

2022 Annual Report

Bowraville Central School



BOWRAVILLE CENTRAL SCHOOL

1336

Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

2022 was a successful year on many counts. Our attendance continued to improve. Significant growth was observed in Secondary with the school excelling in NAPLAN Reading and Numeracy reaching our negotiated target in both. Secondary students' attendance improved with students attending 90% or more exceeding the state average. Internal data indicates that primary will achieve similar high standards in the years to come. A number of key staffing decisions were made and the school was able to lead into 2023 with only minor changes to staffing. Our socio-economic and integration funding was used to provide students with opportunities to participate in all activities within and outside the school.

Message from the school community

Tell them from me data indicated that parents and community felt listened to and supported. The school was above state average in the two key areas of 'parents feel welcome' and 'parents are informed'. The school was well above state average on the indicators of being an inclusive school.

The school holds regular School Reference group meetings, parent information sessions and fortnightly newsletter. In addition the school Facebook page (<https://www.facebook.com/bowravillecentralschool/>) is the primary source of information sharing between the school and the community.

School vision

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

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

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

School context

Bowraville Central School is a K-12 campus serving a diverse community within the Nambucca Valley on the Mid-North Coast of New South Wales. With a long and proud history dating from 1875, the school's first ever Year 12 candidates completed their Higher School Certificate examinations in 2008. For several years, the school has been a recipient of additional equity funding and these resources enable staff and community to work together to create innovative programs of support for students, regardless of their age or background, within a caring and supportive environment. Since 2012, the school has also benefited from the *Early Action for Success* program, improving literacy and numeracy outcomes in the early years.

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Quality Assessment K-12
- Student attendance and progress

Resources allocated to this strategic direction

Low level adjustment for disability: \$230,238.21

English language proficiency: \$2,400.00

Socio-economic background: \$180,000.00

Per capita: \$42,081.30

Integration funding support: \$591,099.00

QTSS release: \$16,663.55

Student support officer (SSO): \$96,000.00

Summary of progress

Student growth and attainment is a complex area of focus with factors contributing including quality of assessment, assessment literacy and attendance. The strategic direction was divided into two strong initiatives namely Quality Assessment K-12 and Student attendance and progress.

Quality Assessment K-12 started with a systemic review of assessment with a funnel of 'keep, improve or chuck'. The result of this review was a sense that students were being over assessed. A priority that emerged was ensuring that the assessments we give are valid and inform future learning. The leader responsible for this initiative participated in LEED Assessment modules. This resulted in improved process and understanding of quality assessment.

The focus for 2022 within the student attendance and progress initiative was creating belonging and this would in turn have an impact on literacy and numeracy progress measures.

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
Percentage of students in top 2 bands From baseline data the school will: <ul style="list-style-type: none">• Improve the percentage of students achieving in the top two bands in Year 3 and Year 5 Reading by 8%, and Year 7 and Year 9 Reading by 5%	2022 NAPLAN data indicates 28.57% of students in the top two skill bands for reading indicating achievement of the system negotiated target.
Percentage of students in top 2 bands From baseline data the school will: <ul style="list-style-type: none">• Improve the percentage of students achieving in the top two bands in Year 3 and Year 5 Numeracy by 7%, and Year 7 and Year 9 Numeracy by 7%	2022 NAPLAN data indicates 16.67% of students in the top two still bands for reading indicating achievement of the system negotiated target.

