

Bolwarra Public School

Annual Report



2018



1286

Introduction

The Annual Report for **2018** 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.

The 2018 school year heralded significant change at Bolwarra Public School. The long awaited major capital works project commenced in May and was completed in time to start the 2019 school year. The capital works project included the provision of 10 classrooms, an upgraded library, a multi-purpose room and an upgraded administration block. Associated works also included extensive landscaping to the school courtyard. The building works provided both excitement and challenges throughout the school year. I thank the students, staff and community for their understanding and support throughout this time.

The school continued its pedagogy focus on Explicit Instruction throughout the year. Lesson warm-ups for Literacy and Numeracy were planned and implemented in all classes. The school was recognised by ACARA for achieving higher than average growth in the 2018 NAPLAN tasks.

Mr Steven Richard

Principal

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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. 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.

The result of this process indicated that in the School Excellence Framework domain of **Learning**:

Bolwarra Public School has collected evidence to justify our overall performance in the domain of Learning as *Sustaining and Growing*. We believe that in the element of *Learning Culture*, based on the quality of educational programs we are *Sustaining and Growing*. The continued implementation of Positive Behaviour for Learning across the school provides evidence to support we are *Sustaining and Growing* in the element of *Wellbeing*. Our school's strong focus on planned curriculum and assessment practices provides evidence that we are *Sustaining and Growing* in the elements of *Curriculum and Assessment*. All teachers at Bolwarra understand the use of Formative and Summative Assessment. Assessments are used by teachers to inform future teaching programs and reflect on student progress. The school is *Sustaining and Growing* in this element. All teachers are provided with additional release, through the Quality Teaching Successful Students program, allowing time to monitor and track student performance based on the literacy and numeracy continuums. Additionally a staff member was released from class to facilitate the school's Explicit Instruction Program. In 2018, significant professional learning funds supported the implementation Explicit Instruction across the school. The school's effective use of whole school reporting and the implementation of professional learning for personalising student reports demonstrates that the school is *Excelling* in the element of *Reporting*. Executive and staff analysis of *Student Performance Measures* for NAPLAN and internal school performance data demonstrates that the school is *Sustaining and Growing* in this element.

The result of this process indicated that in the School Excellence Framework domain of **Teaching**:

A key focus of the school plan for 2018 was the continued implementation of Explicit Teaching as a teaching pedagogy across the school. Bolwarra Public School enlisted the support of Mr John Fleming to drive the implementation across the school. Our school actively participated in a network of schools in the Hunter Region to support this initiative. As a

result of this the school is *Sustaining and Growing* in the elements of *Effective Classroom Practice*, *Professional Standards* and *Learning and Development*. The development of the school plan for 2018–2020 further outlines the commitment to Explicit Instruction across the school. At Bolwarra Public School, all staff are skilled at Explicit teaching techniques such as questioning and assessing, to identify students' learning needs. The introduction of PBL has provided a clear set of standards and systems for teachers, students and parents to follow to produce excelling classroom management environments. A review of the school procedures for collection of data and its analysis has identified the use of data as a key area for 2019, as a result the school is *Delivering* in the element of *Data Skills and Use*.

The result of this process indicated that in the School Excellence Framework domain of **Leading**:

Our school has collected evidence to justify our performance in the elements of *Educational Leadership*, *School Planning*, *Implementation and Reporting*, *School Resources* as *Sustaining and Growing*. As part of the annual evaluation of school performance, a parent satisfaction survey was undertaken and community engagement was identified as an area for future development. A school communication survey was implemented in 2018, as a result the school streamlined its communication strategy. The school is *Excelling* in the element of *Management Practices and Processes*. The school continues to seek regular feedback from parents, students and staff in relation to its performance, programs and satisfaction.

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

Empowered Learners

Purpose

To challenge all students to continually build upon their learning capacity, as engaged, future focussed learners.

Overall summary of progress

The school continued its focus on Explicit Instruction pedagogy throughout 2018. The EI team worked with consultant John Fleming to ensure that its practices were of the highest quality. Professional learning funds were utilised to provide staff with the planning time for lesson preparation and development of resources. During Term 4 the position of Explicit Instruction Facilitator was implemented to provide additional support to classroom teachers and to support preparation for the 2019 school year.

The school Positive Behaviour for Learning (PBL) program was evaluated. A PBL Handbook was developed for parents and teachers, PBL Student Contracts and Badge incentive program developed, student wellbeing initiatives including ROAR implemented. The PBL program supports students to be Safe Respectful Learners at school.

