

Bowraville Central School

2019 Annual Report



BOWRAVILLE
CENTRAL SCHOOL

1336

Introduction

The Annual Report for 2019 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.

School contact details

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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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

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.

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.

Increased number of students surveyed can clearly articulate links between PBL values and learning.

Progress towards achieving improvement measures

Process 1: Positive Behaviours for Learning (PBL) Team

Identified roles within the PBL team including team leader, coach, data analyst, promotion, marketing, minute taker, timekeeper.

Diverse representation on PBL team, including Principal.

Evaluation	Funds Expended (Resources)
<p>Question: How will we know that PBL has had a positive impact on the classroom and the playground</p> <p>Data: SAS, Student surveys, teacher surveys, parent surveys, comparison to 2018 Sentral data</p> <p>Findings: Data is showing that students are aware of the PBL system, our expectations and the role PBL plays in the school.</p> <p>Implications: The team has been successful in embedding a culture. there is a succession plan and the team is moving from Tier 1 into Tier 2.</p>	Socio Economic Funding PBL Cost Centre – \$15000

Process 2: Tier 1 – Universal Classroom Systems

Professional Development of two Team members

Timetable for implementation of Tier 1 Universal Prevention Classroom Systems of Support planned and implemented.

PBL Team Members use School Staff meetings to provide Professional Development to teachers in research based practices identified by the team.

Reward systems implemented.

Evaluation	Funds Expended (Resources)
<p>Question: What will be the indicators that PBL is impacting positively on student behaviour</p> <p>Data: Sentral data more closely aligned to expectations, more resolved incidents, less suspensions</p> <p>Findings: Evidence of quality of sentral entries, aligned to PBL values</p>	Professional Learning \$8200 (Course costs, casual relief, travel and accommodation)

Progress towards achieving improvement measures

evident. Still too many incidents of concern being left as 'requiring further action. Suspensions have remained constant.

Implications: New Deputy Principal commenced Term 4, 2019. This will have an impact as he generates systems and processes and creates stability.

Process 3: Targeted intervention

Targeted behaviours identified through analysis of data. Students in top tier of data triangle identified and interventions planned and put in place.

Students have opportunities to participate in specialised programs to develop capacity around the four core PBL values.

Evaluation	Funds Expended (Resources)
<p>Question: How will we measure the impact of provided a tiered approach to managing student behaviour.</p> <p>Data: Sentral entries, students participating in pop up activities, students making it through to Stronger Smarter level.</p> <p>Findings: 30 students made it to stronger smarter</p> <p>Implications: Stronger Smarter is aspirational but achievable.</p>	<p>Staff professional development led by the PBL team.</p>

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.

Improvement Measures

Increased use of school facilities by community groups.

Register of these activities created.

Letter of appreciation generated for groups.

2019 Careers Continuum finalised.

Students complete SOA or Full Certificate in FSK.

Successfully complete 3 student run events targeting increasing their employability skills.

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.

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.

Increased use of support services in the town, valley, region, state and nation.

March 2018 Health Expo to continue 2019 and 2020.

Increased enrolments in VET and TVET including offering of stage 5 early commencement

Students are provided the opportunity to attend YES TAFE Taster programs

Ensure that every student has a pathway post school.

Progress towards achieving improvement measures

Process 1: Community use of school facilities

Follow Community use of school facilities policy

<https://education.nsw.gov.au/about-us/using-school-facilities>

Evaluation	Funds Expended (Resources)
<p>Question: What will be the measure that the school has engaged with the community and allowed the community to use school facilities and resources?</p> <p>Data: Number of bookings, meetings run at school, involvement with community organisations and events as well as work experience and workplacement appointments linking the students to trades and occupations thereby linking the school with the broader community.</p> <p>Findings: 2019 was a big year for Bowraville Central School. We initiated a community program and hosted inter-agency workers to work one on one with our most vulnerable students. We were also a major organiser for the Bowraville Memorial Cup (2 day touch football event hosting over 1000 students from across the district), We also hosted community meetings throughout the year, a country music event as well as strengthening</p>	<p>Community program</p> <p>Catering</p> <p>Shared use of facilities.</p>

Progress towards achieving improvement measures

relationships with our feeder schools through transition visits.

