

2021 Annual Report

Bolwarra Public School



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Introduction

The Annual Report for 2021 is provided to the community of Bolwarra 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 Strategic Improvement 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

At Bolwarra Public School "every students matters every day", our teachers are committed to the provision of high quality educational programs that foster growth academically, socially and emotionally.

Students at Bolwarra Public School are known, valued and cared for by all members of the school community. It is the goal of Bolwarra Public School that every student leaves Bolwarra with a quality education and ready to seek out success in the world around them.

School context

Bolwarra Public School has a student population of 430 students. The community of Bolwarra value the extra curricular and sporting opportunities offered, traditionally making it a school of choice for non-local enrolments. In 2019, a major capital works program was completed that included the construction of 10 classrooms, a multi-purpose room, library, administration building and courtyard. At the completion of the project the school was invited to participate in a 1:1 technology device trial and pedagogy trial. After extensive consultation and investigation the school decided to implement iPads throughout the school. The school's technology philosophy is "Create not consume", with students and staff using their iPads to enhance their learning.

Expectations for students are high at Bolwarra Public School, student performance regularly exceeds state averages with the school committed to improving learning outcomes for all students. Through Explicit Instruction the school sets the goal of a years growth for a years learning all students. There is a gap between performance in Literacy and Numeracy, school resources are being utilised to improve student performance in Numeracy, with professional learning for teachers and data analysis supporting this initiative. The successful model implemented for Literacy improvement will be mirrored for Numeracy through classroom EI practice, whole school assessment and intervention.

Students are supported with a wide range of extra curricular activities including the performing arts through dance and choir groups; sport through school PSSA teams, Sports in Schools coaching and SRC run competitions; gifted and talented programs through debating, public speaking, DaVinci decathlon and Maths Olympiad. Student performance in these areas has been recognised through state level participation and success.

The school's pedagogy focus is built on Explicit Instruction, with the school part of two professional learning networks to support its implementation and other schools. In 2020 the school was recognised as a T4L All Star school by the Department's Technology for Learning Directorate and continues to work closely with Apple Education Australia and Apple Specialist teachers.

A focus within the school is providing all students with support based on their level of need. "Fair is getting what you need to be successful not everyone getting the same", this statement drives intervention and support throughout the school. Significant professional learning and support for staff will be provided to identify student need and develop plans of support. There has been a significant increase in students receiving individual funding support, the school works closely with Departmental personnel to help students and staff. These funds provide for support for students within the classroom and playground with plans developed in consultation with parents. Support for Indigenous students is offered through personalised learning plans, intervention programs where appropriate and extension opportunities. Increased consultation with our community is a key driver to supporting Indigenous students, a goal is to set up a Junior AECG in 2021. The percentage of ATSI students attending Bolwarra Public School has increased gradually in the last three years.

Resources provided to the school to support students are expended within the year. Key programs include Explicit Instruction, InitialLit Program, Speaking in Colour cultural program, PAX (Peace, Productivity, Health, Happiness) and PBL (Positive Behaviour for 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 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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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 | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Excelling |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Excelling |
| TEACHING: Data skills and use | Excelling |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

At Bolwarra Public School student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices
- Personalised Learning

Resources allocated to this strategic direction

QTSS release: \$79,940.13

Professional learning: \$16,539.13

School support allocation (principal support): \$10,000.00

Summary of progress

Data Driven Practices

Our focus in 2021 was on reading fluency. This involved staff analysing summative and formative assessment to monitor student performance and implement teaching and learning programs to explicitly teach reading decoding and fluency skills. The use of standardised norms informed student intervention programs through MiniLit and MacqLit programs. As a result, teachers completed professional learning in data analysis, the science of reading and intervention strategies. Reading intervention groups were successfully implemented for MiniLit (Year 1 and 2) and MacqLit (Years 3-6) providing Tier 2 intervention for 68 students. In 2022 our focus will be on consolidating the implementation of reading fluency programs and to develop systems to effectively use data to drive student improvement in English and Mathematics, with a focus on the implementation of the K-2 syllabus documents.

