

2021 Annual Report

Bowraville Central School



BOWRAVILLE CENTRAL SCHOOL

1336

Introduction

The Annual Report for 2021 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 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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Message from the principal

2021 was a challenging year with the ongoing impact of bushfires and recovery along with COVID. Despite this we had much to celebrate in 2021. At the start of Term 2 we became a Connected Communities School and this reset our priorities to align with the Connected Communities strategy. A lot of energy was placed on attendance and supporting supporting that were learning at home. Bowraville had been fortunate to avoid cases of COVID-19 transmission for most of the pandemic however in term 4 we started to get cases as omicron impacted across the state and this lead to more reliance on the systems and process we had established. The team responded well and students continued their leaning from home. Overall our attendance improved significantly, a pattern that has seen our average attendance rise 2.5% in 2020 and then a further 3.2% in 2021. Most importantly our premiers target around students attending 90% of the time jumped in the same period

Message from the school community

In 2021 the School reference Group (SRG) was form. this is a key part of the Connected Community Strategy and the key body to support the executive principal. The SRG is chaired by the local AECG president and includes staff, students and community representatives. The SRG will meet formally once a term and also convene where necessary to support the executive principal to make key decisions which impact on the school and the community.

Message from the students

In 2021 the students needed to adapt to periods on learning from home and 'living with COVID'. A comment from the outgoing school captains was 'we need to focus on what we have, not what we have missed out on. We have a strong community, a great school, passionate teachers and most importantly we have each other'.

Students were well supported through the 1-1 laptop program and the schools dedication to providing seamless learning from home materials. Our students greatest regret was not having their families at key events and assemblies throughout the year. We look forward to celebrating success with families in 2022.

School vision

'Together we live, together we connect, together we learn, together we grow so that together we thrive.'

At Bowraville Central School all staff and students strive to improve each year. We develop confident learners who demonstrate a positive mindset towards educational challenge, using formative assessment and feedback tools to guide the next steps in teaching and learning. Our teachers plan for and deliver educational experiences that connect our students with the world they live in and develop the skills that will enable them to thrive in the years to come.

Education at Bowraville Central School extends beyond the school as we partner with the community to learn and grow together.

School context

Bowraville Central School is a K-12 campus serving a diverse community within the Nambucca Valley on the Mid-North Coast of New South Wales. 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. For several years, the school has been a recipient of additional equity funding and 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 benefited from the *Early Action for Success* program, improving literacy and numeracy outcomes in the early years.

Enrolments at Bowraville Central school have been fluctuating in recent years and this has been compounded by bushfires, floods and the impact of Covid-19 in 2020. The current enrolment is 190 students, with 40% of these being of Aboriginal background. There has been a gradual decrease in enrolment over the last four years due to the closure of industry and the consequent movement of families to other locations. The school also has a large number of students with a diagnosed or imputed disability. The total number of students that were entered into the National Consistent Collection of Data (NCCD) was 76, representing 48% of the student population. Patterns of attendance have consistently remained between 75% and 85% with less than 50% of the student population attending school more than 90% of the time.

In 2018 a decision was made by the staff at Bowraville Central School to review our processes and set the agenda for school improvement. This Strategic Improvement Plan will further enable improvement, creating sustainable positive change in a community significantly impacted by generational poverty. We move forward with the collaboratively defined goal of 'Together we learn, together we grow'. We will set aspirational targets and ask all key stakeholders to work towards and beyond these, engaging the power of high expectations and research-based practice. These targets are focused on further improving teacher capacity, student engagement and attendance and learning outcomes in reading and numeracy. In addition, our senior students will leave Bowraville Central School at the end of Year 12, well equipped to undertake further study or employment.



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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
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	Sustaining and Growing
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Bowraville Central School is focused on improving student attendance, performance and growth. In schools that excel, students consistently succeed in meeting set learning goals on external and internal school performance measures, and equity gaps are closing.

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.

