

Bolwarra Public School

Annual Report



2016



1286

Introduction

The Annual Report for **2016** is provided to the community of **Bolwarra 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.

Steven Richard

Principal

School contact details

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Message from the Principal

It was with tremendous pride and pleasure that I accepted the position of Principal at Bolwarra Public School in Term 1 2016. I wish to acknowledge and thank Miss Ashleigh Blayden (Relieving Principal) and Mrs Sue Swetnam (Principal) for their leadership of Bolwarra Public School. I wish Mrs Swetnam all the best in her retirement. 2016 also saw the retirement of two long standing and much loved staff members of our school Mrs Marilyn Yeend (Student Learning Support Officer) and Mrs Dianne Rapson (School Administration Manager).

The school maintains its excellent reputation by providing a variety of high quality educational programs to support and enhance student learning. These programs are implemented by a professional and dedicated staff that are highly motivated. The Bolwarra school community supports the school through an active P&C as well as strong participation in school events and activities, Grandparents Day and the Community Christmas Concert are two excellent examples of this. Our school provides a wide range of opportunities for students to excel through academic, cultural and sports programs. In 2016, students performed at the Sydney Opera House and Sydney Town Hall choral festivals, a student received the UNSW Competition Medallion for English, students experienced sporting success at a Zone, Regional, State and National level.

School background

School vision statement

A connective and cohesive school community that aspires to develop the social, emotional and academic skills of its learners by providing a high quality and relevant curriculum, producing individuals that make ethical and constructive choices about their personal, educational and social behaviours.

School context

Bolwarra Public School boasts a proud tradition of providing high quality public education to our community since 1852. Bolwarra is a vibrant and evolving learning community of 460 students, their supportive families and an experienced teaching staff. The school is located within a community that is experiencing significant housing growth. Bolwarra is set in a rural setting with 'park-like' grounds and surrounded by a wetlands area and council playing fields.

Bolwarra Public School is proud to have such a fine reputation within the Maitland area as a caring, close-knit community school that strives for excellence, and whose spirit is enriched by the principle of 'Success Through Effort.' This approach of equal responsibility for children's education is made possible by active participation and co-operation amongst parents, students and staff.

The school has 19 classes from Kinder to Year 6 with teaching staff supported by Learning and Support Teachers, School Learning and Support Officers and an active School Learning Support Team. NAPLAN results demonstrate excellent student growth and achievements above State and Regional averages in Literacy and Numeracy.

Bolwarra Public School's FOEI (Family Occupation and Education Index) is 59, compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage. 58% of parents have achieved Year 12, with 28% with Bachelor degrees or above, 39% with trade certificates and certificates 1–1V, 18% with advanced Diplomas and 15% with no non-school qualification.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning**, Bolwarra Public School is operating at a **Sustaining and Growing** level. The school has identified that future directions in social and emotional learning will include the introduction of Positive Behaviour for Learning. This will allow the school to continue to build upon its whole school approach to wellbeing. In the domain of **Learning**, the school identified **Curriculum and Learning** as an element that it **excels** in, as evidenced by the integrated, collegial approach to curriculum delivery, planning and assessment that is responsive to the needs of students. Additionally the high standard and wide variety of extra-curricular programs at the school are significant, support student development and are strongly aligned to the school's vision, values and priorities.

The results of the external validation process indicated that in the School Excellence Framework domain of **Teaching**, Bolwarra Public School is operating at a **Sustaining and Growing** level. The school's future initiatives include the implementation of Explicit Instruction across all classrooms, the implementation and review of National Curriculum and a review of student reports. These initiatives will drive the continued growth of students across external and internal measures. The element of **Collaborative Practice** is an essential element of school procedures, where the school recognised the high percentage of beginning teachers in its staff and developed a strategic and collaborative approach to accreditation and induction. Our school has embedded systems for teachers to collaborate within and across stages. The school recognises and promotes the expertise of teachers to provide mentoring and coaching support to ensure the ongoing development of all staff.

