

Bowraville Central School

Annual Report



2017



1336

Introduction

The Annual Report for 2017 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 healthy 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

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.

Teachers have been working with Instructional Leaders in Primary and Secondary on improved practices including programming and reporting. The appointment of a Head Teacher – Teaching and Learning in 2017 and the establishment of Teaching and learning teams will further drive whole school improvement in Teaching and Learning. Our Strategic directions are closely aligned to these domains.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

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

Significant improvement since the start of the cycle. Which distrusted leadership across the school to drive best practice in engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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%	The school received a Professional Learning allocation of \$30, 670 which was fully exhausted.	Staff made significant progress in the number and quality of observations.

Next Steps

Positive Behaviours for Learning (PBL) has been rolled out across the school and will enter into the classroom during the next cycle. Establishment of a Teaching and Learning Team will drive this strategic direction. Using SEF2 as a focal point and realigning our strategic direction with this framework will allow more accurate collection and interpretation of data.

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

Significant improvement since the start of the cycle. Staff have actively engaged with NCCD processes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Programs with evidence showing greater differentiation, learning intentions and success criteria. Student Personal Learning Plans drawing upon PLAN information to set learning goals.	School accessed funding through low level adjustments for disability and socio economic background funding to ensure PLAN data captured and PLASP meetings for all students who needed them.	Significant progress in quality and quantity.

Next Steps

Continued commitment to individualized learning in response to Department of Education Strategic Plan 2018–2022 in particular 'Every student is known, valued and cared for'. Strong Learning and support team. Commitment from regional office to support students in this complex environment.

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

The school has made significant advances towards becoming the community hub. Commitment from staff and the school to engage more widely with the community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	Additional funds through Aboriginal Background funding provided to support the establishment of Junior AECG.	Limited progress, a number of issues impacted on this establishment and maintaining numbers.

Next Steps

Use the Community use of school grounds policy and guidelines to actively seek expressions of interest from community groups to use our facilities and grounds.

Increased participation in AECG and connecting to Country.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	In 2017, \$158,042 was received as Aboriginal background loading. This was fully expended and further supplemented through equity funding.	<p>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.</p> <p>All students having PLP and PLASP meeting completed by the end of the year.</p>
Quality Teaching, Successful Students (QTSS)	in 2017, \$8939 was received and used for release time for AP's to support primary teachers with planning and programming.	AP present to school executive on impact.
Socio-economic background	In 2017, \$358941 was received as Socio-Economic background loading. This was fully expended and further supplemented through equity funding.	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 2017 for both primary and secondary staff.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	133	127	129	118
Girls	104	111	125	112

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	2014	2015	2016	2017
K	91	88.6	89.8	90.8
1	89.1	88.2	87.4	91.1
2	91.9	87.8	89.6	85.8
3	88.2	86.9	88.2	88.9
4	92	87.4	90.9	89.5
5	87.2	85.5	90.3	88.1
6	92.1	87.2	88.2	87.7
7	89	83	88.4	87.9
8	87.2	88.1	80.8	84.2
9	88.3	86.2	85.6	82.2
10	80.4	85.3	83.5	88.3
11	83.7	77.6	82.8	85.4
12	76.2	83.8	79.8	87.1
All Years	87.4	85.9	86.5	87
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	93	92.3	92.3	92.3

Management of non-attendance

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. In 2017 there was a major health concern in town with significant absences for both staff and students with the influenza outbreak.

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	50
TAFE entry	0	0	12.5
University Entry	0	0	25
Other	0	0	12.5
Unknown	0	0	0

16 students in Year 12 – 4 students went to university. Majority to work or TAFE. Majority of students in year 11 retained into year 12. All students in Year 10 retained into year 11.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	12.42
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	6.89
Other Positions	0.4