The school participated in the Language Development Partnership Program with Hunter New England Health to identify students requiring support with expressive and receptive language and articulation. Classroom teachers participated in professional learning to support students in their class and identify individual areas of student need.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students will achieve at or above expected growth in Literacy and Numeracy	QTSS Allocation 0.735 (PLAN) Socio-economic \$10000 – Language Development Program	Student Growth in NAPLAN from Year 3 to 5 in Literacy was 63% and Numeracy 70%. QTSS Allocation provided each classroom teacher with 8 1/2 day releases throughout the year. Classroom teachers utilised the allocated time to record, monitor and evaluate student performance on PLAN. Review of student data to inform teaching programs, student performance utilised to group students and identify students requiring further support. Language Development Partnership program in conjunction with Hunter Health provided staff with professional learning to support Speech Pathology programs, identify student needs and areas for development.
The school achieves excellent value-added results, significantly above the value added by the average school	QTSS Allocation 0.735	Value added results for NAPLAN in years 3 to 5 were reported as Excelling. Value added results for NAPLAN years 5 to 7 were reported as Sustaining and Growing. School development of EI scope and sequences to support Literacy and Numeracy were developed to ensure that continuity of learning was maintained.
5% increase in student engagement	QTSS Allocation 0.735 Socio-economic – \$1000 Student Representative Council (SRC)	The SRC was restructured in 2018 to provide additional leadership opportunities for students across the school. All classes were represented in the SRC and numerous activities and fundraising events were held.

Next Steps

The school focus on Explicit Instruction will continue in 2019. Lesson Warm-Ups will be embedded into classroom practice with the focus moving towards lesson delivery involving the "I Do, We Do, You Do" lesson model. Staff will participate in the effective use of engagement norms to support student engagement and learning. The completion of the school capital works project will provide opportunities for teacher professional learning to support 21st Century Learners with inquiry based learning through technology. The school will participate in two pilot projects to support this implementation; School Learning Environments & Change Pedagogy Pilot and T4L Foundations Pilot which will provide all students with a device to support and enhance their learning.

Strategic Direction 2

Excellence in Teaching

Purpose

To ensure a learning culture of high expectations and consistent teacher practices through the implementation of evidence based programs.

Overall summary of progress

The school continued its focus on Explicit Instruction pedagogy in 2018. The Explicit Instruction team was expanded to include representation from all stages, intensive support was provided for new teachers to the school to support them to implement Explicit Instruction. The team, along with consultant Mr John Fleming, focused on the development and implementation of lesson warm-ups. Teaching staff across the school had their lessons observed by Mr Fleming and feedback was provided to support their continued improvement. The school promoted the use of Explicit Instruction through a parent information session and lesson demonstrations during Education Week. In Term Four, an Explicit Instruction Facilitator position was introduced to support planning and implementation of Explicit Instruction throughout the school.

The school sought feedback from the school community throughout the year including a School Communication Survey (parents and staff), Anti-Bullying Survey (parents, students and staff) and Tell Them From Me Survey (parents, students and staff). Survey results were collated, analysed and used to drive future school improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN growth 3–5 5–7 at or greater than state average for 75% of students.	QTSS (0.735) – provision of release for teachers	Growth for students in Years 3–5 : Numeracy 70%; Grammar & Punctuation 51%; Reading 73%; Spelling 67%; Writing 61%. Scope and Sequences developed for Spelling and Genre Writing to support student growth.
100% of teaching programs demonstrate expected pedagogy, learning goals and content delivery.	Explicit Instruction \$16500 (Professional Learning) Casual Teacher Release \$8100 (Socio-economic)	All teacher programs and lessons for Literacy and Numeracy include warm-ups to facilitate student knowledge and application. Teaching and Learning programs provide evidence of EI.
100% of lesson delivery demonstrates evidence based practice.	Term 4 Explicit Instruction Facilitator	Classroom teachers utilised their lesson observations as feedback for EI implementation to colleagues in line with their Professional Development Plan goals. All staff presented lesson warm-ups for observation by Mr John Fleming. Mr Fleming provided one to one feedback to all teachers.

Next Steps

The school will continue its focus on Explicit Instruction in 2019. Lesson warm-ups will be embedded into lesson delivery. The EI team will focus on the "I Do, We Do, You Do" component of lesson delivery. The school will work on the implementation of Engagement Norms and use of feedback within lessons.

Principal and School Strategic Support will focus on student wellbeing programs, whole school improvement and assessment and data collection.

Strategic Direction 3

Leading Community

Purpose

To enable a self-sustaining, self-improving community that fosters a shared sense of responsibility for student engagement and learning.

Overall summary of progress

Bolwarra Public School surveyed and evaluated school programs throughout the school year. Staff and parents completed a school communication survey. As a result of the survey, the school implemented a new communication app that replaced three existing services. This streamlined communication and provided parents with one source of information. Staff, students and parents participated in an Anti-Bullying Survey, two members of staff attended an anti-bullying conference. The school updated its anti-bullying plan and presented it to the school community.

