

2022 Annual Report

Boggabilla Central School



1275

Introduction

The Annual Report for 2022 is provided to the community of Boggabilla Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

Boggabilla Central School will lead through a culture of high expectation, innovative, culturally-responsive and inclusive quality practices that will empower our students to be happy successful learners. As a school community we will focus on being active and positive communicators. Through collaboration we will ensure that, as a community, we are creating happy, healthy and resilient learners.

School context

School context

Boggabilla Central School is a Connected Communities school located in north west New South Wales sitting on 44 beautiful acres of Gamilaraay Country. We have a current enrolment of 84 students ranging from Preschool to Year 12. Our numbers have remained steady over the past few years, 98% of our student population identify as Aboriginal. Our FOEI is 206 and ICSEA 670 placing the school in a low socio-economic rural and remote school demographic.

At Boggabilla Central School we are dedicated to providing excellence in education for all. We are committed to educating the whole child through the provision of quality education and wellbeing practices. We value working in collaboration, and with community involvement, ensure we cater for all aspects of school life.

We are committed to promoting a culture of high expectations where learning is valued. As a Connected Community school, we are seen as a community hub and it is our role to ensure the support and delivery of key services. Working together with the community will provide a positive impact on our student's lives. We will provide the right support from preschool, transitioning through school and into work, helping to inspire the students and motivate all to make life changing choices.

Currently at Boggabilla Central School, we are reviewing a number of processes including curriculum delivery, wellbeing and behaviour. The staff will have opportunities to deepen their understanding, developing skills and expertise in how to authentically teach using Aboriginal culture aspects, wellbeing approaches and evidence-based teaching practices. We will continue to focus on current initiatives that include - Early Action for Success; Quality Teaching Rounds, Gamilaraay Culture and Language, STEM education, Assessment and Monitoring, Movement and Mindfulness, Phonics, Think It Write It and Aboriginal Torres Strait Islander Mathematics. We will utilise local community, where possible, to strengthen partnerships.

Through positive change our teaching and learning programs will offer opportunities to support our students to obtain grade appropriate outcomes. Our programs well as providing intensive individualise support and provide extension for students working beyond, so that all students achieve growth and school success.

We are a vibrant learning community with committed staff using cutting edge technology, wellbeing methodology, and evidence-based practice that will ensure improved student outcomes. Year 11 and Year 12 students are part of the Northern Borders Senior Access Program (NBSA), with many subjects being delivered by video conferencing.

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

Our situational analysis conducted at the end of 2020, it identified the areas of; Curriculum, Data skills and use, Assessment Practices, Attendance, and Engagement. These areas will be the focus in the School Improvement Plan. Community consultation on the school vision and strategic directions was conducted using surveys, interview and family consultations.

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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student improvements in literacy, numeracy and attendance. We will further develop and refine data driven teaching practices that are responsive to the needs of individual students.

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.

- Enhancing Literacy and Numeracy through data use.
- Attendance and Engagement

Resources allocated to this strategic direction

Summary of progress

Comments on initiatives, progress to target achievement.

- **Literacy and Numeracy**

In 2022, targeted programs have ensured positive growth for students across whole school cohorts in both Literacy and Numeracy.

100% of the Aboriginal students completed HSC courses during 2022 , with all attending students completing Year 12.

In 2022, all Stage 6 students were actively working towards national minimum standards and overall levels of literacy and numeracy achievement. Targeted programs and initiatives have resulted in an increase in students and community knowledge and understanding of the requirements of minimum standards.

The 2022 school year has had significant challenges including flooding and continuation of virus outbreaks. Despite these challenges, students have shown resilience and determination to continue to attend school and engage in their educational journey.

NAPLAN/ check in assessment and in school based assessment data gathered has demonstrated a need to fill gaps throughout whole school cohorts, some value added growth in student achievement. Teachers are committed to ensuring all students' capacity to learn is addressed in teaching programs with support from executive staff and external expertise. Teachers supported by executive to gather and analyse students data. Effective professional learning provided based on staff needs and curriculum requirements.

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

Staff participated in professional development for the introduction of MacqLit/MultiLit and significant support for all teachers was provided by executive staff to ensure successful implementation. Collaborative whole school phonics program and implementation of decodable readers program, and Australian Core Skills Framework focus occurred.