<p>Expected Growth</p> <p>From baseline data the school will:</p> <ul style="list-style-type: none"> • Improve the percentage of students achieving expected growth Year 5 Reading by 8%, and Year 9 Reading by 15% 	<p>Expected growth was unable to be measured from NAPLAN results as there was no assessment in 2020 however school based data (PAT, Check-in, and teacher reported growth in PLAN2) is demonstrating growth and this has been supported by the COVID ILSP.</p>
<p>Expected Growth</p> <p>From baseline data the school will:</p> <ul style="list-style-type: none"> • Improve the percentage of students achieving expected growth Year 5 Numeracy by 14%, and Year 9 Numeracy by 8% 	<p>Expected growth was unable to be measured from NAPLAN results as there was no assessment in 2020 however school based data (PAT, Check-in, and teacher reported growth in PLAN2) is demonstrating growth and this has been supported by the COVID ILSP.</p>
<p>Attendance</p> <ul style="list-style-type: none"> • Each student has an individualised learning plan articulating and guiding their learning goals and post school aspirations. • The percentage of primary students attending at least 90% of the time is increased from the baseline by at least 10% 	<p>All students are monitored individually and provided with tiered support in attendance.</p> <p>Percentage of primary students attending 90% of the time or more is significantly above network and above similar schools.</p>
<p>Attendance</p> <ul style="list-style-type: none"> • Each secondary student has an individualised learning plan articulating and guiding their learning goals and post school aspirations. • The percentage of primary students attending at least 90% of the time is increased from the baseline by at least 8%, and the number of secondary students attending at least 90% of the time is increased from the baseline by at least 10% 	<p>All students are monitored individually and provided with tiered support in attendance.</p> <p>Percentage of primary students attending 90% of the time or more is significantly above state, network and similar schools.</p>
<p>Percentage of students in top 2 bands</p> <p>From baseline data the school will:</p> <ul style="list-style-type: none"> • Improve the percentage of students achieving in the top two bands in Year 3 and Year 5 Reading by 8%, and Year 7 and Year 9 Reading by 5% 	<p>2022 NAPLAN data indicates 15.38% of students in the top two skill bands for reading indicating the school did not achieve of the system negotiated target, however progressed beyond the baseline target.</p>
<p>Percentage of students in top 2 bands</p> <p>From baseline data the school will:</p> <ul style="list-style-type: none"> • Improve the percentage of students achieving in the top two bands in Year 3 and Year 5 Numeracy by 7%, and Year 7 and Year 9 Numeracy by 7% 	<p>2022 NAPLAN data indicates 7.69% of students in the top two bands for reading indicating the school did not achieve of the system negotiated target, however annual progress has been made towards the baseline target.</p>
<p>Expected Growth</p> <p>From baseline data the school will:</p> <ul style="list-style-type: none"> • Improve the percentage of students achieving expected growth Year 5 Reading by 8%, and Year 9 Reading by 15% 	<p>Expected growth was unable to be measured from NAPLAN results as there was no assessment in 2020 however school based data (PAT, Check-in, and teacher reported growth in PLAN2) is demonstrating growth and this has been supported by the COVID ILSP.</p>
<p>Expected Growth</p> <p>From baseline data the school will:</p> <ul style="list-style-type: none"> • Improve the percentage of students 	<p>Expected growth was unable to be measured from NAPLAN results as there was no assessment in 2020 however school based data (PAT, Check-in, and teacher reported growth in PLAN2) is demonstrating growth and this has been supported by the COVID ILSP.</p>

<p>achieving expected growth Year 5 Numeracy by 14%, and Year 9 Numeracy by 8%</p>	
<p>Running Mountains to the Sea program to engage Year 10 Aboriginal students with the goal of increasing in the proportion of ATSI students attaining the HSC whilst maintaining cultural identity</p>	<p>8 Aboriginal Students commenced their HSC in 2022 out of a total enrollment of 15 students. This equates to 53% of Year 12 students. Given our overall percentage of aboriginal students this indicates that the school has worked toward retention and attainment goals. 5 students met the requirements for their HSC. One was exempt, 2 left seeking employment.</p>
<p>School Excellence Framework Measures</p> <ul style="list-style-type: none"> * Learning: Curriculum and Assessment are validated as Sustaining and Growing * Teaching: Data Skills and Use are validated as Excelling * Leading: School planning, implementation and monitoring is validated at Excelling. 	<p>Progress made towards these targets in line with 2024 External Validation.</p> <p>Teams have been created with team leaders for each team generating data and annotating evidence.</p> <p>The plan is that this evidence will be embedded into the school plan and either tagged against existing Improvement measures or an additional initiative will be created for External Validation known as 'other evidence'. This aligns with best practice.</p>

