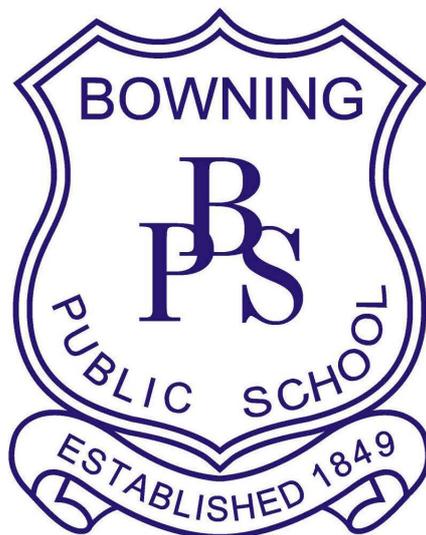


# 2020 Annual Report

## Bowning Public School



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# Introduction

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

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

## School contact details

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Bowing Public School

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## School vision

Our school creates a high achieving, comfortable and supportive learning environment that enjoys the full support of the parents and community in all that we do. Our students are encouraged to be self-motivated, highly driven, proud participants in their schooling, and in everyday life. Through the education and nurturing of the whole child, our students develop a love of learning that lasts a lifetime, accompanied by key skills that enable them to succeed in their future schooling and working careers. Our school is the hub of the community; it is respected, highly regarded and flourishing.

## School context

The village of Bowning, with a population of 441, is located 15 kilometres from the town of Yass on the Hume Highway in the Yass Valley Shire. The students, K-6 are predominantly from Anglo-Saxon backgrounds. In 2019 approximately 8% of our 27 student enrolments identified as Aboriginal. Students were placed across two multi-stage classes. The community is identified as low socio economic.

Our school maintains a relentless focus on improving literacy and numeracy achievement of all students across a well-rounded and comprehensive curriculum. Teaching and learning programs are tailored to meet the individual learning needs of each student. Our school is well resourced and able to provide students with access to the latest technologies including ipads, Chrome Book computers, interactive classrooms and video conferencing facilities.

Our students, staff and community enjoy a close-knit, friendly and caring environment which upholds the values of Safe, Respectful, Responsible Learners. Our school is proud to maintain a positive reputation within the community for public speaking, sport, student behaviour and the commitment of the teaching and SASS staff to the wellbeing and development of our students and their community. The school benefits from being part of a collegial network of local schools through which schools deliver joint programs, students share educational opportunities, and teachers participate in collaborative professional learning.

## 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

### Learning and Wellbeing

#### Purpose

Develop self-motivated, high achieving students who are connected, supported and thriving.

#### Improvement Measures

Highly achieving - Data trends demonstrate growth in Numeracy and Literacy.

Students demonstrate expected growth and goals as indicated in Individual Education Plans/ one year growth for one year of schooling.

Increased number of students actively engaged in extra curricula activities across the school and wider community.

#### Progress towards achieving improvement measures

**Process 1:** The school targets literacy and numeracy priorities using evidence informed pedagogy and the Early Action for Success model.

Evaluation	Funds Expended (Resources)
Internal student performance data is evidence that expected growth targets for reading and numeracy have been met through evidence informed pedagogy and the Early Action for Success model	? - get dollar amounts for these

**Process 2:** The school develops and adopts wellbeing and cultural (including Aboriginal) initiatives that support the holistic development of every student.

Evaluation	Funds Expended (Resources)
Students, staff and community recognise that student wellbeing and engagement are important conditions for learning.	check funding

## Strategic Direction 2

Quality teaching

### Purpose

Develop quality effective teaching through research based, reflective practise that encompasses professional standards and supports the learning and development of the whole child.

### Improvement Measures

Teachers engage with and maintain high quality teaching through professional development and engagement with the Teaching Standards, reflective in student growth in learning outcomes.

Percentage of students engaging in learning positively through PBL, extra curricula and regular behaviour monitoring continues to increase over the three year period.

### Progress towards achieving improvement measures

**Process 1:** Teachers engage in innovative and effective positive classroom and playground management that optimises teaching and learning.