Staff participated in professional development for the introduction of MacqLit/MultiLit and significant support for all teachers was provided by executive staff to ensure successful implementation

BCS has participated in the ATSIMA Connected Communities initiative to enhance our students mathematical applications using culturally appropriate pedagogies. Professional Learning has provided teachers and support staff with opportunities to gain deep knowledge and understanding of the ATSIMA philosophies.

All teaching programs are able to provide evidence of differentiation that caters for their individual students learning needs. SLISO learning support was implemented across all classes for individual support to ensure minimum standards are achieved. Covid ISLP support supplemented targeted programs in each K-6 classroom

- **Attendance and Engagement**

The continued commitment by all staff to establish and maintain high expectations to ensure the learning environment is characterised by differentiation for the various subjects and classes. To implement a quality purposeful examination of internal and external data to inform teaching practice to lead to real improvement in attendance and engagement.

A significant review of procedures that promote engagement were undertaken in 2022 and all staff involved in promoting attendance were consulted for feedback. This resulted in more focused procedures and more effective use of staff resources to promote positive engagement at school. Further refinement was undertaken with further consultation from the Safeguarding Kids team who worked alongside staff in Term 3 and 4.

All staff will demonstrate that all students at Boggabilla Central School are known, valued and cared for by developing personalised learning plans and analyse data to inform teaching to ensure that all students' achievements reflect their and their families' aspirations. The continuation of programs that foster a positive environment for learning and recognition of student achievement in all aspects of school life

Implementation of key changes in Term 3 and 4 resulted in improved student attendance and engagement, reflecting academic progression as a result across whole school. These improvements were maintained despite significant operational challenges throughout the year.

Overall, attendance rates for primary students are improving. Attendance is regularly monitored and communicated to staff and parents. PBL Incentives are implemented across the school are utilised to encourage and reward students' attendance. Attendance officers monitor and analysis data gathered regularly, identifying students at risk through weekly attendance team meetings.

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
Numeracy 60% of all students across cohorts are above the bottom band of NAPLAN and Check-in assessments for numeracy. 10% of all students in Year 3,5,7,9 cohorts achieve in the top two bands of NAPLAN	Greater than 60% of students in Years 5, 7 and 9 achieved above the bottoms 2 bands. For Yr 3 25% were above the bottom bands. Less than 10% of students across all years achieved in the top bands and some progress has been seen toward this target with students achieving higher the top bands in Years 5, 7 and 9, indicating some progress toward this upper band target.
Reading/ Literacy 80% of all students across cohorts are above the bottom band of NAPLAN and Check-in assessments for literacy. 10% of all students in Year 3,5,7,9 cohorts achieve in the top two bands of NAPLAN.	The percentage of students achieving above the bottom bands has not reached the expected level of 80%. Some progress has been made with significant improvement in student participation and a shift to higher overall achievement in all years.
Reading/ Literacy 80% of all students across cohorts are above the bottom band of NAPLAN and Check-in assessments for literacy. 10% of all students in Year 3,5,7,9 cohorts achieve in the top two bands of NAPLAN.	The percentage of students achieving above the bottom bands has not reached the expected level of 80%. Some progress has been made with significant improvement in student participation and a shift to higher overall achievement in all years.
Numeracy 60% of all students across cohorts are above the bottom band of NAPLAN and Check-in assessments for numeracy. 10% of all students in Year 3,5,7,9 cohorts achieve in the top two bands of NAPLAN	The percentage of students achieving above the bottom bands has not reached the expected level of 60%. Some progress has been made with significant improvement in student participation and a shift to higher overall achievement in all years.
Aboriginal Student Achievement	The school has not yet met this target.