Collaboration with other schools supported the implementation of EI. School staff participated in EI Network Meetings throughout the year with a variety of EI schools. All staff participated in a combined Maitland Learning Community staff meeting once per term where individual schools shared their programs and practices.

The school purchased interactive panels in existing classrooms to match the panels being provided in the new classrooms. All teachers participated in professional learning to support their teaching in classrooms. A variety of future focused furniture was trialled in classrooms and reviewed for inclusion in the new buildings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Successful achievement of school plan as per milestone evidence and progress mapped against SEF	School Principal and Strategic Support (\$24000)	School executive team evaluates school milestones across Strategic Directions and School Excellence Framework to inform 2019 milestones.
Staff form learning networks as part of the MLC and evaluate effectiveness		Explicit Instruction team attended all Newcastle EI Network Meetings and developed resources across the network. Shared expertise with other schools. Resources added to the school Google drive to provide a central location for staff to access and use resources.
Increased parental support for learning at home as measured by the Tell Them Me Survey–Partners in Learning Baseline data 6.5 (2017)		Tell Them From Survey 6.7 School and community consultation sessions were held throughout the year. Architects provided information about the design of the classroom and the use of furniture and space to support professional learning.

Next Steps

The school will continue to review its performance against the School Excellence Framework. In 2019, the school will focus on Data Skills and Use, the executive team will comprehensively analyse student progress and achievement data for insights into student learning. Professional learning for staff in data concepts and the use of data to evaluate student understanding of lesson content.

The school will lead the development of a local school area network for Explicit Instruction and host the initial meetings.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staffing costs \$6712 Resources \$2000	90% of Aboriginal students and their families participated in PLP session. SLSO supported classroom teachers to implement PLPs within the classroom and playground. All classes participated in NAIDOC Week activities that highlighted Aboriginal culture, developed student understanding of Aboriginal perspectives and provided leadership opportunities for Aboriginal students across the school.
Low level adjustment for disability	Staffing costs \$123375	LAST teacher(s) worked across the school under the guidance of the School Learning Support Team. Focused on the area of Literacy with an Early Intervention perspective, the LAST teacher(s) worked with individual students, small groups of students in both team teaching and withdrawal situations. SLSO support is allocated to students and teachers requiring support within the classroom and playground. Support is flexible and responsive to the needs of students. SLSO support includes accessing the curriculum for students, providing social and emotional support and creation of school resources to support teachers within the classroom. Learning Support meetings provided for all students and families where required. Meetings included accessing external services to support students, school counsellor services and parent input. Regular reviews and updates to student plans occur throughout the year.
Quality Teaching, Successful Students (QTSS)	Staffing Component 0.735	All classroom teachers utilised the PLAN software to record, track and monitor student performance on the Literacy and Numeracy continuums. Staff utilised their time to plan and develop lessons to meet both the individual and group needs of their students. Explicit Instruction Facilitator position implemented for Term 4 with evaluation of position for extension into 2019. Explicit Instruction processes and resources were streamlined and stored in a central location. Handbook designed, reviewed and implemented. Teacher support in class provided with modelled lessons and observations. Facilitator coordinated the EI team with the development scope and sequences and resources.
Socio-economic background	Socio-economic background \$27450 • Socio-economic background (\$27 450.00)	New PBL Awards and Contract Badges purchased and SRC committee investigated and purchased PBL student rewards. Seasons for Growth teacher connector training completed for two staff members.

Socio-economic background	<p>Socio-economic background \$27450</p> <ul style="list-style-type: none"> • Socio-economic background (\$27 450.00) 	<p>Seasons for Growth program implemented for two groups, end of program celebration completed with students and families.</p> <p>Language Development Partnership Program conducted, targeting speech and language deficits in Early Stage 1 students. Professional learning conducted for all staff – identifying and supporting students with language needs.</p> <p>John Fleming led consultancy with EI team to develop mathematics, genre writing and spelling warm-ups. Provided parent information session on Explicit Instruction. All classes presented an EI demonstration for parents and visitors during Education Week. Four staff members attended an EI Conference at Haileybury College to further develop their knowledge and understanding of EI. All classroom teachers observed and presented lesson demonstrations focusing on warm-ups.</p>
Support for beginning teachers	<p>N/A 2018</p>	<p>N/A 2018</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	247	256	235	226
Girls	223	217	200	197

The school reviewed its Enrolment Policy in 2018. As a result the school was unable to accept Out of Zone Enrolments throughout the year. The policy was reviewed at the end of the year in anticipation of the completed capital works project. A copy of the policy is available on the school website.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.8	95.8	95.8	95.6
1	95.5	93	94.8	93.7
2	95.2	95.2	94.7	95
3	95.1	95	94.4	92.2
4	94.5	94.9	94.8	92
5	95.6	92.3	95.5	93.5
6	94.6	95.9	93.4	93.5
All Years	95.1	94.6	94.7	93.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attendance at Bolwarra Public School was recorded electronically by the school through the use of OASIS and Sentral software application. Attendance was monitored regularly throughout the year by classroom teachers and the school executive. The Home School Liaison Officer supported the school when required. 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 through the use of individual attendance programs. The school communicated the importance of regular attendance through the school newsletter throughout the year.