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning: \$40,084.88

AP Curriculum & Instruction: \$120,456.80

Socio-economic background: \$30,000.00

Summary of progress

This initiative was focused on raising the expectation of all staff around professional learning and modelling to the school and community the power of collaboration to build practice and social connections through cooperative learning structures. As part of our school vision the statement 'together we learn, together we grow' has been a key priority with staff developing practice in a variety of pedagogical approaches in a way that aligns with research proven approaches for effective and high impact professional learning. Led by the Head Teacher Mentor and Assistant Principal Curriculum and Instruction staff work in professional learning team structures and have undertaken significant professional learning in 2022. All learning was planned and implemented using the High Impact Professional Learning criteria, and focused on areas of growth identified by the initial mapping. Unlike past years the majority of this learning occurred at school, where necessary we brought in experts however most of this learning occurred through collaborative teams. Staff were provided with the opportunity to practice new skills and observe a colleague using the explicit teaching strategy in a safe and supportive process. Evaluations of the PLT structure will result in a change of PLT structure in 2023. 8 teachers completed the Teacher Talk program led by the Head Teacher Mentor with future groups planned for 2023. This program complements our Restorative Practice focus and supports staff to develop their effective classroom management strategies when responding to unproductive behaviour. Teachers also focused on instructional strategies for engagement and were observed twice enacting these strategies.

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>School Excellence Framework Measures</p> <p>The school is being Externally validated in 2023 so these targets are being proactively set for the end of 2022.</p> <p>Teaching: Effective Classroom Practice and Learning and Development are validated as Sustaining and Growing and working towards Excelling. Professional standards is validated at Excelling.</p> <p>Leading: Educational Leadership is validated at Excelling.</p>	<p>Progress made towards these targets in line with 2024 External Validation.</p> <p>Teams have been created with team leaders for each team generating data and annotating evidence.</p> <p>The plan is that this evidence will be embedded into the school plan and either tagged against existing Improvement measures or an additional initiative will be created for External Validation known as 'other evidence'. This aligns with best practice.</p>
<p>Lead teachers are recognised and</p>	<p>The school leadership team were set the challenge this year of leading an</p>

respected by colleagues, parents/carers and the community as exemplary teachers. They have demonstrated consistent and innovative teaching practice over time. Inside and outside the school they initiate and lead activities that focus on improving educational opportunities for all students.

The leadership team will create a culture that supports and promotes higher levels of accreditation. Staff will actively engage with the professional standards to identify and monitor areas for development and growth which will be reflected in PDPs.

initiative each in the 2022 plan. At first the team went into this with excitement, this became trepidation as the expectation became more apparent but soon the excitement returned and the executive raised their expectations and delivered quality outcomes for students far richer than would have occurred if this was solely led by the senior executive.

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

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Location: \$29,531.25

Aboriginal background: \$46,033.37

Socio-economic background: \$195,879.72

Summary of progress

Careers Education Program K to 12

Comparison of previous years data with 2022 and the evidence of Career Education at BCS and the alignment with Connected Communities Key Deliverables, the School Excellence Framework, teaching standards, curriculum resources, the CICA and the Careers Blueprint. Careers Education team was established. This resulted in a staff survey to gauge perceptions and understanding about career education K-12. Goalhub, an online goal setting platform that communicates with families, was purchased and implemented and all students are developing career, social, cultural and educational goals stored on Goalhub including both student, parent and staff access. PLP's will also be stored on goalhub now that the template has been finalised. An additional teacher completed the Transition Adviser training in 2022 meaning that the school has two trained staff to facilitate transition to, within and from school programs.

Transition Framework Pre K to Post year 12

Three team hubs were created within a whole school Transition Team, sharing a google drive and documenting action plans, activities and events. Teams met regularly and fed back data to whole school staff meetings to consolidate teamwork and highlight the importance of Whole School Transition. Each Team Hub documented their 2022 journey which produced outstanding results in terms of increased Kindergarten enrolments, student retention from stage 3 to 4 and post school tertiary options for year 12 leavers.

PBL

The PBL team has changed significantly over the last few years and with each change brings new perspectives. The school has moved away from the universal PBL model and are now truly a three tiered system. Each team is led by a different member of the school executive with community (all), connect (some in groups) and Thrive (individual with support of external agencies) comprising our three teams. The school is moving from an outcomes based reward system towards an opportunities based system of providing students with the skillset and knowledge required to succeed.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
School of choice Staff using the Bowraville Central School and Bowraville Education Campus brands consistently in accordance with protocols.	Strong focus on consistent messaging and retaining the professional standing in branding to the community. This team expanded in 2022 to build sustainability into the model. With this expansion brought new ideas. Our challenge was to balance the integrity and consistency whilst redistributing responsibilities.