Personalised Learning

Our focus in 2021 was on the differentiation of learning for students across the Key Learning Areas of English and Mathematics. This involved staff implementation of Explicit Teaching practices to plan, implement and develop teaching and learning programs that catered for a range of student ability within the classroom. As a result, student activities were provided at an "Everybody" (stage expectation), "Mini" (extension and enrichment) and "Super" (application of knowledge to higher order tasks) level, that allowed students choice and ownership of their learning. In 2022 our focus will be on teachers modelling exemplary practice, with the high expectations of students reflected across the school community.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|--|
| Increase the percentage of students achieving in the top 2 NAPLAN bands for Reading to be trending upwards of 53% from the baseline of 50.3% | • 49.8% of students are now in the top two skill bands (NAPLAN) for reading, indicating progress yet to be seen toward the annual progress measure. |
| Increase the percentage of students achieving in the top 2 NAPLAN bands for Numeracy to be trending upwards of 40% from the baseline of 37.3%. | • 33.7% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating progress yet to be seen toward the annual progress measure. |
| Increase the percentage of students achieving expected growth in NAPLAN for Reading to be trending upwards of 73% from the baseline of 72.2%. | • Percentage of students achieving expected growth in reading increased by 1% indicating progress toward the system-negotiated target |

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| <p>Increase the percentage of students achieving the expected growth in NAPLAN for Numeracy to be trending upwards of 65% from the baseline of 63.9%.</p> | <ul style="list-style-type: none"> • Percentage of students achieving expected growth in numeracy increased by 10% indicating achievement of the system-negotiated target. |
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Strategic Direction 2: Focus on the Whole Child

Purpose

At Bolwarra Public School there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so that they can connect, succeed thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Positive Classrooms
- Focussing on the Whole Child

Resources allocated to this strategic direction

Integration funding support: \$259,718.00

COVID ILSP: \$109,149.79

Socio-economic background: \$46,083.89

Aboriginal background: \$15,959.57

English language proficiency: \$2,400.00

Literacy and numeracy intervention: \$22,423.60

Low level adjustment for disability: \$133,846.61

School support allocation (principal support): \$9,484.13

Literacy and numeracy: \$25,806.01

Summary of progress

Positive Classrooms

Our focus in 2021 was on engaging with our community to support Aboriginal Education throughout the school, the development of student voice across all areas of the school and then implementation of the PAX Good Behaviour Game to strengthen student social and emotional competencies within the classroom.

This involved inviting Aboriginal families to consult with teachers and the school to establish goals for the school and increase cultural awareness throughout the school community. The reinvigoration of the Student Representative Council and staff professional learning in Stage 1 for the PAX Good Behaviour Game.

As a result our senior Aboriginal students successfully participated in a Leadership project with Youth Express, all Aboriginal students participated in the Speaking with Colour weaving project resulting in a koala and the whole school celebrated Aboriginal culture through NAIDOC Week activities. The Student Representative Council successfully ran a variety of school events for all students to raise awareness for local, national and global events. PAX was implemented in four classrooms across Early Stage 1 and Stage 1, implementing teachers evaluated the program with DET.

In 2022 our focus will be on the implementation of a Junior AECG within the school, the continuation of student led whole school activities that are reflective of student needs and interests and the K-6 implementation of PAX throughout the school to support student social and emotional wellbeing.

Focussing on the Whole Child

Our focus in 2021 was on supporting student mental health and wellbeing through the implementation of a school wide Mindfulness Program, the development of a holistic approach to student wellbeing and learning needs driven by collaboration amongst all stakeholders, implementation of transition programs as key points; eg Kindergarten, Nillo Year 2 to Bolwarra Year 3 and high school transition, and the development of attendance programs to encourage student attendance.

This involved staff professional learning on Smiling Minds Mindfulness program and resourcing of program. school learning support structures were evaluated, a focus on supporting the whole child was developed through consultation with various stakeholders, professional learning networks were developed to provide support for students transitions. Staff participated in professional learning to support regular attendance.

As a result a whole school mindfulness program was successfully implemented across the school, the program included home based activities to reinforce skills taught at school. Updated learning support procedures and transition programs were implemented across the school. Attendance plans were impacted by Covid.

