

# Bowraville Central School

## Annual Report



2018



1336

## Introduction

The Annual Report for **2018** 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.

David Taylor

Principal

### School contact details

Bowraville Central School

23 High Street

BOWRAVILLE, 2449

[www.bowraville-c.schools.nsw.edu.au](http://www.bowraville-c.schools.nsw.edu.au)

[bowraville-c.school@det.nsw.edu.au](mailto:bowraville-c.school@det.nsw.edu.au)

6564 7162

### Message from the Principal

2018 was a year of reflection. We started with the data and used this to plan for school reform. I had been the relieving, then acting principal since August 2017. I made a decision in collaboration with the new Director – Educational Leadership that there was need to significant change in culture. The plan focussed on where we were and what the data was telling us, with the goals of where we hoped to be in the future. Goals were set for 12 months time and in 10 years time.

We engaged the support Network office including the Curriculum Adviser, Literacy and Numeracy Adviser and Teacher Quality Adviser to lead an initiative focussed on Learning Intentions and Success Criteria.

We also engaged the support of the Specialist Support Unit and from this we have established teams dedicated to Staff Wellbeing, Student Wellbeing, Community Engagement, Vulnerable Students and Attendance.

This lead to the work of David Townsend and our school being involved in the North Coast school Improvement Initiative including the planning for all school executive at Bowraville Central School being involved in Generative Dialogue meetings in 2019.

In November 2018 the panel was convened and I was chosen to be the substantive principal. This provides the school community with certainty they desired to join me on our journey of school improvement using the analogy of 'on the bus'. It is a privilege to serve this community and lead my staff on this journey.

## 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.

The self–assessment process in 2018 was modified so a realignment of many of the domains within Teaching, Leading and Learning could occur based on the evidence of action, process quality and impact. As such in many cases the self assessment was downgraded from the previous year to more closely align with the evidence we have. This will allow us as a school, moving forward into a year of External Validation to collect and build evidence based on the quality of processes and practices rather than a list of actions. As a team we have been working on improving of processes and the way we communicate these processes to students, teachers and the community. To best understand this consider the following table:

Learning Culture – Sustaining and Growing (2017) – Sustaining and Growing (2018)

Wellbeing – Sustaining and Growing (2017) – Delivering (2018)

Curriculum – Sustaining and Growing (2017) – Delivering (2018)

Assessment– Delivering (2017) – Delivering (2018)

Reporting – Delivering (2017) – Delivering (2018)

Student performance measures – Sustaining and Growing (2017) – Working towards Delivering (2018)

Effective classroom practice – Delivering (2017) – Working towards Delivering (2018)

Data skills and use – Delivering (2017) – Delivering (2018)

Professional standards – Sustaining and Growing (2017) – Delivering (2018)

Learning and development – Sustaining and Growing (2017) – Working towards Delivering (2018)

Educational leadership – Sustaining and Growing– (2017) – Delivering (2018)

School planning, implementation and reporting – Sustaining and Growing (2017) – Delivering (2018)

School resources – Sustaining and Growing (2017) – Delivering (2018)

Management practices and processes – Sustaining and Growing (2017) – Delivering (2018)

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

Excellence in Learning

### Purpose

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

### Overall summary of progress

The PBL team met every fortnight throughout the year. The diversity of the PBL team increased with the Principal attending more meetings this year. In Term 4 an SLO and parent joined the team. More work needs to continue to ensure different team members take on different roles within the team.

Two team members attended Professional Development about *Tier 1 Universal Prevention Classroom Systems*. Four of the 10 Elements from the course have been presented to staff with the development of Classroom Expectations ready for implementations at the start of 2019. Definitions of Minor and Major behaviours were reviewed and flowcharts detailing teachers' responses to inappropriate behaviour updated. The Award Matrix was also completed and shared with all staff.

After analysis of Sentral data, two new targeted interventions were identified in 2018, *Using Appropriate Language* and being *Ready to Learn*. Explicit lessons, aligned with the school values to address the behaviours were planned by the PBL team and delivered to all students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Staff asked in the PBL School-wide Evaluation Tool (SET) survey state that teaching of behavioural expectations to students has occurred in the classroom in the past month.</p> <p>Increased number of staff asked in the PBL SET survey have delivered a reward (other than verbal praise) to students for expected behaviour over the past two months.</p> <p>Increased number of students surveyed can clearly articulate links between PBL values and learning.</p>	<p>Used the results of the BoQ to identify areas the team needed to prioritise moving forward, namely</p> <ol style="list-style-type: none"><li>1. Data and Analysis – focus on the Analysis</li><li>2. Staff commitment. Report to Team after attending Coach network meeting– ideas from other schools to promote staff involvement in PBL shared. Two areas to focus on: data analysis and staff commitment. Di Smith to work with Joel Mason to update Casual package. New role – Communication– Kate Butcherine ( newsletter).</li></ol> <p>\$1000 for hats &amp; pins \$2000 for Stronger Smarter activity</p> <p>Pop up activity \$500. Stronger Smarter day– \$ 2000. Stronger Smarter Hats an badges \$1000</p>	<p>Review of PBL team 2018– plan transition to new members in different roles. Develop 2019 milestones for SD1 Re–do SAS.</p> <p>Runs smoothly and is attended by increased number compared to last year.</p> <p>Best Practice Classroom Management Checklist given to staff as self reflection opportunity.</p>

### Next Steps

In 2019 the remaining elements of *Tier 1 Universal Prevention Classroom Systems* will be presented to staff and implemented by the end of Term 2, 2019.

Data from Sentral will be analysed and used to identify targeted interventions where PBL values will be explicitly taught.

Using Sentral to digitally record "Feather" rewards will be investigated and plans put in place for implementation in 2020.



## Strategic Direction 2

### Connectedness

#### Purpose

To co–create with the Bowraville community a learning hub to which all feel a sense of connectedness and sense of culture.

