2009 Annual School Report
Bowraville Central School

NSW Public Schools – Leading the way
Messages

Principal's message

It is with great pride that we present the Annual School Report for 2009; a landmark year for the Bowraville Central School community. In addition to the excitement of the completion of our six million dollar capital works upgrade and the commencement of further infrastructure improvements through the Commonwealth Government’s Building the Education Revolution program, improved student outcomes have also continued to build confidence and pride within our community during 2009.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Malcolm McFarlane

P&C message

We welcomed many new members during 2009, including changes in personnel within the canteen organisation. We started the year with a successful application to the Healthy Kids Booster Program. The great progress being made in assisting the school with improved uniforms has continued, and we thank everyone for their efforts.

Fundraising has taken various forms. We were very pleased to be asked by a delegation of Year 1 students if we could help in making sure that all infants students had access to quality home readers. It is with great pleasure that we have been able to fund this.

Amanda Baldwin (P&C President)

Student representative's message

The Student Representative Council was actively organising fundraisers for the Victorian bushfires, Jeans for Jeans and other charities throughout the year. We also helped design the playground, plan socials and represent the other students in school decision making. We enjoyed our time in the SRC and consider it a very important part of our leadership development.

Tarra Doolan and Steven Lewis.

Student Leaders

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Across the school figures indicate a slight decline in student numbers. Senior secondary continues its steady establishment in the school, following the introduction of Stage 6 courses in 2007. The historic enrolment of around 300 students had dipped to approximately 250 during mid-2009. Enrolments have increased slightly throughout 2009 and are anticipated to continue to do so with the completion of all facilities and the further enrichment of curriculum offerings.

Student attendance profile

Management of non-attendance

A review of administrative practices as well as further collaboration with both the Home School Liaison Officer and our Aboriginal Community Liaison Officer has led to improved follow-up of those students with poor attendance. The Off-Site Learning Centre, established in 2007 in an attempt to engage middle school students at risk, saw dramatic improvements in attendance throughout 2009. Temporary partial attendance patterns are implemented in some instances in an attempt to transition students back into the mainstream.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.
The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1R/C</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2/3O</td>
<td>2</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>2/3O</td>
<td>3</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>3/4N</td>
<td>3</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>3/4N</td>
<td>4</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>4/5E</td>
<td>4</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>4/5E</td>
<td>5</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>5-6R</td>
<td>5</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>5-6R</td>
<td>6</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>KM09</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Classes are split in order to create the most supportive and challenging learning environment for students. Academic abilities, as well as interpersonal and social skills, are all taken into consideration.

**Retention to Year 12**

In 2009 our second ever cohort of Year 12 students completed their Stage 6 studies. These three (3) students followed the first five (5) candidates, who completed in 2008. Though small in number (8.8% of students who completed Yr 10 in 2007) our program has catered for the needs of our students who have indicated that they would not have completed Years 11 and 12 at a school other than their local Central School. Two of these students proceeded to employment, and the third is furthering her studies at TAFE.

**Post-school destinations**

**Year 12 students undertaking vocational or trade training**

One student completed Certificate II in Agriculture at Bowraville CS, and another student completed Children’s Services at TAFE.

**Year 12 students attaining HSC or equivalent vocational educational qualification**

One student completed a Life Skills HSC. The other students attained their HSC in conjunction with TAFEaccreditations. This represents 66.6% of the cohort.

**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

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**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0.6</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14.452</td>
</tr>
<tr>
<td>Careers Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Priority Schools Supplementation</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.5</td>
</tr>
<tr>
<td>(SASS)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25.552</td>
</tr>
</tbody>
</table>

Employment of Indigenous Australians is a priority at Bowraville Central School. In addition to our Aboriginal Education Officer, we employ a part-time Aboriginal Community Liaison Officer, plus tutoring and assistant teacher positions through NORTA NORTA funding or other tied funds. Gumbaynggirr language teachers also play an integral role in the school, employed in conjunction with Murbaay Languages Centre, Nambucca Heads.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>91</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>9</td>
</tr>
</tbody>
</table>

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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2009

