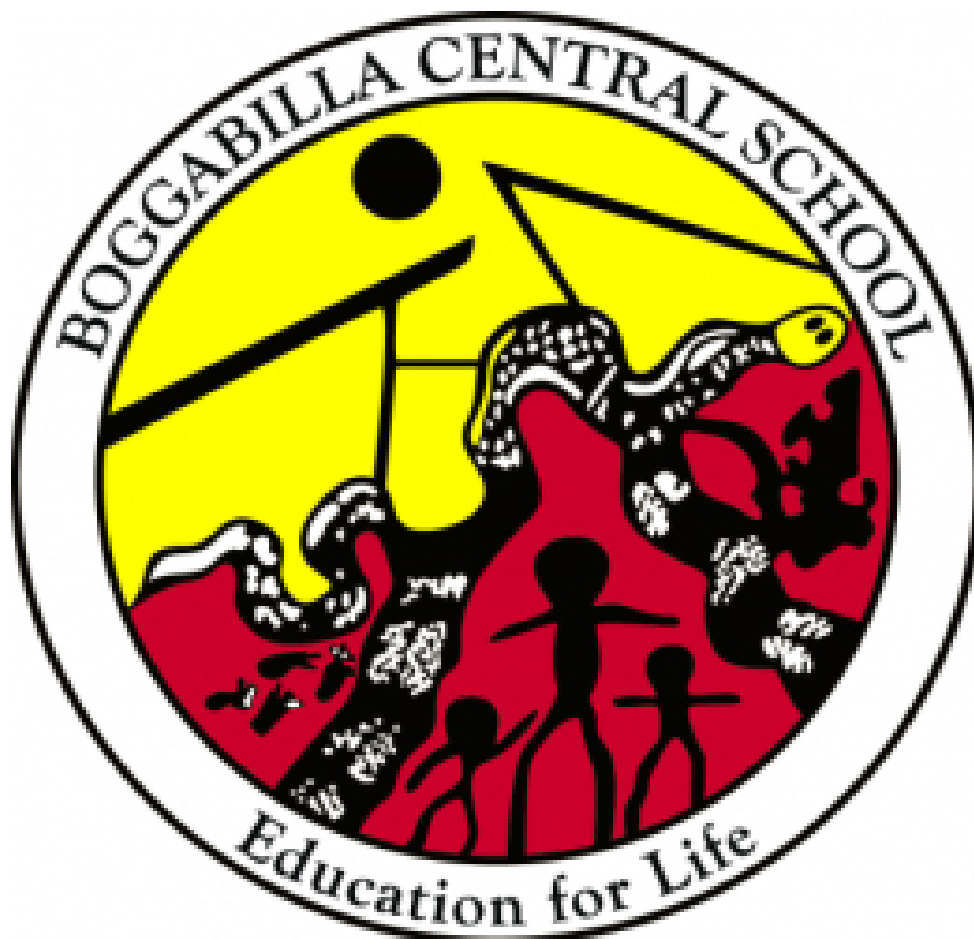


2023 Annual Report

Boggabilla Central School



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Introduction

The Annual Report for 2023 is provided to the community of Boggabilla Central School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

I wish to acknowledge the Traditional Owners of the land, the Gamilaraay people, on which our school stands and pay my respects to Elders past, present and emerging.

It is with great pleasure that I am writing this message for Boggabilla Central School's 2023 Annual School Report.

As the relieving Executive Principal in the latter part of 2023, I acknowledge and thank all the NSW Department of Education staff and community members involved with our school to achieve the additional resourcing for the school. This saw the students, K-12, being provided with devices to assist them with their learning in the classroom, the construction and refurbishment of the playgrounds across the whole school, the fencing of the school site, the significant expansion of the school's farm and the installation of the new electronic school sign.

As the Assistant Principal, Mentor, and then the relieving Executive Principal, I witnessed first-hand how our students thrived and engaged deeply with their learning as a consequence of these improvements across the whole school.

In 2023, we experienced many highlights, but the standout was the fact that the preschool achieved **Excelling** in its Assessment and Rating audit. When visiting the preschool, I was quite aware of the wonderful work and quality learning that was occurring in that special space, but to have that recognised by the peak state-wide body is an incredible achievement for Boggabilla Central School as a whole. Congratulations to the preschool team for such a sensational outcome.

