

# 2020 Annual Report

## Bowraville Central School



# BOWRAVILLE CENTRAL SCHOOL

1336

# Introduction

The Annual Report for 2020 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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Bowraville Central School

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## School vision

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.



It all starts here!

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
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><b>Question:</b> How will we know that PBL has had a positive impact on the classroom and the playground</p> <p><b>Data:</b> SAS, Student surveys, teacher surveys, parent surveys, comparison to 2019 Sentral data</p> <p><b>Findings:</b> Data is showing that students are aware of the PBL system, our expectations and the role PBL plays in the school. Increase in number of staff trained in Tier 2 from 2 to 6.</p> <p><b>Implications:</b> 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>	<p>The PBL team were given a budget of \$15000 to provide opportunities for students to achieve the four PBL expectations of Respect, Responsibility, Resilience, and teamwork aiming towards Stronger Smarter.</p> <p>This also included the provision of staff professional learning in the three tiers of PBL.</p>

#### 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>Now embed and ready for three tiered approach. Common language across school. Positive sentral data analysed and shown to staff.</p>	<p>Using the PBL budget all executive staff now trained in Tier 1.</p>

#### Process 3: Targeted intervention

## Progress towards achieving improvement measures

**Process 3:** 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.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
Three tiered system delivered Community, Connect and Thrive.	Executive responsible for Tiers 2 (Head Teacher- Learning Support) and 3 (Deputy Principal) trained to introduce Connect and Thrive in 2021.

## Next Steps

Implementation of three tiered system which aligns with new Behaviour and Wellbeing processes in 2021.

## 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)
Very difficult in 2020 due to COVID-19.	All school resources are available to the community using Community Use of School facilities processes. We have also opened our playgrounds as part of the 'share our space'.

##### 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)

## Progress towards achieving improvement measures

### Process 2: 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](http://schooltowork.education.gov.au)

Evaluation	Funds Expended (Resources)
<p>Transition Team actively operating K to 12 with sub teams Pre to K, Stage 3 to 4, Stage 5 to 6 and Exit school.</p> <p>New focus on Stage 6 and promotion of VET</p> <p>Career's Continuum continuing to be implemented into Teaching and Learning Programs K to 12.</p> <p>New staff member nominated for Transition Training in 2021.</p>	<p>Career's Assoc Membership \$135</p> <p>Careers conference fee \$1500 won by Career's Adviser and funded by the Career's Association</p> <p>Casual cover for Year Adviser to Attend .</p> <p>FUNds allocated to SLSOs to support students in TVET and VET subjects.</p> <p>Additional Funds allocated to Work Related Activities and Lessons (WRALS) to resurrect the programs for Year 10 in Term 4. WRALS is a joint operation with BCS working with Nambucca Heads High School</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>Bowraville Central School has co partnered with the Nambucca Valley AECG over the last 4 years. The principal is the current principal representative on the local and regional AECG. The AEO is the current local and regional president.</p> <p>Connecting to Country professional Learning was not able to occur in 2020 due to COVID-19 restrictions however the partnership is still strong.</p> <p>In 2021 the school will become a Connected Communities school which will further enable support to address the generational disadvantage in the community.</p>	<p>Budgeted for professional learning opportunities including Connecting to Country which is delivered by the Nambucca Valley local AECG.</p>

### 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)



## Progress towards achieving improvement measures

Very difficult with COVID-19

Funding is set aside for VET training and work placement and also provided through the RTO.

### 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)
Bowraville Central School is considered as a leader in VET education in the region. The VET coordinator was a finalist in the 2019 VET teacher of the Year awards. The principal is on the SPC VET reference group. In 2021 the school has committed to the establishment of the BEC which will mean that all Stage 6 students are enrolled in a VET course of study in addition to the possibility of a HSC / ATAR. This included the investment in 5 teachers to retrain to deliver courses to best meet the needs of students.	0.2 FTE Transition Adviser.  Head Teacher - Secondary also has responsibility for VET.

## Next Steps

Establishment of the Bowraville Education Campus (BEC) in 2021.

## 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

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

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

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><b>Question:</b> Has the investment been worthwhile? Should this funding continue, decrease or increase in 2021? What has been the impact on student learning?</p> <p><b>Data:</b> Teachers surveyed. Students surveyed. Reflect and reset document completed with evidence.</p> <p><b>Findings:</b> Staff participation has lead to change in practice. Exit slips. Classroom Management toolkit established.</p>	<p>0.4 FTE to release Head Teacher - Teaching and Learning.</p> <p>0.4 FTE to release both Assitant Principals (0.2 FTE each) to support the collaborative professional learnign model.</p> <p>Additional Professional Learning top</p>

## Progress towards achieving improvement measures

### Implications:

up of \$10000 to support teachers to be released from class to collaborate, plan and prepare for learning.

### 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)
The program was widely accepted and all teaching staff now have a quality Teaching and Learning program for each subject / stage taught. These are reviewed at PDP meetings and with Head Teacher Teaching and Learning.	Funding built into Process 1 however additional release time for all teaching staff to collaborate, prepare and plan.