In 2022 our focus will be on delivering programs that support the development of the whole child, including trauma informed practice and work in a collaborative manner with all stakeholders. Attendance plans and initiatives will be implemented to continue to support student attendance.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|---|
| Increase the percentage of student attendance to be trending upwards of 80% from the baseline of 78.5% | <ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased by 1%. |
| Increase the percentage of students reporting expectations for success, advocacy, and sense of belonging at school to be trending upwards of 87% from the baseline of 86.1% | <ul style="list-style-type: none">• Tell Them From Me data indicates 81% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). |
| School self-assessment as measured against the School Excellence Framework will demonstrate uplift towards sustaining and growing in the elements of Wellbeing and theme of Behaviour. | <ul style="list-style-type: none">• Self-assessment against the School Excellence framework shows the school currently performing at excelling in the element of Wellbeing while the theme of Behaviour has remained at sustaining and growing. |

Strategic Direction 3: Future Ready - Ready to Thrive

Purpose

At Bolwarra Public School the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Innovation in Teaching & Learning

Resources allocated to this strategic direction

School support allocation (principal support): \$7,724.00

Professional learning: \$13,323.00

Summary of progress

Innovation in Teaching & Learning

Our focus in 2021 was on building collaboration between staff both within and outside their stages and the efficient use of technology to support teaching and learning programs.

This involved professional learning for staff to develop technology and collaboration skills across online software platforms and iPad applications. Time was dedicated to teachers to work in teams to develop programs, review student performance and plan for future needs.

As a result all stages now plan and collaborate in online platforms; teaching and learning programs, school documents and policies, student assessment data and student reports are stored electronically and accessible to all staff. All staff have access to the required technology to support them in their jobs.

In 2022 our focus will be on evaluating the school iPad program, auditing student technology skills and continuing the development of 21st Century learning skills amongst staff and students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|---|---|
| School self-assessment as measured against the School Excellence Framework will demonstrate uplift towards sustaining and growing in the element of Learning and Development and the themes of Coaching & Mentoring and Expertise & Innovation. | <ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of coaching and mentoring and is excelling in the element of expertise and innovation. |
| Tell Them From Me survey results for intellectual engagement - "students who are interested and motivated" trends upwards of 58 towards the State average of 78. | <ul style="list-style-type: none">• Tell Them From Me Survey results indicated that 51% of students who are interested in motivated, indicating progress yet to be seen toward the annual progress measure. |
| Staff response in the Tell Them From Me survey in relation to Technology increases from the baseline of 6.2 to the school negotiated target of 7.0 | <ul style="list-style-type: none">• Tell Them From Me Survey results indicated a staff score of 7.8 in Technology indicating achievement of the system-negotiated target |

| Funding sources | Impact achieved this year |
|--|--|
| <p>Integration funding support</p> <p>\$259,718.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Bolwarra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Classrooms <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around autism and dyslexia • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p> |
| <p>Socio-economic background</p> <p>\$46,083.89</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bolwarra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Classrooms <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • engage with external providers to support student engagement and retention • professional development of staff through PAX to support student learning • providing students without economic support for educational materials, uniform, equipment and other items • additional staffing to implement Reading intervention programs to support identified students with additional needs <p>The allocation of this funding has resulted in: Student improvement evidenced by: Year 3 NAPLAN Numeracy results achieving above statistically similar school groups. Year 5 NAPLAN Numeracy, Reading, Spelling and Writing results achieving above state and statistically similar school groups.</p> |

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| <p>Socio-economic background</p> <p>\$46,083.89</p> | <p>After evaluation, the next steps to support our students with this funding will be: continue to implement explicit teaching and learning programs for Literacy and Numeracy to increase consistency in student performance from year to year. Next year the school will employ an Assistant Principal, Curriculum and Instruction to support students and staff.</p> |
| <p>Aboriginal background</p> <p>\$15,959.57</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bolwarra Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Classrooms <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: 95% of Aboriginal families engaged in the PLP process, resulting in an authentic dialogue that drove school initiatives to support Aboriginal students. This included students in Years 4-6 successfully completing a Leadership and Mentoring program, 100% of Aboriginal students participating in a cultural awareness program and the whole school community participating in a variety of activities to build cultural knowledge and understanding.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support Aboriginal students and their families in building authentic relationships between the school and home. The establishment of a Junior AECG to provide Aboriginal students with a voice in school initiatives.</p> |
| <p>English language proficiency</p> <p>\$2,400.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bolwarra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Classrooms <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for all EAL/D students • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> |