Class sizes

Class	Total
ROOM 1	21
ROOM 2	22
ROOM 4	22
ROOM 3	22
ROOM 13	27
ROOM 12	26
ROOM 14	26
ROOM 16	28
ROOM 11	28
ROOM 9	28
ROOM 8	27
ROOM 15	25
ROOM 6	30
ROOM 17	29
ROOM 5	29
ROOM 10	26

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.11
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	3.22

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Currently Bolwarra Public School has one staff member who identifies 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	9

Professional learning and teacher accreditation

Each year the school is allocated funding for the professional development of teachers. Our priorities for professional learning throughout 2018 were aligned to the school's strategic directions and targeted Empowered Learners, Excellence in Teaching and Leading Community. The key focus areas for professional learning in 2018 were Explicit Instruction, Positive Behaviour for Learning, Future Focused Learning and Language Partnership Program. Additional professional learning was accessed to maintain Department of Education policy and included staff CPR, Emergency First Aid and WHS training. In 2018, \$26 261 was allocated for Professional Learning, 100% of these funds were spent.

Five temporary staff and one permanent member of staff gained accreditation at Proficient level of the Australian Professional Standards for Teachers.

Staff Development Days focused on the development of teacher skills in Explicit Instruction and PBL. Department compliance training was completed during these days and included Child Protection training.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	326,780
Revenue	3,533,199
Appropriation	3,215,872
Sale of Goods and Services	6,938
Grants and Contributions	304,925
Gain and Loss	0
Other Revenue	0
Investment Income	5,464
Expenses	-3,524,567
Recurrent Expenses	-3,524,567
Employee Related	-2,986,112
Operating Expenses	-538,455
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	8,632
Balance Carried Forward	335,411

The school budget is managed by the Principal and School Administration Manager and is aligned to the school plan. Regular meetings occur to align the school budget with the school plan. In 2018, the School Administration Manager, School Administration Officer and Principal participated in numerous professional learning opportunities to further develop knowledge and understanding of the updated Departmental finance systems.

Funds have been allocated to support the provision of school resources to supplement the completed building works and to facilitate the on going commitment to staff professional learning for Explicit Instruction.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,757,749
Base Per Capita	84,116
Base Location	0
Other Base	2,673,634
Equity Total	164,690
Equity Aboriginal	14,802
Equity Socio economic	25,968
Equity Language	0
Equity Disability	123,920
Targeted Total	95,110
Other Total	80,161
Grand Total	3,097,710

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.

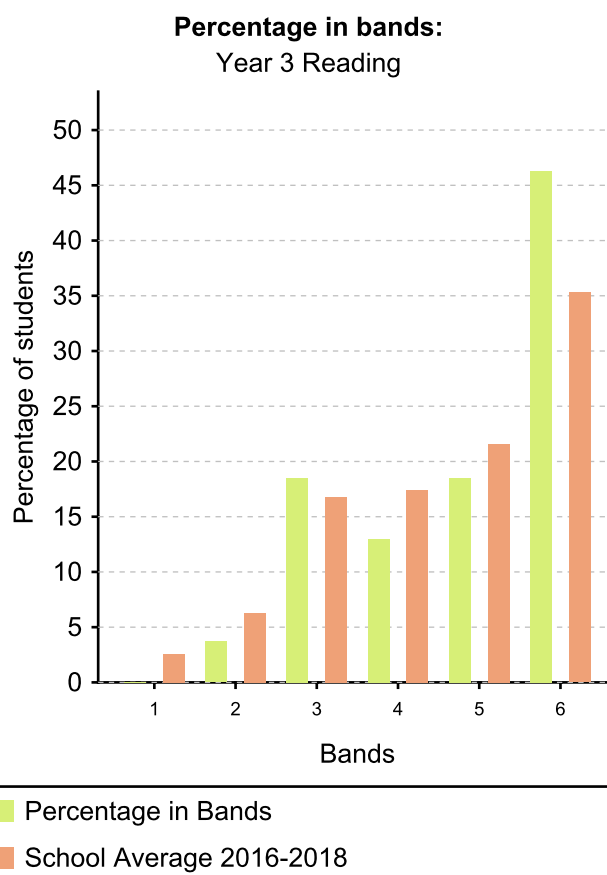
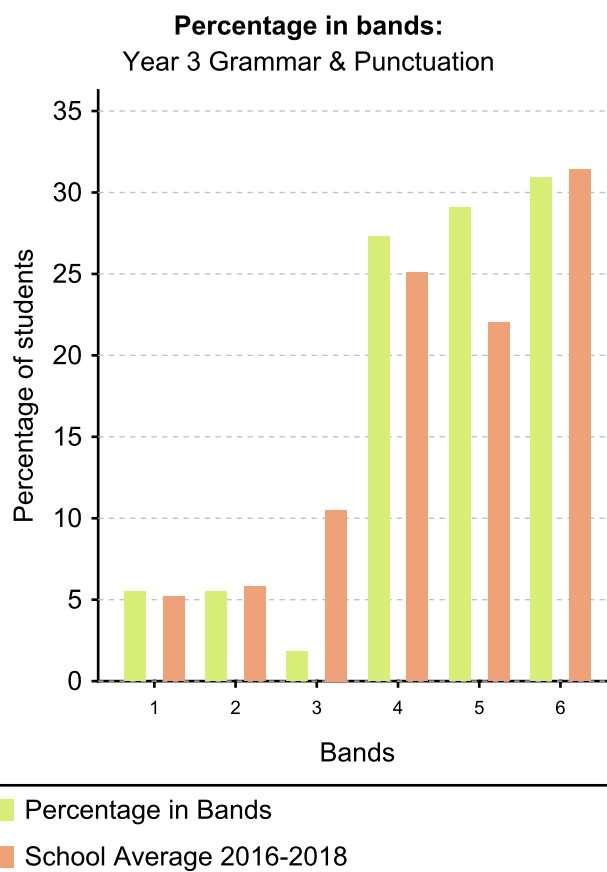
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