- Quality Assessment K-12
- Student attendance and progress

Resources allocated to this strategic direction

Socio-economic background: \$91,847.20

Professional learning: \$15,000.00

English language proficiency: \$2,400.00

Literacy and numeracy: \$1,868.05

QTSS release: \$17,154.05

Literacy and numeracy intervention: \$35,317.17

Integration funding support: \$10,000.00

Learning and Engagement: \$205,218.00

Summary of progress

Significant investment has been made to achieve targets and improve school processes to align with 'student growth and achievement'. The school did this through two lenses, namely 'Quality Teaching K-12' and 'Student attendance and progress'.

The reasoning behind the investment in Quality teaching K-12 was to focus our professional learning on pedagogy linked to improvement of student progress in Literacy and Numeracy in line with targets, as well as HSC attainment. The logic was that the 'adults needed to change' before the students could change.

The 'student attendance and progress' initiative was based on key deliverables within the Connected Communities strategy. It was a multi-pronged approach to student engagement and all students were tracked, supported and provided with opportunities both within and outside school to remain connected and engaged.

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
Unpacking the elements of the School Excellence Framework with all staff to get a greater perspective of what it 'looks like' to be Delivering, Sustaining and Growing or Excelling. Self evaluation against elements and collect evidence for External Validation.	Having moved out of an External Validation cycle the majority of staff were well versed in the use and interpretation of the School Excellence framework. However this document and in particular the excelling statements for each element have been central to PLT discussions and staff meetings throughout the year culminating in the SEF-SAS completion for 2021 being done in collaboration of all staff. We are moving towards External Validation in 2023 and the plan is that our school plan, IPMs and pinned evidence forms the basis of our external validation report. Our External Validation report will be based on feedback and evidence provided by all staff.
Percentage of students in top 2 bands From baseline data the school will:	Small groups significantly impact on the data at Bowraville Central School. Our data did not reflect any significant improvement; however this could have been as a result of a number of factors including but not limited to student numbers, transiency of students, and COVID.

<ul style="list-style-type: none"> • Improve the percentage of students achieving in the top two bands in Year 3 and Year 5 Reading by 8%, and Year 7 and Year 9 Reading by 3% • Improve the percentage of students achieving in the top two bands in Year 3 and Year 5 Numeracy by 7%, and Year 7 and Year 9 Numeracy by 5% 	<p>In Year 3 we had 9 students sitting NAPLAN in 2021, this means each student accounts for 11% change. Meaning in most cases to increase by the required % we may need less than 1 additional student achieving the top two bands.</p> <p>In Year 5 we had 15 students sitting NAPLAN in 2021, this means each student accounts for a 7% change. Meaning in most cases to increase by the required % we may only need 1 additional student achieving the top two bands.</p> <p>In Year 7 we had 6 students sitting NAPLAN in 2021, this means each student accounts for a 17% change. Meaning in most cases to increase by the required % we may mean less than 1 additional student achieving the top two bands.</p> <p>In Year 9 we had 15 students sitting NAPLAN in 2021, this means each student accounts for a 7% change. Meaning in most cases to increase by the required % we may only need 1 additional student achieving the top two bands.</p>
<p>Expected Growth</p> <p>No data available</p>	<p>Due to no NAPLAN in 2021 this measure was not able to be collected.</p>
<p>The percentage of primary students attending at least 90% of the time is increased from the baseline by at least 6%, and the number of secondary students attending at least 90% of the time is increased from the baseline by at least 8%</p>	<p>Both of these targets were hit and exceeded in 2021. However it is difficult to compare due to COVID-related attendance data which includes long periods where all students who were engaging in learning remotely were marked as present using the F code. This may not correlate to actual attendance face to face.</p>
<p>Designing Mountains to the Sea program to engage Year 10 Aboriginal students with the goal of increasing in the proportion of ATSI students attaining the HSC whilst maintaining cultural identity</p>	<p>Mountains to the Sea program designed and was due to commence in term 4 2021 However due to COVID it was postponed to 2022.</p>



Eddie Woo

Purpose

Bowraville Central School is committed to the continuous improvement of teachers and leaders, through the use of high impact professional learning and collaboration within professional learning communities.