<p>Positive media and social media messaging in the community.</p> <p>Systems in place that are not reliant on any one person or people.</p> <p>Shared vision across the school and wider community of what we are doing, why we are doing it and where we are heading.</p>	
<ol style="list-style-type: none"> 1. New courses offered to add to suite of offerings including FSK Primary Industries (Agriculture and Horticulture) and Sports coaching. 2. The creation of a whole school, Pre K to Post 12 Team and hub teams and the production of a Transition Program 3. The creation of a whole school K to 12 Careers Framework 	<ol style="list-style-type: none"> 1. Students participated in Primary Industries, Hospitality and Digital Media in 2022 with increased offerings for 2023. 2. The transition team is now a fully functioning K-12 team led by stage leaders. These teams meet separately then report back to the whole school transition team. We now have two staff that have completed the transition adviser training. In addition we have the transition to school role which was established as part of the Connected Communities Strategy. 3. Whole school K-12 Careers Framework created and shared with all staff.
<p>Students are taking more risks. This is captured by student portfolios where every student can identify at least one thing they did each year that they had never done before.</p> <p>Celebrating success including aiming for 4:1 positive to negative incidents on Sentral, all students in year group attending cohort excursions and camps and end of term awards for academic and attendance.</p> <p>Risk taking is evident in programs and classroom practice.</p> <p>More evidence of planned activities evidence by VOR calendar.</p>	<p>Students had lots of opportunities to take risks including sport, recreation, drama, music and on camps. This remains an area of focus with many students still reluctant to take risks and venture outside of Bowraville. We had a number of high profile visitors in the school including Tasman Keith, former Bowraville Central School captain and now recording musician to speak to the students about taking risks.</p> <p>Positive incidents exceeded negative incidents by almost a 3:1 ratio. We will continue to head towards the goal of 4:1 in 2023.</p> <p>Academic risk remains a challenge, teachers report students are reluctant to do more than needed and take risks for the fear of failure.</p>
<p>To establish strong, school-wide PBL teams that meet at least once per fortnight.</p> <p>Tier 1 COMMUNITY will promote early intervention and support as well as the explicit teaching, acknowledgment and reinforcement of social-emotional skills through the Friends Resilience Program, Anti Bullying Program and PBL Reward System.</p> <p>Establishment of Tier 2 CONNECT Team, who use data analysis to focus on targeted group interventions for academic, behavioural and social/emotional support. This group will be established and supported through the Learning Hub.</p> <p>Establishment of a Tier 3 THRIVE team who have the level of expertise to analyse data and focus on coordinating intensive, individualised interventions. This team will develop case management plans for THRIVE</p>	<p>Each tier in isolation is working well. The identification of students in each tier is well established. At times meetings and documentation were not consistently managed due to operational constraints. This is a further focus for 2023.</p> <p>The PBL team has existed in the school for approximately 10 years and has been led by a range of staff. During this time we have had numerous staff participate in Tier 1 and Tier 2 professional learning and this has resulted in distributed leadership opportunities. The school is now reviewing our three tiered wellbeing system with the view of including multiple parameters including behaviour, attendance and uniform in our reward system. This will be led by the deputy principal, Head Teacher - Wellbeing and Assistant Principal - Wellbeing.</p>