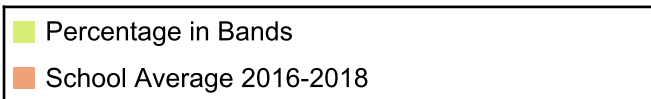
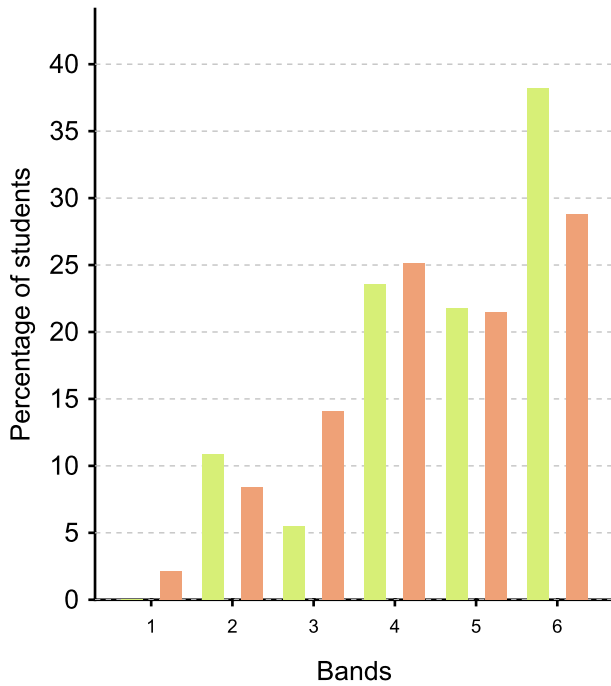
School Performance in Literacy:

Bolwarra Public School performed above the state average in Year 3 for Grammar and Punctuation, Reading and Spelling. In Year 5, Bolwarra Public School performed above state average for Reading, Spelling and Writing. Student growth from Year 3 to 5 exceeded state averages and included; 51% of

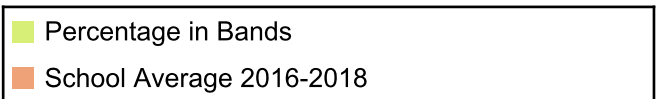
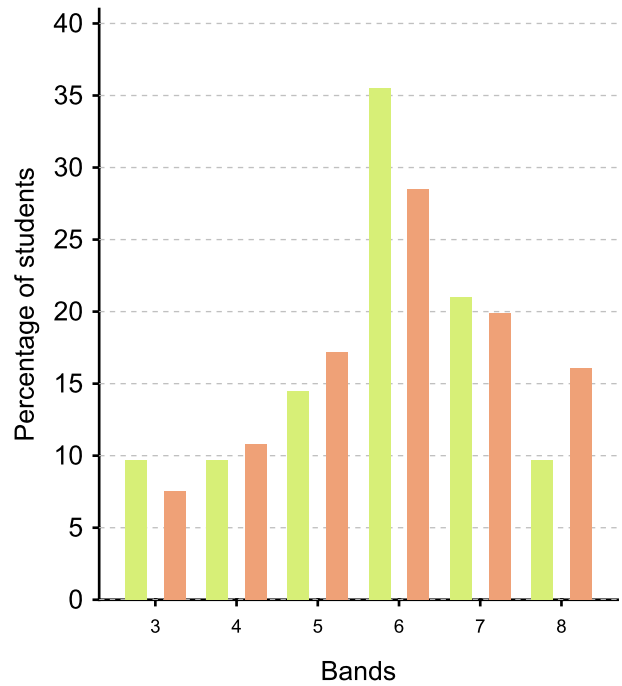
students in Grammar and Punctuation, 73% of students in Reading, 67% of students in Spelling and 61% of students in Writing exceeded the expected growth.