<p>Maintain 6.80% growth, students achieving top 3 bands in Secondary NAPLAN - Numeracy</p> <p>6.80% of students achieving top 3 bands in Primary NAPLAN - Numeracy</p>	<p>The proportion of students achieving in higher bands is greater and overall trend is for fewer students in bottom bands indicating progress.</p>
<p>Aboriginal Student Achievement</p> <p>Maintain 8.60% growth, students achieving top 3 bands in Secondary NAPLAN - Reading</p> <p>8.60% of students achieving top 3 bands in Primary NAPLAN - Reading</p>	<p>School did not meet expected target in 2022.</p> <p>The proportion of students achieving in higher bands is greater and overall trend is for fewer students in bottom bands indicating progress.</p>
<p>Expected Growth: Reading</p> <p>Maintain proportion of students showing expected growth in Reading is at 30% or beyond</p>	<p>The majority of students had no previous data for growth data to be measured.</p>
<p>Expected Growth: Numeracy</p> <p>Maintain proportion of students showing expected growth in Numeracy is at 30% or beyond</p>	<p>The majority of students had no previous data for growth data to be measured.</p>
<p>Maintain 6.80% growth, students achieving top 3 bands in Secondary NAPLAN - Numeracy</p> <p>Maintain 6.80% growth, students achieving top 3 bands in Primary NAPLAN - Numeracy</p>	<p>The majority of students had no previous data for growth data to be measured.</p>
<p>Maintain 8.60% growth, students achieving top 3 bands in Secondary NAPLAN - Reading</p> <p>Maintain 8.60% growth, students achieving top 3 bands in Primary NAPLAN - Reading</p>	<p>The majority of students had no previous data for growth data to be measured.</p>
<p>Attendance</p> <p>Attendance rates for Aboriginal students are equal to the state average.</p> <p>75% of students achieving 90% attendance or more.</p>	<p>The attendance rate of Aboriginal students remains lower than the state average.</p> <p>The school has not met the target in 2022. The number of students attending greater than 90% has increased, especially in the primary school. The number of students in secondary has decreased overall, however a number of students 15% have risen above 90%.</p>
<p>Aboriginal student HSC attainment</p> <p>Maintain 70% of Aboriginal students completing HSC course results.</p> <p>Improve the number of Aboriginal students wanting to stay at school completing Year 12 (or equivalent training).</p> <p>Increase the number of Aboriginal students staying at school completing Year 12 (or equivalent training).</p> <p>Increase the number of Aboriginal students transitioning from school into post school training and employment.</p>	<p>100% of the Aboriginal students completed HSC courses during 2022.</p> <p>100% of attending students completed Year 12.</p>

<p>Work towards increasing the number of Aboriginal students working towards achieving or above National Minimum Standards for Writing, Reading and numeracy by Year 9 and 10.</p>	
<p>Attendance</p> <p>Attendance rates for Aboriginal students are equal to the state average.</p> <p>75% of students achieving 90% attendance or more.</p>	<p>The attendance rate of Aboriginal students remains lower than the state average.</p> <p>The school has not met the target in 2022.</p>
<p>Attendance</p> <p>Attendance rates for Aboriginal students are equal to the state average.</p> <p>75% of students achieving an attendance rate above 90% or more.</p>	<p>The attendance rate of Aboriginal students remains lower than the state average.</p> <p>The school has not met the target in 2022</p>

Strategic Direction 2: High expectations for continuous improvement in evidence-based teaching and assessment.

Purpose

Establish and promote a culture of high expectations throughout the entire school and community. Develop a consistent, authentic and rigorous assessment approach. Develop a consistent and equitable behaviour management system that is based on safety, respect, responsibility and pride. This will ensure every student, every teacher, every leader improves every year.

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.

- Assessment practices to improve quality teaching delivery.
- Positive Behaviours for Learning

Resources allocated to this strategic direction

Summary of progress

In 2022, the assessment practices to improve the teacher delivery has contiund to be a school focus.

All staff have been supported by executive to obtain, collectively evaluate student data and devise areas of need.

Throughout 2022 there has been ongoing professional learning targeting the key areas for staff and student development. The continuous cycle of gathering and reflecting upon student data has resulted in improved teacher delivery in the targeted areas.

Staff PDPs include learning goals and professional learning opportunities that are reflective of the SIP Strategic Directions.

Positive Behaviours for Learning Team (PB4L) members evaluated the school procedures, Sentral data and identified the need for a more structured program that focused on the PBL focus areas of Respect, Responsibility, Pride and Safety. The PB4L team undertook a significant review of the rewards structures and developed lessons for implementation in 2023 based on the focus areas.

The program was implemented every morning to explicitly teach PBL behaviours and expectations. This had a positive result on student behaviour and wellbeing.

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

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

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

All staff participated in Trauma Informed Practice professional learning in Term 3 and Understanding Behaviour professional learning during term 4. Significant support was provided by Behaviour Specialist who also assisted in the redevelopment of the school PB4L procedures.

Student voice was reinstated through the election of school leaders and a Student Representative Council established. . Student consultation occurred through SRC for the revision of the reward systems to further engaged students in positive behaviours for learning throughout the school day.