students.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$591,099.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bowraville Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Assessment K-12 <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of a LAST in each stage • additional staffing to assist students with additional learning needs • Employment of pre-service teachers as Para-Professionals to increase the capability of support staff • 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:</p> <p>In 2022 students were supported through the Learning and Engagement Hub and in class. The school moved to a new staffing model using Integration Funding Support to find Stage Learning and Support Teachers (LAST)resulting in a LAST on each stage to support planning, differentiation and assessment. This meant that the IFS funding was directed towards more qualified and experienced staffing.</p> <p>In addition to the stage LASTs, this year there were 14 School Learning Support Officers (SLSOs). The SLSOs were under the supervision of the HT Learning and Support. They were funded through Integration Funding Support and Flexible Disability Funding. SLSOs were provided with a daily timetable to ensure that all students requiring support had assistance in the classrooms to meet learning outcomes.</p> <p>This year saw the addition of 2 new pre-service teachers joining the regular SLSO team, and 1 casual pre-service teacher. This brings the total number of pre-service teachers to 4 regular and 1 casual (5 and 1 in 2023). The expertise the pre-service teachers have brought to the team has raised the level of support offered to students. One permanent SLSO retires at the end of 2022.</p> <p>SLSO weekly meetings continued this year (Friday during tutorial). SLSOs start with a sharing circle where they voice any highlights and concerns from the week. The rest of the meeting is devoted to Professional Learning or general announcements.</p> <p>The focus for 2022 for SLSOs was Professional Learning. All SLSOs completed a Performance and Development Plan (PDP) with the HT LaS. Professional learning goals aligned with the Strategic Directions of the school plan and the needs of the students requiring support. All SLSOs participated in PL this year, specific to their goals, paid for from diverting 0.03% of IFS funding for SLSO PL. Some SLSOs went above and beyond with PL - Three SLSOs enrolled in and completed a Cert IV in Early Literacy and Numeracy. One SLSO completed a Cert IV in Education Support. Primary classes were supported by a fulltime SLSO in each room. Teacher feedback was extremely positive and this model will continue into 2023. As BCS moves to a Stage based learning model (team teaching), every class K-10 will have an SLSO. It is hoped that students will receive a higher level of support, having 3 adults in the room. In secondary stage classes, SLSOs will be matched to team teachers so they become part of the teaching (and learning) team.</p> <p>For the first time, all SLSOs were required to complete an "Expression of Interest" Google Form to determine the best use of their skills for the following year. This has provided useful information to match SLSOs to students' needs, classes and team teachers in KLAs and other areas of support K-12.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Stage LAST model will continue in 2023. School will also fund COVID tutor after external funding is exhausted.</p>

<p>Socio-economic background</p> <p>\$405,879.72</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bowraville Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Assessment K-12 • Student attendance and progress • High Impact Professional Learning • The Bowraville Education Campus - Transition and Careers • Positive Behaviour for Learning - Three tiered wellbeing system <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • 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 attendance and belonging remained a key priority in 2022 and the school achieved an increase in the percentage of students attending 90% or more, in fact the school was above state average for this target. We used socio-economic funding to increase the number of students participating in school events including excursions.</p> <p>After evaluation, the next steps to support our students will be: There has been some feedback from the community that we are creating some dependency on the school, using our socio-economic funding to support students and families with uniforms and excursions. In 2023 we are going to flip this model and target these funds towards high expectations and rewarding behaviour that fosters positive school culture.</p>
<p>Aboriginal background</p> <p>\$125,636.37</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bowraville Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • The Bowraville Education Campus - Transition and Careers • Positive Behaviour for Learning - Three tiered wellbeing system • 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 local Gumbaynggirr teacher to work as a mentor with students. • employment of an attendance officer to support students with lateness including travelling on community bus each morning • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Bowraville Central School fully supports the partnership agreement between the Department of Education and NSW AECG. The school established an Aboriginal Education team to ensure cultural opportunities were embraced. The Aboriginal Education team works closely with the community to ensure that all programs are endorsed and supported by the community and the school is working with the community. The Leader - Community Engagement attends these meetings then goes to community for feedback</p>

<p>Aboriginal background</p> <p>\$125,636.37</p>	<p>and response. Students participated in regular cultural programs throughout the year. Secondary Aboriginal students participated in SLIKK camps and the Mountains to Sea program with the goal of increasing HSC retention whilst maintaining cultural identity.</p> <p>After evaluation, the next steps to support our students will be: We will continue to support the NSW AECG and encourage staff to work with our AEO to find ways to link local cultural knowledge with our teaching and learning programs. All Aboriginal students will have a Personal Learning Pathway with goals linked to education and culture.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bowraville Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Assessment K-12 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Despite only a small number of students required support, differentiation was provided in all classes.</p> <p>After evaluation, the next steps to support our students will be: Professional learning for all staff.</p>
<p>Low level adjustment for disability</p> <p>\$230,238.21</p>	<p>Low level adjustment for disability equity loading provides support for students at Bowraville Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Assessment K-12 <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 • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: All assessment processes now aligned to funding and reviewed annually. Initially the employment of additional staff was required, it is hoped that in the future this is built into existing staffing within the learning and engagement hub.</p> <p>After evaluation, the next steps to support our students will be: Build into staffing rather than employ additional staff.</p>
<p>Location</p> <p>\$29,531.25</p>	<p>The location funding allocation is provided to Bowraville Central School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • The Bowraville Education Campus - Transition and Careers <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 • student assistance to support excursions