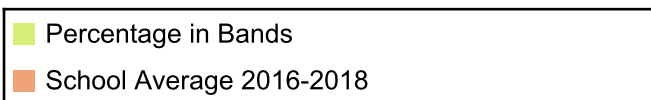
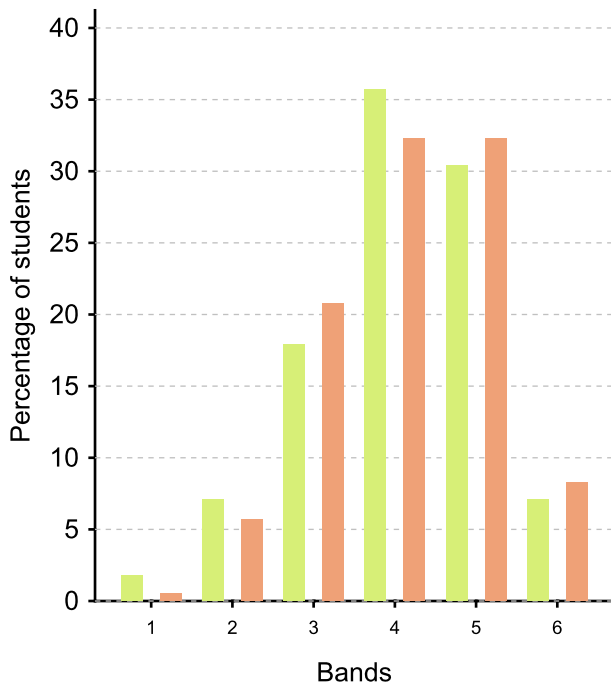
Percentage in bands:
Year 3 Spelling



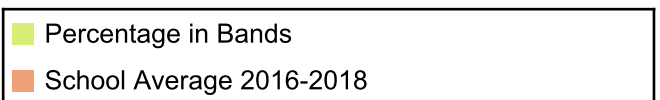
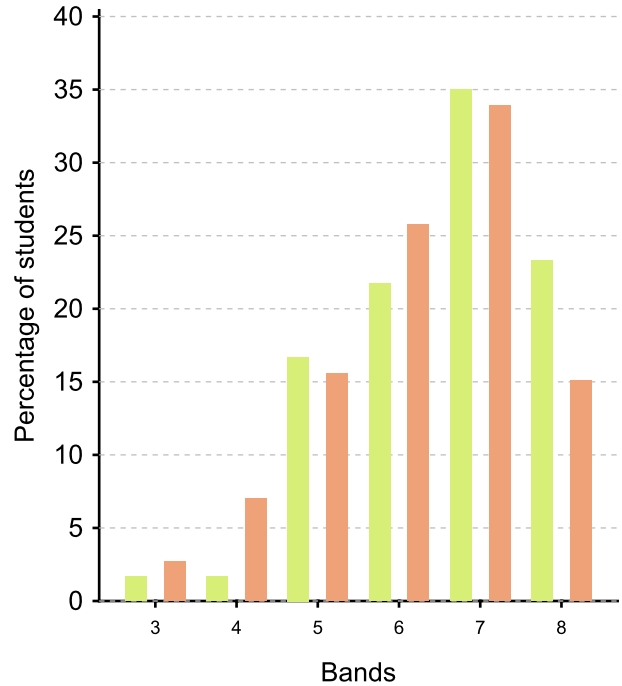
Percentage in bands:
Year 5 Grammar & Punctuation