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>Assessment and reporting Working towards achieving 'Sustaining and Growing' in the Assessment domain of the School Excellence Framework.</p> <p>Working towards achieving 'Sustaining and Growing' in Curriculum domain as measured in the school excellence framework.</p> <p>100% of Teaching staff will maintain professional learning that builds upon their understandings and application of evidence based teaching and assessment procedures; Essential Assessment, and Learning Progressions.</p> <p>100% all Staff PDPs learning goals and professional learning opportunities are reflective of the SIP Strategic Directions.</p> <p>Well-being;</p> <p>Work towards achieving 'Sustaining and growing' in the Well-being domain of school excellence framework with the focus on individual behaviour needs.</p>	<p>Self-assessment against the School Excellence Framework shows the school is currently performing at delivering in the Well-being, Assessment and Curriculum domains.</p> <p>Target met in 2022. 100% of staff participated relevant professional learning and PDP goals reflective.</p>
<p>Increase of students reporting advocacy, belonging, and high expectations as measured in <i>the Tell Them From Me</i> survey.</p>	<p>The school did not meet this target in 2022.</p>
<p>Increase of students reporting advocacy, belonging, and high expectations as measured in <i>the Tell Them From Me</i> survey.</p>	<p>The school did not meet this target in 2022.</p>

Strategic Direction 3: Strengthen culture and strengthen genuine relationships

Purpose

BCS values the importance of positive partnerships between the home, school and community. The collaborative partnerships consistently work to improve and enhance students culture, learning, well-being and leadership.

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 partnerships with external providers:
- Positive partnerships to develop leadership in school and community:
- Positive partnerships to enhance Gamilaary culture:

Resources allocated to this strategic direction

Summary of progress

In 2022 BCS has maintained relationships with service providers- POCHE, Hearing Australia, Drugarm, Care Goondiwindi, Vision Australia, Hunter New England Health and Centacare.

Throughout the year many service providers were unable to attend and support students on site due to staffing limitations. Alternative platforms were utilised where possible.

In 2022 students participated in a leadership workshop in Moree focusing on teamwork and public speaking.

Families and community members were involved in major school community events and programs. eg Easter Hat Parade, NAIDOC Week, ANZAC Day Ceremony, Macintyre Sport Carnivals and school assemblies.

Achievement toward the target throughout the entirety of the year was hindered by declined participation during Covid restrictions.

TTFM was completed by students in primary and secondary. TTFM minimum sample size is 10 students. Unfortunately the school sample size for this survey was not reached.

In 2022, the executive staff recognised the need for refined procedures and processes to obtain ongoing records and data about the utilisation of external providers and community involvement that support our students in all facets of school life.

Scheduled school activities that encourage an increase and diverse range of parent and community participation are being investigated to improve progress towards targets. Greater numbers of families attended school events with visible increases at school assemblies will measure success

Parents/carers attended planned information sessions regarding significant curriculum and staffing changes at the school. Attendance at planning forums to ascertain community sentiment on school procedures changes was fair and those who attended provided vital information on community perspectives for school improvements.

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

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

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

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>60% increase of Aboriginal families and community members who are actively engaged in the school</p> <p>Maintain 60% of Aboriginal parents and carers report that service delivery from the school site is flexible and responsive to their needs.</p> <p>SEF element 'Well-being' - Theme: A planned approach to well-being - sustaining and growing</p> <p>Provide Culture & Language lessons, language throughout the year.</p> <p>70% increase in Aboriginal students feeling connected to their culture at school from the <i>Tell Them From Me</i> survey.</p> <p>Parents/carers, students and staff data/feedback are collected and analysed to inform the progress/success/satisfaction with school-based well-being and engagement initiatives</p> <p>90% of all teaching Staff report that professional learning opportunities that builds cultural understandings and connection to assist with infusion of Aboriginal prospective into curriculum .</p>	<p>Targets for parental involvement have not been met in 2022.</p> <p>Self-assessment against the School Excellence Framework shows the school is currently performing at delivering in the Well-being domain.</p> <p>100% staff have been provided professional learning opportunities to build cultural understandings</p>
<p>Increase of Aboriginal families and community members who are actively engaged in the school</p> <p>Provision of Culture & Language lessons throughout the year</p>	<p>70% of parents/carers participated in PLP process in Semester 1.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$75,941.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Boggabilla 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"> • Other funded activities <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 individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Funding was allocated to support student with in-class learning support - SLSO. Ongoing PL provided to up-skill the SLSO's and teachers to meeting the students needs. Individualised plans developed in consultations for all students with individualised growth targets.</p> <p>After evaluation, the next steps to support our students will be: Ongoing employment of additional SLSO's to allow intensive learning support to be provided to the students. Students have been responding positively to the additional in-class support that catered for their educational and well-being development.</p>
<p>Socio-economic background</p> <p>\$34,476.30</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Boggabilla 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"> • 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 teaching staff to support targeted learning program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: A positive impact of additional support staff (SLSO's) and teacher has improved stage progress with smaller flexible learning environments that caters for the individual students needs. Targeted and intensive learning support programs delivery daily in class, all students have shown improvements in their literacy and numeracy development. Internal and external assessment data had shown growth in phonics awareness, simple spelling and numeracy strategies across whole school. MultiLit training occurred for all primary staff in preparation for implementation in 2023. Baseline data collected.</p> <p>After evaluation, the next steps to support our students will be: Our 2023 focus is to increase the intensive learning support to those students that have not sufficiently progressed or shown little growth in their academic development. Whole school focuses of phonics, writing and Mathematics initiatives will continue through 2023.</p>