Another important development during the year was the Food at School program, which was trialled in the primary school. In response to the parent/carer survey conducted in Term 4, this program will be rolled out across the whole school in 2024. The parent/carer survey also indicated that the Attendance Bus should be extended to include an afternoon service, so that will be another action to occur as a result of the parent/carer survey. Thank you to all our parents and carers for their input into the Term 4 survey and the directions that we will take as a school community committed to quality education and opportunities for all students.

At Boggabilla Central School we are proud of our students, they are our future! Reflecting on each of our wonderful students, I ponder on the NSW Department of Education's Plan for NSW Public Education. In the plan, it opens with the following:

"Our plan is built on the power of public education to provide opportunities for all and transform lives through learning".

So, I wish all our students the opportunity to transform their lives by engaging with the quality public education provided at Boggabilla Central School.

Thank you for allowing me to share this part of your journey with you all as your relieving Executive Principal.

Ms Suzanne Galvin

School vision

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

School context

School context

Boggabilla Central School is a Connected Communities school located in north west New South Wales sitting on 44 beautiful acres of Gamilaraay Country. We have a current enrolment of 84 students ranging from Preschool to Year 12. Our numbers have remained steady over the past few years, 98% of our student population identify as Aboriginal. Our FOEI is 211 and ICSEA 670 placing the school in a low socio-economic rural and remote school demographic.

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

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

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Working towards Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Working towards Delivering

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

AP Curriculum & Instruction

Professional learning

QTSS release

Low level adjustment for disability

Socio-economic background

English language proficiency

Aboriginal background

Summary of progress

Our school's focus for 2023 was on enhancing literacy and numeracy through data use and attendance and engagement.

This involved a range of initiatives across the Preschool, Primary and Secondary Faculties. These include:

Highly Effective and Collaborative Teaching Practices

- Improving classroom teaching practice through a focus on explicit teaching informed by data;
- Analyse internal/external assessment data to identify target areas;
- Curriculum provision and evidence-based teaching practices; and
- Teachers collaborate to share curriculum knowledge, data and feedback about student feedback and achievement.

Attendance and Engagement:

- Attendance is regularly monitored and communication between school staff and parents has been achieved through a variety of platforms;
- Review and implementation of the BCS Attendance Procedures; and
- Positive Behaviour for Learning incentives are implemented across the school to encourage and reward students' attendance.

As a result, the Executive staff worked with their teams to improve literacy, numeracy and attendance. These opportunities were facilitated through the following activities:

- Teachers met with their supervision team weekly (preschool/primary school) and fortnightly (high school) to review programs and student outcomes. Data was collected and analysed in preschool and primary school every five weeks to inform future teaching practice.;
- Student learning outcomes were monitored using MultiLit data (MiniLit, InitialLit, MacqLit) and analysed for student progress on achievement.;
- Collaboration between teachers is evident in internal and external networks (e.g. Barwon / Namoi, NBSA and Curriculum Reform Community);
- Staff engaged in professional learning opportunities for teacher staff and linked this to Collaborative Teaching modules available in MYPL;
- Staff demonstrate and share their expertise in explicit teaching strategies;
- Whole school professional learning around roles and responsibilities regarding student attendance; and
- A strong collaborative network was established through the HSLO and LST members through fortnightly meetings where Sentral data is analysed.

Next year, we will focus on embedding our new structures to further support improvements towards explicit and evidence-based teaching for literacy and numeracy. Attendance initiatives will be transferred to Strategic Direction 2 to align with high expectations for continuous improvement and an emphasis on transitions..

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
Aboriginal student HSC attainment Increase the number of Aboriginal students attaining the HSC whilst maintaining their cultural identity. Increase the number of Aboriginal students transitioning from school into post-school training and employment.	<ul style="list-style-type: none">• The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has remained consistent. 50% transitioned from school into post-school training and/or employment.
Attendance There is an increase in the proportion of students achieving 90% attendance or more.	<ul style="list-style-type: none">• The number of students attending school 90% of the time or more has increased.
Attendance There is an increase in the proportion of students achieving 90% attendance or more.	<ul style="list-style-type: none">• The number of students attending school 90% of the time or more has increased.
An increase in Check-in Assessment mean scaled score in Numeracy for 2023 compared with previous in 2022.	<ul style="list-style-type: none">• The cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
An increase in Check-in Assessment mean scaled score in Literacy for 2023 compared with previous in 2022.	<ul style="list-style-type: none">• The cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
An increase in Check-in Assessment mean scaled score in Literacy for 2023 compared with previous in 2022.	<ul style="list-style-type: none">• The cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: High expectations for continuous improvement.