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>141 085.85</td>
</tr>
<tr>
<td>Global funds</td>
<td>438 041.61</td>
</tr>
<tr>
<td>Tied funds</td>
<td>289 268.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>87 657.27</td>
</tr>
<tr>
<td>Interest</td>
<td>9 275.70</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>12 842.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>978 171.28</strong></td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>48 815.31</td>
</tr>
<tr>
<td>Excursions</td>
<td>48 584.61</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>222 190.16</td>
</tr>
<tr>
<td>Library</td>
<td>177.90</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3 203.04</td>
</tr>
<tr>
<td>Tied funds</td>
<td>265 640.28</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>85 352.89</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>50 656.78</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>47 569.21</td>
</tr>
<tr>
<td>Maintenance</td>
<td>55 857.08</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>11 855.24</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>839 902.50</strong></td>
</tr>
</tbody>
</table>

Balance carried forward                          138 268.78

The following points should be noted when considering the above: the school has a P&C canteen; expenditure for the library and training & development is low due the utilisation of Priority Schools Program funding initiatives.

A full copy of the school’s 2009 financial statement is tabled at the annual general meetings of the School P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

2009 was another exciting year for the choir, culminating in the musical, “Life Saver”. This was again performed in our wonderful theatre at Bowraville. Another major event this year was our highly acclaimed performance at the Nambucca Valley Community of Public Schools “Showtime event. Our choir opened the show before an audience of over 1000 people!

The choir numbers swelled to around 45, with weekly rehearsals and regular performances at school assemblies, Easter Hat Parade, and of course the end of year Presentation Day. The beautiful azure blue choir shirts bring comments every time they are worn.

The choir gives students an opportunity to enjoy expressing themselves amongst peers who also enjoy singing. With the larger numbers we are able to produce a much fuller sound. All participants take great pride in their involvement.

Bowraville students showcased their talents once again at the Macksville Show. The Secondary Visual Arts teacher and students formed an Art Club operating fortnightly at lunchtime; students entered the Taronga Park Zoo poster competition painting posters to promote the plight of the endangered elephants in Thailand and Year 10 students completed some excellent projects for their final assessment.

Sport

Throughout the year the Primary school participated in netball, league and touch knockouts, Gala Days in touch, seven-a-side league and netball. A number of students were selected in District and Zone trials as well as in Regional swimming and athletics. We ran a very successful school and District Cross Country and conducted development days for cricket, AFL, League and Little A’s.

Secondary students participated in the Central Schools qualifying carnivals at Inverell for touch football, netball and seven-a-side league. We qualified for State finals in netball (4th in NSW) and seven-a-side (3rd in NSW). The touch teams just missed out on qualifying after finishing 3rd at Inverell. All touch teams (Yr 7/8 girls and boys, and 9/10 girls and boys) qualified for State All Schools finals at Penrith.

The Learning Centre

2009 saw the continuation of the Bowraville Central School Off-Site Learning Centre. A feature of the year has been the developing partnership with Macksville TAFE Bowraville and Community Land Council. The Centre aims to provide young people in the middle years who are at risk of disengaging with mainstream education with an alternative place of learning.

In addition to focussed literacy and numeracy programs, the Centre provides students with an opportunity to explore many practical examples of work place learning.
The relocation this year to the former community pre-school in Bowraville has greatly expanded learning options for all. An indicator of success has been the excellent attendance of those involved, and also the success at transitioning back into the main school campus for one day per week in the latter part of 2009.

Academic
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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). N.B. LSG represents comparison with a Like School Group.

Literacy – NAPLAN Year 3
2009 results indicate an increased average number of students in Band 6 (9.5 in comparison to 2007-2009 school average of 4.4 and LSG 2009 average of 9.4).

The large number of students in Band 3 highlights the need for our renewed focus on students’ school readiness in the early years.

Numeracy – NAPLAN Year 3
25% of students in Band 5 is a 5% improvement on the school’s 2007-2009 average, and 9% higher than LSG average for 2009.
Literacy – NAPLAN Year 5

Though no students achieved a Band 8, having 10% in Band 7 is greater than the school’s 2007-2009 average of 6%, and greater than the LSG 2009 average of 8.5%.