Implications: The school is the community hub, our processes for inviting volunteer and community members into the school are well established to ensure that we balance a welcoming place to be with working with children guidelines and procedures.

Process 2: Transition and Careers enterprise

Annual Commitment to Senior Transition allocation 0.2 from equity funding.

Development of a K–12 Careers and Vocation Plan to be implemented in 2019

Source extra 0.2 funding to implement, monitor and review the Careers continuum in 2019–2020. (Funding sourced through Rural & Remote)

Work of the transition team

CICA and the DEC have a focus on supporting and promoting VET in schools (Funding to attend World Skills 2018)

University familiarisations – partnering with Clarence Coffs Careers Advisers Network

The implementation of the 2019 National Career Education Strategy a Future ready careers education initiative by the Federal Govt. See schooltowork.education.gov.au

Evaluation	Funds Expended (Resources)
<p>Question: Was the Transition Adviser engaged? Yes using 0.2 Equity Funding.</p> <p>Did the Transition Team start meeting regularly? Yes every two weeks a whole school team pre K to exit Year 12</p> <p>Data: Funding data. Minutes of meetings and the creation of a dedicated Transition Team Drive. Calendar dates plotted for transition events.</p> <p>Findings: The first whole school transition team is working very successfully, meeting every two weeks on a Wednesday morning and each stage group Pre to K, Stage 3 to 4, Stage 4 to 5, Stage 5 to 6 and post year 12 all active and tasks allocated.</p>	<p>0.2 funding for Transition adviser</p> <p>fortnightly transition meetings</p> <p>Casual relief for transition team members to attend meetings, school visits, and industry.</p>

Process 3: Aboriginal perspectives

Nambucca Valley local Aboriginal Education Consultative Group (AECG) plan and deliver training.

Students connection to support services monitored

BCS executive plan a three year cycle.

Health Expo 2018, 2019 and 2020 hosted by BCS at BCS

Evaluation	Funds Expended (Resources)
<p>Question: How will we know that we are embedding Aboriginal perspectives in the school K–12? How will we measure this?</p> <p>Data: Participation in cultural activities. Staff attending PL and AECG meetings. SLIKK camps</p> <p>Findings: There is great enthusiasm and participation about the programs and initiatives that we offered in 2019. Staff nominated a willingness to</p>	<p>Significant investment in staffing including 20 days relief for staff to attend camps and cultural activities.</p> <p>3 staff attended Connected to Country training (3 x 3 = 9 days)</p> <p>Principal attended Dance Rites in Sydney (no cost to school)</p>

Progress towards achieving improvement measures

attend cultural PL and camps including SLIKK, AECG, Nambucca Valley Aboriginal Education Team and Connecting to Country. We have two days a week language supported by Language nest and Third space mob. Pushing for full time. Dance Rites was a major event in 2019 with students from 5 schools in the area including Bowraville Central School showcased in Sydney at the opera house.

Implications: We move to a sustainable model where we can deliver language and culture at school and it is also offered after school and during the holidays.

Process 4: Industry links established and growth of new partnerships, via work placement, work experience, teacher industry currency, curriculum frameworks and industry partners.