<p>Location</p> <p>\$29,531.25</p>	<ul style="list-style-type: none"> • technology resources to increase student engagement • SWEEP program to link students to career pathways in Year 9 <p>The allocation of this funding has resulted in the following impact: All students have completed exit survey with students accessing further training or employment. The majority of HSC students in 2022 were offered early entry offers to university. An additional Transition adviser trained in 2022 to ensure that our transition programs are sustainable.</p> <p>After evaluation, the next steps to support our students will be: Transition team expanded in 2022 and will develop further in 2023 with additionally trained staff.</p>
<p>Professional learning</p> <p>\$40,084.88</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bowraville Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A commitment to whole school leadership • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All staff met in Professional Learning Teams. • Professional Learning Calendar published for each term in advance and linked to High Impact Professional Learning. <p>The allocation of this funding has resulted in the following impact: Significant investment in professional learning in school and where needed out of school.</p> <p>After evaluation, the next steps to support our students will be: Next steps are that all professional learning requests will be reviewed and only requests which are high impact will be approved.</p>
<p>QTSS release</p> <p>\$16,663.55</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bowraville Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student attendance and progress <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: This allocation resulted in the Assistant Principals working collaboratively towards school improvement.</p> <p>After evaluation, the next steps to support our students will be: Continue to use this funding in 2022 to allow our school leaders to improve student attendance and progress</p>
<p>COVID ILSP</p> <p>\$141,600.00</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</p>

COVID ILSP

\$141,600.00

including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- Continue to employ 2 paraprofessionals who were tutors in 2021 0.8FTE
- Use the expertise of two Learning and Support Teachers as tutors as part of their load
- Expand to include Multilit and Quicksmart using two experienced SLSOs as part of their load, Term 2
- Track and monitor staffing through WBS/IO Solution and through Scout Induct new staff
- Expand to include 1 pre service teacher who is working as an SLSO, Term 3

The allocation of this funding has resulted in the following impact:

This year the CILSP came under the co ordination of the HT Learning and Support in the LaE Hub. 67 students were identified as performing below expected level (teacher observations, internal and external assessing), and were enrolled in the CILSP tutor groups. There were 20 groups, all with Gumbaynggirr names to increase cultural connectedness to the program.

The number of tutors was increased from 2 paraprofessionals (2021) to:-

- 2 paraprofessionals
- 4 SLSOs
- 1 LaST teacher

CILSP strategies included Key into Comprehension, SRA literacy, Twinkl, Essential assessment, Minilit, Multilit, Quicksmart and other tutor activities and resources. All student data was recorded on PLAN 2 using the Literacy and Numeracy progressions. 2 SLSOs in Primary enrolled in and completed a Cert IV in Early Literacy and Numeracy to strengthen their ability to support K-4 students as tutors. Both these SLSOs are also completing Minilit training.

2021 v 2022 Assessing and Monitoring

Moving Minilit, Multilit, and Quicksmart into the CILSP has enabled all the growth data to be tracked consistently on PLAN2 through the Literacy and Numeracy (L & N) progressions.

The L & N progressions provided a goal based focus, and gave everyone a "road map" starting from the students' point of need. Staff had access to data at all times on PLAN2, increasing communication and transparency. Progress was updated at 5 weekly intervals throughout the year.

Progression goals were included in the PLASPs for the first time and this has really had big shift in making PLASP goals SMARTer. Overall growth was reported to parents during the PLaSP reviews as well as during the year. This has met key deliverables for Connected Communities.