The results of the external validation process indicated that in the School Excellence Framework domain of **Leading**, Bolwarra Public School is operating at a **Sustaining and Growing** level. The school's future initiatives will focus on offering parent workshops in curriculum areas and social and emotional learning. This will provide parents with information and strategies to support their children at home and to understand the learning pathway their child is taking. Monitoring and feedback measures will be undertaken to direct further workshop activities.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

STUDENTS – Strengthen student engagement in learning

Purpose

Strengthen, develop and implement challenging, innovative and inclusive student learning that enables them to reach their full potential in a rapidly changing world.

Overall summary of progress

Student engagement in learning was strengthened through the provision of high quality educational and wellbeing programs that were inclusive, relevant and engaging. The Kids Shed program provided students with an opportunity to develop their own learning goals and work collaboratively to achieve them. Professional learning opportunities for staff supported the development of vibrant and rich educational programs. Student performance for Literacy and Numeracy was tracked and monitored for all students using the PLAN software. Staff were released from classrooms to input and evaluate data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved student capacity to learn and play an active role in their own learning.	All staff tracked students using PLAN data, relief was provided for staff to enter and evaluate data one half day per term.	Staff Release 1 day week.Socio-economic background (\$10000.00)Quality Teaching, Successful Students (QTSS)
Improved student engagement through providing constructing learning experiences that are innovative, accessible, engaging and challenging.	STEM units were trialled across Stages Two and Three using a variety of resources including; iPads, Green Screens and Coding Spheros. High levels of student engagement were evidenced across all classes. A Stage 2 team of students successfully participated in the Digital Sparks Program where they designed a prototype for an App. Professional Learning provided for all staff in the areas of Coding and STEM.	Associated Technology \$5000 Professional Learning for staff to attend STEM conference and coding workshops \$1500Socio-economic background (\$6500.00)
Students use reflection on their own learning to plan, and inform future learning.	As part of the External Validation process the school evaluated the impact of the Kids Shed Program. Students reported an Outstanding level of satisfaction with the program, parents reported a High level of satisfaction and requested further information about the content of the program, staff reported a High level of satisfaction and requested that future Kids Sheds programs incorporate team teaching.	Kids Shed \$25 000 for year including staff costs, resources and equipmentAboriginal background loading (\$10000.00)Socio-economic background (\$5000.00)School and Community Funds (\$10000.00)

Next Steps

Bolwarra Public School will continue to develop 21st Century learners through the development of a STEM (Science, Technology, Engineering and Mathematics) program in 2017. A range of resources will be purchased to support the implementation of a structured learning program that supports staff knowledge and ability, provides opportunity for students and is linked to the school curriculum. STEM programs will be based on problem solving with a focus on Coding. A variety of classroom design features will be trialled in preparation for the construction of 14 new classrooms, with flexible furniture options will be evaluated throughout the year.

A school wide focus will be introduced focused on developing resilience in students, staff and the wider community. A monthly resilience focus will support the implementation of this program. Students will be introduced to the concept of mindfulness through classroom lessons and activities, opportunities for staff to develop their own mindfulness will be

developed through professional learning workshops. The school wide implementation of PBL (Positive Behaviour for Learning) will commence in 2017.

Community and parent engagement will be supported through both STEM and PBL programs and will include parent information sessions and showcases of student work. A variety of delivery formats will be trialled to ensure maximum community participation.

Strategic Direction 2

STAFF – Build teacher capacity to provide effective teaching, leading and learning.

Purpose

To provide a well trained and well supported staff with a range of professional learning opportunities that are relevant and engaging, within a culture of professional trust and collaboration, within our school and across the Maitland Learning Community.