*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	100
Postgraduate degree	0

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

Financial information

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

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

This summary financial information covers funds for operating costs to 30 November 2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Receipts	\$
Balance brought forward	366,944
Global funds	403,131
Tied funds	973,136
School & community sources	56,487
Interest	5,547
Trust receipts	11,767
Canteen	0
Total Receipts	1,450,067
Payments	
Teaching & learning	
Key Learning Areas	32,503
Excursions	12,875
Extracurricular dissections	20,525
Library	6,392
Training & Development	1,641
Tied Funds Payments	598,796
Short Term Relief	75,297
Administration & Office	53,532
Canteen Payments	0
Utilities	35,062
Maintenance	30,350
Trust Payments	12,038
Capital Programs	0
Total Payments	879,011
Balance carried forward	938,001

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

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

	2017 Actual (\$)
Opening Balance	0
Revenue	996,975
Appropriation	949,290
Sale of Goods and Services	10,484
Grants and Contributions	36,909
Gain and Loss	0
Other Revenue	0
Investment Income	292
Expenses	-453,963
Recurrent Expenses	-453,963
Employee Related	-317,485
Operating Expenses	-136,479
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	543,012
Balance Carried Forward	543,012

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

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

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,933,408
Base Per Capita	38,879
Base Location	39,062
Other Base	2,855,467
Equity Total	705,176
Equity Aboriginal	158,042
Equity Socio economic	358,941
Equity Language	610
Equity Disability	187,583
Targeted Total	260,850
Other Total	204,607
Grand Total	4,104,040

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

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

School performance

NAPLAN

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

The demonstration of whole-school regression in Numeracy and Literacy is demonstrated by the decrease in the percentage of students 'at proficiency', i.e. in the top 2 NAPLAN bands. The following comparison between 2016 and 2017 results is evidence of the school's lack of improvement in achieving enhanced Numeracy and Literacy outcomes. The figure in parentheses () indicates 2016 result. This has impacted on decisions in the 2018–2020 school plan.

Reading: Yr 3=0% (23%), Yr 5=12% (17%), Yr 7=0% (9%), **Yr 9= 7% (4%)**

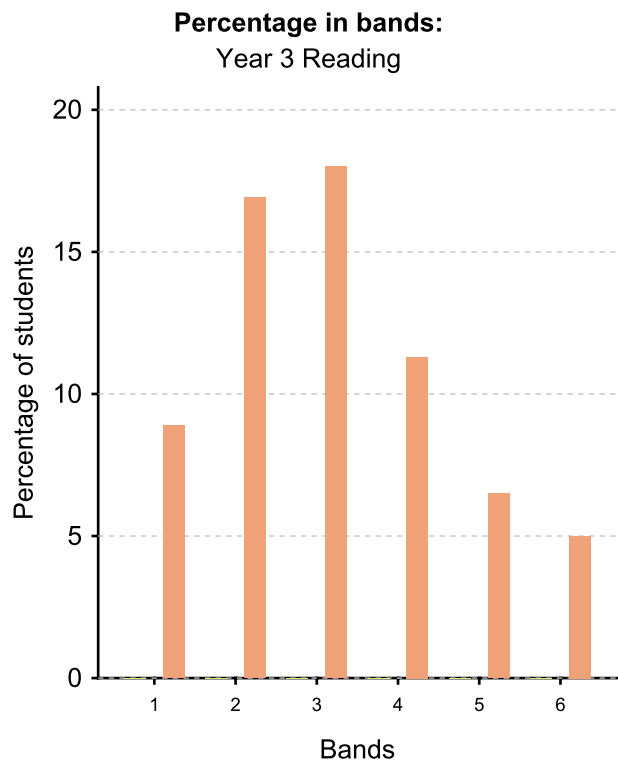
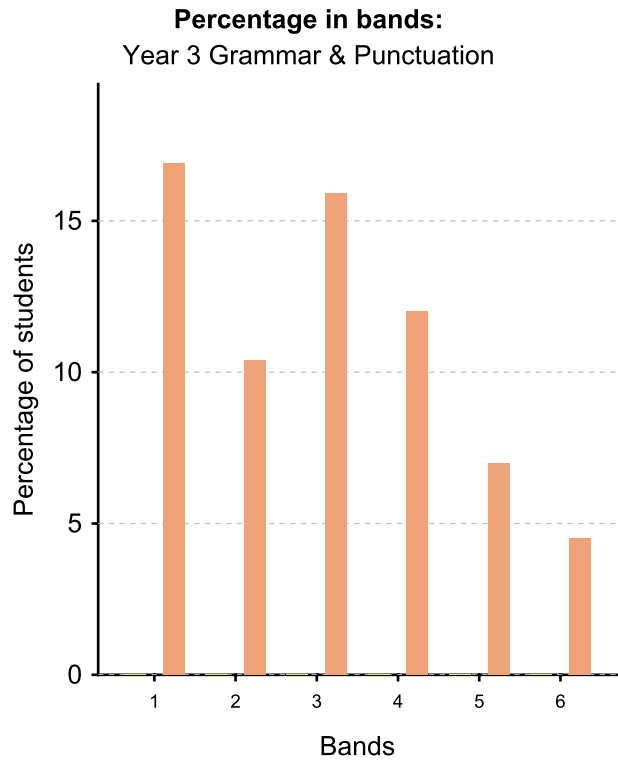
Writing: Yr 3= 0% (27%), Yr 5= 0%, (4%), Yr 7=0%, (18%), Yr 9=0% (4%)

