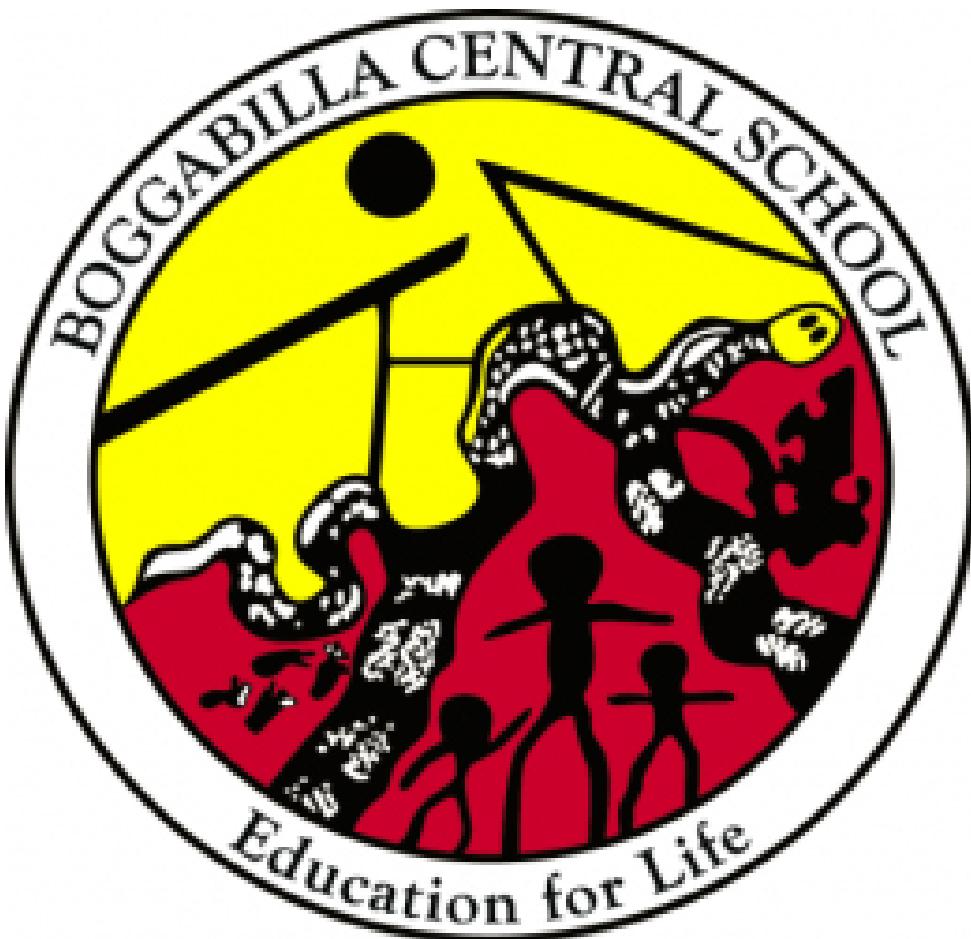


2020 Annual Report

Boggabilla Central School



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Introduction

The Annual Report for 2020 is provided to the community of Boggabilla Central School as an account of the school's operations and achievements throughout the year.

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

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School vision

As a Connected Communities school, our school's vision is to embed practices to support and ensure:

- Aboriginal children are increasingly developmentally ready to benefit from schooling.
- Aboriginal families and community members are actively engaged in school.
- Attendance rates for Aboriginal students are equal to state average.
- Aboriginal students are improving in overall levels of literacy and numeracy.
- Aboriginal parents/carers report that service delivery from the school is flexible and responsive to their needs.
- Aboriginal students are staying at school until Year 12 (or equivalent training).
- Aboriginal students are transitioning from school into post school training and employment.
- Aboriginal students and communities report that the school values their identity, culture, goals and aspirations.
- Professional learning opportunities build staff capacity to meet the learning needs of their students.
- Professional learning opportunities build staff cultural understandings and connection with the community.