Overall summary of progress

All staff successfully participated in professional learning for Seven Steps to Writing Success and implemented the program into their classrooms. The school Mathematics assessment scheduled was aligned to the teaching scope and sequence. Scope and sequences were also developed, implemented and evaluated for History and Geography. Support for Beginning Teachers was provided and included lesson observations, peer teaching and mentoring. Several staff successfully completed the requirements for Teacher Accreditation and participated in school network meetings, the school was recognised for the strength of its Teacher Induction Program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Differentiated TPL at both stage and whole school level to upskill staff in technology, leadership and National Curriculum.	A draft scope and sequence for Seven Steps to Writing Success has been developed and is currently being reviewed. Student achievement in Numeracy is mapped on PLAN software once a term by all staff. K–6 assessment tasks for Mathematics were designed and implemented. Student achievement was reviewed to ensure school scope and sequence covered all areas of the mathematics curriculum. Initial scope and sequences for History and Geography were developed and implemented on a two year cycle. A review of the units will be conducted in 2017.	All staff attended a one day Seven Steps to Writing Success Professional Learning workshop. QTSS release for PLAN mapping of students for Numeracy Professional Learning (\$0.00) Support for beginning teachers (\$1000.00) Quality Teaching, Successful Students (QTSS) (\$5000.00)
A fully accredited teaching staff in line with the National Teaching Standards and GTIL.	All staff followed Department of Education guidelines in completing their Professional Development Plan. Consultation, discussion and observation were key components of the successful development and review of PDPs.	Staff were allocated additional relief time to enable peer and supervisor lesson observations. Socio-economic background (\$5000.00) School and Community Funds
Staff build, share and express their knowledge of quality teaching practices through open dialogue and shared reflection to deliver best practices, within and across the Maitland Learning Community.	Weekly TechTalk sessions were conducted by the school's Technology coordinator to provide information about current technology issues, apps and programs. The school scope and sequence for the delivery of Technology was completed in Term 4 2016 and is currently being implemented.	Release time for Technology coordinators. Computer Education (\$10000.00)

Next Steps

Bolwarra Public School will focus on the delivery of Explicit Direct Instruction (EDI) in 2017. All staff will be involved in professional learning to develop Lesson Warm Ups and to develop their understanding of the principles of EDI. The school will join a network of schools in the Hunter Valley to enhance teaching networks and develop school programs.

Staff professional learning teams will be implemented for EDI, Future Focussed Learning and PBL to ensure that all staff are provided with high quality professional learning programs. Each committee will contain a mixture of executive and

classroom teachers and will provide leadership opportunities for staff to develop their skills.

The school will continue to develop strategic partnerships throughout the Maitland Learning Community through participation in network meetings, Gifted and Talented programs and sport programs. A strong focus on transition to high school programs will further develop relationships between the primary and high school.

Staff requiring Teacher Accreditation will finalise their requirements and submit their applications.

Strategic Direction 3

COMMUNITY – Enhance quality partnerships and networks within and beyond our school community.

Purpose

School policies and practices acknowledge families as partners in their student's education. The school recognises and builds the capacity of families to assist student learning and support school goals and targets, whilst building networks and partnerships within external organisations.

Overall summary of progress

The school successfully introduced a barbecue event to support the creation of Personalised Learning Programs for Indigenous students. Further community relationships were enhanced through participation in the Maitland Schools Sports Program, Senior Choir performances at St Peter's Music Festival and school events for Grandparents Day.

Changes to Student Reports for parents created an easy to read document that provided clear information about student achievement and areas for development.

A continued focus on student wellbeing was supported for the Seasons for Growth program. An additional facilitator was trained to increase student participation in the program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved parent collaboration and participation in focus workshops on social-emotional and curriculum based learning.	A successful staff and family BBQ was conducted in Term 1 to establish school/home relationships and the development of individual Personalised Learning Plans for all Indigenous students. An attendance rate of over 90% was reported at the BBQ, with follow up meetings held to ensure plans were completed for all students. PLPs were reviewed in Semester Two. From 2017 the PLPs will be uploaded to MGoals.	
Positive school/community partnerships reflected through increased home support of school programs.	All members of the school community were provided with the opportunity to participate in the Tell Them From Me Survey. Students in Years 3–6 completed the survey during school time, 95% of staff completed the survey and 45% of parents completed the survey. Survey results were analysed for trends and used to address areas of the school plan for 2017.	
Knowledge of and involvement in student engagement and well-being initiatives.	All stakeholders were surveyed in regards to school wellbeing initiatives. Families in Years 4–6 participated in CampOut with Kids with high levels of parent and student satisfaction reported in the post camp evaluation. The school increased the capacity of its Seasons For Growth initiative by training an additional teacher to deliver the program. Three Seasons for Growth groups completed the program, parents and students were highly receptive to the program with applications for participation exceeding previous years.	Professional Learning Seasons For Growth Facilitator and program resources Professional Learning (\$1200.00) Socio-economic background (\$200.00)

Next Steps

Continued implementation of student wellbeing programs including Seasons for Growth, Kidsmatter and Camp Out with Kids will be supported through the introduction of Positive Behaviour for Learning across the school. The establishment of school rules and values linked to the You Can Do It program and a review of the current student merit award system

will be key features of the PBL implementation at Bolwarra Public School.