TAFE trade links through TVET projects (welding)

Evaluation	Funds Expended (Resources)
<p>All Construction, Hospitality and Retail students attending successful local work placements with approximately 30% resulting in casual employment.</p> <p>Successfully Year 10 work experience placements with some students gaining apprenticeships from their work experience.</p> <p>Teacher industry currency activities outside the Valley (Sydney for the Construction teacher and Brisbane for Hospitality) and overseas, upskilling VET teachers to deliver current industry trends.</p> <p>TVET early commencement courses for BCS Stage 4 students enrolled in Foundation skills for work (FSK) Cert II for disengaged students</p> <p>Industry partners fostered by attended meetings with our Local REIP contact Stacey Mitchell, re establishing the Manufacturing & Schools Synergy Network – Nambucca Valley</p> <p>RIEP In partnership with Nambucca Valley Council, supporting partnerships between the manufacturing industry & local schools driving career education and sustainable outcomes for students in the community. Meetings planned for 2020</p>	<p>Site visits</p>

Process 5: Vocational Education and Training (VET)

Transition allocation 0.2 from equity funding.

Work of the transition team – Transition adviser, Careers Adviser, Year Advisers, Head Teacher Well being.

Offering of 5 Curriculum frameworks in a small school

Work placement and Industry visits as part of curriculum

Promotion of VET through senior transition night

Evaluation	Funds Expended (Resources)
<p>Following a full VET QA3 Internal Audit of five curriculum frameworks Hospitality, Construction, Retail, FSK and Primary Industries, BCS found compliant in all areas of delivery.</p> <p>All VET subjects offered again in 2020 except for Stage 5 FSK.</p> <p>DEC Rural and Remote funding extended to BCS for another year, 2019 (\$5000) to continue the valuable project of the Career's Continuum</p>	

Progress towards achieving improvement measures

(highlighting workplace learning in the classroom and the innovative SWEEP program) and evident in teaching and learning programs. A BCS initiative implemented prior to the National Career's Strategy 2018.

Transition Adviser funded again .2 working strategically with the Career's adviser coordinated and led the Transition Team, guiding staff groups from school to Kinder, Stage 3 to Stage 4, Stage 4 to Stage 5 (subject selections), Stage 5 to 6 and lastly stage 6 to post school options. Dates were earmarked as priority days for 2019 and not negotiable for change. Partnerships fostered with the local Pre School and at the exit end TAFE, local universities and industries and businesses to ensure post school pathways.

Meetings minuted every fortnight with action and jobs lists produced a top performing team with every transition activity planned and executed as a high quality event. Events also publicised by our CEO on social media. The team for the first time worked as a "Whole School Transition Team."

University familiarisations were made a priority for Year 12 students in 2020 and excursions were organised and students attended open days at:

UON (Newcastle), Charles Sturt (Port Macquarie), UNE (Armidale), Southern Cross Uni (Coffs Harbour and Gold Coast), Griffith and Bond (Gold Coast) and QUT (Brisbane). The attendance at these excursions, demonstrates the enormous commitment of staff, students and families, to the goals of successful transition plans, post school.

Two students also completed successful Student Based Traineeships in Allied Health and subsequently were offered University places in Nursing.

All Year 12 2020 graduated with only one student unsure of their pathway. Success stories include multiple University offers, acceptance in the Armed Forces, as well as the high HSC completion rate for our Indigenous students.

Industry visits were highlighted by the Year 9 SWEEP (Student Work Experience and Exploration Program) and excursion to Coffs Harbour, researching and experiencing over 100 occupations over two days.

The 2019 Year 10 into Year 11 evening was well supported with VET subjects promoted via presentations, display materials and student recommendations.

The Transition Adviser and Career's Adviser coordinated a Stage 4 to Stage 5 Elective evening for the first time. This was a timeline goal on the Career's continuum as a recognition that it is one of the first times a student makes a career based decision, when selecting three elective subjects in Year 9. Teachers were asked to produce a short video to promote their subject. The fun night was well supported by students, parents and carers and was catered for by the current Hospitality students. It was a huge success with Year 9 and 10 students being able to make informed and valued decisions about Electives.

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.

Improvement Measures

School self–evaluation against the SEF indicates a movement from delivering to sustaining and growing in the Teaching Domain – Improvement of practice.

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.