#### Overall summary of progress

The school has developed strong links in the community and taken steps towards achieving the milestones. Much of this work is still being completed by a small group of staff, in order to maximise the impact in 2019 the plan is that a wider selection of staff actively engage with and encourage the use of school facilities and community engagement. As a result considerable funding and reallocation of resources in 2019 towards these milestones has been invested. We have made significant progress in the K–10 Careers Continuum and recently presented at a state Careers symposium as a model of 'next practice'.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increased use of school facilities by community groups.</p> <p>Register of these activities created.</p> <p>Letter of appreciated generated for groups.</p>	<p>We have hosted several major events this year including the Future Health Champions, Basketball camp, Emergency Services Training, School Fete and holiday program with no cost to the school.</p>	<p>Significant progress and willingness to engage with community services and host events.</p>
<p>2019 Careers Continuum finalised.</p> <p>Students complete SOA or Full Certificate in FSK.</p> <p>Successfully complete 3 student run events targeting increasing their employability skills.</p> <p>Doubling the number of students involved in targeted Science, Technology, Engineering and Mathematics (STEM) lessons from 4 students per session to 8 students per session.</p>	<p>Staffing and catering \$20000 grant 3 x 3 days Teacher relief from Professional Learning budget</p>	<p>Successfully hosted a series of events designed around K–10 Careers Continuum.</p>
<p>All staff at Bowraville Central School are given the opportunity to participate in Connecting to Country professional learning through the Nambucca Valley local Aboriginal Education Consultative Group (AECG) on a three year cycle.</p>	<p>Commitment by the school to continue to engage with this important Professional Learning</p>	<p>Training in Term 1 2019 and also all staff will be involved in 8–ways training.</p>
<p>Increased use of support services in the town, valley, region, state and nation.</p> <p>March 2018 Health Expo to continue 2019 and 2020.</p>	<p>This event was at no cost to the school and brought over 30 interagency and health professional into the school for a huge day of celebration, learning and</p>	<p>Future Health Expo was a huge success and a highlight in 2018. Similar events planned for 2019.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increased use of support services in the town, valley, region, state and nation.</p> <p>March 2018 Health Expo to continue 2019 and 2020.</p>	<p>culture.</p>	<p>Future Health Expo was a huge success and a highlight in 2018. Similar events planned for 2019.</p>
<p>Increased enrolments in VET and TVET including offering of stage 5 early commencement</p> <p>Students are provided the opportunity to attend YES TAFE Taster programs</p> <p>Ensure that every student has a pathway post school.</p>	<p>VET Coordinator 0.2</p> <p>Transition Adviser 0.2</p> <p>Careers Adviser 0.4</p>	<p>VET is and will continue to be an important part of the schools Stage 6 courses. In 2018 100% of students in year 11 and 12 were doing at least on VET qualification.</p>

## Next Steps

In 2019 the employment of a Community Liaison Officer and Community Engagement team will drive this Strategic Direction.





## Strategic Direction 3

### Excellence in Teaching

#### Purpose

Improvement of practice– Teachers use the Australian Professional Teaching Standards to measure performance, reflect on their practice and plan for and monitor their own professional development in collaboration with their mentor to improve their performance. Staff also collaborate to improve practice through the Quality Learning Culture initiative.

#### Overall summary of progress

Some progress however the result of school wide audit of Teaching and Learning programs and separate audit of PDP goals has lead to decisions to refocus the professional learning plan to prioritise learning that is research based, minimises the costs to the school whilst maximising the impact on teacher and student performance. The investment in the Quality Learning Culture initiative in 2019 will result in 20 hours of registered training for all teaching staff and it has been timetabled into the staffing will results in minimal cost to the school meaning we can prioritise funding in other areas including resources.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School self–evaluation against the SEF indicates a movement from delivering to sustaining and growing in the Teaching Domain – Improvement of practice.	Some growth lead to decision to fund Quality Learning Culture initiative to provide teachers with mentors focussed in improved Teaching and Learning programs in 2019.	Audit of Teaching and Learning Programs by the Principal.  Engagement of Curriculum Adviser to lead Learning Intentions and Success Criteria initiative.
Improved student performance in Literacy (Writing)– school based internal assessment data and external data indicates improvement in student learning as a result of improved teaching practice.	Minimal progress led to decision to fund Quality Learning Culture initiative to focus on writing. This is a significant financial decision and there will be tight parameters around impact and staff participation.	Some progress overall with Naplan data however writing still a concern in all year groups.
Increase the number of teachers who attain their goals in their PDPs	Significant growth in this area including 6 staff achieving accreditation in 2018. To achieve this funds were allocated through professional Learning and Beginning Teacher funding.	Still concerns re capacity of supervisors leading to changes in 2019.
The PDP process in the school is completed by all staff with clearly identified links to the ATS and meets required deadlines	Minimal cost, staff willing to engage with process.	100 % compliance.
Individual and whole school analysis of ATS and PDPs are used to plan targeted PD to build staff capacity to improve student outcomes	School wide audit of PDP's and goals lead to investment in Quality Learning Culture initiative.	Audit indicated lots of overlap and in some cases this resulted in reduced cost by delivering more specific professional learning to the staff that needed it, when they needed it.
All teaching staff participate in mentoring sessions to improve their practice in teaching "writing" across KLAs	Trial in primary school with limited impact which lead to investment in Quality Learning Culture initiative.	Evidence of more engagement in writing however results reflected limited growth in 2018.

## Next Steps

The investment into the Quality Learning culture in 2019 will see all teaching staff meeting fortnightly in collaborative groups with a mentor. There will be an expectation that teachers bring their teaching and Learning programs and the focus will be on finding opportunities for writing. By the end of 2019, Bowraville Central School will have embedded regular collaborative professional learning that will facilitate professional dialogue, peer observations, modelling of effective practice and the provision of specific and timely feedback between teachers to drive ongoing school-wide improvement in teaching practice and student learning.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	AEO + \$70219 (Flexible funding)	We used a large proportion of our RAM Equity Aboriginal Background loading to employ an Elder Aunty Sandra 2 hours each day to work with families especially monitoring attendance. We also employed Sue Luong Van to work as a tutor with our year 11 and 12 students ensuring these student graduated and optimised their academic results.
<b>Low level adjustment for disability</b>	1.5 LAST + \$63089 (Flexible funding) was received as Low level adjustments for disability loading. This was fully expended and further supplemented through equity funding.	Flexible funding was spent on additional SLSO time across both the primary and secondary school.
<b>Quality Teaching, Successful Students (QTSS)</b>	In 2018, \$17075 was received and used for release time for AP's to support primary teachers with planning and programming.	Impact difficult to measure, will introduce generative dialogue conversations with AP's next year to monitor and track use of this expenditure.
<b>Socio-economic background</b>	In 2018, 0.4 Staffing +\$322,297 (Flexible funding) 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 2018. 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 2018 for both primary and secondary staff to the point we will not fund this initiative in 2019 due to increased capacity of staff.
<b>Support for beginning teachers</b>	In 2018 we received \$17950 to support three beginning teachers.	This was used to develop these staffing including mentoring, PL and help with accreditation. We have successfully accredited 5 teachers this year including the 3 beginning teachers.
<b>Targeted student support for refugees and new arrivals</b>	We do not have an refugee students at the school.	We do not have an refugee students at the school.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	127	129	118	118
Girls	111	125	112	95