Building on the success of the 2016 Kindergarten Parent Information session on supporting your child to read, further information sessions will be offered for writing, spelling, mathematics and STEM. Parent participation will be supported through the provision of student activities and delivery through 21st century programs.

Community engagement and consultation will be a key part of the school building project that will take place during 2017–18.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All ATSI students participated in the Kids Shed program on at least two occasions throughout the year. Student surveys revealed a high degree of engagement within the program. A PLP BBQ was held in Term 1 2016 to establish PLPs for students. During the second half of the year the plans were reviewed by teachers and students.	Strategic Direction 2 – Strengthen Student Engagement in learning <ul style="list-style-type: none"> • Aboriginal background loading (\$10 000.00) • Socio-economic background (\$5 000.00) • School and Community Funds (\$10 000.00)
Low level adjustment for disability	Four SLSOs were employed throughout the year to provide classroom and playground support for identified students. SLSO time was allocated on a needs basis with an emphasis on support during key learning times and social/emotional support during play times.	Four SLSO employed daily throughout the year <ul style="list-style-type: none"> • Low level adjustment for disability (\$48 756.99)
Quality Teaching, Successful Students (QTSS)	QTSS allocation provided a weekly time allocation for Executive staff to provide mentoring for staff and conduct lesson observations. A classroom teacher was employed to provide relief for staff.	Semester 1 QTSS allocation 0.175 Semester 2 QTSS allocation 0.351 <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$26 325.00) • Quality Teaching, Successful Students (QTSS) (\$26 325.00)
Socio-economic background	All staff tracked students using PLAN data, relief was provided for staff to enter and evaluate data one half day per term. Classroom teacher employed one day per week to implement Kids Shed Program. All staff successfully completed PDP process for 2016.	Classroom teacher relief <ul style="list-style-type: none"> • Socio-economic background (\$10 000.00) • Socio-economic background (\$5 000.00) • Socio-economic background (\$5 000.00)
Support for beginning teachers	Beginning teacher support was provided for two staff. One staff member partially accessed their support allocation due to part time work. Teacher mentors provided support for classroom management, curriculum implementation and teacher accreditation.	Classroom teacher employed to provide additional release for beginning teachers and mentors. <ul style="list-style-type: none"> • Support for beginning teachers (\$20 984.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	202	231	247	256
Girls	206	225	223	217

Demand for student enrolment from families residing outside the school zone remains high. No Out of Zone enrolments were accepted for the 2017 school year. Student enrolment numbers stabilised throughout the 2016 school year.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.1	96	95.8	95.8
1	95.8	95.6	95.5	93
2	95	96	95.2	95.2
3	96	95.6	95.1	95
4	94.5	96.1	94.5	94.9
5	95.6	94.7	95.6	92.3
6	94.1	94.9	94.6	95.9
All Years	95.5	95.6	95.1	94.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Attendance in 2015 at Bolwarra Public School was recorded electronically by the school's OASIS computer roll marking system and through the use of Sentral software application.

Attendance was monitored regularly throughout the year by the school executive and the Home School Liaison Officer where necessary. Students with

unsatisfactory attendance were referred to the school's Learning Support Team, support to the families and students was provided to develop regular school attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.6
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration & Support Staff	3.38
Other Positions	0.17

*Full Time Equivalent

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

Currently Bolwarra Public School does not have any staff members who identify as Aboriginal.