Numeracy – NAPLAN Year 5

An exact 50/50 split of students in the lower Bands of 3, 4, and 5 as opposed to those achieving in the higher Bands 6, 7, and 8. Notable is 40% of students in Band 6, and 5% in Band 8, compared with 4.6% for the school’s 2007-2009 average, and 4.7% for the 2009 LSG average.

Literacy – NAPLAN Year 7

Writing saw very favourable school average marks of 499.8, in comparison with the LSG average of 477.8. Reading results were particularly pleasing, with the school average mark of 520.8 exceeding the LSG average of 488.5, and much closer to State Average, 535.0.
Numeracy – NAPLAN Year 7

The school is very close to State Average here, with our 2009 average mark of 523.8 exceeding LSG average of 490.9. The percentage in the top band also exceeded LSG average.

Numeracy – NAPLAN Year 9

Numeracy was similarly a very positive tale of achievement. The average school mark in 2009 of 558.6 was greater than that of LSG (540.7) and closer to that of State (589.3).

Literacy – NAPLAN Year 9

Year 9 Literacy results in Reading, Writing, Spelling, and Grammar and Punctuation were all very solid. Of particular note was the results in Reading, with the school’s average mark of 564.6 well exceeding that of LSG at 530.6, and getting much closer to the State Average of 575.4. The percentage of students at our school attaining the highest band, Band 10 was way ahead of LSG and State: BCS=8.3%; LSG=1.3%, and State Average=5.4%.
Progress in literacy

The following three graphs are a very dramatic indication of one of the things that Bowraville Central School does best: provide an opportunity for individual growth. This information clearly shows how students at our school progress at rates above that of students in like schools, and indeed greater than the average growth over this period across the state.

Though our Writing results were solid and showed improvement, Reading far exceeded average progress in both LSG and State.

Progress in numeracy

The most dramatic improvement occurred in Numeracy: below both LSG and State in the 2005-2007 period, and now clearly exceeding all in the 2007-2009 period. Our students’ average progress in Numeracy was 114.5 as opposed to 89.0 for LSG and 93.4 for the State!

School Certificate

Very solid school average mark results of 73.6 as opposed to LSG at 70.2 and State at 75.9.

Mathematics just above that of average marks for LSG and a little off average State marks. BCS=61.7; LSG=61.3, and State=69.0.
Similarly, Science was above that of LSG, though below that of State average. BCS=66.7; LSG=66.1; State=73.3.

Australian Geography, Civics and Citizenship results were similarly very close to LSG though a little below State average. BCS=64.2; LSG=64.6; State=70.3.
Computer Skills Average marks exceeded LSG, and were close to State Average. BCS=75.4; LSG=73.4; State=80.0.

School Certificate relative performance comparison to Year 5 (value-adding)

The following graph indicates 0.0 as the State Average. 2009 results in English, Mathematics and Computer Skills were significantly improved upon the school’s 2007-2009 average, and better than the LSG 2009 average.

Higher School Certificate

In 2009 our second ever Higher School Certificate students successfully completed their studies following the ground-breaking efforts of our 2008 pioneers. All students are now either furthering their studies or are employed. Due to the small nature of the cohort, it is inappropriate to include summary statistical analyses.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

| Percentage of Year 3 students achieving at and above minimum standard |
|-------------------------|------------------|
| **Reading**             | 80               |
| **Writing**             | 95               |
| **Spelling**            | 71               |
| **Punctuation and grammar** | 81           |
| **Numeracy**            | 85               |
Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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</tbody>
</table>

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
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</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Priority Schools Program (PSP)

Bowraville Central School continues to benefit from the additional resourcing of the Priority Schools Program. Though 2009 saw the final phase of our Priority Action Schools (PAS) funding, this was again complimented by the Priority Schools Funding Program (PSFP).

The school’s Numeracy priority was addressed with teachers receiving training problem solving and the use of Newman’s Prompts. These strategies were delivered at a whole school meeting, with the prompts procedure explicitly taught in all classes.

The successful QuickSmart program was continued in 2009. The aim of the program is to increase automaticity, and thus free up the working memory of students.

PSP funding assisted the school’s Literacy focus also. Accelerated Literacy resources; criterion based marking developed from BST/NAPLAN data; spelling resources; sound waves teaching resources; PEG spelling program; Home Reading Program; and library resources support were all initiatives not possible without PSP resourcing.