In 2018 our numbers fluctuated quite dramatically with a large number of enrolments in Term 1 bumping up our enrolments to 247. By the end of the year this number dropped to 218 due to a number of factors. Our enrolments have sat around the 220 to 240 range for a number of years but the trend is that numbers are increasing in secondary whilst falling in primary. In 2019 we will lose a primary class having been on the cusp of 3 or 4 classes over the last few years. Our numbers in secondary continue to remain steady and the growth in year 7 from feeder schools is a positive trend.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	88.6	89.8	90.8	88.4
1	88.2	87.4	91.1	88.2
2	87.8	89.6	85.8	93.4
3	86.9	88.2	88.9	85.7
4	87.4	90.9	89.5	87
5	85.5	90.3	88.1	89.9
6	87.2	88.2	87.7	83.6
7	83	88.4	87.9	84.3
8	88.1	80.8	84.2	74.2
9	86.2	85.6	82.2	63.5
10	85.3	83.5	88.3	74
11	77.6	82.8	85.4	80.2
12	83.8	79.8	87.1	74.4
All Years	85.9	86.5	87	80.1
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
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	92.3	92.3	92.3	91.5

### Management of non-attendance

The school has a comprehensive attendance strategy led by the Deputy Principal, Aboriginal Education Officer and Home School Liaison Officer. 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 2018 there was a major court case in town with significant absences for students.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	17	0	50
Employment	3	0	25
TAFE entry	0	0	0
University Entry	0	0	5
Other	7	0	20
Unknown	0	0	0

The above cohorts have 29 students in Year 10, 15 in Year 11 and 12 in Year 12. All Year 11 students are returning to Bowraville Central in 2019 to complete their education in Year 12. Nine out of the 12 students in Year 12 completed a VET course and gained a Certificate II in either Hospitality, Construction or Agriculture. Some students completed two VET courses.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	14.7
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Administration and Support Staff	8.39
Other Positions	0.4

\*Full Time Equivalent

Bowraville Central School has ten staff with an Aboriginal Background including an Aboriginal Education Officer, an identified school administration officer, two classroom teachers, two language teachers

and 4 SLSO's which makes up approximately 20% of staff at the school.

### 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	10

### Professional learning and teacher accreditation

The professional learning budget was used fully and an addition \$10000 was put into Professional learning through equity funding. 282 Professional Learning events were logged on our internal register of professional learning, some 6 staff have completed their accreditation in 2018 with a further 4 staff completing maintenance.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	543,012
<b>Revenue</b>	4,889,200
Appropriation	4,762,100
Sale of Goods and Services	15,691
Grants and Contributions	108,373
Gain and Loss	0
Other Revenue	0
Investment Income	3,036
<b>Expenses</b>	-4,802,839
Recurrent Expenses	-4,802,839
Employee Related	-4,334,587
Operating Expenses	-468,252
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	86,361
<b>Balance Carried Forward</b>	629,372

This summary financial information covers funds for operating costs to 31 December 2018 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,146,645
Base Per Capita	44,436
Base Location	36,523
Other Base	3,065,686
<b>Equity Total</b>	721,120
Equity Aboriginal	137,261
Equity Socio economic	363,942
Equity Language	658
Equity Disability	219,258
<b>Targeted Total</b>	536,021
<b>Other Total</b>	198,594
<b>Grand Total</b>	4,602,380

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.

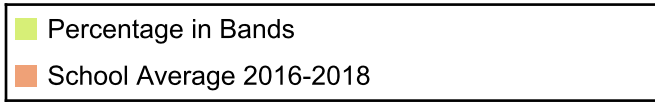
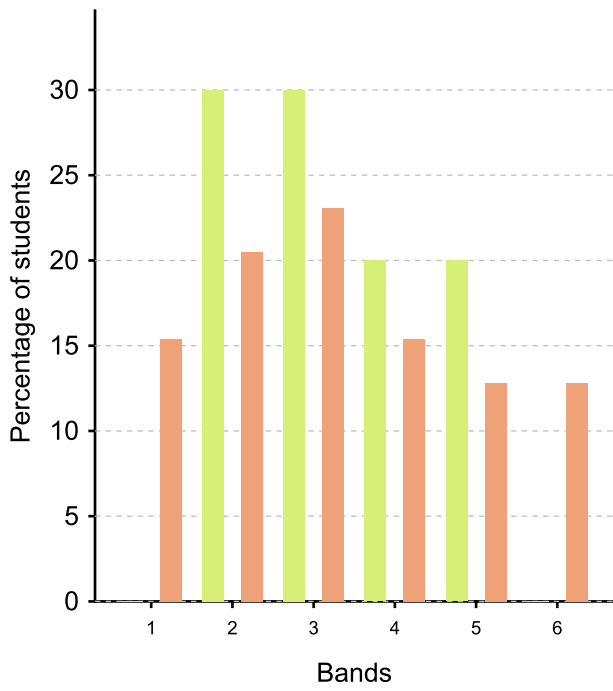
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

Bowraville Central School has been performing below or at Similar schools for some time in all areas of Literacy. Short term goal is to move above this group and towards the state average. The long term goal is to move closer to or above the state average. In 2018 there was growth in:

- Year 3 Grammar and Punctuation, Reading and Writing
- Year 5 Grammar and Punctuation, Reading, Spelling and Writing
- Year 7 Reading and Writing
- Year 9 Grammar and Punctuation, Spelling and Writing