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.

- A commitment to whole school leadership
- High Impact Professional Learning

Resources allocated to this strategic direction

Socio-economic background: \$80,102.43

Integration funding support: \$10,000.00

Professional learning: \$16,318.83

Summary of progress

The school now has a PL calendar which is available on staff links page outlining professional learning in advance each term in weekly whole school staff meetings. Many of these meetings occurred via Zoom in 2021 and where face to face was possible, we did it in PL Teams allowing for smaller numbers and increased social distancing. Other meetings including primary, secondary, learning and support, transition, PBL, Connect and Thrive were also held, with the agenda posted in advance on Sentral.

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
<p>Unpacking the elements of the School Excellence Framework with all staff to get a greater perspective of what it 'looks like' to be Delivering, Sustaining and Growing and Excelling at Bowraville Central School.</p> <p>Using the Australian Professional Standards for Teachers to frame conversations about improvement in line with every teacher and every leader improving every year.</p>	<p>Having moved out of an External Validation cycle the majority of staff were well versed in the use and interpretation of the School Excellence Framework. However this document and in particular the excelling statements for each element have been central to PLT discussions and staff meetings throughout the year culminating in the SEF-SAS completion for 2021 being done in collaboration of all staff.</p> <p>Our school vision of <i>Together we live, together we connect. Together we learn, together we grow so that together we thrive</i> is based on the premise that we are all lifelong learners and we all improve every year. We use in PLT the APST to drive conversations around pedagogy and these are embedded in PDP processes.</p>
<p>Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.</p> <p>All staff at Bowraville Central School will collaboratively work towards their professional goals identified in their PDPs and linked directly to the</p>	<p>Staff at Bowraville Central school work in professional learning teams (PLTs), setting both individual and group goals. The PL is planned and based on research and best practice. All learning is linked the the APST, School Excellence Framework and <i>What Works Best</i> documents. Increasingly learning is also linked to the Connected Communities Strategy and the key deliverables, the Aboriginal Education policy and related documents and new curriculum. Our school embraces the use of technology not only in the classroom but also to assist students who learn remotely. Post lockdown, our vision is to continue to use these elements as part of our normal teaching practice including the use of Google Classroom, Class Dojo, broadcasting software and the commitment to educational packages including Essential Assessment, Soundwaves and Education Perfect. What this means is that when students are absent from school for any reason the opportunity to access their learning still exists without the need for parents to ask for work packages. The is supported by 1-1 laptop technology across</p>

Australian Professional Standards for Teachers. All staff will actively work towards achieving and maintaining accreditation. Staff will be encouraged to pursue high levels of accreditation.

the school and at home.



We can achieve together. Together we learn, together we grow.

Strategic Direction 3: Together we connect. Together we thrive.

Purpose

The Bowraville Central School culture encourages students to be aspirational. Learning and personal growth is supported by strong community partnerships.

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.

- The Bowraville Education Campus - Transition and Careers
- Positive Behaviour for Learning - Three tiered wellbeing system

Resources allocated to this strategic direction

Socio-economic background: \$145,000.00

School support allocation (principal support): \$13,604.80

Integration funding support: \$205,051.00

Summary of progress

The Bowraville Education Campus was established in 2021 with all students in Stage 6 aligned to at least one academy. This included the enrollment of adult learners in Year 11. Some of the progress was limited due to COVID-19 and lack of capacity to engage in work placement and industry visits. However the structure is now in place and ready for further expansion in 2022.

The Positive Behaviour for Learning three tiered well-being system is established and has been further strengthened with the establishment of the Learning and Engagement Hub and the introduction of restorative practices across the school K-12.

