

# 2023 Annual Report

## Bowning Public School



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# Introduction

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

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

## School contact details

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Bowing Public School

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## School vision

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

## School context

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

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

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

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

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

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

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

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

## Strategic Direction 1: Student growth and attainment

### Purpose

Together we will deliver outstanding leadership, teaching and learning in literacy outcomes for all students so that every student achieves learning goals in literacy.

### Initiatives

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

- Effective Classroom Practice
- Effective Classroom Practice

### Resources allocated to this strategic direction

Integration funding support  
AP Curriculum & Instruction  
Low level adjustment for disability  
Beginning teacher support

### Summary of progress

Staff completed twilight sessions of professional learning to gain a deeper understanding of the outcomes and teaching advice in English. Staff worked with the PLC to further understanding of Reading Fluency, moderation and assessment of outcomes. The APCI supported collaborative planning sessions to use teaching and learning cycle to adapt units of work and gain a deeper understanding of outcomes. Staff used PLAN 3 and DET assessment to use systematic, continuous and reliable assessment to inform teaching and learning programs evidenced in programs.

The school utilised the APCI for modelling and promoting effective teaching strategies in the classrooms twice per week. The APCI demonstrated and modelled lessons in Component A of the English curriculum. The school reevaluated the data collected in the school and how to best utilise and created an assessment overview with evidence informed data practices as well as a meeting structure to allow data conversations. The school joined in the Small School support team to discuss DET resources. The school used data from External Validation to complete situational analysis.

The impact of professional learning, APCI has impacted the learning culture at school. The whole school community focus on evidence informed continuous and ongoing improvement in learning. The impact of teaching and learning cycles supported teacher expertise in differentiating curriculum delivery and familiarisation with the new curriculum. The data collection evaluation, has allowed structures in ensure students are systematically monitored.

There is a highlighted need for the school to improve data capabilities and use of quality formative and summative assessments to plan for student learning. Professional Learning in the new curriculum is needed for implementation of evidence based teaching 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
Increase the percentage of students achieving expected growth in reading as evidenced by school based assessment data.	Cohort size does not allow the publication of percentages, however individual student progress is reported directly to parents and carers throughout the year.
Increase the percentage of students achieving expected growth on numeracy as evidenced by school assessment data.	Cohort size does not allow the publication of percentages, however individual student progress is reported directly to parents and carers throughout the year.

### Purpose

Together we will deliver outstanding leadership, teaching and learning in numeracy outcomes for all students so that every student achieves learning goals in numeracy

### Initiatives

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

- Social and emotional wellbeing
- Individual student learning

### Resources allocated to this strategic direction

**Integration funding support**  
**Socio-economic background**  
**Location**  
**Aboriginal background**

### Summary of progress

As a team, we self assessed practices in planned whole school approach to wellbeing, inclusive, engaging and respectful relationships. Review IER policy implementation and worked with Department support to review care continuum As a whole staff, we began professional learning in the IER practices and changes Evidence sets have been created for social and wellbeing programs including attendance and reviewed against the School Excellence framework. This activity contributed social and emotional wellbeing practices by a noteworthy improvement in attendance across the school. in Term 1. The school has engaged in baseline data for community engagement.

Staff members continued to engage and monitor school attendance, and dedicated staff member attended Attendance workshops with the network. 3 ways interviews and reporting processes changed to include student voice from 3 ways interviews and next steps for learning aligned with the new NSW Department Reporting guidelines. Inclusive, Engaging and Respectful professional learning will occur in Term 3 SDD. This activity contributed family and community engagement by continual growth in attendance across the school. Ongoing reflection on school attendance practices have refined. The tell them from me survey to students, reflected a growth in sense of belonging from students 3-6.

Attendance data was further analysed to review trends at the attendance workshops. Analysis of tell them from me data reflected an upward trend in students sense of belonging to the school, which has contributed to improvement in attendance. The whole staff engaged in a deep reflection of school data and reflection of the themes to support school planning and aspirations for the new school plan. Community was engaged in a P and C meeting to discuss the schools next steps in supporting wellbeing. This activity contributed to further refine the systematic approach to school process by analysing data more deeply to review the effects of current practice.

Our next step, is to further systematic processes in wellbeing to strengthen and embed attendance and educational aspirations.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improve attendance to the lower bound of 70% of students attending 90% of the time	The number of students attending school 90% of the time or more has increased significantly during 2023.
100% of students will demonstrate a sense of belonging, have high expectations of their success and have an advocate in the school	Students reporting positive wellbeing outcomes has increased across the positive wellbeing measures of sense of belonging, high expectations for success and advocacy at school.

The on-balance judgement will place the school at building in all areas of the Strengthening Family and Community Engagement matrix

We have strengthened our family and community engagement, particularly consulting with families to use a variety of communication methods to seek and share information.

## Strategic Direction 3: Education leaders

### Purpose

The PLC models instructional leadership and supports a culture of high expectations and community engagement which is focussed on continuous improvement of teaching and learning, resulting in sustained and measurable growth.

### Initiatives

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

- Professional Learning Communities

### Resources allocated to this strategic direction

#### AP Curriculum & Instruction

#### QTSS release

#### Per capita

#### Professional learning

### Summary of progress

Evidence sets have been created for educational leadership, including the effect of PLC's and reviewed against the School Excellence framework.

Staff engaged in the PLC engaged in High impact Professional learning in the Curriculum implementation (Reading). PDP meetings occurred at the end of Term 2 to discuss future professional learning needs and progress. Provide coaching and mentoring opportunities in PLC as well, as in school through the APCI on effective reading and numeracy strategies.