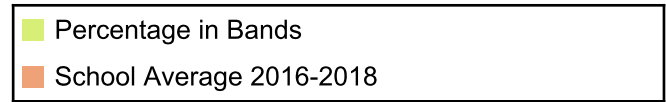
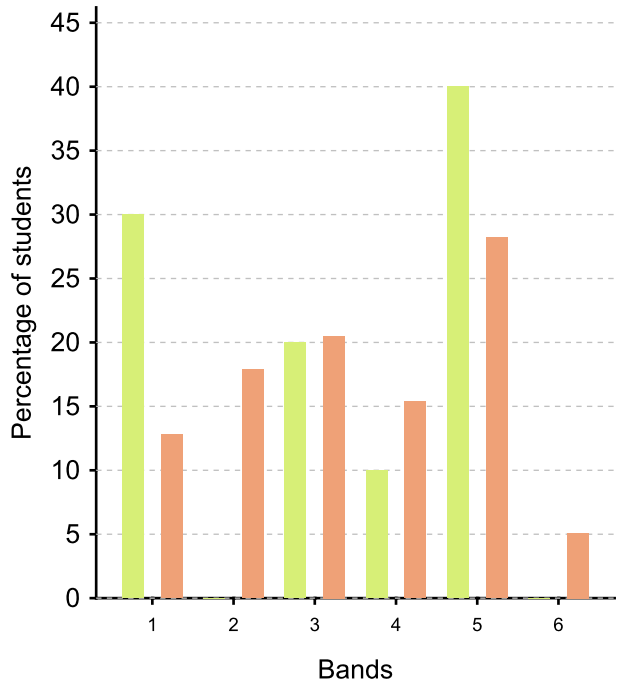
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Band	1	2	3	4	5	6
Percentage of students	0.0	30.0	30.0	20.0	20.0	0.0
School avg 2016-2018	15.4	20.5	23.1	15.4	12.8	12.8

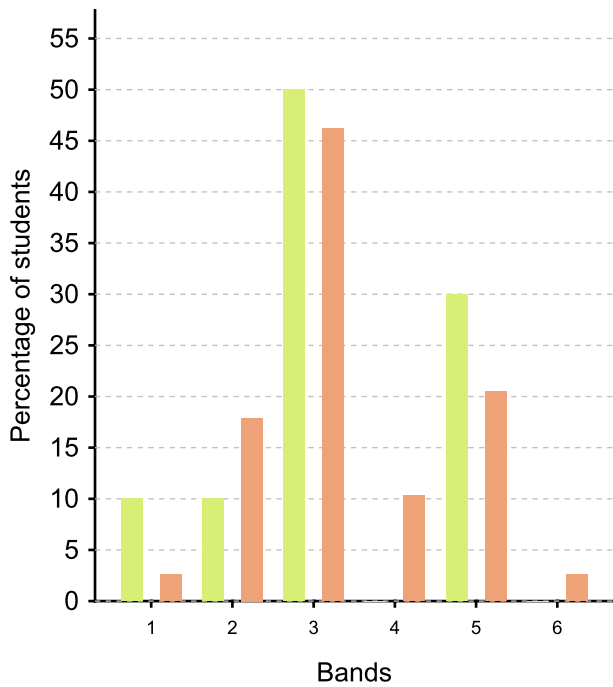
Band	1	2	3	4	5	6
Percentage of students	10.0	10.0	50.0	0.0	30.0	0.0
School avg 2016-2018	2.6	17.9	46.2	10.3	20.5	2.6

**Percentage in bands:**  
Year 3 Spelling

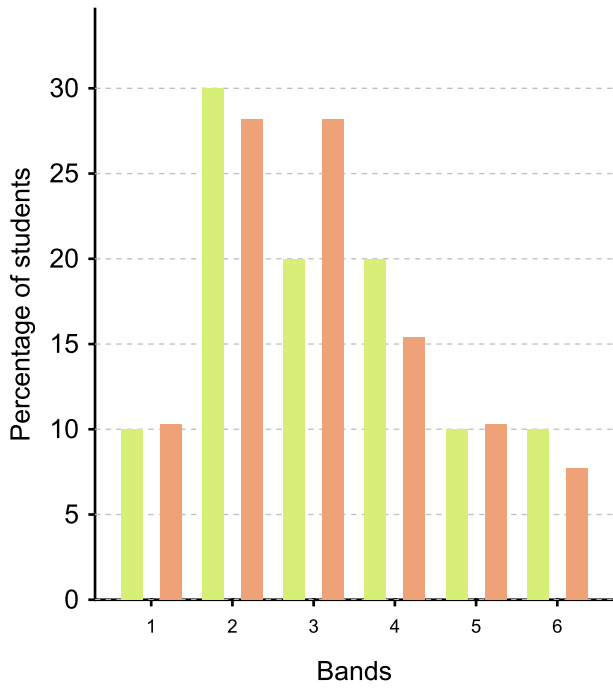


Band	1	2	3	4	5	6
Percentage of students	30.0	0.0	20.0	10.0	40.0	0.0
School avg 2016-2018	12.8	17.9	20.5	15.4	28.2	5.1

**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:  
Year 3 Reading**

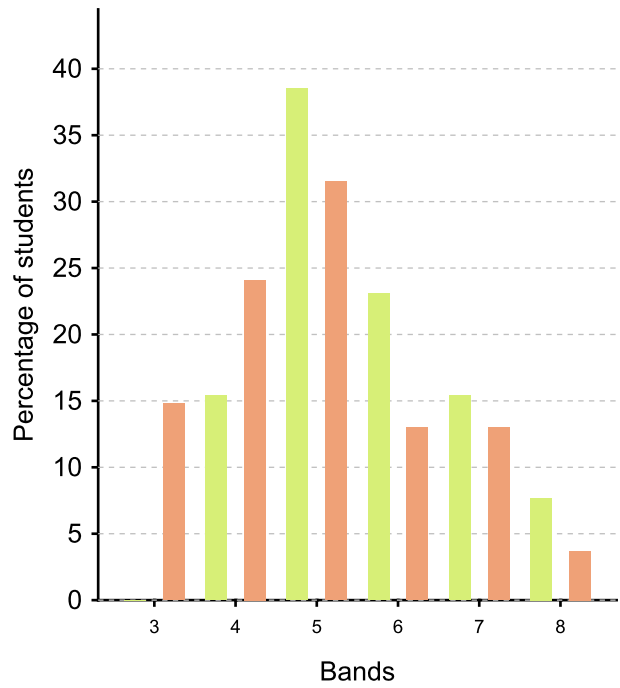


<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	10.0	30.0	20.0	20.0	10.0	10.0
School avg 2016-2018	10.3	28.2	28.2	15.4	10.3	7.7

Band	3	4	5	6	7	8
Percentage of students	16.7	8.3	25.0	33.3	8.3	8.3
School avg 2016-2018	23.1	17.3	26.9	21.2	7.7	3.8