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
Staff development day at the beginning of 2021 deliver reminder about use of the school brand and protocols.	At the start of the year staff were provided with professional learning opportunities to 'dig deeper' into the reasoning and justification to rebrand our Stage 6 offerings in line with the creation of the BEC. This was data-based on student destination, local industry strengths and past HSC performance. Throughout the year staff were offered opportunities to participate in further professional learning linked to our three tiered well-being processes including all staff trained in restorative practices. Student suspensions have decreased by 20% in 2021.
BEC established. Launch planned for December 2020. Promote BEC in Newsletter and Facebook throughout the year. Subject selection night to encourage new courses after staff complete retraining.	BEC was launched and successes celebration in annual review presentation to DEL then all staff at staff meeting. Promotion throughout the year captured in annual review presentation. Subject selections ran online due to COVID-19 restrictions. All students in Year 10 have selected BEC subjects for 2022.
Building on the culture of camps, the wellbeing team encouraged to consider opportunities for students to take risks.	Incursions including Rock and Water ran successfully; however there were limited opportunities to run camps during the middle part of the year. This saw the cancellation of Inverell, Dubbo and several cultural camps. We did manage to attend the Rural Cafe excursion to the Sydney Royal Easter

<p>Every student is encourage to attend at least one major excursion or camp.</p> <p>Teachers delivered professional learning on risk taking and encouraging students to explore their learning in class and out of class.</p> <p>Staff trained in 'Rock and water' to deliver resilience training to all students.</p>	<p>Show and the Opal Dreaming Cultural Camp. Stage 2 and 3 attended a culture camp in Bowraville.</p> <p>We were unable to hold PBL reward excursions in Term due to COVID restrictions.</p>
<p>Build on the culture of PBL and TIP.</p> <p>Move to a Tiered approach to student Wellbeing.</p> <ul style="list-style-type: none"> • clearly state school-wide expectations for students and staff 	<p>Great success in this progress target. We now have a well developed and implemented three tiered system called Community, Connect and Thrive.</p> <p>Community - team established. This universal well-being approach enhanced by the introduction of restorative practices and Friends for Life program.</p> <p>Currently, the following numbers of students have attained these well-being levels:</p> <p>Taking Off 149</p> <p>Flying High 119</p> <p>Soaring 64</p> <p>Stronger Smarter 22</p> <p>Connect - Team established , currently 22 students receiving small group intensive support through Connect. Many students have moved back to Community after support offered.</p> <p>Thrive - Individual support for students accessing external agencies and significant behaviour. Currently 9 students receiving intensive individual support through Thrive.</p>



School farm

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$518,155.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bowraville Central 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"> • Quality Assessment K-12 • High Impact Professional Learning • Positive Behaviour for Learning - Three tiered wellbeing system • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: The establishment of the Professional Learning Teams</p> <p>After evaluation, the next steps to support our students with this funding will be: High Impact professional learning based on spirals of inquiry and Explicit teaching.</p>
<p>Socio-economic background</p> <p>\$411,949.63</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bowraville Central 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"> • Quality Assessment K-12 • A commitment to whole school leadership • The Bowraville Education Campus - Transition and Careers • Positive Behaviour for Learning - Three tiered wellbeing system • Student attendance and progress • High Impact Professional Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs <p>The allocation of this funding has resulted in: Increased engagement and opportunities for students to compete with peers across the state.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to provide opportunities for students to thrive.</p>
<p>Aboriginal background</p> <p>\$122,848.07</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bowraville Central 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</p>

<p>Aboriginal background</p> <p>\$122,848.07</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: Increased engagement with culture and identity.</p> <p>After evaluation, the next steps to support our students with this funding will be: Working towards target of more Aboriginal students attaining HSC whilst maintaining cultural identity</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 Bowraville Central 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"> • Quality Assessment K-12 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Increasing awareness across the school of EALD</p> <p>After evaluation, the next steps to support our students with this funding will be: Although we do not currently have a large proportion of students from EALD backgrounds we need to prepare as population changes.</p>
<p>Low level adjustment for disability</p> <p>\$226,033.71</p>	<p>Low level adjustment for disability equity loading provides support for students at Bowraville Central 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"> • Other funded activities <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 support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of LaST and interventionist teacher • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Significant support provided to ensure that each stage has a SLSO and LAST.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to move towards a model with highly experienced staff matched to</p>