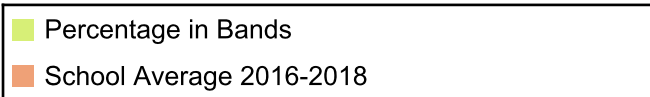
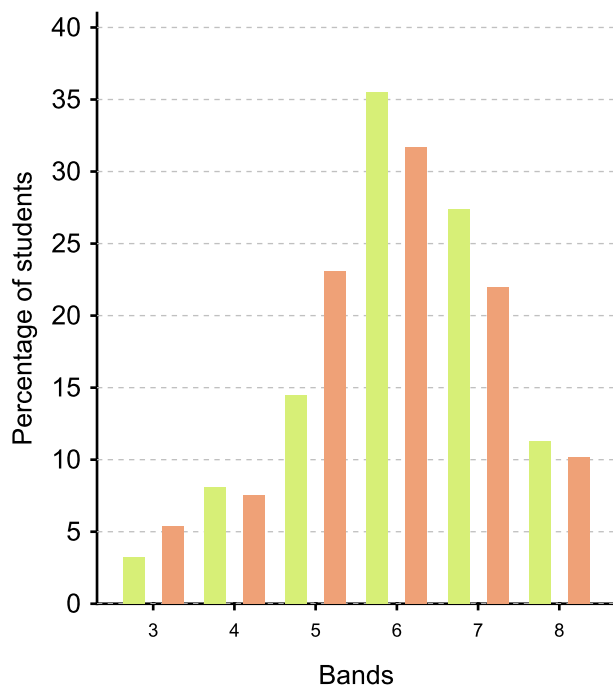
Percentage in bands:
Year 3 Writing



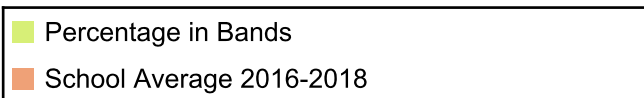
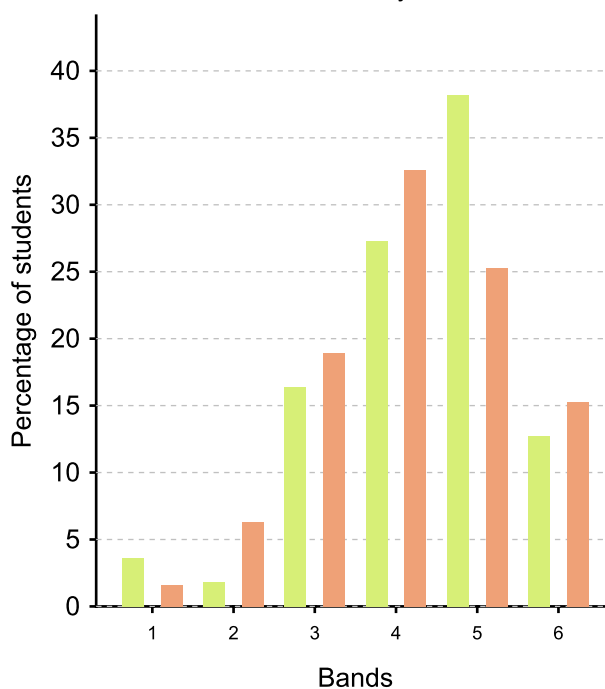
Percentage in bands:
Year 5 Reading



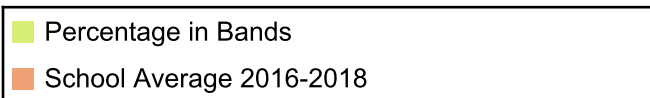
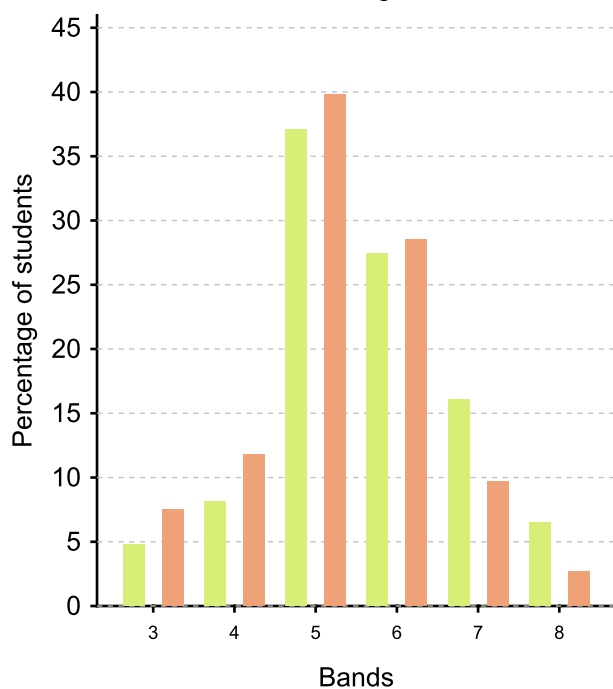
Percentage in bands:
Year 5 Spelling



