

Bowraville Central School

Annual Report



2016



1336

Introduction

The Annual Report for **2016** is provided to the community of **Bowraville Central School** as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

To continually create a school of equity and high expectations for all – connected to the whole school community through best practice teaching and learning.

School context

Bowraville Central School is a K–12 campus serving a diverse community within the Nambucca Valley, Mid–North Coast, NSW. With a long and proud history dating from 1875, the school's first ever Year 12 candidates completed their Higher School Certificate examinations in 2008. The school's high quality built environment is structured so as to facilitate students' learning from Kinder to Year 12. The school also boasts a five acre farm that enables our highly recognised agriculture programs to flourish. In addition to a full, high expectations academic program, Vocational Education courses offered to secondary students include: Primary Industries, Construction, Metals & Engineering, Hospitality, and Hairdressing. For several years, the school has been a recipient of additional equity funding. Annually totalling approximately \$200000, these resources enable staff and community to work together to create innovative programs of support for students, regardless of their age or background, within a caring and supportive environment. Since 2012 the school has also been an Early Action for Success school: improving literacy and numeracy outcomes in the early years. A further highly significant initiative that was launched in 2011 was the Bowraville Central School Community Garden project; a cross–sectoral innovation that is enhancing the learning and well–being of students and the broader community. As a proud member of the Nambucca Valley Community of Public Schools Bowraville CS is committed to the Aboriginal Education and Training Policy. The school's involvement with The Stronger Smarter Institute since 2009 continues to create a culture of high expectations for students, staff and community of all backgrounds.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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

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

Following completion of the School Excellence Framework Self–assessment Tool, Bowraville Central School is predominantly 'Sustaining and Growing' in its delivery of quality education for the community. Two areas were determined to be at 'Delivering' status: LEARNING – Student Performance Measures; and TEACHING – Effective Classroom Practice. The status of 'Excelling' was determined in relation to: TEACHING – Professional Standards; and LEADING – School Resources.

Our self–assessment 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

Enable the delivery of best practice, engaging Teaching and Learning

Purpose

To facilitate student growth and the development of life-long learners.

Overall summary of progress

Staff involvement in team-based professional learning did increase beyond the 75% target. This was in large part due to our strategy of allocating resources from Equity Funding to support the regular and scaffolded meetings and class observations around the Performance Development framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff involvement in team based professional learning increases to 75% of both Primary and Secondary involved in observations during both Terms 2 and 3. Percentage of staff involved in professional learning around Visible Learning increases to greater than 50%	This target was achieved through utilisation of equity funding for K-12 teaching staff in order to have a team-based professional learning approach to the Performance Development Framework.	\$14205 Equity funding was utilised to enable time for staff to collaborate around professional practice within the Performance Development Framework.

Next Steps

Our 2016 target to increase professional learning around Visible Learning was not achieved. This priority has been incorporated into a broader whole-school focus on student learning in 2017.

Strategic Direction 2

Facilitate individualized learning for every student where a scaffold of support and extension is built upon a platform of knowledge and understanding

Purpose

To ensure that every student experiences learning environments that: recognise their unique needs; honour their cultural lens; and extend them beyond their perceived abilities.

Overall summary of progress

Through support from both the Learning and Support Team and Executive, there has been a demonstrated increase in the amount and quality of evidence in relation to differentiation. The evidence provided through the Nationally Consistent Collection of Data reflects that though the amount of differentiation is not uniformly present across our K–12 campus, this has continued to significantly improve during 2016. The school's Positive Behaviour for Learning strategy made significant advances during 2016 both in staff understanding and implementation and student participation and leadership.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Programs with evidence showing greater differentiation, learning intentions and success criteria. Student Personal Learning Plans drawing upon PLAN information to set learning goals.	The Learning Centre was a significant initiative throughout 2016, supporting students with high learning and behaviour needs through a strengths-based, high expectations framework. PLAN information formed an important aspect of the Early Action for Success program, tracking individual student data.	\$73893 Equity funding enabled the staffing and resourcing of our Learning Centre in 2016.

Next Steps

Despite our best attempts in 2016 we again feel that more resources need to be allocated so as to ensure that student personal learning plans are relevant and effective for all students. This has become a key initiative for 2017.

Strategic Direction 3

To co-create with the Bowraville community a learning hub to which all feel a sense of connectedness

Purpose

To provide an open and collaborative place of life-long learning and social citizenship that is embraced by all.