<p>Low level adjustment for disability</p> <p>\$226,033.71</p>	<p>student need.</p>
<p>Location</p> <p>\$31,677.00</p>	<p>The location funding allocation is provided to Bowraville Central School to address school needs associated with remoteness and/or isolation.</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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in: Due to Covid much of this money was spent in 2021 on bringing experience to the students.</p> <p>After evaluation, the next steps to support our students with this funding will be: In line with our school vision we hope to get out of Bowraville and experience the world. This funding will allow our students these opportunities.</p>
<p>Professional learning</p> <p>\$31,318.83</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 Bowraville Central 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"> • Quality Assessment K-12 • High Impact Professional 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 • Employment of a Head Teacher Teaching and Learning to drive High Impact professional learning. <p>The allocation of this funding has resulted in: PL is matched to the school plan and school priorities.</p> <p>After evaluation, the next steps to support our students with this funding will be: The majority of PL is High impact and embedded in classroom practice. PL is audited against Australian Professional Teaching standards.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Bowraville Central School with administrative duties and reduce the administrative workload.</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"> • The Bowraville Education Campus - Transition and Careers <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of additional SASS to support the implementation of BEC and ensuring NESAs guidelines adhered to.

<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>The allocation of this funding has resulted in: Quality delivery of Stage 6 programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: We are hoping to increase Stage 6 enrollment with the addition of adult learners.</p>
<p>Literacy and numeracy</p> <p>\$1,868.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bowraville Central 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"> • Quality Assessment K-12 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of Instructional Leader • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Consistent approaches to Literacy and Numeracy including Assessment, reporting and collection of data on PLAN2.</p> <p>After evaluation, the next steps to support our students with this funding will be: Moving focus from writing to Reading in 2022.</p>
<p>Early Action for Success (EAFS)</p> <p>\$68,605.00</p>	<p>The early action for success (EAFS) funding allocation is provided to improve students' performance at Bowraville Central School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs <p>The allocation of this funding has resulted in: The school has been a EAFS school since it started. This is a valuable resource.</p> <p>After evaluation, the next steps to support our students with this funding will be: Moving to APCI model in 2022.</p>
<p>QTSS release</p> <p>\$17,154.05</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bowraville Central 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"> • Quality Assessment K-12 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in:</p>

<p>QTSS release</p> <p>\$17,154.05</p>	<p>Provided additional release for Assistant principals to drive curriculum reform.</p> <p>After evaluation, the next steps to support our students with this funding will be: Will continue this model in 2022 ensuring Head teachers and Assistant principals have equity in release time.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bowraville Central 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"> • Quality Assessment K-12 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Creation of Learning and Engagement Hub • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in: Multilit, Minilit and Qucksmart through the Learning and Engagement Hub</p> <p>After evaluation, the next steps to support our students with this funding will be: Program to be extended in 2022</p>
<p>COVID ILSP</p> <p>\$176,999.65</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"> • 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 intensive small group tuition for identified students who were... • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in: Strong support of large group of students</p> <p>After evaluation, the next steps to support our students with this funding will be: More targeted support for students at most need.</p>
<p>Learning and Engagement</p> <p>\$205,218.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Bowraville Central 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"> • Student attendance and progress <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Creation of the Learning and Engagement Hub • employment of teachers/educators to deliver small group tuition

<p>Learning and Engagement</p> <p>\$205,218.00</p>	<ul style="list-style-type: none">• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in: Significant change in focus to support students in Tier 2 and Tier 3</p> <p>After evaluation, the next steps to support our students with this funding will be: Has become an important part of the school structure.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	118	102	94	86
Girls	95	83	85	73

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.

Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.4	86.8	92.6	88.8
1	88.2	83	88.1	82.4
2	93.4	85.3	80.4	80.4
3	85.7	88.7	82	82.4
4	87	79	85.4	78.3
5	89.9	80.6	85.4	82.4
6	83.6	90.4	83.8	87.1
7	84.3	84.7	88.5	69.7
8	74.2	78.1	79.4	71.3
9	63.5	75.3	78.9	75.5
10	74	63.9	79.6	77.1
11	80.2	70.7	66.4	69.4
12	74.4	78.8	78.1	71.5
All Years	80.1	79.5	81.3	77.3
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
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

Management of non-attendance

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

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	10	20	25
Employment	10	0	25
TAFE entry	0	0	50
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

100.00% of Year 12 students at Bowraville Central School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

87.5% of all Year 12 students at Bowraville Central School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



Girls in Trades day

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	16.29
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	0.2

*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.