Evaluation	Funds Expended (Resources)
The school models and shares a flexible range of strategies for classroom and playground management to ensure all students are engaged in purposeful activities.	add total funding

**Process 2:** Teachers engage in professional discussions and collaborate to evolve as educators and have a mindset of continued growth and development for themselves and their peers.

Evaluation	Funds Expended (Resources)
All staff have contributed to collegial discussions, applying constructive feedback to improve their professional knowledge and practice	add total funding

### Strategic Direction 3

#### Community Engagement

#### Purpose

Engage the wider community to be active participants in the education and development of our school and community culture.

#### Improvement Measures

Increased student enrolment numbers through the positive reputation of the school.

Increased interaction by the school and its students in the local community.

Increased numbers of parents and community members volunteering at the school on a regular basis both in the classrooms and around the school.

#### Progress towards achieving improvement measures

**Process 1:** There is an active school wide approach to engaging the community in meaningful relationships with the school.

Evaluation	Funds Expended (Resources)
The school has established and works to maintain respectful, collaborative relationships with parents and carers regarding student learning and wellbeing	

**Process 2:** The school culture is one that embraces and encourages feedback from all members of the community on a regular and ongoing basis.

Evaluation	Funds Expended (Resources)
The school measures parent, staff and student satisfaction, sharing the analysis and actions in response to the findings.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	SLSO Wage  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$1 860.00)</li> </ul>	Employment of an additional Learning and Support Officer has enable the school to increase individualised support for student who require it. Additional allocated time for teachers to meet with parents to discuss learning has ensured the success of these meetings and the plans that followed.  Aboriginal students have been supported with their attendance and engagement with learning through the utilisation of this funding.
<b>Low level adjustment for disability</b>	SLSO Wages  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$6 848.00)</li> </ul>	Students with additional learning needs have been supported through the employment of a School Learning and Support Officer. This staff member has worked extensively with these students to ensure they are accessing the curriculum and have the emotional support they require to be successful at school. This extends beyond the classroom and into the play ground, as well as additional support during excursions.
<b>Socio-economic background</b>	SLSO Wages  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$20 442.00)</li> </ul>	This funding has been utilised to employ a School Learning and Support officer to assist students in accessing the curriculum and engaging in their learning. Additional emotional support has also been provided to students in the playground and classroom environments.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	12	12	15	21
Girls	15	9	11	9

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.9	93.1	90.6	88.2
1	94.6	88.6	92.6	92.5
2	96.8	93.9	91.7	91
3	94.3	95.3	92.4	89.4
4	93.9	93.3	92.5	93.3
5	93.9	80.5	92.9	93.5
6	94.1	99.5	85.9	89.5
All Years	94.1	92	91.7	90.8
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
All Years	93.9	93.4	92.8	92

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.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.89

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	65,488
<b>Revenue</b>	692,278
Appropriation	674,249
Sale of Goods and Services	935
Grants and contributions	16,999
Investment income	94
<b>Expenses</b>	-667,053
Employee related	-614,216
Operating expenses	-52,837
<b>Surplus / deficit for the year</b>	25,225
<b>Closing Balance</b>	90,713

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	51,028
Equity - Aboriginal	1,860
Equity - Socio-economic	20,442
Equity - Language	0
Equity - Disability	28,725
<b>Base Total</b>	484,749
Base - Per Capita	6,253
Base - Location	1,953
Base - Other	476,543
<b>Other Total</b>	102,872
<b>Grand Total</b>	638,648

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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.

## Parent/caregiver, student, teacher satisfaction

The school used the Tell Them From Me suite of surveys to gain insight into student perceptions of our school.

### Students

The Student Survey is designed to provide the school with insights to guide its planning and help to identify school improvement initiatives.

100 % of students reported that they had an advocate in the school

100% of students reported that they had expectations for success

82% of students reported a sense of belonging

### Parents

66% of parents felt connected to the school

33% of parents felt their child's learning continued well during COVID

Parents reported that they like regular communication with the school and being involved in school events

### Staff

100% of staff felt supported in 2020

100% of staff felt their professional development needs were met

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.