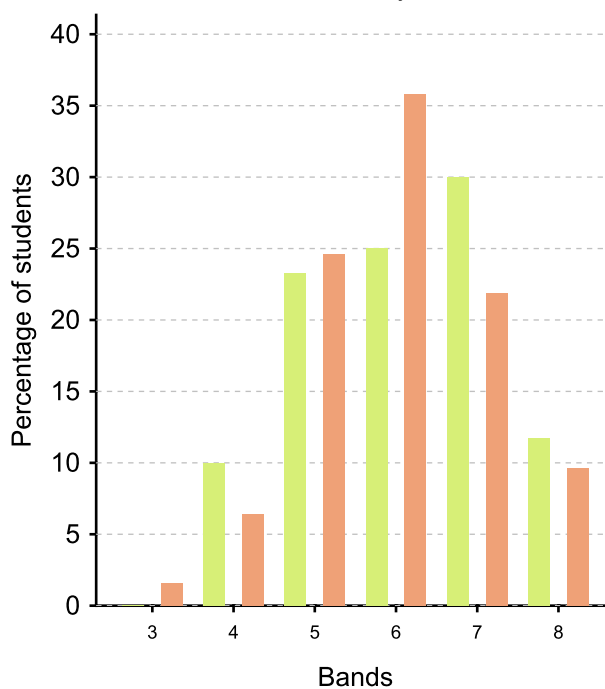
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



School Performance in Numeracy:

Bolwarra Public School performed substantially above state average in Numeracy in both Year 3 and Year 5. Student growth from Year 3 to 5 exceeded state averages, 70% of students exceeded the expected growth for Numeracy.

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

In accordance with the Premier's Priorities; improving education results, schools are required to report on

their student performance for the top two NAPLAN bands in Reading and Numeracy:

Our 2018 results are:

Year 3 Reading: 64.81%

Year 3 Numeracy: 50.91%

Year 5 Reading: 58.33%

Year 5 Numeracy: 41.67%

Overall: 53.71%

Parent/caregiver, student, teacher satisfaction

Bolwarra Public School uses several measures to determine parent/caregiver, student and teacher satisfaction. In 2018, the formal measures included the Tell Them From Me Survey, the Excellence in School Customer Service 360 Reflection Tool, the Every Student Matters Everyday Survey and the Anti-Bullying Survey.

The results of these surveys highlighted that Bolwarra Public School exceeds parent and staff expectations in inclusivity, ethical behaviour and customer service. An area for development included a need for parents to receive consistent communication from one place. As a result, Bolwarra Public School enlisted the Schoolzine APP.

The Every Student Matters Everyday Survey reported that Bolwarra Public School's Explicit Instruction and Positive Behaviour For Learning program has led to improved student learning, improved teacher satisfaction and had decreased behavioural concerns in the classroom.

The Bolwarra PS Anti-Bullying Survey found that 100% of our students were able to define bullying and 95% of students were confident in reporting bullying and would follow the school's anti bullying processes should they come across it. Overwhelmingly, the students at Bolwarra Public School articulated that the school is a safe place. In 2018, Bolwarra Public School's Anti Bullying Policy was updated, as was the school's anti bullying lessons. This initiative was endorsed by the P and C. Additionally, Bolwarra Public School set a Kindness Challenge for our students with over 4000 acts of kindness shown to students, staff and community members in a six week period. The community celebrated with an Obstacool course.

Policy requirements

Aboriginal education

Bolwarra Public School promotes the inclusion of Aboriginal Education perspectives to all students via collaborative planning and high quality learning and teaching programs, ensuring Aboriginal and Torres Strait Islander histories and cultures are valued and

embraced as critical cross curriculum priorities. Additionally, we acknowledge the traditional custodians of the land at all assemblies and special events. The school community acknowledges and plays an active role in supporting NAIDOC and reconciliation events.

Bolwarra Public School is committed to improving the educational outcomes and wellbeing of our Aboriginal and Torres Strait Islander students by collaborating with parents/ carers, teaching staff and students to develop Personalised Learning Plans that ensure relevant individual learning goals are created, tracked and evaluated. Regular review meetings ensure shared responsibility and currency. Bolwarra Public School employs additional learning support officers to work closely with classroom teachers to assist students in meeting their learning goals. Our Aboriginal students have taken on leadership roles and have been acknowledged beyond the school for their academic, sporting and community achievements.

Multicultural and anti-racism education

Multicultural Education at Bolwarra Public School is fostered within a learning culture and environment that recognises and celebrates difference, inclusivity and respect. Learning programs and special events promote equity, cultural understanding and harmony. The school participates in various activities that develop the skills, knowledge and values required in a multicultural community including Harmony Day, visiting cultural groups and the Multi Cultural Perspectives Public Speaking Competition. Anti-Racism Education at the school is supported by the Anti-Racism Contact Officer, the schools Anti-Bullying Program and Positive Behaviour for Learning Initiative. The entire school community works in partnership to raise mutual trust and respect across all sectors of Australian society.