SASS staff on MUFTI day



Staff barefoot bowls

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	1,047,556
Revenue	6,646,591
Appropriation	6,591,026
Sale of Goods and Services	12,250
Grants and contributions	42,526
Investment income	211
Other revenue	578
Expenses	-6,839,302
Employee related	-5,402,889
Operating expenses	-1,436,413
Surplus / deficit for the year	-192,711
Closing Balance	854,845

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.

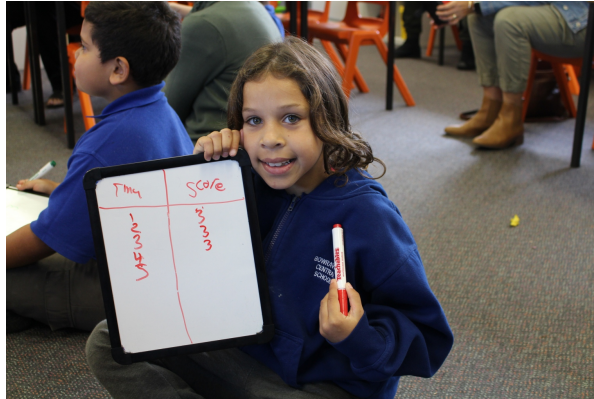
	2021 SBAR Adjustments (\$)
Targeted Total	518,155
Equity Total	763,231
Equity - Aboriginal	122,848
Equity - Socio-economic	411,950
Equity - Language	2,400
Equity - Disability	226,034
Base Total	3,731,796
Base - Per Capita	46,035
Base - Location	31,677
Base - Other	3,654,084
Other Total	401,586
Grand Total	5,414,768

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.



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.



University visit

Parent/caregiver, student, teacher satisfaction

Over the last two years one of the greatest impacts of COVID-19 has been parents being denied access to the school to celebrate success with their children. With these challenges came some new approaches to the way we do things including the increased use of social media and online software programs including Schoolbytes. Whilst we are all excited about welcoming of families back into the school we have learnt that there are other ways to keep them connected. Our school Facebook page now has over 1500 followers and for a small school with less than 200 students this is quite amazing. We use Facebook as our main way of communicating with families including in times of bush fires and floods. The school has invested in a Community Liaison Officer role who manages our social media and newsletter to ensure that our brand is positive and consistent.



Leader Community Engagement - parent and community meeting



Industry skills

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

During 2021 staff participated in Aboriginal Education training including Turning Policy in Activities, Aboriginal Histories and cultures and Walking Together, Working Together.

Staff at Bowraville Central school acknowledge that they work on Gumbaynggirr land, always was , always will be.

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.

Anti-Racism - School statement

Bowraville Central School is committed to celebrating diversity in all forms. We acknowledge that the school is on Gumbaynggirr land. Always was, always will be. The staff are committed to ensuring that racism of any form will not be tolerated and will use proactive measures to educate our students about inclusivity, difference and cultural understanding. Our school vision is 'together we live, together we connect, together we learn, together we grow so that together we thrive'.

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.

Multicultural and anti-racism education - School Statement

Bowraville Central School is committed to celebrating diversity in all forms. At present Bowraville has a limited multicultural school population however communities within the region are starting to become more multicultural and this may change our school population in time. We are committed to embrace the change and welcome new families to the valley. We acknowledge that the school is on Gumbaynggirr land. Always was, always will be. The staff are committed to ensuring that racism of any form will not be tolerated and will use proactive measures to educate our students about inclusivity, difference and cultural understanding. Our school vision is 'together we live, together we connect, together we learn, together we grow so that together we thrive'.