Overall summary of progress

Community participation in and support for school events continues to be strong though our P&C remains a small but dedicated group. The Community Garden has continued to grow in significance for the broader community, with gatherings beyond school activities commencing on a regular basis during 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Junior AECG established, involving at least 50% of ATSI students Yarning Circle complete and utilized by 100% of students on at least one occasion Students participation in leadership opportunities expands beyond the Student Representative Council to also include the Junior AECG Student leadership of school and community events is supported by staff and shows evidence of expansion	Though there was continued participation in student involvement in whole-school initiatives, the creation of the Junior AECG was not implemented in 2016. Key involvements of students included NAIDOC and Student Representative Council activities.	Resources were sourced both from Aboriginal equity funding and whole-school equity funding.

Next Steps

Further improvements in the manner in which students and their families are engaged in transition programs has been identified as a key focus area for improvement in 2017. Staff have also acknowledged that communication strategies with parents/carers and the broader school community can be further enhanced through a coordinated approach which incorporates all written communication tools and social media platforms.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	The major focus of our support for Aboriginal students was through the engagement of local SLSO support staff across the school. Furthermore, The Learning Centre, initiative enabled intensive support for students requiring learning and or behaviour intervention.	In 2016 \$29890 was received as Aboriginal background loading. This was fully expended and further supplemented through equity funding.
Quality Teaching, Successful Students (QTSS)	QTSS resources not received in 2016	QTSS resources not received in 2016
Socio-economic background	In addition to supporting our Learning Centre initiative, resulting in the retention and engagement of students otherwise disengaged with learning, this resource enabled team-based professional learning to expand throughout 2016. The school recognises the significant impact upon student outcomes that results from effective professional collaborative practices and is proud of the significant advances made in 2016 for both primary and secondary staff.	In 2016 \$177543.10 was received in Socio-economic background

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	138	134	127	129
Girls	115	107	113	126

Enrolment trends at Bowraville Central School have been static for several years. Though 7–12 numbers have increased steadily since the implementation of Stage 6 studies in 2007, K–6 demographics within the Bowraville community have been reflected in a gradual reduction in numbers within the school. This trend is expected to continue into 2018 before steadying and once more increasing.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.2	91	88.6	89.8
1	94.2	89.1	88.2	87.4
2	89.8	91.9	87.8	89.6
3	93.3	88.2	86.9	88.2
4	91.9	92	87.4	90.9
5	90.5	87.2	85.5	90.3
6	90.7	92.1	87.2	88.2
7	91.3	89	83	88.4
8	89.3	87.2	88.1	80.8
9	79.8	88.3	86.2	85.6
10	79	80.4	85.3	83.5
11	74.5	83.7	77.6	82.8
12	88.3	76.2	83.8	79.8
All Years	87.7	87.4	85.9	86.5
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
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

Workforce information

Management of non-attendance

The school has a comprehensive attendance strategy led by the Deputy Principal, Aboriginal Education Officer and Home School Liaison Officer. Though there have been marginal improvements since 2015 across the school, we are still below state average in relation to our attendance patterns. It should also be noted that in several year groups there are a very small number of chronically poor attendees whose statistics have an adverse impact of their year group and the whole school data. We will continue to attempt to improve our efficacy in improving attendance K–12 in future years.

Class sizes

Class	Total
KINDER	18
1/2R	18
2/3N	25
4/5C	28
5/6R	28

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	10	75
TAFE entry	0	10	25
University Entry	0	0	25
Other	0	0	0
Unknown	0	0	0

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	9.81
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
School Administration & Support Staff	7.59
Other Positions	4.1

*Full Time Equivalent

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

Bowraville Central School actively encourages and welcomes employment opportunities for Aboriginal people – both within our community and beyond. In addition to our full time Aboriginal Education Officer, and targeted Aboriginal School Administration Officer positions, the school employs an Aboriginal Community Liaison Officer, and three Teachers Aides on a casual basis within Equity Funding.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

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

Financial information

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

Income	\$
Balance brought forward	580 558.95
Global funds	375 734.70
Tied funds	675 409.35
School & community sources	106 721.78
Interest	11 703.37
Trust receipts	18 268.26
Canteen	0.00
Total income	1 768 396.41
Expenditure	
Teaching & learning	
Key learning areas	51 265.51
Excursions	54 361.96
Extracurricular dissections	38 692.83
Library	8 432.32
Training & development	0.00
Tied funds	899 900.23
Short term relief	128 794.60
Administration & office	75 822.57
School-operated canteen	0.00
Utilities	47 874.37
Maintenance	76 996.18
Trust accounts	19 311.72
Capital programs	0.00
Total expenditure	1 401 452.29
Balance carried forward	366 944.12

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.

Once more in 2016 some of our most impressive NAPLAN results relate to individual student growth. However the school's overall progress in both Literacy and Numeracy is also demonstrating growth as outlined in the tables below.