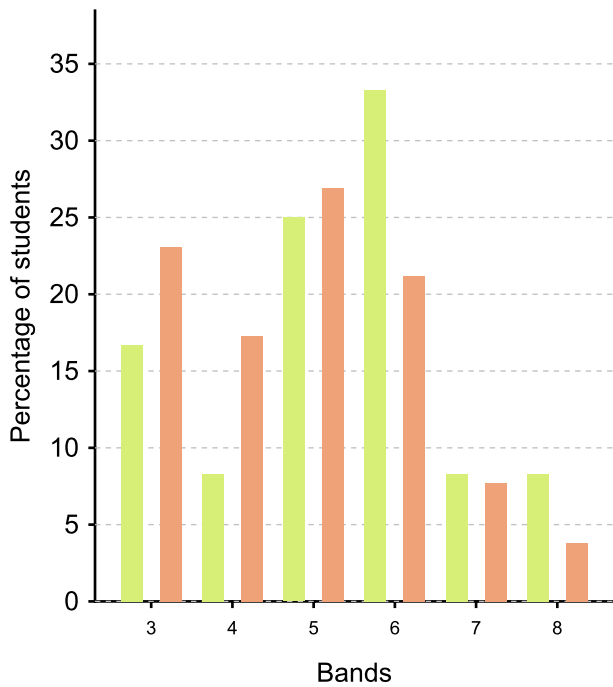
**Percentage in bands:  
Year 5 Reading**



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	15.4	38.5	23.1	15.4	7.7
School avg 2016-2018	14.8	24.1	31.5	13	13	3.7

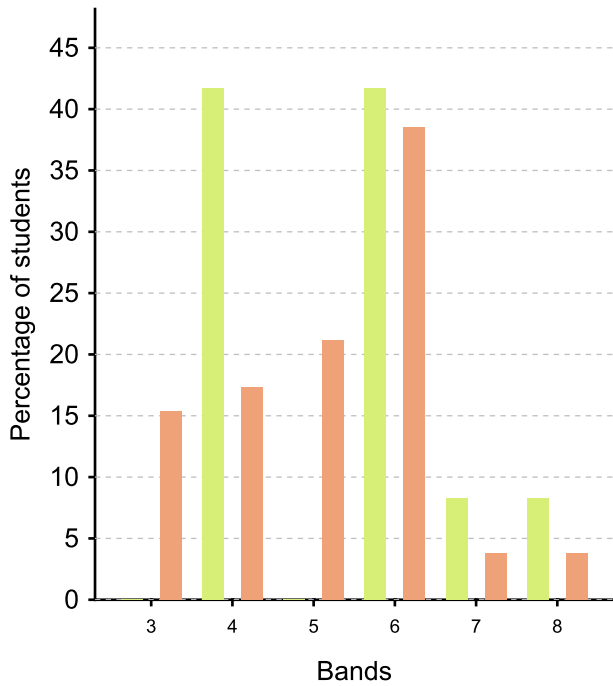
**Percentage in bands:  
Year 5 Grammar & Punctuation**



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018



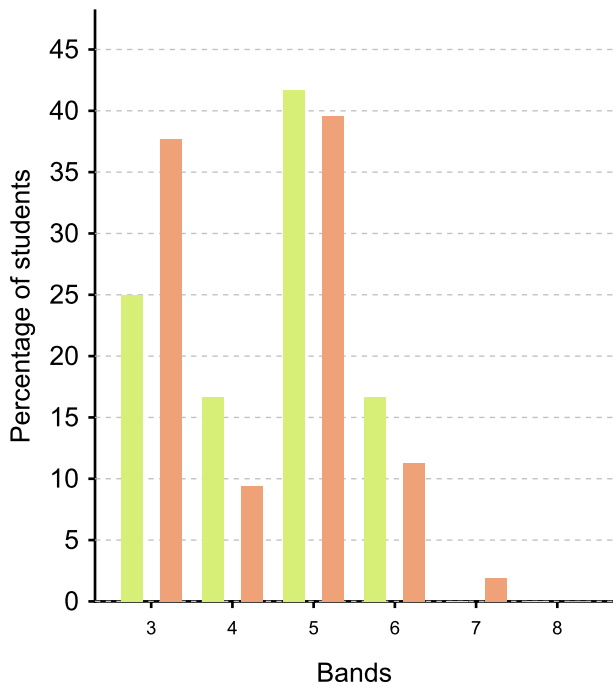
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands (light green)  
School Average 2016-2018 (orange)

Band	3	4	5	6	7	8
Percentage of students	0.0	41.7	0.0	41.7	8.3	8.3
School avg 2016-2018	15.4	17.3	21.2	38.5	3.8	3.8

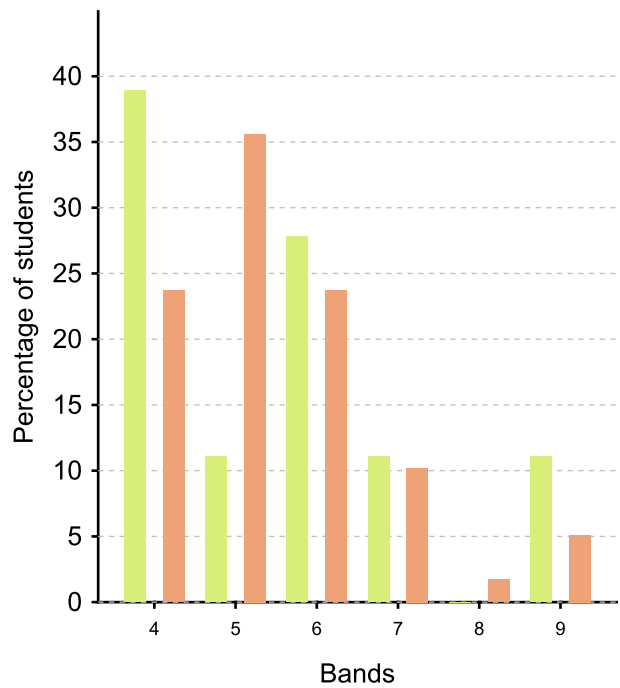
**Percentage in bands:**  
Year 5 Writing



Percentage in Bands (light green)  
School Average 2016-2018 (orange)

Band	3	4	5	6	7	8
Percentage of students	25.0	16.7	41.7	16.7	0.0	0.0
School avg 2016-2018	37.7	9.4	39.6	11.3	1.9	0