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| <p>English language proficiency</p> <p>\$2,400.00</p> | <p>After evaluation, the next steps to support our students with this funding will be: the provision of needs based professional learning for staff to implement EAL/D programs to support student improvement and confidence.</p> |
| <p>Low level adjustment for disability</p> <p>\$133,846.61</p> | <p>Low level adjustment for disability equity loading provides support for students at Bolwarra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Classrooms <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MiniLit and MacqLit programs to increase learning outcomes • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: the achievement of a more consistent approach to student learning support and interventions with an increased number of students participating in reading intervention programs. Targeted student support was implemented for students on a needs basis.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of intervention programs for Reading and research an evidence based mathematics intervention program. Further enhancement of the effectiveness of the school learning support team to supply timely support to students and teachers were required.</p> |
| <p>Professional learning</p> <p>\$29,862.13</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bolwarra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Innovation in Teaching & Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results for fluency.</p> <p>After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning to support staff in the achievement of school plan targets and initiatives.</p> |

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| <p>Literacy and numeracy</p> <p>\$25,806.01</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bolwarra Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Classrooms <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: the implementation of the explicit teaching program Initialit across Early Stage 1 and Stage 1, 73% of students in Stage 1 exceeded the reading fluency norm for their year.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to implement Initialit program, professional learning for support to analyse student performance data and respond with appropriate interventions to build student capacity.</p> |
| <p>QTSS release</p> <p>\$79,940.13</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bolwarra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria, lesson differentiation and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: utilising staff expertise and knowledge to support beginning teachers to develop high impact teaching strategies in classrooms. The embedding of evidence based programs to support student learning across all key learning areas.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$22,423.60</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bolwarra Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Classrooms <p>Overview of activities partially or fully funded with this initiative</p> |

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| <p>Literacy and numeracy intervention</p> <p>\$22,423.60</p> | <p>funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted reading programs for identified students performing below the expected level for their year. This intensive approach has resulted in improved engagement in learning. Evidence can be seen through reading assessment, fluency data, teacher observation and NAPLAN data.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p> |
| <p>COVID ILSP</p> <p>\$149,671.79</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Classrooms • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing/releasing teaching staff to support the administration of the program • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 226 | 222 | 222 | 218 |
| Girls | 197 | 210 | 210 | 206 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 95.6 | 93.5 | 94 | 94.9 |
| 1 | 93.7 | 93.6 | 92.5 | 92.8 |
| 2 | 95 | 94.2 | 93.4 | 93.1 |
| 3 | 92.2 | 93.2 | 93.7 | 94.1 |
| 4 | 92 | 92.4 | 94.3 | 92.5 |
| 5 | 93.5 | 92.4 | 91.3 | 93.5 |
| 6 | 93.5 | 90.7 | 92.6 | 91.3 |
| All Years | 93.6 | 92.8 | 93.1 | 93.1 |
| State DoE | | | | |
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 93.8 | 93.1 | 92.4 | 92.8 |
| 1 | 93.4 | 92.7 | 91.7 | 92.7 |
| 2 | 93.5 | 93 | 92 | 92.6 |
| 3 | 93.6 | 93 | 92.1 | 92.7 |
| 4 | 93.4 | 92.9 | 92 | 92.5 |
| 5 | 93.2 | 92.8 | 92 | 92.1 |
| 6 | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92 | 92.4 |

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 14.09 |
| Literacy and Numeracy Intervention | 0.2 |
| Learning and Support Teacher(s) | 0.8 |
| Teacher Librarian | 0.8 |
| School Administration and Support Staff | 3.22 |