NAPLAN Literacy:

Whole-school progress in Literacy is demonstrated by the increases in the percentage of students 'at proficiency', i.e. in the top 2 NAPLAN bands. The following comparison between 2015 and 2016 results is evidence of the school's continued steady improvement in achieving enhanced Literacy outcomes. The figure in parentheses () indicates 2015 result.

Reading: Yr 3=23% (12%), Yr 5=17% (18%), Yr 7=9% (7%), Yr 9=4% (4%)

Writing: Yr 3=27% (6%), Yr 5=4(9%), Yr 7=18%(7%), Yr 9=4% (0%)

Spelling: Yr 3=32% (12%), Yr 5=4% (18%), Yr 7=14% (10%), Yr 9=11% (0%)

Grammar and Punctuation: Yr 3=23% (12%), Yr 5=13% (9%), Yr 7=10% (7%), Yr 9=7% (4%)

NAPLAN Numeracy:

Whole-school progress in Numeracy is demonstrated by the increases in the percentage of students 'at proficiency', i.e. in the top 2 NAPLAN bands. The following comparison between 2015 and 2016 results is evidence of the school's continued steady improvement in achieving enhanced Numeracy outcomes. The figure in parentheses () indicates 2015 result.

Numeracy: Yr 3=9% (6%), Yr 5=8% (0%), Yr 7=0% (7%), Yr 9=11% (4%)

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 Bowraville Central School in the Find a school and select GO to access the school data.>

Some of our most significant individual growth in both improved NAPLAN outcomes and school attendance figures has been among our Aboriginal students. The

school's focus on a high-expectations, strengths-based approach to all students has enabled this shift. The increase in the percentage of Aboriginal students at Bowraville Central School from 15% in 2010 to 35% in 2016 is further evidence of this success.

Higher School Certificate (HSC)

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

In 2016 there were four students who completed Year 12 at Bowraville Central School. Though this was the smallest cohort since our Stage 6 program commenced in 2007, the students' achievements were a source of pride for the school. Each one of our graduates has transitioned to the training and/or employment of their choosing, including a university placement. The majority of Vocational subjects studied in 2016 were delivered on campus, including: Primary Industries and Hospitality. All students completed Certificate 3 Vocational Education and Training programs; one student completed a Certificate 4 qualification; and two students also gained Certificate 2 standards.

Given the size of this cohort it is not appropriate to include statistical comparison data.

Parent/caregiver, student, teacher satisfaction

As part of the school's continued implementation of Positive Behaviour for Learning (PBL), a significant number of student, parent and teacher surveys were conducted. These results provided significant direction to the PBL structure and focus. For example, in relation to school-wide student behaviour reform, the following were determined to be strengths:

- a. BCS has formal strategies for informing families about expected student behaviours at school
- b. Procedures are in place to address emergency / dangerous situations

The following were determined to be areas for development:

- a. Expected student behaviours are taught directly
- b. A small number of positively and clearly stated student expectations or rules are defined
- c. Problem behaviours (failure to meet expected student behaviours) are defined clearly

Bowraville Central School greatly values the feedback from all stakeholders. In 2017 the Tell Them From Me survey tool will be used to encourage comprehensive feedback across the school community.

Policy requirements

Aboriginal education

One of the great strengths of Bowraville Central School is its high-expectations, strengths-based inclusive school culture. Led by our Aboriginal Education Officer, Aboriginal Liaison Officer, Head Teach Welfare, and Principal, increasingly positive outcomes for Aboriginal students are evident in: increased percentage of enrolment from 15% in 2010 to 35% in 2016; improved attendance rates (in some cases exceeding state average for all students); and improved NAPLAN data.

An important support of Aboriginal students is the Nambucca Aboriginal Education Consultative Group (AECG). Bowraville Central School strongly supports the work of the AECG both locally and state-wide, adhering to all appropriate protocols and agreements between AECG and DoE. The Principal regularly attends AECG meetings in order to facilitate collaborations and in 2015 was invited to be the Mid-North Coast Principal AECG Principal Representative, continuing this role in 2016.

Multicultural and anti-racism education

Respect, tolerance, compassion and empathy are qualities highly valued at Bowraville Central School. Our small but each year slightly increasing number of students whose families are of a non-English speaking background are encouraged to share their cultural perspectives at every appropriate opportunity.

Through our Languages programs, all students have an opportunity to study in some depth different perspectives within cultures. Gumbaynggirr study is facilitated through Muurrbay Languages Centre, Nambucca Heads, though teacher availability has proved a challenge across the Nambucca Valley in 2016. The Mandatory 100 Hours of Languages other than English instruction was offered in French in 2016.

A teaching staff member who is a trained Anti-Racism Contact Officer plays a key role in both proactive programs about negative stereotypes and racist behaviour, as well as intervening and supporting whenever any issue of a racist nature may emerge.