples to see how they have improved.

Reviews from the school face book page demonstrate that parents and carers believe that:
- Staff members are amazing.
- Students are treated with respect.
- The school has an awesome outlook on education.
- The school is the best primary school in Dubbo with many different programs.
- Students are happy at Buninyong.
- All staff members are friendly and interact respectfully with students.
- Students are polite.
- Students are excelling.

Policy requirements

Aboriginal education

Buninyong Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

Wiradjuri Language

Wiradjuri Language continued to be taught at Buninyong Public School during 2015. The program operated across the school with each class involved in a 30 minute lesson once a week. Lessons were delivered by trained tutors, 2 Aboriginal Education Officers and a Student Learning Support Officer. Students learnt Wiradjuri words for family names, animal names, body parts and numbers. Students also learnt a variety of songs in Wiradjuri language. This program will continue in 2016. All students participated in a Wiradjuri Language workshop during our NAIDOC Day.

Bro Speak

Throughout second semester last year all year 6 Aboriginal boys participated in the Bro Speak program. Bro Speak was delivered by our trained facilitators and focused on both meeting the program requirements and as an extra high school transition opportunity. Students learnt about self-esteem, self-empowerment, respect and Aboriginal culture. Additionally, as a community integration exercise, students attended their respective high schools and the Yarradamarra Tafe centre in order to better understand the services available to young Aboriginal people heading into high school in Dubbo.

Ochre Opportunity Hub

Coral Sampson from the Ochre Opportunity Hub ran an intensive 10 weeks transition program with all of our year 6 Aboriginal students. Students were given a taste of what to expect in high school through completing lessons associated with English, Mathematics, PD/H/PE and Science and Technology. In addition to this, students were introduced through a link up to their future teachers and year advisors. The transition program was another strategy to ensure the smoothest possible transition into high school for our students.

Norta Norta

This was a highly effective program implemented to support students to improve their outcomes in NAPLAN Literacy and Numeracy.

A tutor worked with a targeted student during the week. The tutor provided support in student’s areas of need – literacy and numeracy. A student received a period of individual assistance from the tutor, a program for individual support written by classroom teacher and NAPLAN data used to ascertain the area of need. A student received assistance from the tutor during whole class directed lessons as well as during group work lessons.

The tutor worked in the classroom supporting a student during prime learning time. Students and tutor formed an excellent working relationship with each other. Students trusted tutor and were willing to take risks and attempt tasks without fear of failure, they knew they would be supported if needed. Students’ level of confidence and attitude towards their work improved throughout the year. Student enjoyed working with their tutor.

Other program outcomes:
- Regular one-to-one support has increased students’ confidence level and has helped students to develop strategies to independently approach literacy and numeracy tasks and engage more in learning.
- Students have received individual instruction where and when needed.
- Students are more confident when engaging in stage appropriate tasks that would normally be too difficult for them; therefore, students have a greater capacity
to access the curriculum at stage level and have a greater potential/opportunity to achieve at stage level.

- Students have access to one-on-one tuition to develop targeted skills and understanding of concepts.
- Students read daily to an adult which has assisted in developing and improving fluency and comprehension skills.
- Students have another adult in the room that they can ask for assistance. This assistance can be given when needed which allows students to remain engaged when completing set tasks.
- Teachers are able to better implement individual education programs and provide remediation in specific areas to increase skills.
- Teachers developed specific programs in English and mathematics which focused on students’ area of need. Tutor was trained on the delivery of these programs.
- Parents know their children are being supported in the classroom (IEP).
- Parents are involved in their child’s education and build a positive rapport with teachers and tutor.

**Multicultural Education and Anti-racism**

In response to the cultural diversity of NSW, Buninyong Public School is committed to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society. The school engenders a paradigm that serves to eliminate all forms of racial discrimination for parents, students and staff.

All classroom teachers ensure that multiculturalism is a fundamental value and culturally inclusive teaching practice. Teaching and learning programs promote an understanding of our multicultural heritage. Our students are involved in:

- Whole Community participation in NAIDOC events.
- ANZAC and Remembrance Day ceremonies and activities.
- Multicultural events related to HSIE syllabus outcomes.

**Other school programs**

**Sport**

A strong culture of participation and personal best underpin Buninyong Public school sporting opportunities for all students K-6.

We are aware of the health benefits of a range of physical activity and the flow-on effect of confidence, engagement in learning and building community relationships. Sportmanship and sporting achievement are encouraged and celebrated with equal enthusiasm.

Students have represented our school, Dubbo district and Western area in 2015, achieving their sporting goals and experiencing competition at a higher level.

Highlights, experiences and opportunities in 2015 included:

- Student representation at District and Western levels in cross country, touch football, swimming, rugby league, and athletics.
- A range of PSSA area knockout carnivals and PSSA Friday sport days gave students opportunities to develop skills in soccer, netball, touch football, cricket, and rugby league.
- Structured, supervised sports throughout lunch breaks.
- Premiers Sporting challenge
  - In Rugby league we entered two teams in each competition of the David Peachey Shield and Russell Richardson
  - K-2 Tabloid sports afternoons.
  - Successful athletics, swimming and cross country carnivals. School records were broken in both athletics and swimming.
  - Stage 2 and 3 Rugby League and AFL clinics.
  - Stage 3 netball and touch football gala days.