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background

Low level adjustment for disability

QTSS release

AP Curriculum & Instruction

Aboriginal background

Summary of progress

Our focus for 2023 was on assessment practices to improve quality teaching delivery and positive behaviours for learning.

This involved a range of initiatives across the Preschool, Primary and Secondary Faculties. These include:

Assessment practices to improve quality teaching delivery.

- Employment of above establishment Head Teacher in secondary to support staff with quality teaching delivery;
- Differentiation of curriculum delivery and assessment within all classrooms to address individual student needs; and
- Participation in the MultiLit Closing the Gap research initiative to enhance literacy outcomes across the school.

Positive Behaviour for Learning

- Developing a consistent and equitable wellbeing management system that is based on safety, respect, responsibility and pride;
- Expectations of positive behaviours for learning are explicitly taught, modelled and applied across the school to ensure optimum conditions for student learning;
- Establishment of homerooms in the secondary school; and
- Creation of positive postcards initiative for enhanced communication between the school and home.

As a result, the Executive staff worked with their teams to improve:

Assessment practices to improve quality teaching delivery.

- Assessment is used flexibly and responsively as an integral part of classroom instruction; and
- All primary and required secondary staff trained and implemented MultiLit initiatives in classrooms.

PBL

- Students are aware and display positive behaviours for learning;
- The proportion of students reporting a 'Sense of Belonging' has increased by 4% for the primary school and 51% increase for the high school;
- An increase in primary students reporting positive behaviour at school (75%-77%), positive learning climate (65%-78%) and expectations for success (79-84%); and
- An increase in secondary students reporting positive behaviour at school (43%-100%) and expectations for success (67-68%).

Next year our focus will be on embedding our new PBL structures to further support improvements in high expectations consistently across the school. Assessment practices initiatives will be transferred to Strategic Direction 1 to align with student growth and attainment as a component of the teaching and learning cycle.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Assessment and reporting Working towards achieving 'Delivery' in the Assessment domain of the School Excellence Framework.</p> <p>Working towards achieving 'Delivery' in the Curriculum domain as measured in the School Excellence Framework.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of assessment in the learning domain. • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of curriculum in the learning domain.
<p>Wellbeing At least 45 % of students report advocacy, belonging, and high expectations as measured in <i>the Tell Them From Me</i> survey.</p>	<ul style="list-style-type: none"> • Students reporting positive wellbeing outcomes has increased indicating the school has achieved the system negotiated target.
<p>Wellbeing At least 45 % of students report advocacy, belonging, and high expectations as measured in <i>the Tell Them From Me</i> survey.</p>	<ul style="list-style-type: none"> • Students reporting positive wellbeing outcomes has increased indicating the school has achieved the system negotiated target.

Strategic Direction 3: Strengthen culture and strengthen genuine relationships

Purpose

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

Initiatives

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

- Positive partnerships with external providers.
- Positive partnerships to develop leadership in school and community.
- Positive partnerships to enhance Gamilaraay culture.

Resources allocated to this strategic direction

Socio-economic background

Location

Aboriginal background

Summary of progress

Our focus for 2023 was on developing positive partnerships through leadership in the school and community by working with external providers and embedding Gamilaraay culture.

This involved a range of initiatives across the Preschool, Primary and Secondary Faculties. These include:

- Building positive relationships with external agencies that can assist our students and families;
- Establishing opportunities for all students to develop their leadership capacity through the formation of the SRC; and
- Embedding language, art and culture within the curriculum and whole school activities.