Spelling: Yr 3=29% (32%), Yr 5=6% (4%), Yr 7=10% (14%), Yr 9=7% (11%)

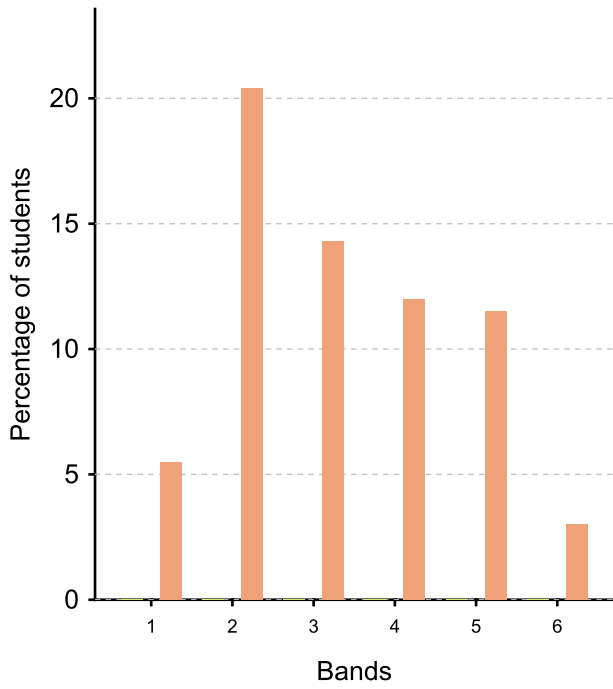
Grammar and Punctuation: **Yr 3=43% (12%)** Yr 5=6%

(9%), Yr 7=0% (7%), Yr 9=7% (4%)

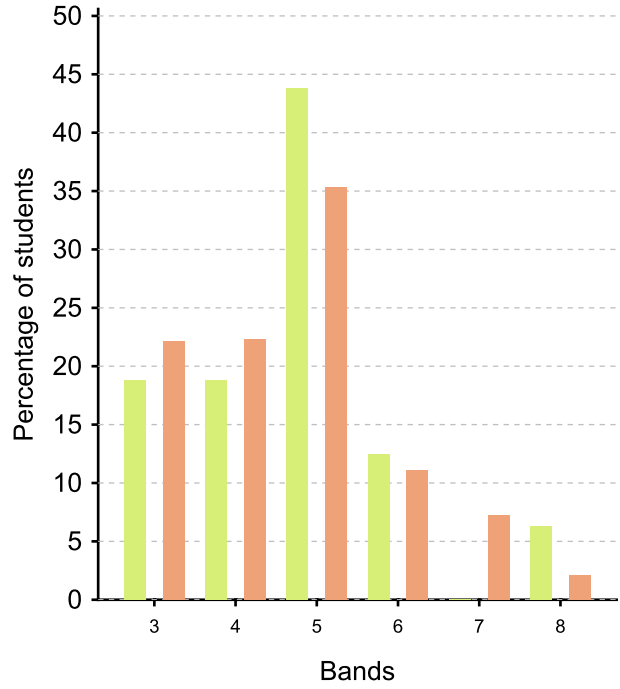
Numeracy: Yr 3=0% (12%), Yr 5=6% (9%), Yr 7=0% (7%), Yr 9=7% (4%)