<p>Socio-economic background</p> <p>\$34,476.30</p>	<p>Ongoing teacher professional development of analysing data will assist teacher judgement and future planning.</p> <p>Ongoing assessments will be required to ensure the correct intervention support programs are in place to support student progress in both literacy and numeracy. Collaborative teaching practices will be expanded across all classes with the successful student academic growth and engagement results of 2022 trial.</p>
<p>Aboriginal background</p> <p>\$371,830.65</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Boggabilla 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 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 teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Funds- Employed two Attendance Officers (SLSOs), two AEO's and funded initiatives to encourage and remove barriers impeding attendance. Despite staffing challenges, students had shown resilience and determination to continue to attend school and engage in their educational journey. A number of cultural activities, visits and school hosted events were hosted throughout the school year supported by AEO's and SLSO's. Additional teacher allowed for targeted programs to support identified students</p> <p>After evaluation, the next steps to support our students will be: Ongoing employment of two AEO's that will support our students, families and engage community. The employment of an Attendance Officer is to be reviewed along with the attendance procedures at the school to determine the effectiveness of resource allocation and success of current strategies.</p>
<p>Low level adjustment for disability</p> <p>\$111,641.77</p>	<p>Low level adjustment for disability equity loading provides support for students at Boggabilla 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"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 the following impact: SLSOs worked with targeted students on programs, including use of Multi-lit, SENTA, phonics awareness and decodable readers. SLSO's worked with individuals and small groups in classes supported by the Head Teacher Instructional Leader and APCI. All students that required additional support in the classroom were effectively identified through internal and external assessments,</p>

<p>Low level adjustment for disability</p> <p>\$111,641.77</p>	<p>individualised support programs were developed to meet identified needs. Intervention programs were developed and implemented and majority of the targeted students showed growth. Those not demonstrating expected growth were impacted by inconsistent attendance.</p> <p>After evaluation, the next steps to support our students will be: Increase the intensive learning support to those identified students through employment of specialised SLSO's supported and trained by the APCI and HTIL. Collaborative teaching model to be employed to increase ratio of teachers to students and increase individualised support.</p>
<p>Location</p> <p>\$116,050.92</p>	<p>The location funding allocation is provided to Boggabilla 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 • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Students were still supported to thrive using this funding including the provision on access to technology for online learning, intervention programs and additional support in the classroom. All student were provisioned with new touch screen devices and 1:1 computer model initiated. Supplementary equipment such as charging stations and large LED display screen in hall also acquired to share students work. All travel expense for excursions, camps, sporting carnivals and external events were funded to maximise equitable participation. Incursions were sourced funded to minimise learning time lost to travel.</p> <p>After evaluation, the next steps to support our students will be: Continue to motivate student engagement through improved and engaging teaching and learning delivery integrating current ICT. Explore more possibilities for incursions and provide more opportunities for students to engage in purposeful learning outside of classroom.</p>
<p>Professional learning</p> <p>\$31,974.42</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 Boggabilla 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • completed whole staff professional learning activities onsite. • engaged APCI 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 the following impact: Significant whole staff professional learning events were hosted each term including completion of Trauma Informed Practices and Understanding Behaviour training. , All executive staff completed the LEED training The safeguarding kids team were engaged to support whole staff in collaboration to review, devise and implement effective practices in the area of student wellbeing, community engagement and cyber safety.</p>