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	7

Professional learning and teacher accreditation

Each year the school is allocated funding for the professional development of teachers. Our priorities for professional learning throughout 2016 were aligned to the school's strategic directions and targeted student engagement, building teacher capacity and strengthening community partnerships. A key focus in 2016 was the introduction of the Seven Steps to Writing Success program that was attended by all staff. Additional professional learning in wellbeing programs provided another qualified instructor for the Seasons for Growth program, thus doubling our student intake for the program.

The school recognised the high percentage of beginning teachers requiring accreditation in 2016 and developed an intensive induction and accreditation support program. Through group meetings, mentor teachers and a deep understanding of the accreditation elements five staff successfully achieved accreditation in 2016. The school was recognised within the wider school community for the high standard of its induction and accreditation programs.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

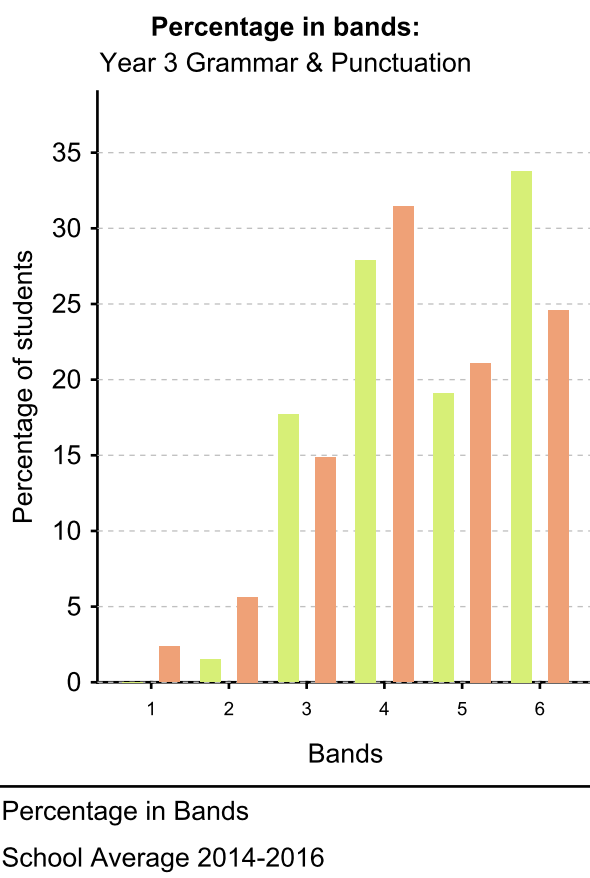
Income	\$
Balance brought forward	328 690.97
Global funds	308 599.13
Tied funds	231 338.40
School & community sources	168 108.14
Interest	7 467.65
Trust receipts	19 665.35
Canteen	0.00
Total income	1 063 869.64
Expenditure	
Teaching & learning	
Key learning areas	63 923.39
Excursions	67 030.96
Extracurricular dissections	62 890.73
Library	4 649.91
Training & development	4 098.15
Tied funds	194 058.43
Short term relief	79 993.89
Administration & office	62 606.28
School-operated canteen	0.00
Utilities	48 333.72
Maintenance	31 311.62
Trust accounts	24 280.20
Capital programs	32 690.00
Total expenditure	675 867.28
Balance carried forward	388 002.36

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.

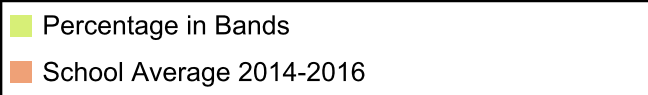
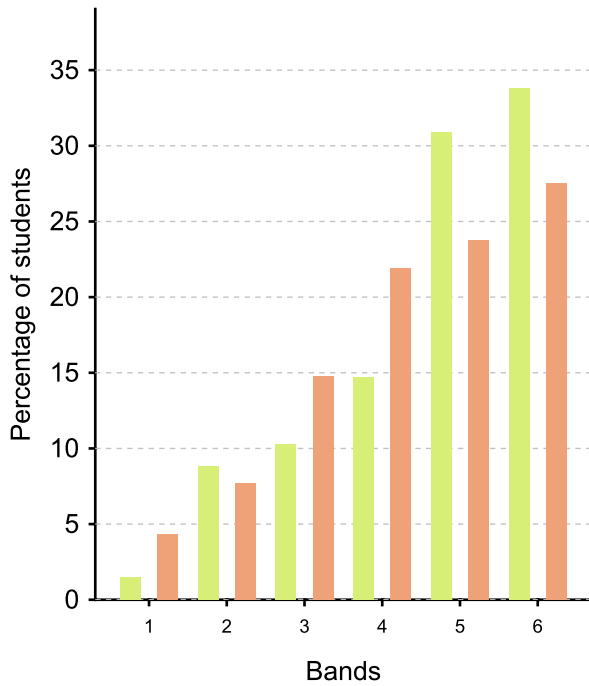
School performance