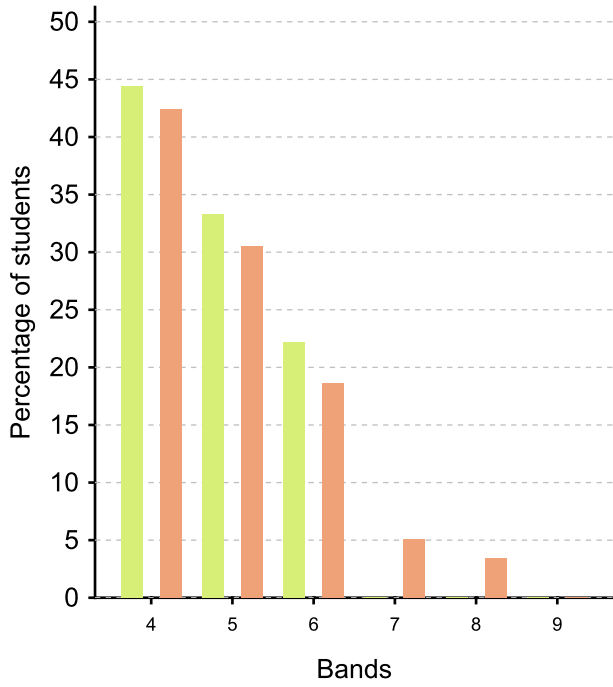
**Percentage in bands:**  
Year 7 Grammar & Punctuation



Percentage in Bands (light green)  
School Average 2016-2018 (orange)

Band	4	5	6	7	8	9
Percentage of students	38.9	11.1	27.8	11.1	0.0	11.1
School avg 2016-2018	23.7	35.6	23.7	10.2	1.7	5.1

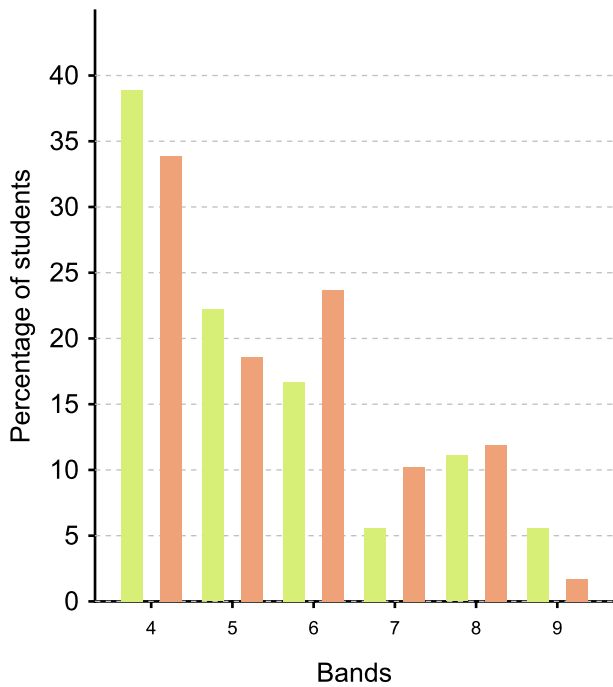
**Percentage in bands:  
Year 7 Writing**



■ Percentage in Bands  
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	44.4	33.3	22.2	0.0	0.0	0.0
School avg 2016-2018	42.4	30.5	18.6	5.1	3.4	0

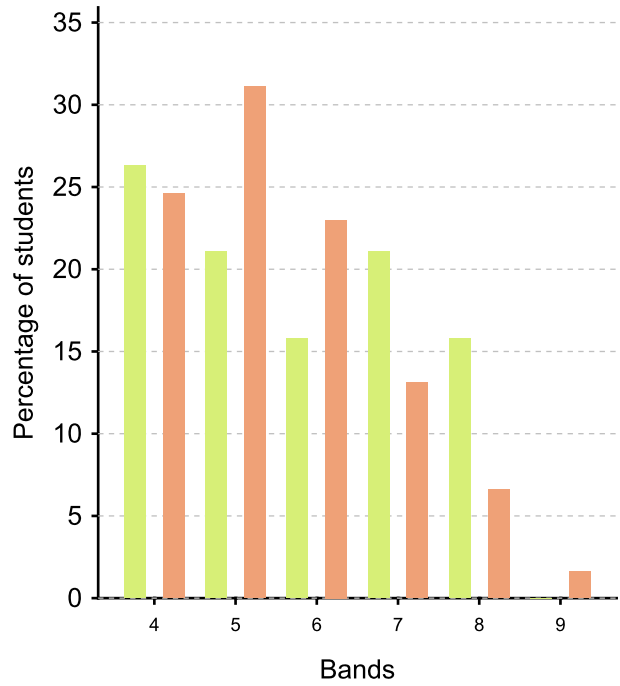
**Percentage in bands:  
Year 7 Spelling**



■ Percentage in Bands  
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	38.9	22.2	16.7	5.6	11.1	5.6
School avg 2016-2018	33.9	18.6	23.7	10.2	11.9	1.7

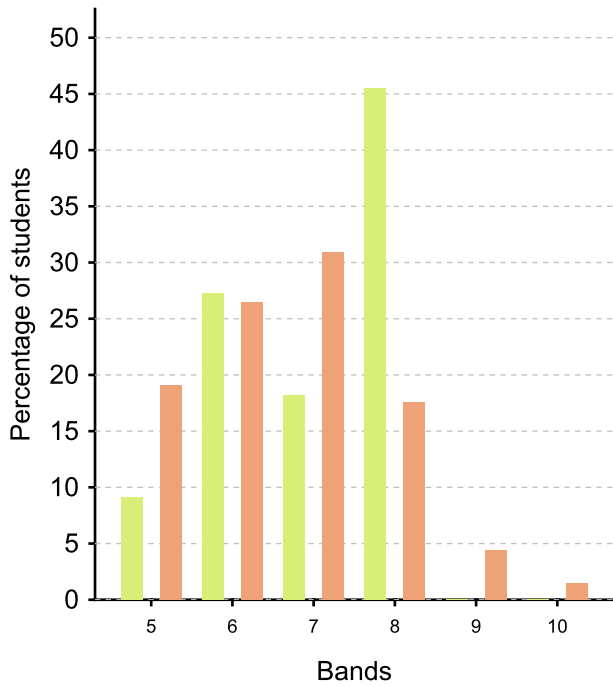
**Percentage in bands:  
Year 7 Reading**



■ Percentage in Bands  
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	26.3	21.1	15.8	21.1	15.8	0.0
School avg 2016-2018	24.6	31.1	23	13.1	6.6	1.6