Improving communication and transparency, through the use of PLAN2, meant staff that committed to releasing the students from class were better able to balance what they miss with what they gain. The CILSP had a rolling timetable so students never missed the same time in class twice. The aim was to minimise loss of learning time in class. K-2 students in CILSP trialed having the groups in class and the feedback from staff is mixed but mostly favourable. Tutor groups 'in class' will expand up to Stage 2 in 2023 with the inclusion of Minilit Sage.

All students on CILSP received a half yearly and yearly progress report (attached to school reports), as well as phone calls home from tutors to share their growth in the program.

Areas of focus included: Multiplicative strategies, Additive strategies, Phonemic awareness, Phonemic knowledge, Fluency, Comprehension. The HT Learning and Support was invited to share an overview of the CILSP at BCS as exemplary practice across the state via the CILSP Teams platform. 2022 COVID ILSP School sharing session KKETE.pptx BCS was also selected to participate in the final audit of CILSP (as the representative of Connected Communities and rural schools). Overall this has been a very successful program in 2022, PLAN2 data is evidence of this.

<p>COVID ILSP</p> <p>\$141,600.00</p>	<p>After evaluation, the next steps to support our students will be: To continue implementation of literacy and numeracy tuition in the Learning Hub beyond 2022. 2023 - CILSP will continue as "Tutor groups" after funding ceases and be part of regular L&S coordinated through the LEHub. All tutors continue and Minilit tutors complete Minilit Sage training Primary trial of "in class tuition" will expand to include K-4</p> <ul style="list-style-type: none"> • Minilit Sage will be part of the "Tutor groups" program by the end of Term 1 2023 • PLAN 2 data from CILSP 2022 will form the baseline for HT Mentor whole school explicit teaching of literacy in 2023 • Computer skills and attitude to assessment will be expanded as a focus for the HT Learning and Support • Plan for frequent analysis of student assessment and recording of data on PLAN2 and build in time for this information to be shared between CILSP coordinator and class teachers. • Plan additional intervention for identified students not yet meeting their learning goals or expected growth. Seek further input from the schools LS Team. • Ensure ongoing PL has been undertaken to enable consistent delivery of effective practice into the future. • Evaluate impact on teaching and learning. • Further PL will also include a focus on embedding the use of student data to differentiate the learning in literacy and numeracy and effectively implement small group tuition and data informed practice in all classrooms. • Head Teacher Teaching and Learning to 'coach' all class teachers in effective data use in the teaching and learning cycle on an ongoing basis. • Evaluation of assessment in the CILSP to inform evaluation of whole school assessment and reporting. • School will be funding a similar model (scaled down).
<p>Per capita</p> <p>\$42,081.30</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Bowraville Central School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Assessment K-12 <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Per capita funding is used to provide teaching resources to classrooms • Per capita funding is managed by Assistant Principals and Head Teachers <p>The allocation of this funding has resulted in the following impact: All students have access to the highest quality materials and resources available to support learning progress.</p> <p>After evaluation, the next steps to support our students will be: Funding will be similar in 2023.</p>
<p>Student support officer (SSO)</p> <p>\$96,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Bowraville Central School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student attendance and progress <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Student support Officer focuses on attendance and engagement. • Breakfast club • SSO mentoring two trainees <p>The allocation of this funding has resulted in the following impact: Increased attendance and engagement. Breakfast club was a success, more students arriving at school and ready to learn.</p>

Student support officer (SSO)

\$96,000.00

After evaluation, the next steps to support our students will be:

Looking to shift the SSO priorities for 2023 with the employment of attendance officer to focus more on student well being and developing stronger links with inter-agencies.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	102	94	86	84
Girls	83	85	73	70

Enrollments have been fluctuating due to impacts of bushfires, floods, COVID-19 and changes to local intake school procedures.

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	86.8	92.6	88.8	90.4
1	83.0	88.1	82.4	84.9
2	85.3	80.4	80.4	85.1
3	88.7	82.0	82.4	83.8
4	79.0	85.4	78.3	78.8
5	80.6	85.4	82.4	78.6
6	90.4	83.8	87.1	82.3
7	84.7	88.5	69.7	85.4
8	78.1	79.4	71.3	73.9
9	75.3	78.9	75.5	67.2
10	63.9	79.6	77.1	74.5
11	70.7	66.4	69.4	82.4
12	78.8	78.1	71.5	76.9
All Years	79.5	81.3	77.3	80.3
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

Overall attendance was a priority and this saw an increase from 2021 to 2022. We are well above similar schools and moving towards state average. In secondary, students attending 90% or more was above state average.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	10	20	10
Employment	0	0	50
TAFE entry	0	0	40
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

56.25% of Year 12 students at Bowraville Central School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Bowraville 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
Deputy Principal(s)	1
Assistant Principal(s)	2.8
Head Teacher(s)	3
Classroom Teacher(s)	16.28
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Administration and Support Staff	10.59
Other Positions	0.2

*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.

