

2022 Annual Report

Bowning Public School



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Introduction

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

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

School contact details

Bowing Public School

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School vision

Our school creates a high achieving, respectful and supportive learning environment that includes parents and the community in all our endeavours. Our students are encouraged to be self-motivated, highly driven, proud participants in their schooling, and in everyday life.

School context

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

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

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

The whole school community, involving students, staff and parents, was consulted in a thorough situational analysis followed by the development of strategic improvement plan. Through our situational analysis, we have identified a need to use data driven, collaborative practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. The school has identified system-negotiated target areas in NAPLAN Reading and Numeracy.

Our school has joined in establishing a professional learning community (PLC) with Binalong and Wee Jasper. Together with our shared instructional leader there will be a focus on building staff capacity in leading quality, research informed practice. Professional development will centre around developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools as well as effective teaching and wellbeing.

Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and targeted interventions will occur in the classroom, small groups and one-on-one time where needed.

The school will maintain a focus on the wellbeing of students, staff and the community and work strongly with parents to provide connections to their child's learning in all areas. Staff will work on building capacity in providing individual learning plans for all students and use these to ensure student learning goals are tracked and monitored.

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

Strategic Direction 1: Student growth and attainment

Purpose

Student outcomes in reading and numeracy will be improved through a planned approach and shared understanding of consistent use of data to drive evidence informed teaching practices across the whole school to meet the needs of every student

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.

- Effective Classroom Practice

Resources allocated to this strategic direction

Per capita: \$5,052.00

Summary of progress

Our focus for 2022 was to develop staff capacity in the use of quality, evidence-informed formative and summative assessments and to improve staff capacity in use of data. We worked together with our APCI and network of small schools to develop staff training, shared assessment and teaching resources and a deep professional dialogue about teacher capacity and student growth. Teachers and executive staff worked together to evaluate current programs and practices and improve areas of need, such as spelling, fluency, vocabulary and number. A range of data sources were used to inform training sessions, teaching programs and assessments delivered. We identified that more focus would need to be placed on embedded formative and summative assessments and effective use of data. We have seen improved growth in our NAPLAN, Check In assessments and school based assessments in reading, vocabulary and grammar and punctuation and have set our focus on comprehension and problem solving moving forward.

Our next steps will be:

- Collaborate with our Assistant Principal Curriculum and Instruction (APCI) in further developing staff capacity, K-6, in designing and implementing quality teaching programs and assessments, especially in the above focus areas.
- To continue to partner with our network of small schools to build the professional dialogue about quality teaching and effective classroom practice with the aim of increased sharing of resources, assessments and strategies to support all staff and students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students reaching the top two bands in NAPLAN to at least the lower bound of the system negotiated target of 47.3% in reading	<i>The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. Our progress in relation to Top 2 Bands in Reading and Numeracy has been supported by professional learning, quality teaching rounds, differentiated learning programs and improving teacher practice and measured by internal data and Check-In Assessments</i>
Increase the percentage of students reaching the top two bands in NAPLAN to at least the lower bound of the system negotiated 36.4% in numeracy	<i>The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. Our progress in relation to Top 2 Bands in Reading and Numeracy has been supported by professional learning, quality teaching rounds, differentiated learning programs and improving teacher practice and measured by internal data and Check-In Assessments</i>
There will be no expected growth data	<i>The information provided must be consistent with privacy and personal</i>

<p>due to no NAPLAN in 2020</p>	<p><i>information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. Our progress in relation to Top 2 Bands in Reading and Numeracy has been supported by professional learning, quality teaching rounds, differentiated learning programs and improving teacher practice and measured by internal data and Check-In Assessments</i></p>
<p>There will be no expected growth data due to no NAPLAN in 2020</p>	<p><i>The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. Our progress in relation to Top 2 Bands in Reading and Numeracy has been supported by professional learning, quality teaching rounds, differentiated learning programs and improving teacher practice and measured by internal data and Check-In Assessments</i></p>

Purpose

To ensure that all of our students are able to connect, succeed, and thrive in all areas of school life and students, parents and staff demonstrate high levels of wellbeing, engagement and connection to the school.

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.