Participation programs included the production of our annual School Magazine, Gayirri; support for Three Way Interviews (student-teacher-carer); and the Secondary Student Portfolio program.

Aboriginal education

There was a substantial increase in the numbers of Aboriginal students enrolling in Stage 6, together with retention of current Aboriginal students from the Preliminary year to the Higher School Certificate year.

Literacy, numeracy, improved retention, retention and community partnerships are key priorities to drive programs and build on previous improved outcomes.

Wilcannia Central School visited the school and undertook several days of guided activities emphasising language, culture and the strong ties between Gumbaynggirr and Paakantji people. The visit generated great interest amongst Aboriginal parents, community members and the local media.

Gumbaynggirr language has continued from K-10. Classes were delivered by two teachers; one for Stages 1-3 and another for Stage 4. Planning is underway to include Gumbaynggirr as a mandatory LOTE in Stage 4.

Norta Norta funding provided for in-class tuition, assisting students with class work and assessment tasks.

Strong school-community partnerships have continued to build on previous improved outcomes.

A breakfast program continues to ensure all students were well nourished and ready to settle and learn. The program is facilitated by one of our local elders.

The school maintains its commitment to the Bowraville Community Alliance. There have been major gains with the implementation of the SRA and the school plays a key role in this partnership.

The Support and New Directions for Students (SANDS) program provided significant opportunities for Aboriginal students during the year. The program targets students at risk of leaving school early and emphasises vocational and team working skills.
Links with community agencies such as MiiMi Mothers Aboriginal Women’s Association, Aboriginal Medical Service and the Bowraville Community Technology Centre continued to provide assistance in vocational education, technology and health. Joint educational initiatives were a positive outcome of the collaboration.

‘V Tracks’ provided Stage 5 Aboriginal students with the opportunity to attend TAFE tasters. Aboriginal students were also given the opportunity to attend seminars highlighting Apprenticeship and Traineeship opportunities.

**Vocational Education**

During the year a successful application was made for funding a Nambucca Valley Trade Training in Schools Centre. As a result of this joint application with Nambucca Heads and Macksville High Schools, a facility for delivery of Hairdressing competencies will be constructed at Bowraville Central School during 2010, with classes commencing in 2011.

Most senior students chose TVET courses as part of their HSC studies.

VET courses in Construction, Metals and Engineering, Agrifoods and Manufacturing were implemented. Planning for the delivery of Hospitality is also underway.

All Years 9 and 10 participated in Careers lessons and had successful Work Experience placements of one week.

Students attended Careers Expos and many attended a Careers and Training excursion to Sydney.

Year 10 students completed a range of TAFE taster courses and many completed TAFE certificates.

Junior students continued on preparation of portfolios and resumes which were presented to peers and community during the year.

Students prepared plans that outlined their educational and vocational pathways; they attended a variety of school sessions with guests that delivered talks on future options.

Year 10 students attended an information evening outlining senior school subject options.

**Multicultural education**

Bowraville Central School students have opportunities to experience multicultural education programs across all year groups. In the junior school, learning often takes the form of music, dance, art and crafts. In the secondary years, this continues to be the case, though with the addition of Languages Other Than English (LOTE), of which we very proudly have fine French and Gumbaynggirr programs.

**Respect and responsibility**

The school’s SRC and P&C support the school’s staff in following our Wellbeing and Discipline Policy, Anti-Bullying Policy, Attendance Plan and revised Uniform Policy; all of which play a role in developing respect and responsibility. The effectiveness of these policies is evident in our suspension and referral data.

**Progress on 2009 targets**

Enter text here

**Target 1**

**Literacy**

35% of students achieve in the top 3 Bands of Stage outcomes in Literacy

Our achievements include:

Successful introduction of Accelerated Literacy across K-6

Writing Focus across Years K-10 has led to improved NAPLAN Writing results.

Literacy Focus for Kindergarten Transition Program has led to a greater percentage of students commencing school with pre-literacy skills.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of School Leadership and English (K-6).