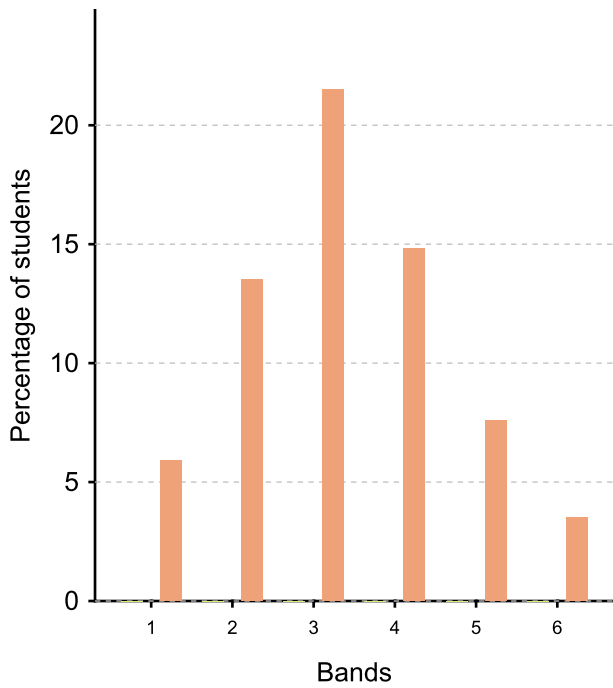
Percentage in bands:
Year 3 Spelling



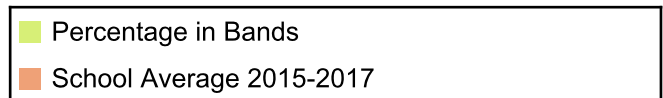
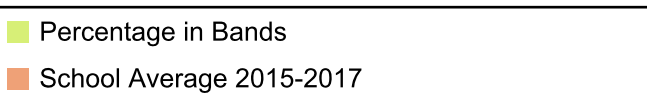
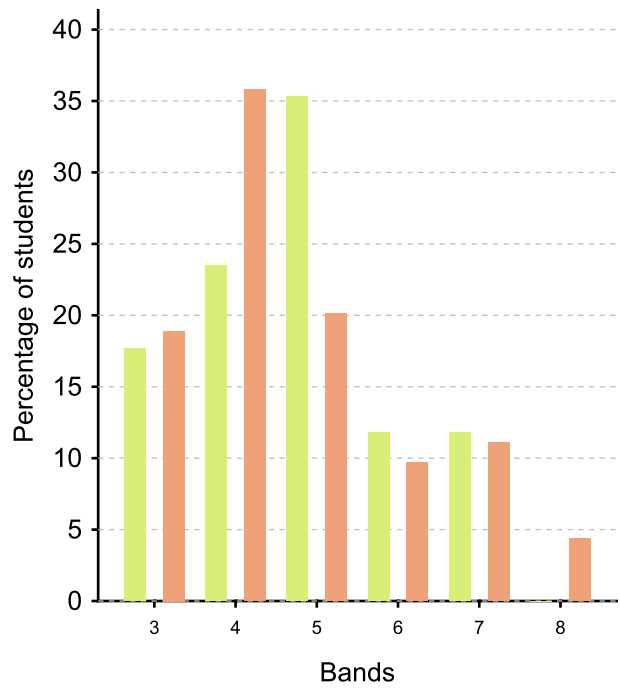
Percentage in bands:
Year 5 Grammar & Punctuation