- Social and emotional wellbeing
- Individual student learning

Resources allocated to this strategic direction

Socio-economic background: \$20,196.54

Location: \$1,990.00

6300 School & Community: \$4,500.00

Low level adjustment for disability: \$29,009.00

Aboriginal background: \$2,324.00

Integration funding support: \$42,301.00

Summary of progress

Our focus for 2022 was to increase student engagement and well being, and through this increase student attendance and student results. Staff were trained in well being programs as well as best practice in supporting students with a range of different needs. An extra SLSO was employed to support all students across the school. Parents were actively engaged in school programs, including an afternoon reading program and engagement program. We had a major focus on education families on the importance of regular attendance and this saw an increase in our "at risk" students attending school and an overall increase in parents providing explanations for absences. All students had an ILP developed by their classroom teacher and LAST and these were discussed and further developed with input from families and students. Though we have not seen the increase in attendance, as planned, we have seen a major increase in student engagement and parent communication with the school.

Moving forward our focus will be:

- identifying issues affecting attendance to improve attendance of all students and continuing working with families to understand the importance of regular attendance
- Continue preparation for the Inclusive, Engaging, Respectful Schools Policy
- Collaborate with parents and students each semester on student learning achievement to further support each individual student across the school

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
Improve attendance to the lower bound of 70% of students attending 90% of the time	Student attendance continues to be an area to develop, however have seen individual growth in attendance rates for students that we deemed "at risk" due to low levels of attendance and we have sought external support for families in need of support to boost student engagement and attendance. We have worked with the HSLO, Wellbeing Team and community support agencies to increase individual student attendance.
100% of students will demonstrate a sense of belonging, have high expectations of their success and have an advocate in the school	Not all students were able to complete TTFM due to illness. 100% of students report they have positive relationships at school, there is an increase in students reporting a strong sense of belonging and 100% of students report they have an advocate in the school. School surveys show students feel safer in the playground and feel respected by staff members.

<p>The on-balance judgement will place the school at building in all areas of the Strengthening Family and Community Engagement matrix</p>	<p>Staff and community have reflected and placed the school in building for all areas of the Strengthening Family and Community Engagement matrix. We have met regularly with parents individually as well as with the parent body. Parents report that they feel they have regular communication with teaching and leadership staff and know what their child is learning. We have seen an increase in parents attending school events and being engaged with classroom activities.</p>
<p>50% of students with an individual learning plan which reflects individual needs (including learning, behavior and attendance)</p>	<p>100% of students have an ILP in place to support their learning. These are developed in consultation with students, staff and parents and are used to inform classroom teaching.</p>

Strategic Direction 3: Educational Leadership

Purpose

The principal, instructional leader and professional learning community leaders model effective classroom practice to sustain a culture of effective, evidence informed teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease

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.

- Professional Learning Communities

Resources allocated to this strategic direction

School support allocation: \$4,000.00

AP Curriculum & Instruction: \$30,114.20

QTSS release: \$4,022.00

Professional learning: \$4,916.00

Summary of progress

Our focus in 2022 was to work together as a network of schools, with the support of our Assistant Principal Curriculum and Instruction, to build staff capacity as well as provide collegial support to teaching principals. Our Professional Learning Community was a vital part of our professional learning throughout the year and led to staff being supported in developing quality learning programs as well as assessments. The leadership of the APCI in our PLC was supportive and she provided ongoing training and feedback to all staff, including teaching principals. Moving forward we are looking at ways to continue to build upon our PLC, especially in the digital space.

Next steps:

- Upskilling of APCI to support the focus areas of the school and PLC
- Strengthening connections across the PLC and beyond to support teaching principals
- Shared resources and assessments used to support all staff

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
The PLC is implementing research, evidence informed strategies, innovative thinking and evaluative strategies to implement the SIP and impact on student progress and achievement	<ul style="list-style-type: none">• Our PLC has effectively collaborated on our SIPs and utilised shared resources to support achievement of progress measures• Shared professional development and support led to 100% of teachers saying they felt supported and more confident in implementing quality teaching strategies• Improvement in student tracking in class, whole school and in our PLC• All schools saw improvement in focus areas of spelling and vocabulary
High impact professional learning is demonstrating the emerging descriptors and is working towards delivering embedded, ongoing school improvement in teaching practice and student results aligned to the SIP	<ul style="list-style-type: none">• all staff involved in high quality teacher learning that was reflected in teaching programs and led to improved student results• Staff reflection on high impact learning and where to next