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2021 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 4.40% |
| Teachers | 3.30% | 3.20% |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2021 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 31,650 |
| Revenue | 4,119,622 |
| Appropriation | 4,018,058 |
| Sale of Goods and Services | 13,175 |
| Grants and contributions | 78,282 |
| Investment income | 107 |
| Other revenue | 10,000 |
| Expenses | -4,043,589 |
| Employee related | -3,794,015 |
| Operating expenses | -249,574 |
| Surplus / deficit for the year | 76,033 |
| Closing Balance | 107,683 |

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.

| | 2021 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 259,718 |
| Equity Total | 198,290 |
| Equity - Aboriginal | 15,960 |
| Equity - Socio-economic | 46,084 |
| Equity - Language | 2,400 |
| Equity - Disability | 133,847 |
| Base Total | 2,932,936 |
| Base - Per Capita | 106,495 |
| Base - Location | 0 |
| Base - Other | 2,826,441 |
| Other Total | 198,069 |
| Grand Total | 3,589,013 |

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.

Parent/caregiver, student, teacher satisfaction

Parent / Caregiver Satisfaction

A key school program and initiative is the school iPad program that commenced as a DET pilot program in 2019 at the end of the major capital works project. The program is based on a "create not consume" philosophy and is an integrated part of learning throughout all key learning areas. During the periods of remote learning in 2020 and 2021, student iPads were sent home to facilitate learning from home. At the start of 2022 the school surveyed the school community about the program. The results are presented below:

1. The school iPad program is a valued program within the school.
 - Strongly Agree - 70%
 - Agree - 15%
 - Neither Agree nor Disagree - 6%
 - Disagree - 9%
 - Strongly Disagree - 0%
2. I support the "create not consume" philosophy that drives the school iPad program.
 - Strongly Agree - 60%
 - Agree - 30%
 - Neither Agree nor Disagree - 10%
 - Disagree - 0%
 - Strongly Disagree - 0%
3. My child values the use of an iPad in their learning.
 - Strongly Agree - 68%
 - Agree - 26%
 - Neither Agree nor Disagree - 4%
 - Disagree - 0%
 - Strongly Disagree - 2%
4. I would like to see the iPad program continue at Bolwarra PS
 - Strongly Agree - 72%
 - Agree - 11%
 - Neither Agree nor Disagree - 11%
 - Disagree - 4%
 - Strongly Disagree - 2%
5. I would prefer a BYOD program at Bolwarra PS
 - Strongly Agree - 4%
 - Agree - 4%
 - Neither Agree nor Disagree - 16%
 - Disagree - 24%
 - Strongly Disagree - 52%

Key findings and actions from the survey included:

- School review of software programs and a trial of Microsoft and Google products
- Trial of the use of keyboards to support typing skills
- Stage 3 to introduce additional skills including email, attaching documents etc
- School and P&C to investigate implementation of alternate systems to support and enhance student learning with technology.

Student Satisfaction

Student satisfaction was measured through the Tell Them From Me Survey. Student engagement was measured across a variety of areas:

Social Engagement - students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or extracurricular activities.

School Mean: 77%

State Norm: 85%

Institutional Engagement - students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel what they are learning at school is directly related to their long-

term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework.

School Mean: 68%

State Norm: 80%

Intellectual Engagement - entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge.

School Mean: 75%

State Norm: 84%

Key findings:

- the impact of Covid on student opportunities has meant that previously offered opportunities and events were not able to be implemented in 2021. The school will work closely to reintroduce opportunities for students across the school
- the Student Representative Council will organise activities with a local, national and international context to support student understanding of the world around them
- teachers will continue to implement lessons that provide students with a choice based on their level of knowledge and understanding.

Teacher Satisfaction

Teachers evaluated the school's Learning Support and Wellbeing systems through a variety of focus groups throughout the year. The key findings were:

Strengths:

- Reading intervention model has successfully targeted students and is driving student improvement in reading
- Support systems for students requiring additional support are allocated according to need
- Staff are aware of the pathways to obtain support and work effectively with both DET and non-DET staff to support students
- Staff professional learning is tailored to support teachers in specific areas.

Areas to Develop:

- Whole school systems to monitor, track and evaluate student and school performance that are accessible to all staff
- Researching best practice model for mathematics intervention
- Learning Support Team to develop and implement professional learning to support staff.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.