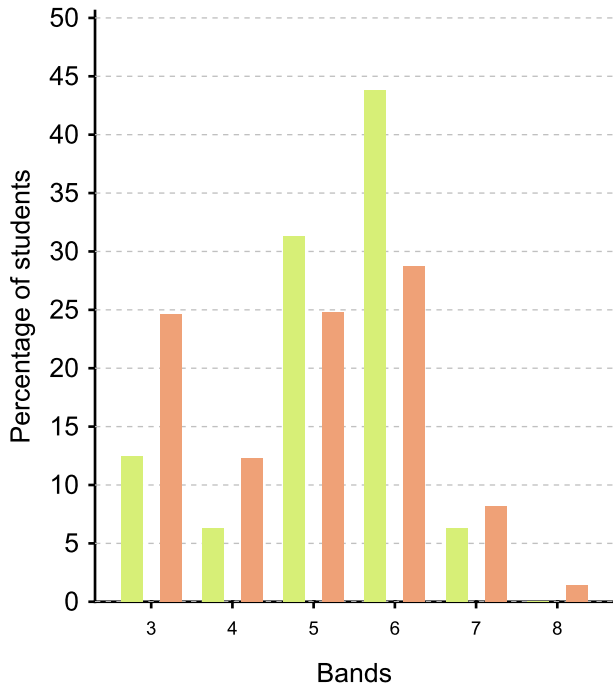
Percentage in bands:
Year 3 Writing



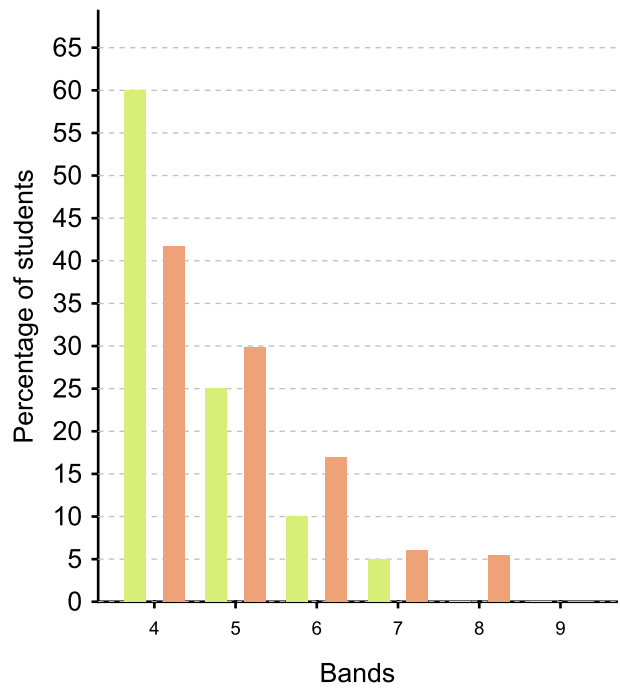
Percentage in bands:
Year 5 Reading



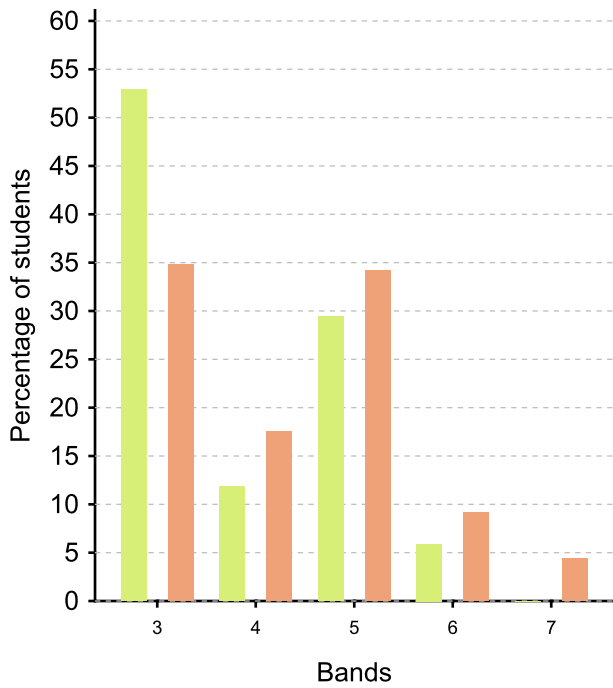
Percentage in bands:
Year 5 Spelling



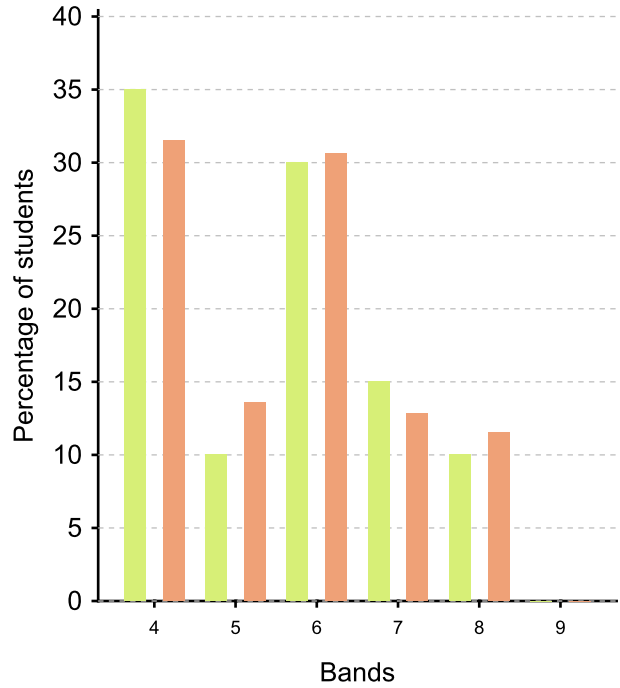