The school engaged in High impact Professional learning in the Curriculum implementation (Reading) through the PLC. The teachers reflected against their goals in mid year PDP reviews, and annual professional discussions. The APCI provided coaching and mentoring opportunities in the PLC as well, as in school through the APCI timetable on effective reading and numeracy strategies.

The impact of the PLC, Professional Learning, APCI has improved teacher expertise in reading strategies.

The next steps for improvement in practice is to continue to build a collaborative culture in our PLC, with a focus of High Expectations, distributed educational leadership and inter school relationships which provide mentoring and coaching for ongoing improvement of all teachers.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The PLC is implementing research, evidence informed strategies, innovative thinking and evaluative strategies to implement the SIP and impact on student progress and achievement	Our PLC has allowed enough time for effective implementation and prioritised our focus appropriately. We have created a leadership environment and school cultures that are conducive to quality implementation.
High impact professional learning is demonstrating the emerging descriptors and is working towards delivering embedded, ongoing school improvement in teaching practice and student results aligned to the SIP	A whole school strategy systematically identified student needs and this knowledge was used to develop a whole school approach to professional learning. Teachers demonstrate currency of content knowledge and evidence based teaching practice. Teacher professional learning is implemented in a culture of high expectation and collaboration. Professional learning is considered an opportunity to deepen individual knowledge and improve alignment to whole school priorities. There is a shared responsibility for ongoing professional learning and growth in teacher



High impact professional learning is demonstrating the emerging descriptors and is working towards delivering embedded, ongoing school improvement in teaching practice and student results aligned to the SIP

practice.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$28,952.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bowning Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Social and emotional wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students demonstrating progress towards their personalised learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The use of integration funding will be adjusted throughout the year in response to student Personalised Learning and Support Plans (PLSPs) reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$23,162.26</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bowning Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Social and emotional wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Supplementation of extra-curricular activities and resourcing to increase equitability of resources and services. Provision of resources and additional programs for students to access the curriculum</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to employ School Learning and Support Officers (SLSOs) to support interventions for targeted students.</p>
<p>Aboriginal background</p> <p>\$878.39</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bowning Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Social and emotional wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Aboriginal background</p> <p>\$878.39</p>	<ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The creation of a school culture that values the identity, culture, heritage and languages of our Aboriginal histories and culture.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Enhanced partnerships between the school and families, with events for the families and students, building relationships across the community and sharing culture and school successes.</p>
<p>Low level adjustment for disability</p> <p>\$29,009.84</p>	<p>Low level adjustment for disability equity loading provides support for students at Bowning Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with evidence-based interventions to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school achieved a more consistent approach to student learning support and interventions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To further expand the impact of the Learning and Support Team (LST), the school will provide additional support for identified students through the employment of trained School Learning and Support Officers (SLSOs).</p>
<p>Location</p> <p>\$1,730.12</p>	<p>The location funding allocation is provided to Bowning Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Social and emotional wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased subject opportunities and choices for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$5,435.06</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bowning Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning Communities</li> </ul>

<p>Professional learning</p> <p>\$5,435.06</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>unpacking evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent teaching strategies</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased capacity of all teachers to embed effective practices in the explicit teaching of reading and numeracy, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Increased personalised and targeted professional learning in reading and numeracy strategies.</p>
<p>QTSS release</p> <p>\$4,379.62</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bowning Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Professional Learning Communities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Support for classroom teachers to deliver quality explicit teaching strategies across the curriculum.</p>
<p>COVID ILSP</p> <p>\$11,927.82</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>employment of educators to deliver small group tuition</li> <li>providing targeted, explicit instruction for student groups in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Small-group tuition to continue in the foundational skills of reading and numeracy.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	21	11	11	10
Girls	9	9	13	15

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	88.2	91.6	82.9	87.6
1	92.5	89.7	89.1	95.9
2	91.0	84.6	78.8	95.8
3	89.4	68.5	82.1	89.6
4	93.3	84.6	78.9	91.1
5	93.5	86.9	91.6	73.7
6	89.5	90.4	75.9	86.2
All Years	90.8	83.6	81.9	88.4
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
All Years	92.0	92.4	87.4	90.6

## 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).

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.58
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.99

\*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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	52,986.17
<b>Revenue</b>	644,397.62
Appropriation	625,861.19
Sale of Goods and Services	1,530.00
Grants and contributions	16,066.93
Investment income	939.50
<b>Expenses</b>	-594,448.51
Employee related	-487,194.40
Operating expenses	-107,254.11
<b>Surplus / deficit for the year</b>	49,949.11
<b>Closing Balance</b>	102,935.28

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	21,807
<b>Equity Total</b>	53,050
Equity - Aboriginal	878
Equity - Socio-economic	23,162
Equity - Language	0
Equity - Disability	29,010
<b>Base Total</b>	412,494
Base - Per Capita	6,246
Base - Location	1,730
Base - Other	404,518
<b>Other Total</b>	63,937
<b>Grand Total</b>	551,289

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

A small amount of our community engaged in the Tell them from me survey, results demonstrated a positive sense of belonging to the school, as well as high expectations for positive behaviour at school. Results demonstrated a lower than state mean on high expectations for all student to succeed. Our own community satisfaction survey was conducted to further understand school needs. Following are the voices of our parents captured through surveys, face to face, interactions in whole school celebrations and written surveys. 100% of our families surveyed shared they are proud of our school. Reasons to be proud of the school include inclusive school, welcoming community, a Principal and staff that listens and supports.

Through the Tell them from me data, 83% of the students surveyed have indicated high sense of belonging and positive behavior at school, which is above state average. The students saw a slight decrease in drivers of student outcomes including explicit teaching and feedback. .

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

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.