School context

Boggabilla Central School is part of the Connected Communities Strategy and sits on Gomeroi country. Our school of 85 students from Preschool to Year 12 can be found in North West New South Wales on the Queensland border, on 44 beautiful acres near the MacIntyre River.

The majority of our students are drawn from the local communities of Boggabilla and Toomelah. 98% of students are of Aboriginal heritage. We are a vibrant learning community with committed staff using cutting edge technology to achieve improved student outcomes. Year 11 and Year 12 students are part of the Northern Borders Senior Access Program (NBSA), with many subjects being delivered by video conferencing.

The school has a well established School Reference Group and the school works in partnership with the local Boggabilla Toomelah Local AECG to achieve the best learning outcomes for our students.

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. 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.

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>

Strategic Direction 1

Maximising Student LEARNING

Purpose

An holistic approach to empower students with skills and strategies that promotes growth and achievement academically, culturally, emotionally and socially.

Improvement Measures

Product 2 - Literacy and Numeracy

100% of students demonstrating growth per semester across NSW DoE literacy and numeracy progressions.

All staff will endeavour to maximise student achievement using data to drive improvement. Staff will provide multiple and varied opportunities for student assessment based on individual and group needs.

All students are regularly achieving their negotiated learning goals and these increasingly demonstrate independent learning capacity.

Students will be provided with effective feedback on their individual learning goals/targets and strategies for further progress and development.

Product 1 - Wellbeing Programs

Students will display greater resilience, self-regulation. This will be evident from greater and regular school attendance, improved engagement and a decrease in negative incidents.

Overall summary of progress

Progress achieved this year has been limited due to COVID -19. Although, across cohorts through the Check in assessment, we have seen some growth with Individuals.

Early in the year, teaching programs in K to 6 have been adjusted after an analysis of data by teacher, AP and IL to better meet the students' needs.

All Teaching programs are able to provide evidence of differentiation that caters for their individual students learning needs.

SLSO learning support was implemented across the secondary for individual support to ensure minimum standards are achieved by year 10.

All staff participated in the Berry Street Educational Model for students well being, some sessions through zoom, however this program was not completed due to COVID 19 as providers came from VIC.

Continued development of the PBL systems evolved to engage students into their learning and review the Mirri reward system.

Progress towards achieving improvement measures

Process 1: Process 1 - Wellbeing Programs

Implement a whole school approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

- RSAS community programs.
- KidsMatter
- Staff training in Youth Mental Health First Aid course

Evaluation	Funds Expended (Resources)
What changes have staff noticed in classroom behaviour and	Presenters and course fees, Staff

Progress towards achieving improvement measures

engagement?

Across the school some decrease but attendance is still low from COVID-19.

What does Sentral data tell us about impact of Berry Street EM?

Not consistent implementation across the school due to COVID 19 as not all training completed.

Introduction of brain breaks and morning circle. This was positive with staff and student interactions.

Teachers using strategies effectively in most settings to support students return from home schooling.

Has BSEM been implemented consistently from P-12?

No, with not all the training completed, results vary between teachers and stages.

Postponed to end of Term 3 because of delays with delivery of PL as a result of COVID

Parent Teacher Interview postponed face to face, phone calls made - Teacher day book for evidence, some good traction

Community interaction: some traction already exemplified of remembrance day and bush garden opening.

Whole school, QTR focus all 80% staff trained. In Term - 3, Literacy focus: understanding the English syllabus with presentations from Dr Kate Bricknell curriculum PD/ Think It write It, and Connected Communities Numeracy Initiative ATMISA across whole school

Oral literacy, Think It write It will continue as a focus with in 2021 School plan as a component of English - Teaching

meeting minutes / Surveys for staff, student and community, student Work and teacher program samples.

Funding Sources:

- Aboriginal background loading (\$30000.00)
- Professional learning (\$15000.00)
- Literacy and numeracy (\$10000.00)

Process 2: Process 2 - Literacy and Numeracy

Effective professional learning based on staff needs and curriculum requirements.