Percentage in bands:
Year 7 Writing



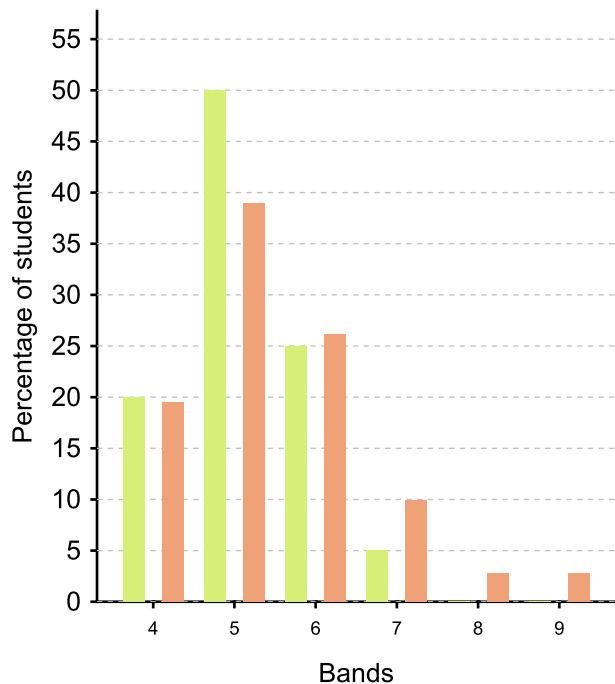
Percentage in bands:
Year 5 Writing



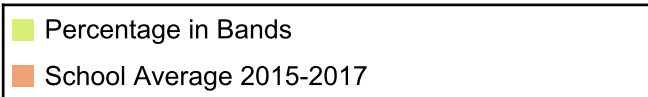
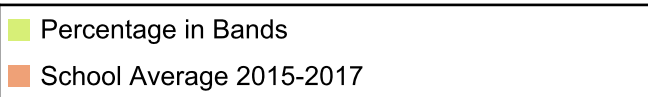
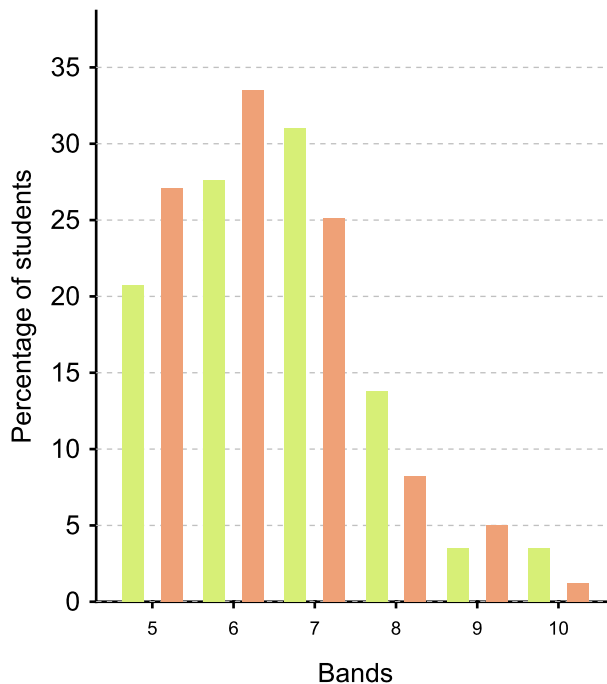