Increase the number of teachers who attain their goals in their PDPs

The PDP process in the school is completed by all staff with clearly identified links to the ATS and meets required deadlines

Individual and whole school analysis of ATS and PDPs are used to plan targeted PD to build staff capacity to improve student outcomes

All teaching staff participate in mentoring sessions to improve their practice in teaching "writing" across KLAs

Progress towards achieving improvement measures

Process 1: School investment into the Collaborative Practice model.

Regular K–12 professional learning on teaching writing for a range of purposes, and executive for teacher practice.

Regular moderation and monitoring of targeted student writing samples against the Learning Progressions;

Ongoing tracking & monitoring of K–2 students on PLAN2–all students for Creating Texts;

–2 targeted students each in Yrs 3 & 4

Digital professional learning journals for every teacher(– google classroom)

Teacher surveys to measure and monitor teacher engagement

Collaborative PL embedded into timetable

Fortnightly collegial professional learning meeting between teachers of like–stages or KLA's, to plan, analyse, monitor and access professional learning, with a mentor/lead teacher (collaborative practice

Monthly learning walks and peer observations.

Evaluation	Funds Expended (Resources)
<p>Question: Has the investment been worthwhile? Should this funding continue, decrease or increase in 2020? What has been the impact on student learning?</p> <p>Data: Teachers surveyed. Students surveyed. Reflect and reset document completed with evidence.</p> <p>Findings: Staff participation has lead to change in practice.</p>	

Progress towards achieving improvement measures

Implications: All staff have requested that the program has had an impact in how they approach sustained writing tasks in the classroom. Teaching and Learning programs have evidence of regular changes to incorporate opportunities for Writing. Staff collaboration has extended beyond the scope of the program.

Process 2: Sustained school improvement in Teaching and Learning Programs

Baseline audit conducted by Principal

PDP meetings expand to review Teaching and Learning programs

Establish Teaching and Learning programs as a school priority by including in the school plan

QLC group leaders to monitor teaching and learning program development/improvement with the inclusion of targeted writing activities for all KLAs K–12

Evaluation	Funds Expended (Resources)
<p>Question: How do we know there has been a shift in the quality of Teaching and Learning Programs across the school.</p> <p>Data: Increased number of staff setting a PDP goal around Standard 3.</p> <p>Findings: All staff have a teaching and learning program which can be produced on request and meet the criteria in the left hand column of page 2 of the BCS Teaching and Learning Package.</p> <p>Implications: Teaching and Learning improved across the school. Higher engagement, higher expectations.</p>	

Process 3: Adhere to PDP policy and process, including timelines

Evaluation	Funds Expended (Resources)
<p>Question: What will we use as evidence that our PDP processes were useful, made an impact on teaching and learning and valued by staff</p> <p>Data: Staff participation and completion, goals more closely aligned to Australian Professional Standards for Teachers, improved Teaching programs.</p> <p>Findings: All teaching staff completed PDP's. All teaching staff included a goal based on Standard 3.</p> <p>Implications: Quality of Teaching and Learning programs have improved and Teaching staff aware of expectations and audit processes. PDP's aligned with standards.</p>	

Process 4: Staff to actively engage with their supervisors in the Accreditation at Proficient and Maintenance process