School wide language and approach to procedures for learning intentions and success criteria.

Develop knowledge of markers, in relation to syllabus and Learning Progressions, and implement tiered intervention programs/pedagogies, including SLSOs to participate effectively in the intervention phases.

Evaluation	Funds Expended (Resources)
<p>Regular attendance by all staff and executive staff presenting professional learning (as evidenced in professional learning register) has allowed staff to improve their understanding and skills to meet the students needs.</p> <p>NAPLAN/ check in assessment and in school based assessment data gathered has demonstrated a need to fill gaps through out whole school cohorts, some value added growth in student achievement.</p> <p>Teachers are committed to ensuring all students' capacity to learn is addressed in teaching programs with support from executive staff and external expertise.</p> <p>Class expectations are visible and articulated across whole school setting.</p> <p>Teachers supported by executive to gather and analyse students data.</p>	<p>Professional learning, presenters fees, catering and materials</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$10000.00) • Early action for success (\$75000.00) • Aboriginal background loading (\$35000.00)

Next Steps

The continued commitment by all staff to establish and maintain high expectations to ensure the learning environment is characterised by differentiation for the various subjects and classes.

To implement a quality purposeful examination of internal and external data to inform teaching practice to lead to real improvement in Literacy and Numeracy across all KLAs and in external assessments such as NAPLAN and HSC.

All staff will demonstrate that all students at Boggabilla Central School are known, valued and cared for by developing personalised learning plans and analyse data to inform teaching to ensure that all students' achievements reflect their and their families' aspirations

A continuation of programs that foster a positive environment for learning and recognition of student achievement in all aspects of school life.

Strategic Direction 2

Excellence in TEACHING

Purpose

To enhance and develop the knowledge and skills of teachers to create a stimulating, engaging & safe learning environment to best meet the needs of all students.

Improvement Measures

Product 1

As the result of *Writing* learning assessments, data is collected at regular intervals and analysed to inform whole school teaching and individual student learning goals.

Product 2

90% of students are able to verbally identify their learning intention and success criteria for any lesson at any given point in time. This awareness reflects their understanding of where they are in their learning and what they are working towards.

PBL is integrated across all school practices and 100% staff have achieved Tier II pedagogical processes, confirmed by SET and data review reports.

Overall summary of progress

The implementation of Learning intentions and success criteria continued through online learning. However, not all students participated in the learning provided. Therefore, staff and student's throughout term 3 required to formalise self of Visible learning expectations.

The year started well with the rollout of PBL systems, due to COVID 19 there was many set backs, one was having an external coach complete a SET and data reports review.

With the students returning from Online, home learning in term 3, some students required motivation as the attendance rates were at there lowest. With revamping reward systems in individual classes and holding small celebrations to acknowledge those students attending school.

Progress towards achieving improvement measures

Process 1: Process 1

Plan, design, deliver and evaluate high quality systematic and sustained collaborative professional learning to introduce and implement a literacy - *Writing* teaching practices program.

Evaluation	Funds Expended (Resources)
Teachers are provided with opportunities to access data to analyse and incorporate into their teaching practice and programming.	Professional Learning, Classroom / program resources and assessment software.
All staff participate in differentiation Professional Learning.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$0.00)• Quality Teaching, Successful Students (QTSS) (\$0.00)
All staff are able to access Professional Learning that is tailored to their needs.	
All staff completed the online What Works Best and Face to face English syllabus Professional Learning .	

Process 2: Process 2

Develop a whole school approach which embeds:

- *Micro-Skills in Teaching* to establish a positive learning environment so that behaviour skills are

Progress towards achieving improvement measures

Process 2: minimised.

- *Positive Behaviour for Learning* to improve learning outcomes for all students.
- *Visible learning* as an enhanced role for teachers as they become evaluators of their own teaching.