In 2022 we had a number of staff gain and maintain proficiency with the support of the Head Teacher Mentor and supervisors.



We like to dress up too



Barefoot bowls with staff

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	580,886
Revenue	6,848,230
Appropriation	6,814,157
Sale of Goods and Services	11,544
Grants and contributions	21,357
Investment income	1,003
Other revenue	169
Expenses	-6,655,604
Employee related	-5,895,599
Operating expenses	-760,005
Surplus / deficit for the year	192,626
Closing Balance	773,512

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	641,638
Equity Total	757,204
Equity - Aboriginal	125,636
Equity - Socio-economic	405,880
Equity - Language	2,400
Equity - Disability	223,288
Base Total	3,600,167
Base - Per Capita	42,081
Base - Location	29,531
Base - Other	3,528,554
Other Total	1,180,342
Grand Total	6,179,350

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.



New student laptops using equity funding to allow learning from home and at school. .



Using RAM funding to allow guest performers to visit the school.

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.



NAPLAN practice using laptops for NAPLAN online



Numeracy skills

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.

In 2022 the school had a small cohort, despite this all wanting to transition to tertiary education had university offers.



Year 12 Cohort

Parent/caregiver, student, teacher satisfaction

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



Bowraville Memorial Cup.



One Mob Radio



Community Scholarship.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

Staff participate in Aboriginal Education training including Turning Policy in Activities, Aboriginal Histories and cultures and Walking Together, Working Together. Staff also participate in localised cultural awareness training Connecting to Country organised by the Nambucca Valley local AECG.

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

Anti-Racism Policy

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

Anti-Racism - School statement

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education - School Statement

All staff at Bowraville Central School are committed to addressing the needs of students from culturally diverse backgrounds.

They are supported by our Anti-Racism Contact Officer (ARCO). We have several staff who have completed the ARCO training and provide support to students to achieve equitable education and social outcomes. The ARCO plays an important role in assisting and working collaboratively with the principal to implement three major aspects of the Anti-Racism Policy namely promoting anti-racism education, supporting complaint handling and monitoring incidents of

racism.

Other School Programs (optional)

Attendance and Engagement

Bowraville Central school has established the **Learning and Engagement Hub** encompassing 'Connect' and 'Thrive' in order to improve attendance, provide targeted support and opportunities for meaningful engagement for students at academic risk. Our focus areas are:

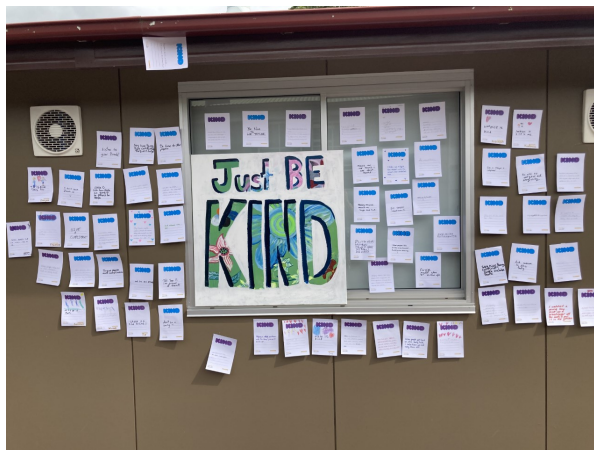
- Develop protocols and systems to track and monitor students academic, behavioural and social/emotional progress.
- Resource the spaces including software licenses, physical resources, stationary and additional SASS.
- Coordinate and manage the individual needs of students with the support required to develop their academic, behavioural and social/emotional progress



NAIDOC art competition



Rainbow Day



Anti bullying day