Percentage in bands:
Year 7 Spelling



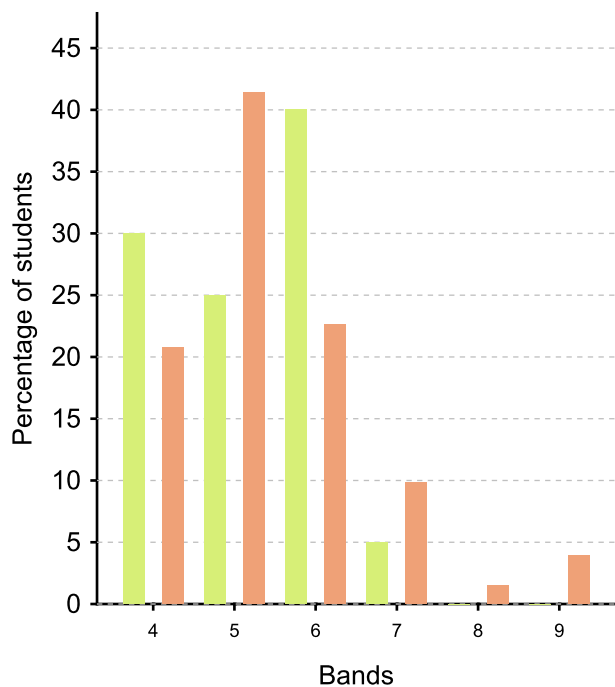
Percentage in bands:
Year 7 Grammar & Punctuation



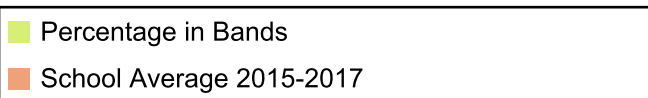
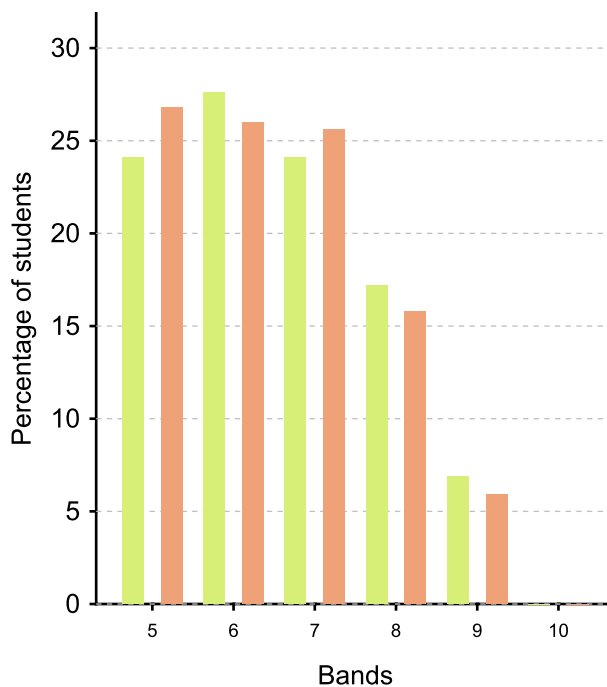
Percentage in bands:
Year 9 Grammar & Punctuation