**Percentage in bands:**  
Year 9 Grammar & Punctuation

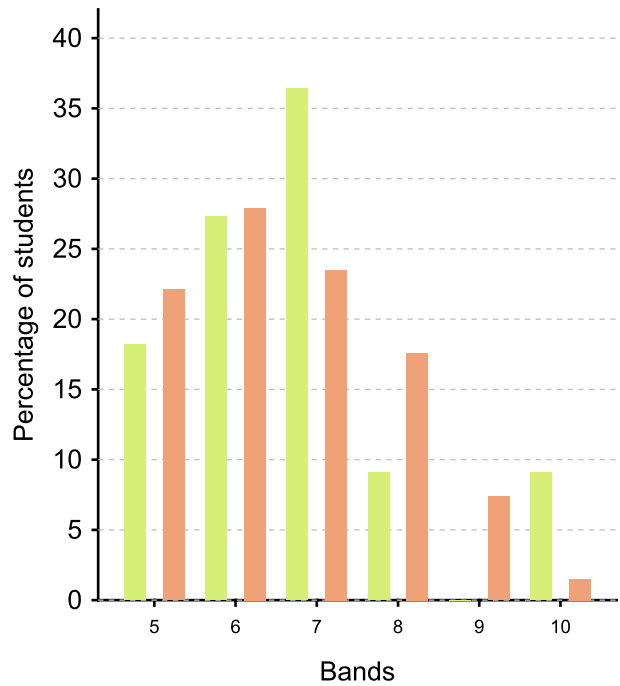


<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	9.1	27.3	18.2	45.5	0.0	0.0
School avg 2016-2018	19.1	26.5	30.9	17.6	4.4	1.5

Band	5	6	7	8	9	10
Percentage of students	25.0	50.0	8.3	8.3	8.3	0.0
School avg 2016-2018	20.3	31.9	33.3	8.7	4.3	1.4

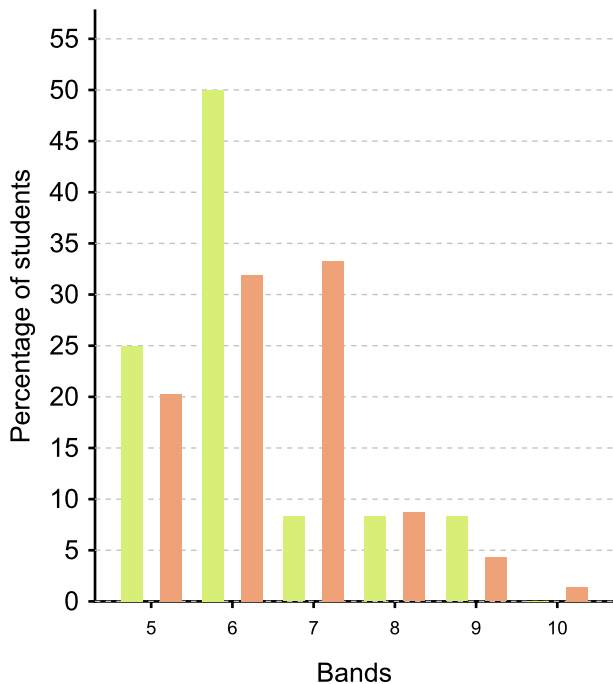
**Percentage in bands:**  
Year 9 Spelling



<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2016-2018

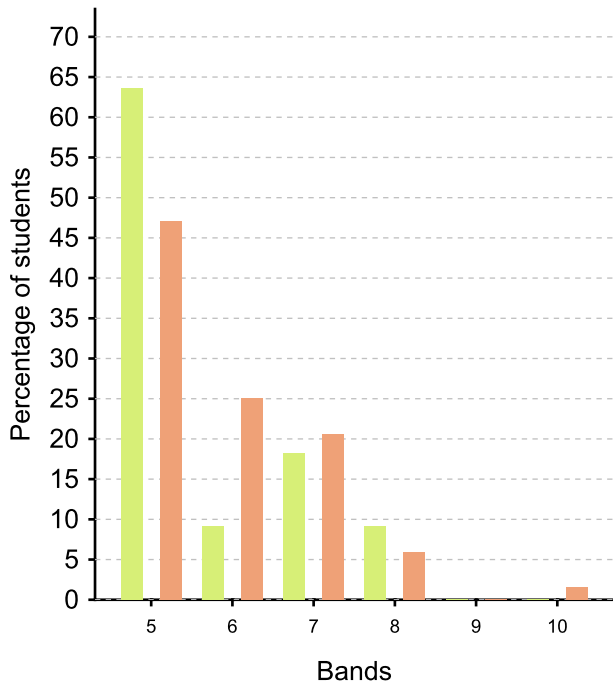
Band	5	6	7	8	9	10
Percentage of students	18.2	27.3	36.4	9.1	0.0	9.1
School avg 2016-2018	22.1	27.9	23.5	17.6	7.4	1.5

**Percentage in bands:**  
Year 9 Reading



<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2016-2018

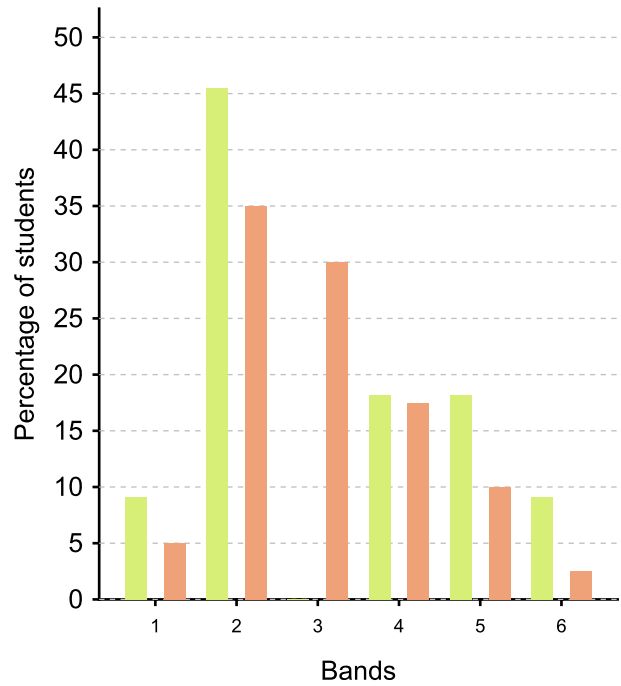
**Percentage in bands:**  
Year 9 Writing



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	63.6	9.1	18.2	9.1	0.0	0.0
School avg 2016-2018	47.1	25	20.6	5.9	0	1.5