Evaluation	Funds Expended (Resources)
Reflect and reset activity completed	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM Aboriginal Background funding Equity Funding Community grants	<p>Question: How will we know that we are embedding Aboriginal perspectives in the school K–12? How will we measure this?</p> <p>Data: Participation in cultural activities. Staff attending PL and AECG meetings. SLIKK camps</p> <p>Findings: There is great enthusiasm and participation about the programs and initiatives that we offered in 2019. Principal is active member of local AECG group and board member of Jaanymilli Bawrungga(Bowraville Solutions Brokerages reference group). Staff nominated a willingness to attend cultural PL and camps including SLIKK, AECG, Nambucca Valley Aboriginal Education Team and Connecting to Country. We have two days a week language supported by Language nest and Third space mob. Pushing for full time. Dance Rites was a major event in 2019 with students from 5 schools in the area including Bowraville Central School showcased in Sydney at the opera house.</p> <p>Implications: We move to a sustainable model where we can deliver language and culture at school and it is also offered after school and during the holidays.</p>
Low level adjustment for disability	Low level adjustments for Disability Equity Loading – \$160,074 (Staffing), \$63089 (Flexible)	<p>Well established processes.</p> <p>Learning and support team met weekly.</p> <p>Significant adjustments made in teaching and learning programs as evidence by NCCD samples.</p> <p>Creation of Head Teacher Teaching and Learning to drive this further.</p>
Quality Teaching, Successful Students (QTSS)		<p>Bowraville Central School has been part of the Quality Learning Culture initiative. Each teacher received addition release from face to face teaching to participate in research, mentoring and coaching. The focus was on writing and embedding opportunities to write in Teaching and Learning programs.</p>
Socio–economic background	Socio Economic Background Equity Loading – \$42686 (Staffing), \$362246 (Flexible)	<p>Students at Bowraville Central School had significant access to curriculum and extra curricula activities supported through Socio Economic Background Equity Loading</p>
Support for beginning teachers		<p>Bowraville Central School is part of the Nambucca Valley team which ensures accreditation and support for teachers moving from Graduate to proficiency are provided with ongoing support. Over the last two years Bowraville Central School has successfully worked with 5 teachers to gain proficiency and a further 7 teacher to maintain the proficiency.</p>

Targeted student support for refugees and new arrivals

No current students meeting this criteria



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	129	118	118	102
Girls	125	112	95	83

Student attendance profile

School				
Year	2016	2017	2018	2019
K	89.8	90.8	88.4	86.8
1	87.4	91.1	88.2	83
2	89.6	85.8	93.4	85.3
3	88.2	88.9	85.7	88.7
4	90.9	89.5	87	79
5	90.3	88.1	89.9	80.6
6	88.2	87.7	83.6	90.4
7	88.4	87.9	84.3	84.7
8	80.8	84.2	74.2	78.1
9	85.6	82.2	63.5	75.3
10	83.5	88.3	74	63.9
11	82.8	85.4	80.2	70.7
12	79.8	87.1	74.4	78.8
All Years	86.5	87	80.1	79.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which

details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	10	30	10
Employment	25	0	30
TAFE entry	0	0	0
University Entry	0	0	60
Other	0	0	0
Unknown	20	0	0

POST SCHOOL for the BCS Year 12 2019

All Students completed their HSC in 2019 except Chyenne Cameron due to not sitting exams

(Certs also in Hosp, Ag and Retail gained through VET at BCS)

Jessica Tysoe – University Offers: UNE LAW, UNE Nursing (Cert III Retail and Cert II Hosp)

Jack Sullivan – University Offers: UNE Computer Science, IT Sydney UNI (CERT III IT)

Esther Mukelabai (ESL)– University Offers: SCU Nursing (Cert II Hosp and CERT III Human Services Assistant Nursing)

Dene Lyons – University Offers: Newcastle Uni Mathematics and SCU Science (Cert II HOSP)

Delaney Boorer – University Offers SCU – Science, UNE Science and Animal Studies. Waiting on Griffith (Cert II Hosp)

Shelayna Boorer – Accepted into three Dance schools and Fulltime Dance Teacher (Cert II Hosp)

Asha Harris – Fulltime employment in Retail (Cert III Retail Services, Cert II Hospitality)

Cheyenne Cameron (Ward of the State – fostered most of her life) – Fulltime employment in Agriculture at an organic egg farm (Cert of Attainment towards Agriculture) NO HSC due to not sitting Inv Sc exam

Tim Whalan – (Diagnosed disability) First student to gain fulltime employment at Mid Coast Trucks in detailing

Indigenous Students:

Breanna Greenup – University Offer – SCU and UNE Nursing

Wurinda Gill – Fulltime TAFE in 2020 Personal Training (Cert II Hosp)