As a result, the Executive staff worked with their teams to improve whole school practices and collaboration with providers., facilitated by the employment of a Senior Leader, Community Engagement. In 2023, we began to plan for every student to have a PLP, which was to be collaboratively developed with the student, school, and parent / carers. The TTFM data showed Aboriginal students reporting they either Agree or Strongly Agree that their teachers have a good understanding of their culture has increased by 3% for the primary school from 72% - 75%. Data was unavailable for the high school in 2023.

Next year, we will focus on re-establishing the school as a centre of excellence around traditional Gamilaraay language in the preschool two mornings each week, supporting further improvement towards growing local expertise in language.

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 of families and community members who are actively engaged in the school.	<ul style="list-style-type: none">• Internal data collected from school community attendance surveys have indicated increased family and community engagement.
Increase in Aboriginal students feeling connected to their culture at school from internal school measures.	<ul style="list-style-type: none">• The TTFM data showed Aboriginal students reporting they either Agree or Strongly Agree that they feel good about their culture when they are at school increased by 4% for the primary school from 84% - 88%. Data was unavailable for the high school in 2023.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$84,510.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Boggabilla Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of staff to provide additional support for students who have high-level learning needs. • Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's 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>\$293,968.30</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Boggabilla Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing Literacy and Numeracy through data use. • Assessment practices to improve quality teaching delivery. • Positive Behaviours for Learning. • Positive partnerships with external providers. • Attendance and Engagement. • Positive partnerships to develop leadership in school and community. • Positive partnerships to enhance Gamilaary culture. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff through Aboriginal Learning Pedagogy to support student learning. • Employment of additional staff to support individualised learning program implementation. • 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: Building the capacity of staff and improving school system processes to support student learning and wellbeing.</p> <p>After evaluation, the next steps to support our students will be: To enhance the equitable access of the curriculum through quality teaching and inclusive learning environments.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$409,119.24</p>	<p>needs of Aboriginal students at Boggabilla Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Behaviours for Learning. • Attendance and Engagement. • Positive partnerships to develop leadership in school and community. • Positive partnerships to enhance Gamilaary culture. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to deliver personalised support for Aboriginal students. • Employment of additional teachers to work as full-time Literacy and Numeracy mentors with students performing below the expected stage level. • Employment of specialist additional staff (SLSO) to support Aboriginal students. • Staffing release to support the development and implementation of Personalised Learning Plans. <p>The allocation of this funding has resulted in the following impact: Increase in-class support to enable greater engagement and a sense of connectedness. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: To increase the number of Aboriginal families engaging in the PLP process and, more importantly, conversations becoming more authentic. Staff to be provided additional training around the PLP process and connecting with families.</p>
<p>English language proficiency</p> <p>\$5,745.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Boggabilla Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing Literacy and Numeracy through data use. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support delivery of targeted initiatives. <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: Ongoing professional learning to identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to teachers in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$111,641.77</p>	<p>Low level adjustment for disability equity loading provides support for students at Boggabilla Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing Literacy and Numeracy through data use.

<p>Low level adjustment for disability</p> <p>\$111,641.77</p>	<ul style="list-style-type: none"> • Assessment practices to improve quality teaching delivery. • Attendance and Engagement. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. <p>The allocation of this funding has resulted in the following impact: 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. The school will be implementing a LifeSkills Stage 4 and 5 class with a specialist teacher.</p>
<p>Location</p> <p>\$117,100.65</p>	<p>The location funding allocation is provided to Boggabilla Central School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive partnerships with external providers. • Positive partnerships to develop leadership in school and community. • Positive partnerships to enhance Gamilaary culture. <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. • Technology resources to increase student engagement. • Student assistance to support excursions. <p>The allocation of this funding has resulted in the following impact: Increased extra-curricular activity participation and 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>\$38,761.40</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Boggabilla Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing Literacy and Numeracy through data use. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher relief for staff engaging in professional learning. • Course costs for staff undertaking recognised courses. • Presentations by suitable and qualified facilitators. <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 literacy and numeracy, resulting in improved internal student results.</p>

Professional learning \$38,761.40	<p>After evaluation, the next steps to support our students will be: Continuing to embed personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
QTSS release \$9,232.70	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Boggabilla Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing Literacy and Numeracy through data use. • Assessment practices to improve quality teaching delivery. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of a high-quality curriculum. • Staffing release to align professional learning to the Strategic Improvement Plan and develop staff capacity. <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice through a suite a MultiLit programs..</p> <p>After evaluation, the next steps to support our students will be: ACP&I to continue working with staff to further embed high impact teaching strategies.</p>
COVID ILSP \$99,928.91	<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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition. <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	31	36	45	38
Girls	41	49	40	43