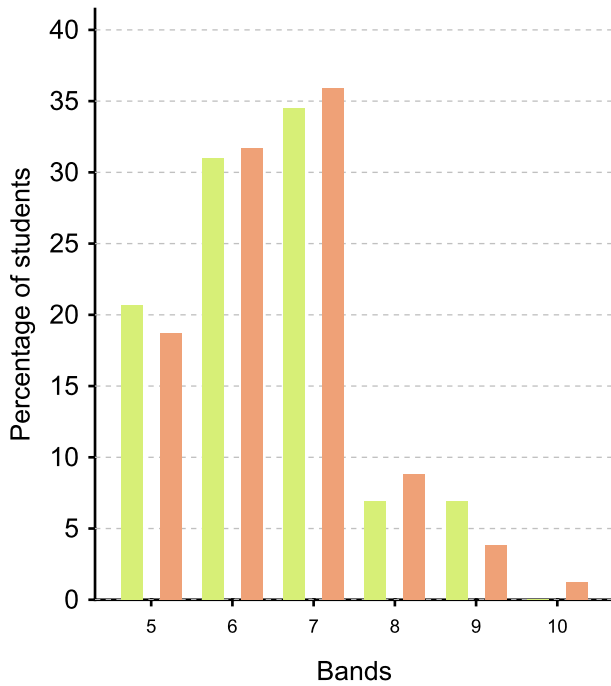
Percentage in bands:
Year 7 Reading



Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



Higher School Certificate (HSC)

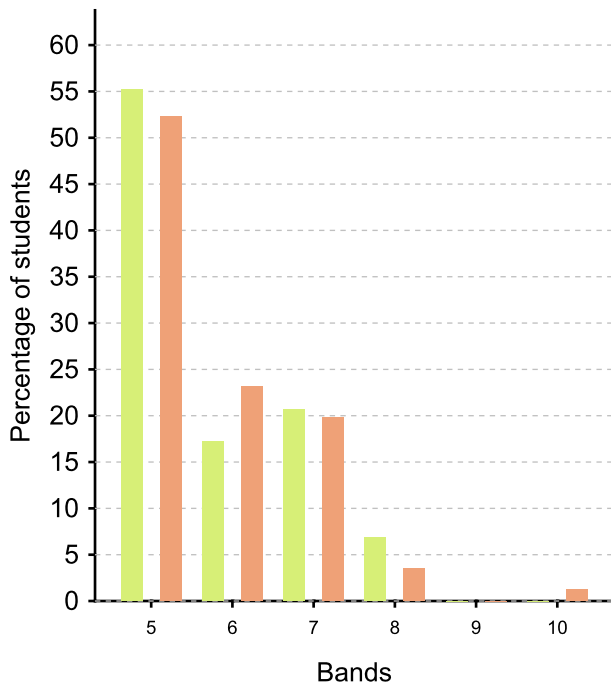
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Subject	School 2017	School Average 2013-2017

In 2017 there were 16 students who completed Year 12 at Bowraville Central School, a 400% increase from 2016. Of these, 5 students sat for an ATAR with excellent results. We had four Band 6 results and a further 8 band 5. 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 or a university placement. The majority of Vocational subjects studied in 2017 were delivered on campus, including: Primary Industries and Hospitality.

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

Percentage in bands:
Year 9 Writing



Parent/caregiver, student, teacher satisfaction

Parents participated in Google Forms online survey last year with all respondents positive about teacher satisfaction however areas for improvement highlighted and discussed at executive and whole staff level. Results distributed to all staff. We found this a more effective way of gathering data and are looking at opportunities to end in 2018 rather than a reliance on more restricted formats such as Tell them form me.



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 38% in 2016; improved attendance rates (in some cases exceeding state average for all students); and improved HSC data. IN 2017 we celebrated 62% of our graduating class being Aboriginal students.

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 2017.

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 2017.

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.