Evaluation	Funds Expended (Resources)
All staff have made progress toward implementing a sound knowledge of Micro Skills and Brain breaks to improve classroom behaviours. All staff received training in the BSEM by zoom (non completed) and Micro Skill face to face with in school support by Regional Ed service AP LaST. COVID 19 has had a significant impact on this strategic direction, however with Zoom and Teams some professional learning and school meeting have allowed for staff collaboration and support from external Educational Support Services.	Professional Learning courses and presenter fees, catering and accommodation, resources Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$0.00)• Quality Teaching, Successful Students (QTSS) (\$0.00)• (\$0.00)

Next Steps

The continuation of a systematic and strategic approach to professional learning with an emphasis on Literacy and Numeracy, the effective use of data to inform teaching, classroom management strategies and the explicit teaching of skills and content to improve student outcomes.

That all staff will work within a new PDP process that will be strengthened through the explicit linking of goals to the New School Improvement Plan, personal professional development and meetings with their Executive supervisor and Principal, every term.

Ongoing professional development to effectively use data to informed teacher practice and whole school systems that will improve day to day operations and student outcomes. The school will continue to use Check In assessments, Essential Assessment, SENTRAL, staff and student surveys to improve whole school systems that positively impact teaching and learning.

Strategic Direction 3

LEADING Positive Partnerships

Purpose

To build and sustain quality relationships and partnerships with the school community to ensure the promotion of a culture of shared responsibility in the education of our students.

Improvement Measures

Product 1

50% Increase in students performing leadership roles.

Increased visibility of school students in the local and wider community showcasing their talent and contributing to a sense of community pride.

Product 2

Scheduled school activities that encourage an increase and diverse range of parent and community participation.

At least 50% of parents/carers attend planned information sessions.

Greater than 50% of families participate in the TTFM annual survey.

School Reference Group, AECG and key stakeholders remain committed to the *Connected Communities* strategy and honour the Terms of Reference and their roles and responsibilities.

Overall summary of progress

COVID 19 has impacted on this Strategic Direction - limited impact made over the year.

In Term 1, all students completed their PLPs with parents and their classroom teacher.

Active parent and community involvement at the beginning of the year but was halted in April as a result of COVID 19. Our aim for 2021 is to build on and increase awareness of opportunities for community involvement through out the school setting.

Progress towards achieving improvement measures

Process 1: Process 1

Development of student leadership skills through the SRC.

Empowering students to take an active part in decision making around their learning through the establishment of a Junior AECG and their PLPs.

Evaluation	Funds Expended (Resources)
Due to COVID 19 restrictions, students didn't present at end of year celebration/ presentation in new school leadership uniform. No leadership team created. This was not arranged as COVID restrictions prevented gatherings and workshops.	New school leadership uniform, cost for celebration event, travel, catering and accommodation for student leadership workshops.
Program ceased due to change in direction updated by ATSIIG team and staff. Focus was shifted to student academic testing for 2021 - school plan.	
Sista and Bro Speak programs implemented throughout semester two in short programs.	

Process 2: Process 2

Progress towards achieving improvement measures

Process 2:

Schedule regular cultural events and activities in collaboration with staff, students and community elders.

Activities to include but not limited to: cultural immersion weeks, art, dance and lingo lessons and Elder in Residence.

More active role of parent/carers to work in collaboration with staff to engage in regular opportunities that promote discussion, feedback and decision making around school governance.

Evaluation	Funds Expended (Resources)
With limited involvement from community throughout the year due to COVID 19, it was recommended towards the end of the year to continue with restrictions as our school community crosses the Queensland border. The Senior Community Leader was limited in her ability to be involved in the community and external providers.	

Next Steps

Staff awareness of the local culture and language and its integration into teaching and learning programs will be facilitated by the EP Connected Communities and supported by the AECG and SRG committees.

Continue to build genuine partnerships with parents, carers and external agencies that benefit our students' educational and well being development through positive opportunities that ensure we all work together.

Create a Junior AECG and Student leadership team, where they will gain leadership skills and be recognised for their positive contributions to school events and community activities.