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Student attendance profile

School				
Year	2020	2021	2022	2023
K	52.8	79.6	73.9	83.2
1	83.0	48.2	74.4	71.3
2	78.2	74.7	66.3	79.6
3	88.8	70.7	69.7	77.7
4	79.1	58.1	80.0	73.7
5	87.6	68.2	72.4	73.0
6	71.8	76.4	75.7	74.2
7	68.8	44.8	49.5	67.8
8	67.0	44.9	46.0	59.3
9	61.0	21.1	40.4	30.2
10	62.5	30.1	32.7	21.3
11	54.4	25.5	24.9	0.0
12	68.4	47.8	31.8	44.2
All Years	69.1	52.7	54.5	57.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	91.1	89.8	85.1	87.9

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	N/A	0	50
Employment	N/A	0	50
TAFE entry	0	0	0
University Entry	N/A	N/A	0
Other	N/A	66.6	0
Unknown	N/A	33.3	0

Year 12 students undertaking vocational or trade training

75.00% of Year 12 students at Boggabilla Central School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

66.7% of all Year 12 students at Boggabilla Central School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.4
Head Teacher(s)	1
Classroom Teacher(s)	10.81
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.38
School Administration and Support Staff	6.68
Other Positions	0.1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	770,322.66
Revenue	4,747,369.69
Appropriation	4,623,228.38
Sale of Goods and Services	50,809.14
Grants and contributions	35,799.15
Investment income	7,561.69
Other revenue	29,971.33
Expenses	-4,682,878.54
Employee related	-3,524,511.42
Operating expenses	-1,158,367.12
Surplus / deficit for the year	64,491.15
Closing Balance	834,813.81

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.

	2023 SBAR Adjustments (\$)
Targeted Total	39,273
Equity Total	820,474
Equity - Aboriginal	409,119
Equity - Socio-economic	293,968
Equity - Language	5,745
Equity - Disability	111,642
Base Total	1,637,944
Base - Per Capita	23,684
Base - Location	117,101
Base - Other	1,497,159
Other Total	1,756,049
Grand Total	4,253,740

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

Parents/caregiver

Parents/carers did not complete the TTFM Parents Survey and remains a challenging process. The school completed a paper-based survey that involved parents/carers from P-12 with 18 submissions were made. 100% of respondents indicated support for the Food at School Program for 2024, 94.4% supported an extension of the Attendance Bus to incorporate an afternoon service and 100% supported out of school hours activities for the students. In regards to parent/carer partnership support, 83.33% of respondents indicated an interest in Gamilaraay language classes for adults and 72.22% supported home visits from the SLCE and/or AEO.

Students

Students participated in the Tell Them From Me Survey (TTFM). The results have remained consistent for the three main drivers of school satisfaction: advocacy at school, expectations of success, and a sense of belonging.

The TTFM data showed Aboriginal students reporting they either Agree or Strongly Agree that their teachers have a good understanding of their culture has increased by 3% for the primary school from 72% - 75%. Data was unavailable for the high school in 2023. The TTFM data showed Aboriginal students reporting they either Agree or Strongly Agree that they feel good about their culture when they are at school increased by 4% for the primary school from 84% - 88%. Data was unavailable for the high school in 2023.

The proportion of students reporting a 'Sense of Belonging' has increased by 4% for the primary school and 51% increase for the high school. We currently sit above the NSW Government Norm by 4%. An increase in primary students reporting positive behaviour at school (75%-77%), positive learning climate (65%-78%) and expectations for success (79-84%) coincided with an increase in secondary students reporting positive behaviour at school (43%-100%) and expectations for success (67-68%).

Staff

The TTFM Teacher Survey 2023 data saw a slight decrease across many areas of TTFM as it was conducted during a period of uncertainty, with the results reflecting the impacts felt. Through our strategic directions, we want to reconstruct that and are actively working on raising our systems of support to enable improved levels of school and classroom context satisfaction.

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.