NAPLAN

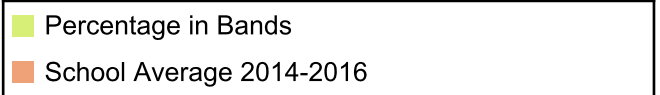
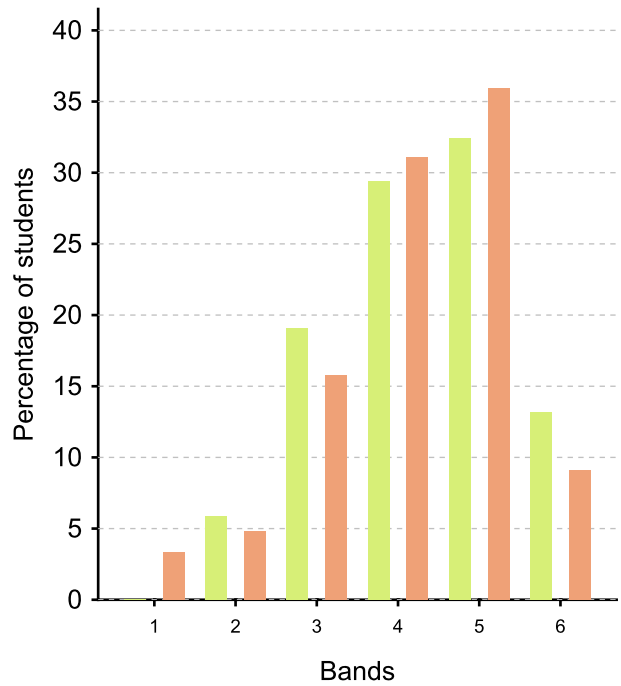
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



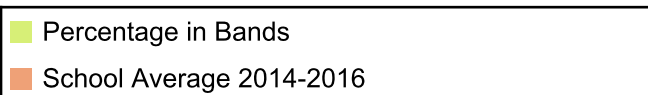
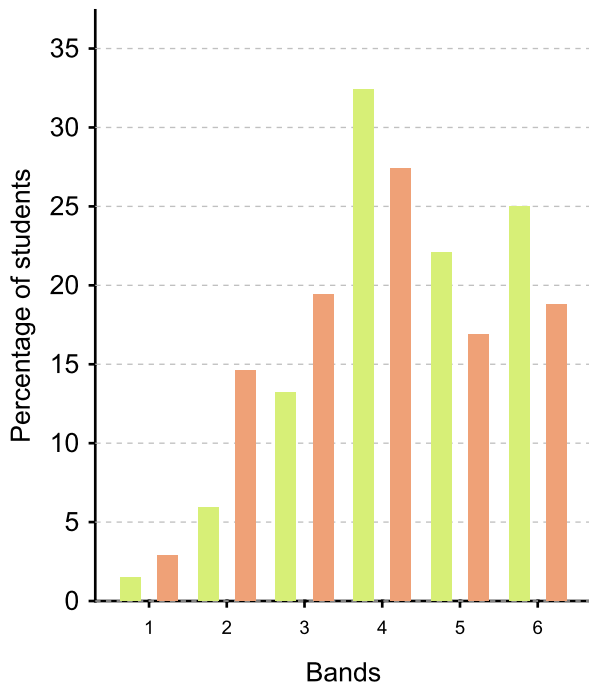
Percentage in bands:
Year 3 Reading