Professional learning \$31,974.42	<p>After evaluation, the next steps to support our students will be: Continue to use the whole staff training model so all staff acquire knowledge and skills together. Continue to use the peer supported in-school model to facilitate full staff involvement in courses.</p>
Literacy and numeracy \$13,423.78	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Boggabilla 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: Provision of current texts and teacher resources to support implementation of new syllabus.</p> <p>After evaluation, the next steps to support our students will be: Targeted intervention programs will be supporting individual students that have been identified. They will be supported by executive staff in developing appropriate literacy and numeracy interventions.</p>
QTSS release \$7,814.63	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Boggabilla 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"> • Other funded activities <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 the following impact: Supplemented APCI and HTIL to provide additional support for all teaching staff.</p> <p>After evaluation, the next steps to support our students will be: A focus for 2023, will be to support staff to attend face to face Professional Development to network with peers outside of school and provide scheduled mentoring sessions to all teaching staff.</p>
COVID ILSP \$67,653.00	<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 2022.</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 <p>The allocation of this funding has resulted in the following impact: An additional teacher was employed for Semester 2 to provide targeted</p>

<p>COVID ILSP</p> <p>\$67,653.00</p>	<p>support for individuals and small groups.</p> <p>All students showed positive progress in reading ability as measured with PM benchmark.</p> <p>A number of students showed greater growth in reading level as a results of small group tuition in one term than was demonstrated in Semester 1. One student progressed from below stage expectation to exceeding expectation by need of intervention. Those involved exceeded in reading progress in comparison to peers.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Majority of targeted students were identified as needing to continue with further intensive support/ tuition as they were only beginning to show positive growth after teacher employed from beginning of Semester 2. Continue with 1-1/ small group intervention with targeted Literacy and Numeracy strategies will continue in the classrooms for the primary and secondary students.</p> <p>Expand the small group tuition model to be supported in all classrooms with collaborative and team teaching.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	31	31	36	45
Girls	32	41	49	40

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 from 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	79.8	52.8	79.6	73.9
1	83.9	83.0	48.2	74.4
2	86.4	78.2	74.7	66.3
3	92.3	88.8	70.7	69.7
4	97.2	79.1	58.1	80.0
5	76.4	87.6	68.2	72.4
6	75.1	71.8	76.4	75.7
7	70.1	68.8	44.8	49.5
8	55.8	67.0	44.9	46.0
9	71.1	61.0	21.1	40.4
10	35.4	62.5	30.1	32.7
11	68.4	54.4	25.5	24.9
12	82.0	68.4	47.8	31.8
All Years	70.5	69.1	52.7	54.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

Management of non-attendance

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

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	100
Employment	0	0	0
TAFE entry	0	0	0
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 Boggabilla Central School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

33.3% of all Year 12 students at Boggabilla Central School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2.4
Head Teacher(s)	1
Classroom Teacher(s)	9.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.38
School Administration and Support Staff	6.68
Other Positions	0.1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	770,060
Revenue	4,599,205
Appropriation	4,519,249
Sale of Goods and Services	52,140
Grants and contributions	23,740
Investment income	2,982
Other revenue	1,094
Expenses	-3,964,955
Employee related	-3,340,148
Operating expenses	-624,807
Surplus / deficit for the year	634,250
Closing Balance	1,404,310

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.

	2022 SBAR Adjustments (\$)
Targeted Total	75,941
Equity Total	703,235
Equity - Aboriginal	371,831
Equity - Socio-economic	219,762
Equity - Language	0
Equity - Disability	111,642
Base Total	1,598,341
Base - Per Capita	22,489
Base - Location	116,050
Base - Other	1,459,802
Other Total	1,355,587
Grand Total	3,733,103

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.

Parent/caregiver, student, teacher satisfaction

A more active role of parent/carers to work in collaboration with staff has been promoted. The chance to engage in regular opportunities that promote discussion, feedback and decision making around school governance.

Student voice returned to the school with re-establishment of school leaders being elected and a Student Representative Council (SRC) being established. This group met regularly to provide a student perspective and voice on school improvements.

Valid survey data was not available for reporting.

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.