Keyarna Baker – (Student requiring additional support) Accepted into the Navy after a week in Cairns at the Indigenous recruitment program

Shreeka Jarrett – (Supporting herself living out of home care) TAFE and (Cert II Hosp)

Year 12 students undertaking vocational or trade training

70.59% of Year 12 students at Bowraville Central School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

92.3% of all Year 12 students at Bowraville Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	14.29
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Administration and Support Staff	8.59
Other Positions	0.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

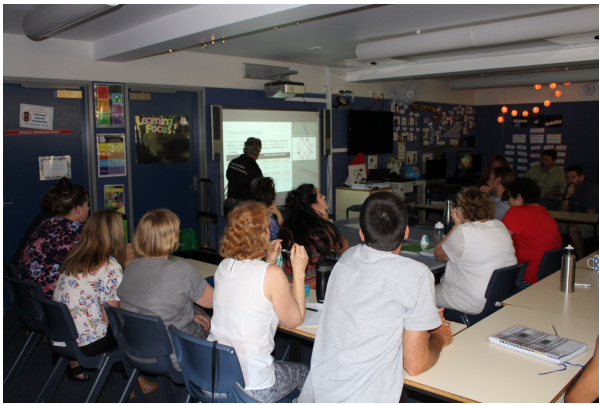
Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	629,372
Revenue	5,039,503
Appropriation	4,984,501
Sale of Goods and Services	8,304
Grants and contributions	41,719
Investment income	2,985
Other revenue	1,994
Expenses	-4,809,743
Employee related	-4,347,375
Operating expenses	-462,368
Surplus / deficit for the year	229,760

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	507,034
Equity Total	744,311
Equity - Aboriginal	115,704
Equity - Socio-economic	404,932
Equity - Language	512
Equity - Disability	223,163
Base Total	3,128,755
Base - Per Capita	51,048
Base - Location	34,937
Base - Other	3,042,770
Other Total	322,120
Grand Total	4,702,220

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

Bowraville Central School has significant challenges in NAPLAN however we have a plan to address this and teachers are working towards individual and group growth targets.

Spelling was an area of growth with the school achieving average growth above both similar schools and state average.

Next Steps: Reading requires intensive support and this will be part of the next planning cycle and school targets

Numeracy

The growth in Numeracy is well below similar schools and state average. We are fortunate in 2020 to be granted a Eddie Woo initiative and Numeracy will be a focus across K–12 with research and guided support for teachers.



School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

A small cohort however due to the significant work by the Transition Adviser and all classroom teachers we were very pleased with the number of students that successfully applied for early entry to university. All students in Year 12 completed a VET competency as part to their study in addition to ATAR subjects.



Parent/caregiver, student, teacher satisfaction

The school has been collecting data from the community and staff using a variety of means including surveys, Facebook, People Matters and through our PBL team.

The appointment of a Community Liaison Officer in 2019 was a significant move. This has resulted in our school website being revamped, our Facebook significantly improved and now has over 1200 followers.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education team established and met regularly. Welcome to Country performed at all meetings and assemblies throughout the year. Principal is active member of local AECG group and board member of Jaanymilli Bawrungga (Bowraville Solutions Brokerages reference group). Staff nominated a willingness to attend cultural PL and camps including SLIKK, AECG, Nambucca Valley Aboriginal Education Team and Connecting to Country. We have two days a week language supported by Language nest and Third space mob. Pushing for full time. Dance Rites was a major event in 2019 with students from 5 schools in the area including Bowraville Central School showcased in Sydney at the opera house.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Two trained Anti-Racism Contact Officers in school.

Regularly education provided to students, teachers and parents to create awareness and understanding of racism and discrimination.

Zero tolerance to an form of racism in the school.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Bowraville Central school has approximately 40% Aboriginal students but only two students with parents born outside of Australia. At time this makes Multicultural education challenging but very important as our students need to function as members of a multicultural society. We participate in Harmony Day and attempt to provide opportunities for student to experience a world outside of Bowraville.