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

Evaluation	Funds Expended (Resources)
<p><b>Question:</b> 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><b>Data:</b> Staff participation and completion, goals more closely aligned to Australian Professional Standards for Teachers, improved Teaching programs.</p> <p><b>Findings:</b> All teaching staff completed PDP's. All teaching staff included a goal based on Standard 4.</p> <p><b>Implications:</b> Quality of Teaching and Learning programs have improved and Teaching staff aware of expectations and audit processes. PDP's aligned with standards.</p>	Created Professional Learning Teams so that staff had the time to collaborate and develop shared goals.

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

Evaluation	Funds Expended (Resources)
12 teachers successfully supported through accreditation and maintenance over the last three years.	Staff with beginning teaching funding used that to support their accreditation. Other staff were able to access professional learning and also used collaborative time to work on accreditation.

## Next Steps

Professional Learning Communities model established and built into new school plan.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Total Resource Allocation Model (RAM) Aboriginal Background funding \$137261 which breaks down to Aboriginal Education Officer (\$67,042) Para Professional (\$48,243)	This expenditure was in line with the recommendations of the Bowraville Aboriginal Education Team. Roles had significant impact.  Cultural programs significantly impacted by COVID-19.
<b>Low level adjustment for disability</b>	Total integrated funding \$360,850 however this figure fluctuates throughout the year with new enrolments and students leaving the school.  2 Multi-Categorical (MC) Class attracts 2.8 FTE and 2.0 SLSO. This staffing is used to support the students placed in the MC classes both in the class and when transitioning to mainstream classes.	<b>Question:</b> To what extent has the appointment of SLSO's supported low level adjustments for disabilities.  <b>Data:</b> Learning and Support minutes, PLASP's  <b>Analysis:</b> Impact is dependent on individual skillset of SLSO and how teachers use them in class.  <b>Implications:</b> May need to employ a combination of SLSO's and teachers to meet the needs of students.
<b>Quality Teaching, Successful Students (QTSS)</b>	0.164 FTE	<b>Question:</b> To what extent has this initiative driven school improvement?  <b>Data:</b> Regular meetings with deputy principal. Embedding learning within the professional learning calendar across the school.  <b>Analysis:</b> effective use of funds. Both Assistant principals supported classroom teachers with this additional time.  <b>Implications:</b> School improvement
<b>Socio-economic background</b>	Total funding of \$371,594 (\$327841 in flexible funding and 0.4 FTE.	Despite the challenges of 2020 with COVID-19 students were still supported to thrive using this funding including the provision on access to technology for online learning.
<b>Support for beginning teachers</b>	\$23,000	Two teachers had access to regular release from class, professional learning and coaching.
<b>Targeted student support for refugees and new arrivals</b>	\$0	Not applicable



Using socio-economic funds to get students to take safe risks and learn new skills.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	118	118	102	94
Girls	112	95	83	85

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.8	88.4	86.8	92.6
1	91.1	88.2	83	88.1
2	85.8	93.4	85.3	80.4
3	88.9	85.7	88.7	82
4	89.5	87	79	85.4
5	88.1	89.9	80.6	85.4
6	87.7	83.6	90.4	83.8
7	87.9	84.3	84.7	88.5
8	84.2	74.2	78.1	79.4
9	82.2	63.5	75.3	78.9
10	88.3	74	63.9	79.6
11	85.4	80.2	70.7	66.4
12	87.1	74.4	78.8	78.1
All Years	87	80.1	79.5	81.3
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	50	20
Employment	0	0	20
TAFE entry	0	50	20
University Entry	0	0	40
Other	0	0	0
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

76.47% of Year 12 students at Bowraville Central School undertook vocational education and training in 2020.

### Year 12 students attaining HSC or equivalent vocational education qualification

92.9% of all Year 12 students at Bowraville Central School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.



It was a challenging year with COVID-19 but we supporting learning from home and ensured every student had access to technology at school and at home.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	13.94
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Administration and Support Staff	9.59
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, 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>	859,133
<b>Revenue</b>	5,916,483
Appropriation	5,862,549
Sale of Goods and Services	22,576
Grants and contributions	23,977
Investment income	820
Other revenue	6,561
<b>Expenses</b>	-5,728,060
Employee related	-4,808,800
Operating expenses	-919,260
<b>Surplus / deficit for the year</b>	188,423
<b>Closing Balance</b>	1,047,556

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>	372,708
<b>Equity Total</b>	734,277
Equity - Aboriginal	140,350
Equity - Socio-economic	371,594
Equity - Language	400
Equity - Disability	221,933
<b>Base Total</b>	3,461,367
Base - Per Capita	46,975
Base - Location	31,810
Base - Other	3,382,582
<b>Other Total</b>	327,897
<b>Grand Total</b>	4,896,249

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.



Best Start 7

## 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

Parent feedback was challenging in 2020 due to COVID-19 and our main source of communication remains through the school newsletter and our school Facebook Page. WE have committed to engage with Tell them from me in 2021.

Students report that they feel known, valued and cared for at Bowraville Central School. Attendance remains a priority.

Teachers have professionally grown in 2020 and we now have established professional Learning Teams across the school. The People Matters survey reported our school was above state average in 15 of the 19 categories.



Students completing survey - with a little bit of help!

# 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.