At Buninyong Public School we greatly value all the support we receive from our community, including coaching, transporting and assisting teachers with sport in our school.

New resources purchased during 2015 included new bounce nets, sport balls, netball bibs.

**Arts**

**Eisteddfod**

Students at Buninyong Participated in the Dubbo Eisteddfod in the following categories:

- Verse Speaking – Highly Commended
- Primary Choir
- Infants Choir
- Infants Dance
- Primary Dance
- Signing Choir

**Technology**

**Lego at the Library**

Students in Stage 2 and the Support Unit participated in an integrated community project with the Dubbo Library, designing and building lego sculptures to enhance their learning in HSIE, Science and CAPA.

**Robotics**

Robotics was accessed by numerous students throughout the year.

Stage One used the WeDo robots. A total number of 27 students accessed this enrichment program throughout the year.

Stage 2 used the NXT robots where they learnt to build, program and follow steps. Each class had 1 term of robotics once a week.

Stage 3 Used the EV3 robots and was used as a gifted and talented program. Students built, programmed and researched a variety of robots.

**Sustainability**

**Stephanie Alexander Kitchen Garden**

Students in Stage 2 participated in this program in 2015. The program involves growing, selling and cooking produce from the school vegetable garden which is maintained by the students.

**Kids Teaching Kids**

Primary school students travelled from other areas of the Western Region to take part in Kids Teaching Kids, an...
environmental education program where kids teach other kids about Sustainability. 13 Stage 2 students from Buninyong were tasked with developing and producing a presentation for the visiting students at Dubbo South Public School. Their presentation taught other students about the value of keeping garden worms and maintaining worm farms as a way of achieving sustainable practices in the school garden.

**Whole School Inclusion Activities—**

- **Mainstream classes & special programs:** All students had opportunities to for inclusion in classes with their same age peers and whole school activities. 24 students participated in sessions in mainstream classrooms each week, including art, dance and gardening. Year 5 & 6 students were excited to participate in Robotics with Miss Courtney and four students also participated in the Lego program with stage 2, including regular visits to the town library and weekly activities in Stage 2 classes.

- **School sport:** K-2 students from the unit joined infant’s classes for assembly, tabloids and dance. Ten primary students took part in PSSA sport, playing softball at Jubilee oval, while the remaining primary students joined school sport activities.

- **Playground:** Students regularly joined the whole school playground during breaks and the support unit playground has been opened to K-2 students who enjoy joining our students in the sandpit, on the bikes and on the fixed equipment.

- **Carnivals:** All students from the support unit participated in this year’s swimming carnival, with younger students joining the infants activities and older students assisting with the groups in and around the little pool. We also attended the sports carnival and participated in our age races, athletics activities and supporting fellow students as they competed.

- **Excursions:** Two students from Year 6 participated in the Stage Three excursion to Burrendong Dam. The students joined their peers as they participated in sport and leisure activities and stayed in the cabins for the week. Infants’ students joined K-2 on an excursion to the zoo and the end of year rewards activities at the water park.

**Schools as Community Centre**

Buninyong School as Community Centre has completed its 10th year of operation. Throughout 2015 the centre has provided regular activities to 174 families having over 240 children. In addition to the 3 weekly playgroups, Baby health Clinic and Buninyong Art Buddies which all operate from the centre, we also outreach to Dubbo South Public and offer a weekly supported playgroup there. We also outreach to the Buninyong Preschool and Allira Childcare and provide weekly ‘Music and More’ Sessions to both these centres. This music program, run in conjunction with all of our playgroups, is designed to promote language, fine and gross motor skills as well as getting children thinking about rhythm, beat and pitch. The various groups have all enjoyed a variety of excursions and outside activities brought in to enhance the individual programs, including: Macquarie Regional Library for Story-time and National Simultaneous Reading day; The Biodiversity, Japanese and Sensory Gardens with outdoor cooking experiences; Dubbo Recycling and Waste management centre for World Environment Day; Victoria Park for sports with Coach Paris and Coach David. The groups have benefitted hugely from the variety of new experiences (many reported they had never been to any of the venues before). Families have also been exposed to other educational opportunities offered by the Smith Family and Community Dental Clinic, as well as learning about what can and cannot be recycled with JR Richards. In addition to the regular weekly groups the School as Community Centre also hosts the very popular School Walking Bus and Breakfast Club which has continued to grow enormously throughout the year. Craig, Leigh and Andrew have worked extremely hard to ensure the success of the Walking Bus program and Lorraine and her team of assistants have had to keep pace with the growing numbers coming along for breakfast. In addition, the SaCC hosted artist Sam Newstead who worked with the children and community to produce some very creative sculptures and other art works around the Walking Bus theme, all of which are on permanent display around the community. All in all, it has been a very busy year for the SaCC and with our new fit-out in the holidays we are looking forward to more busy times ahead.

Lorna Brennan (Local Facilitator Buninyong School as Community Centre)