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$42,301.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bowning Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individual student learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$20,196.54</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bowning Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Social and emotional wellbeing • Individual student learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Student results in departmental and school assessments have improved. Individual student growth at or above targets set.</p> <p>After evaluation, the next steps to support our students will be: continue to engage a staff member to support and monitor our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Bowning Public School will engage with Learning and Wellbeing Coordinator in the Everyday Counts workshops in 2023.</p>
<p>Aboriginal background</p> <p>\$2,324.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bowning Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$2,324.00</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"> • Individual student learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be: delivering targeted programs to continue to deliver differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$29,009.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bowning Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individual student learning <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 • targeted students are provided with an evidence-based intervention to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$1,990.00</p>	<p>The location funding allocation is provided to Bowning Public 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"> • Social and emotional wellbeing <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 the following impact: increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>

<p>Professional learning</p> <p>\$4,916.00</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 Bowning Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning Communities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$4,022.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bowning Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning Communities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$14,947.00</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 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"> • providing targeted, explicit instruction for student groups in literacy/numeracy. <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals 100% of students made growth in spelling and vocabulary in PLAN2</p>

<p>COVID ILSP</p> <p>\$14,947.00</p>	<p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Per capita</p> <p>\$5,052.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Bowning Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • purchase of resources to support student learning and well-being <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - improved students results - more engaging and flexible learning spaces - reduction in behaviour referrals <p>After evaluation, the next steps to support our students will be: reviewing needs for 2023 cohort of students</p>
<p>AP Curriculum & Instruction</p> <p>\$30,114.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Professional Learning Communities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • employment of APCI to support literacy and numeracy programs • lead professional learning opportunities available through the Reading Strategy • analysis of data and professional learning, including cross-stage teaching rounds and the use of learning sprints <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased teacher capacity to deliver quality literacy programs - 100% of students showing growth in vocabulary and spelling in PLAN2 <p>After evaluation, the next steps to support our students will be: - increasing teacher capacity to deliver effective formative and summative assessment</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	15	21	11	11
Girls	11	9	9	13

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.6	88.2	91.6	82.9
1	92.6	92.5	89.7	89.1
2	91.7	91.0	84.6	78.8
3	92.4	89.4	68.5	82.1
4	92.5	93.3	84.6	78.9
5	92.9	93.5	86.9	91.6
6	85.9	89.5	90.4	75.9
All Years	91.7	90.8	83.6	81.9
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
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures 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 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.

Management of non-attendance

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

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.62
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.99

*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	56,242
Revenue	588,101
Appropriation	582,046
Grants and contributions	5,756
Investment income	299
Expenses	-586,160
Employee related	-507,791
Operating expenses	-78,369
Surplus / deficit for the year	1,941
Closing Balance	58,183

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	42,321
Equity Total	51,533
Equity - Aboriginal	2,324
Equity - Socio-economic	20,200
Equity - Language	0
Equity - Disability	29,010
Base Total	405,277
Base - Per Capita	5,054
Base - Location	1,922
Base - Other	398,301
Other Total	65,995
Grand Total	565,126

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Whilst our community did not engage in the Tell them from me survey, our own community satisfaction survey was conducted to understand how the school supports and understands it's learners, as well as areas we can consider to strengthen our practices so that there are genuine partnerships between home and school. Following are the voices of our parents captured through surveys, face to face, interactions in whole school celebrations and written surveys. 100% of our families surveyed has shared they feel welcome, that the school has high expectations and can give feedback to the school. Families have shared 'This year my daughter is happy to come to school.' 'You are doing a great job of listening to what we need.' Parents have indicated they value the three way conferences and community events held every 5 weeks in which they can ask questions and engage in learning.

Through the Tell them from me data, 83% of the 7 students surveyed have indicated high wellbeing and high expectations, which is above state average. The student sense of belonging has a decreasing trend.

Bowning Public School has a significant change in staff in 2023. Staff surveyed in 2023, during PDP meetings, have indicated staff valuing teacher collaboration, leadership and building of parent/carer relationships as goals for 2023.

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.