**Percentage in bands:**  
Year 3 Numeracy

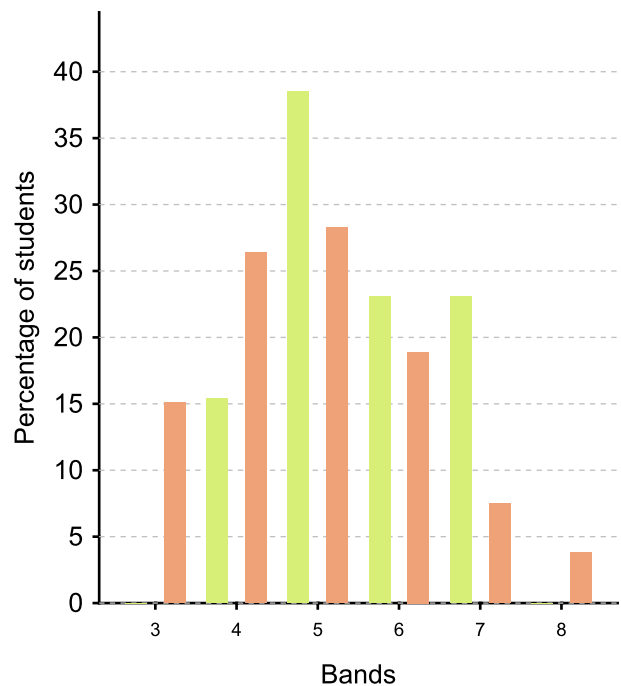


<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	9.1	45.5	0.0	18.2	18.2	9.1
School avg 2016-2018	5	35	30	17.5	10	2.5

Bowraville Central School has been performing below or at Similar schools for some time in all areas of Literacy. Short term goal is to move above this group and towards the state average. The long term goal is to move closer to or above the state average. In 2018 there was growth in Year 3, 5 and 7 Numeracy.

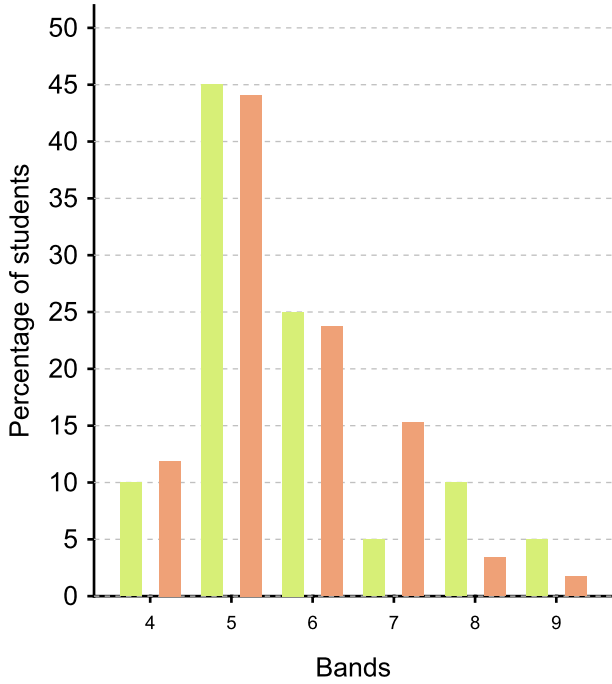
**Percentage in bands:**  
Year 5 Numeracy



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	15.4	38.5	23.1	23.1	0.0
School avg 2016-2018	15.1	26.4	28.3	18.9	7.5	3.8

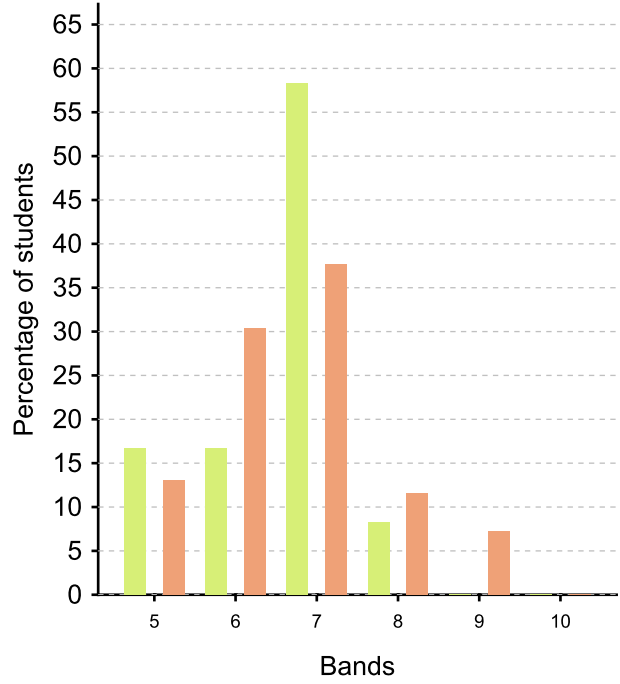
**Percentage in bands:  
Year 7 Numeracy**



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	10.0	45.0	25.0	5.0	10.0	5.0
School avg 2016-2018	11.9	44.1	23.7	15.3	3.4	1.7

**Percentage in bands:  
Year 9 Numeracy**



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	16.7	16.7	58.3	8.3	0.0	0.0
School avg 2016-2018	13	30.4	37.7	11.6	7.2	0

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.

Bowraville Central school is committed to the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. We made some progress in terms of growth of our Aboriginal students however still have significant improvement needed to achieve these priorities.



### Higher School Certificate (HSC)

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

Bowraville Central School had a small cohort of students sitting their HSC with no students sitting an ATAR pathway. Students sat examinations in two subjects; Community and Family Services and Senior Science.

The results were:

- Community and Family Services – 1 Band 1, 3 Band 2 and 1 Band 3
- Senior Science – 2 Band 1, 1 Band 2 and 1 Band 3

### Parent/caregiver, student, teacher satisfaction

Strategic Direction 2 – Connectedness is focussed on developing relationships with parents and increasing community use of school facilities. There has been progress in 2018 with further investment planned for 2019 including the employment of a Community Liaison Officer and the creation of the community Engagement Team. The school has also engaged the Specialist Support unit with one of the priorities being Community Engagement. One of the most successful events this year was the Future Health Champions day which showcased National Aboriginal Health Services as well as local services. Our P&C had a significant growth this

year raising in numbers from less than 10 up to 35 at the AGM held in March. We did a survey of parents in November which was overwhelmingly positive. In 2019 there is a plan to create a community consultative group separate to the P&C to consult on issues involving teaching and learning including providing opportunities for students with disabilities and diverse learning needs. The first meeting was held this year with approximately 40 members of the community (see picture).



### 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 39% in 2018; improved attendance rates (in some cases exceeding state average for all students); and improved HSC data. In 2018 we celebrated 58% of our graduating class being Aboriginal students including the dux.

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, in 2018 the principal took a lead role in facilitating the Connecting to Country training.



#### 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 2018.

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.