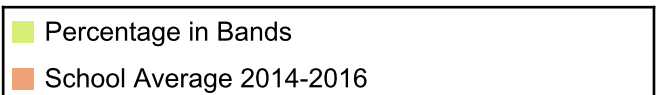
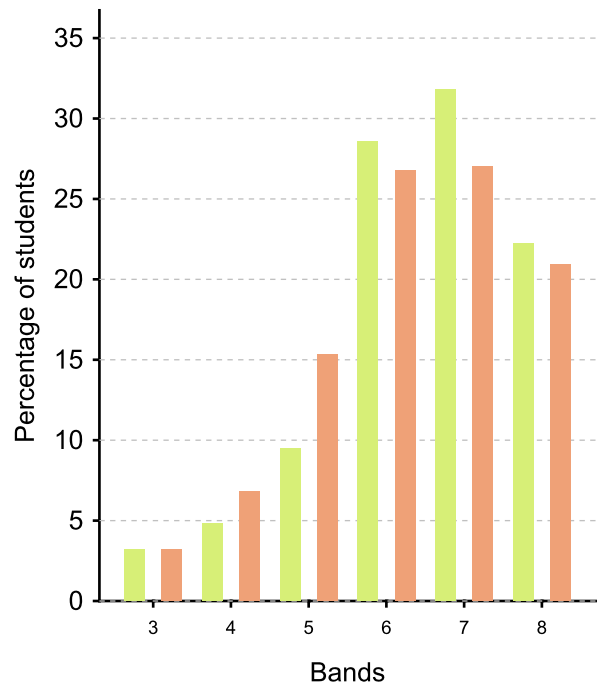
Percentage in bands:
Year 3 Writing



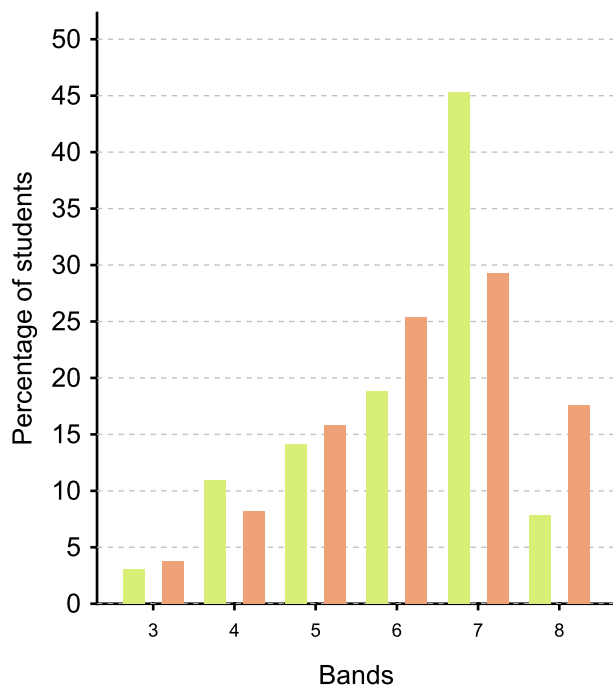
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation

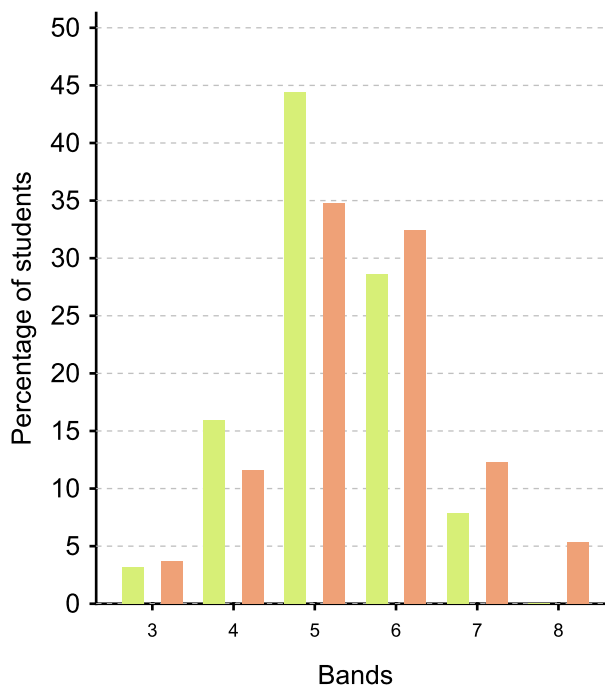


Percentage in bands:
Year 5 Reading



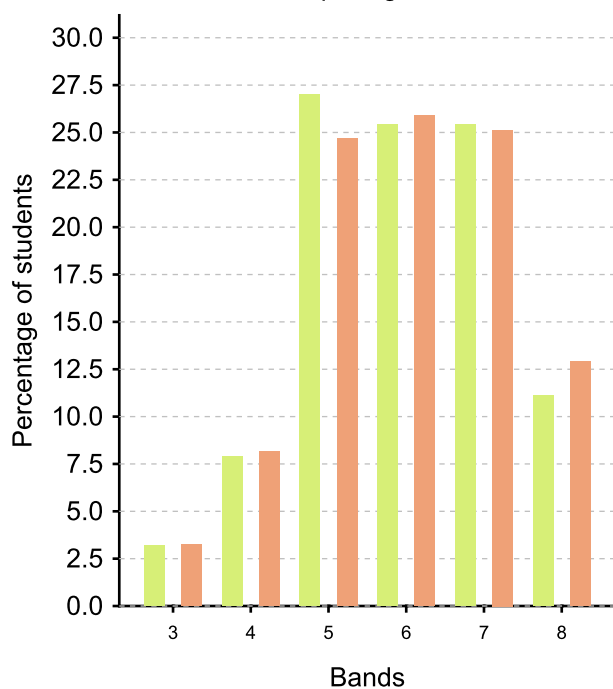
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Student performance in the top 2 skill bands for NAPLAN was above the State average for Year 3 and Year 5 Reading and Year 5 Grammar and Punctuation. Student performance was slightly below the State average for Writing in Years 3 and 5. Student performance was on the State average for the remaining areas of NAPLAN.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In Semester 2 2016 the school invited parents, staff and students in Years 4–6 to participate in the Tell Them From Survey.

Student Results:

Positive Relationships: 89% of students stated they had friends at school that they trusted and who encouraged them to make positive choices.

Effort: 96% of girls and 83% of boys stated that they tried hard to succeed at school.

Positive teacher–student relationships: rated 8.1 out of

10 – students felt that teachers were responsive to their needs and encouraged independence with a democratic approach.

Over 85% of students had participated in a extra-curricular activity at school e.g. choir, dance or sport.

Parent Results:

Parents feel welcome at Bolwarra Public School: Parents stated that they could speak easily with their child's teacher (8.7 out of 10). An identified area for improvement – parent activities are scheduled at times when they can attend (6.7 out of 10).

Parents reported that high expectations for classroom behaviour and high standards for classroom work were evident throughout the school. This was supported by the majority of parents stating that they encouraged their child to do well at school and praised their child for doing so.

Parents requested an increase in information about their child's social and emotional development.

Staff Results:

Staff identified collaboration as a strength of the school. All teachers reported that they discussed student learning with other staff and that they developed teaching and learning programs with other staff. The school Learning Support Team was identified as a strong and important school program that effectively

Student responses the the Multicultural Public Speaking competition was high with students participating in Regional finals in Years 2, 3, 5 and 6.

The school maintained its Anti-Racism Contact Officer (ARCO) from 2015. Support was provided to students and staff where required.

Policy requirements

Aboriginal education

Bolwarra Public School remained committed to Aboriginal Education and recognising and celebrating the traditional owners of the land.

2016 Achievements:

- Successful introduction of PLP barbecue resulted in an increase in families participating in the development of student PLPs.
- All Indigenous students participated in the Kids Shed program throughout the year.
- History and Geography units recognised the importance of Aboriginal culture.
- Students throughout the school participated in NAIDOC week activities, guest speakers from local Aboriginal groups presented information sessions to classes.

Multicultural and anti-racism education

In 2016 the school maintained a focus on multicultural education in all areas of the curriculum by providing programs which developed the knowledge, skills and attitudes required in a culturally diverse society. All students participated in Harmony Day activities.