Continue to build on the sense of belonging, through the wearing of a school uniform. Further develop local Aboriginal cultural sessions that focus on identity and self worth and continue to provide opportunities to be involved in school and extra curricular events.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Employment of SLSO x 3 Attendance Run SLSO x 2 Speech Tutor SLSO x 1 Cultural advisor fees, materials and resources for teaching programs Funding Sources: • Socio-economic background (\$0.00) • Aboriginal background loading (\$0.00)	Staff have enhanced their understanding of local Aboriginal culture by participating in information sessions and allocated time with a local cultural advisor to development resources to support curriculum delivery. SLSO Speech tutor continued to support students in the K-2 early years language development, through support of Rural Health Speech Therapist. Attendance run with two SLSOs and AEOs supported by an executive to monitor student attendance. Some minor improvement in Term 4, as we had more students return once COVID 19 restrictions eased. Our in-school NAIDOC week activities included a variety of activities which were a reflection of the training and development of staff. Funding has been used to support the learning of students and the purchase of resources for individual students.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	35	28	31	31
Girls	38	38	32	41

Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.9	84.9	79.8	52.8
1	81.7	86.2	83.9	83
2	93.8	86.9	86.4	78.2
3	78	95.2	92.3	88.8
4	84.9	80.8	97.2	79.1
5	77	77	76.4	87.6
6	67.4	77	75.1	71.8
7	82	65.1	70.1	68.8
8	63.7	69.1	55.8	67
9	60.6	49.9	71.1	61
10	73	51.5	35.4	62.5
11	60.8	87.3	68.4	54.4
12	80.2	77.4	82	68.4
All Years	72.6	70.9	70.5	69.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	0	N/A	N/A
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	10	20
Other	0	N/A	N/A
Unknown	0	N/A	N/A

Year 12 students undertaking vocational or trade training

100.00% of Year 12 students at Boggabilla Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

37.5% of all Year 12 students at Boggabilla Central School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	1
Classroom Teacher(s)	9.92
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.38
School Administration and Support Staff	6.68
Other Positions	0.1

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,048,804
Revenue	3,936,200
Appropriation	3,825,980
Sale of Goods and Services	43,998
Grants and contributions	49,969
Investment income	1,253
Other revenue	15,000
Expenses	-4,041,467
Employee related	-3,570,289
Operating expenses	-471,178
Surplus / deficit for the year	-105,266
Closing Balance	943,537

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.

	2020 Approved SBA (\$)
Targeted Total	20,655
Equity Total	658,683
Equity - Aboriginal	320,746
Equity - Socio-economic	225,897
Equity - Language	0
Equity - Disability	112,039
Base Total	1,597,328
Base - Per Capita	17,220
Base - Location	99,592
Base - Other	1,480,516
Other Total	1,036,779
Grand Total	3,313,445

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me

In the areas of Advocacy, Sense of Belonging and Expectation for success - 75% of students have indicated a positive result. Students also indicated that we require improvements in High Expectations which is below the state average of 64%.

80 % of student state they feel safe at school.

Primary Snapshot

- Learning Culture, expectations of success, teacher student relationships have remained stable.
- Resilience has slightly declined but, so have instances of bullying.

Secondary Snapshot

- Participation in sport has decrease slightly
- An increase in positive relationships,
- Decline in academic self-concept
- Increase in truancy
- Slight increase in bullying and aggressive behaviour

Staff Snapshot : TTFS + Google Survey

- I work with school leaders who create a safe and orderly school environment.
- I talk with other teachers about strategies that increase student engagement and decrease behaviours.
- Students have opportunities to interact with their local Aboriginal culture and stories.
- Strategies in place to deal with student aggressive behaviours needs to be looked at.
- More training and leadership in the use of data in the classroom to track students.

Parents - TTFS + Google Survey

- 90% of parents and carers said they are positive, happy with the school, they always feel welcomed at BCS.
- 55% of parents and carers share they are well informed about their child's progress in school.
- 70% of parents and carers said that BCS always communicates effectively, however some state there is too much information, concerns all information shared only on Facebook.

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.

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.

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.