**Educational and management practice**

School Leadership

**Background**

As part of the school’s evaluation cycle, School Leadership was chosen in 2009 as a major area of evaluation. Data was collected from surveys of students (Years 5-10), parents and staff. Findings were analysed using the SchoolMap evaluation tool.
Findings and conclusions
Of parents surveyed, very few of the responses in relation to School Leadership were in the ‘sometimes’ category, and of all responses, only one was ‘rarely’. Responses from the parent body indicate that the school leadership understands the school context; attempts to be fair to all; constantly attempts to improve and to inspire; and is open to new ideas.

Staff responses were similarly balanced though with slightly more responses indicating ‘sometimes’ or ‘rarely’. These were in relation to equity across the school, and openness to new ideas.

Students’ feedback was much more evenly spread across the fields, with more negative responses also tending to be to do with equity and openness to new ideas.

Future directions
Though an overall reading by the school leadership about School Leadership would give considerable affirmation for the regard in which the school is held, it is clear that more should be done in endeavouring to feel that everyone’s voice is heard, and heard equitably.

Curriculum
K-6 English

Background
Results in Reading, Writing and Spelling are below State average. Year 3 results are historically of special concern.

Findings and conclusions
A range of strategies have been employed to address this, including: Home Reader Program; Premier’s Reading Challenge; Accelerated Literacy; Criterion Based marking tasks each term; use of the North Coast Spelling Document to identify areas of weakness.

Staff have embraced these initiatives, and are expressing confidence in improved results being forthcoming.

Future directions
Continued use of the above, including the further bolstering of Accelerated Literacy, and use of Sound Wave resources to increase emphasis on phonemic awareness.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Through the regular representative forums of the P&C and the Student, plus less structured avenues of communication, both the parents and the student body maintain a regular and honest communication with staff. Solid attendance levels at P&C meetings and high levels of involvement in school community functions represent the high regard in which the school is held. Similarly, student willingness to participate in the SRC indicates a high level of commitment to the school. Among staff, the high calibre of innovative programs and continued high attendance rates all point to very positive staff morale.

It should be noted however that the lengthy construction process across all areas of the school, that commenced in late 2006 and now continues in the form of the Federal Government’s BER program, has caused periods of anxiety among parents, students and staff. The benefits are great but the restrictions to movement around the school has been a challenge for all.

Professional learning
As a recipient of Priority Schools Program funding, our staff benefit from a range of professional learning opportunities beyond what would otherwise be possible.

Professional Learning across the school was analyse in line with the school’s priority areas. The needs of staff, include the support of those involved in the establishment of our Stage 6 programs were also considered when accessing quality professional learning opportunities.

The average expenditure per individual teaching staff member totalled $713. All staff attended the combined Nambucca Valley Community of Public Schools development day at the commencement of Term 2. Staff from both primary and secondary participated in learning throughout the year, with an attempt being made to equitably distribute these limited resources across the school, in line with our stated whole-school targets. A significant number of learning experiences had as their focus: Quality Teaching, Numeracy, student engagement, and use of interactive and computer technologies.
School development 2009 – 2011

By utilising our strengths as a learning community and by supporting staff professionally through a focus on Quality Teaching, we intend to create a safe and caring environment for learning within which each student is respected, supported and extended.

Targets for 2010

45% of students achieve Stage outcomes in Literacy and Numeracy; Student Retention increased to 70%.

The school’s targets have been developed in consultation with the school community after a rigorous analysis of all available data. In line with both State and North Coast Region priority areas, the school’s targets for 2010 focus on: Literacy, Numeracy, Student Engagement and Retention.

Target 1

Literacy

Year 3: increase the percentage of students in the top two bands from 10% to 20%
Year 5: increase the percentage of students in the top two bands from 15% to 25%
Year 7: increase the percentage of students in the top two bands from 8% to 20%
Year 9: increase the percentage of students in the top two bands from 12% to 20%

Strategies to achieve this target include:

- Pre-School into Kindergarten “Bridges” Transition Centre establishment
- Years 1-10 Writing Focus
- Years 1-8 Spelling Focus
- Years 4-8 Language Focus

Our success will be measured by:

- Greater percentage of students begin Kindergarten with pre-literacy skills
- Successful use of writing scaffolds reflected in improvement in NAPLAN writing results
- Greater awareness of phonetics and relevant metalanguage reflected in improved NAPLAN spelling and language results

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: