Bowraville Central School
Annual School Report 2013
School context

Bowraville Central School is a K-12 campus serving a diverse community within the Nambucca Valley, Mid-North Coast, NSW. With a long and proud history dating from 1875, the school’s first ever Year 12 candidates completed their Higher School Certificate examinations in 2008. This momentous phase of the school’s development has coincided with the recent completion of a six million dollar capital works upgrade that commenced in 2007.

For several years, the school has been a recipient of Priority Schools Program funding: resources that enable staff and community to work together to create innovative programs of support for students, regardless of their age or background, within a caring and supportive environment. In 2012 the school joined the National Partnerships – Low SES School Communities Program, additional significant resources that are enhancing the school’s ability to achieve its stated objectives.

Student information

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

Student enrolment profile

After several years of slight but steady reduction in Primary numbers, 2013 saw both an increase from 2012 overall and also greater equity between boys and girls K-6.

The Yr 7-12 increasing enrolment trend continued into 2013 with a significant increase for both boys and girls.

Student attendance profile

Attendance among K-6 students continued to increase for both male and female students, gaining on the relatively static figures of both the Region and State DEC.

<table>
<thead>
<tr>
<th>K-6 %</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>89</td>
<td>91</td>
<td>91.8</td>
</tr>
<tr>
<td>Region</td>
<td>93</td>
<td>93</td>
<td>93</td>
</tr>
<tr>
<td>State</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
</tr>
</tbody>
</table>

Attendance in the High School years is also following a positive trend, gaining on both Regional and State averages:

Management of non-attendance

In addition to ensuring that all roles are accurately kept, the school Deputy Principal works closely with the Administration staff and the Aboriginal School Liaison Officer to ensure that the best possible tracking of all students occurs. The school’s strengths-based positive welfare system rewards good attendance as an important part of its structure.
Retention Year 10 to Year 12

Steady increases in secondary enrolments are also reflected in Year 12 completion rates trending very positively.

Post-school destinations

Percentage of year 12 Students Post School Destinations

Year 12 students undertaking vocational or trade training

Vocational Education and Training (VET) opportunities continue to offer attractive learning opportunities for our students. Whether at school – delivered by our own staff or TAFE teachers, or at the Coffs Harbour TAFE campus, many students view a vocational course as a sensible compliment to their pattern of study. In 2013 75% of Year 12 students engaged in some form of VET study.

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2013 twenty-three students commenced Yr 12. Of this cohort twenty-one students (91%) completed their HSC or VET equivalent qualification.

Workforce 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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Workforce composition

<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>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>16</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.5</td>
</tr>
<tr>
<td>Total</td>
<td>34.6</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Bowraville Central School is very proud of its endeavours to employ Aboriginal staff. In 2013, these positions included: one full-time administration assistance; one full-time Aboriginal Education Officer; part time Community Liaison positions; and several tutors through Norta Norta, Wambinya, Bridges Preschool into Kindergarten Program and student support funding.

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>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>4</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>166078.73</td>
</tr>
<tr>
<td>Global funds</td>
<td>294258.82</td>
</tr>
<tr>
<td>Tied funds</td>
<td>382137.07</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>101056.61</td>
</tr>
<tr>
<td>Interest</td>
<td>7775.65</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>36628.57</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>987935.45</td>
</tr>
</tbody>
</table>

**Expenditure**

- Teaching & learning
  - Key learning areas 48764.74
  - Excursions 46575.11
  - Extracurricular dissections 42787.76
- Library 209.00
- Training & development 804.32
- Tied funds 34451.9
- Casual relief teachers 87649.08
- Administration & office 49586.42
- School-operated canteen 0.00
- Utilities 62000.38
- Maintenance 31410.76
- Trust accounts 36834.62
- Capital programs 0.00
- **Total expenditure** 751141.26
- **Balance carried forward** 236794.19

It should be noted that the small figure appearing above as ‘Training and Development’ is not an accurate reflection of the priority the school places on professional learning. A significant percentage of both ‘Casual teacher relief’ and ‘Tied Funds’ was in relation to training and development activities.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

Though enrolments in both the Preliminary Higher School Certificate course continue to increase, numbers are still of a size so as to preclude data being publish without individuals being identified. The Senior Secondary program at Bowraville Central School is a great success however. Since enrolling our first ever Year 11 students in 2007 the school is very proud of the very solid growth in both student numbers and academic achievement of young people choosing to complete their senior secondary schooling at Bowraville CS. In 2013, students once again succeeded in gaining entry into the university courses and other career pathways of their choosing – a great achievement for a school with a small Senior Secondary cohort.
**Significant programs and initiatives**

**Aboriginal education**

Bowraville CS is proud to note that our proportion of Aboriginal students continues to steadily increase, growing from approximately 15% of the student body to in excess of 25% in 2013. The school’s involvement with the nationally and internationally recognized Stronger Smarter Institute (Queensland) has led to the creation of strengths-based approaches to Aboriginal education and school leadership. These have flowed on to all within the school community.

There is an expectation that all staff are familiar with the *Aboriginal Education and Training Policy*, and our school strategic plan incorporates the six domains of the *Aboriginal and Torres Strait Islander Education Action Plan (2010-2014)*:

1) Readiness for school – Bridges Program
2) Engagement and Connections – RESUS (return from suspension program)
3) Attendance – school attendance strategy
4) Literacy and Numeracy – Norta Norta, Wambinya, Independent Learning Programs, and VNL
5) Leadership, quality teaching and workforce development – Stronger Smarter Learning Communities
6) Pathways to real post-school options – Independent Learning Plans and Transition Plans

**Multicultural education**

At Bowraville CS both teaching and non-teaching staff actively seek out and create opportunities for all students to experience multicultural education opportunities. Through the Arts, class research work, and languages studies, students are able to gain a greater understanding of the world and its rich diversity through various cultural lenses. Respect, tolerance, and empathy are qualities highly valued at Bowraville CS. The small number of students whose families are of a non-English speaking background are encouraged and supported to share their cultural perspectives at every appropriate opportunity.

In 2013 the school benefitted from a visit by a visiting Chinese (Mandarin) teacher, who shared enthusiastically shared his language and culture with both Primary and Secondary students. Mr Maoheng Huang is based at Coffs Harbour High School as part of the Confucius Schools program. We are grateful to Mr Huang and his host school for agreeing to this special visit.

**Early Action for Success**

Early Action for Success – a K-2 Literacy and Numeracy strategy - continued throughout the year. All teachers were involved in professional learning opportunities to support the development of reflective practice through an inquiry cycle. Teachers worked along -side instructional leaders to examine student work samples and determine the skills that students are demonstrating. They then discuss the strategies that have been successful as well as alternative ideas to support maximising learning. Together they then plan where to next, what are the next goals students need to be achieving as well as strategies to enable the learning. The cycle continues and professional learning experiences are planned for staff meeting based on the professional needs of the teachers.

At the end of Term 4 Kindergarten students were more closely aligned to achieving stage appropriate outcomes. 73% of students achieved stage appropriate outcomes in comprehension, 80% were able to read text at or above reading levels of 8. 67% were independently able to writing more than one simple sentence.

In Year 1 by the end of Term 4 2013 63% of students were achieving stage appropriate outcomes in comprehension demonstrating that they can confidently give a sequenced retell of a story including beginning, middle and end as well as analyse and evaluate a character’s actions. They were also reading stage appropriate levels and are able to maintain fluency with appropriate pitch, intonation whilst pausing when meaning is disrupted. 82% of students were able to use efficient strategies to solve number problems.
Year 2 demonstrated excellent improvements in reading and writing. 62% of students understand text features such as headings, diagrams and maps. They read with attention to punctuation and automatically integrate a range of skills to be able to read in a phrase fluent manner. Writing also demonstrated growth with all students achieving growth of one or more clusters throughout the year with 82% achieving stage appropriate outcomes.

National partnerships and significant Commonwealth initiatives (participating schools only)
Change 1: Changes in transition points for students
(Reforms 4 and 6)

The Bridges Pre-school into Kindergarten Transition Program continues to both enhance the preparedness of identified students as they enter their first year of formal schooling while also greatly improving opportunities for parents and caregivers to forge positive relationships with educators as their children take their first tentative steps into school.

Established in 2010 in collaboration with Bowraville Community Pre-School as a strengths-based high expectations model, ‘Bridges’ has endeavoured each year to both improve the learning and social outcomes of its cohort and enhance the depth and breadth of its collaborations with the Pre-School and other agencies.

A key development in 2013 has been the burgeoning partnership with The Royal Far West School, Sydney (RFWS). The Bowraville Central School Bridges coordinating teacher has collaborated during 2013 with staff at RFWS to undertake a pilot program to further enhance the development of students with speech development issues. Using a Skype interface as well as face-to-face visits, students in Bridges and Early Stage One and Stage One have been assessed and supported by RFWS’s Speech Therapy staff. Sounds Words and Yarning (‘SWAY’) is an innovative program in another way in that it utilises Aboriginal languages – both Guringai in Sydney and Gumbaynggirr in Bowraville – as an integral part of the learning.

2) Changes in teacher quality and teacher capacity
(Reforms 1 and 2)

Professional Learning Teams

Working in teams on a rotational basis, all Secondary staff this year benefitted from team-based professional learning sessions. Meeting at least twice each term for a whole-day or half-day session with one or two other colleagues, staff analysed programs and evaluated pedagogy in practice. Using the Grattan Institute document, ‘Better Teacher Appraisal and Feedback: Improving Performance’, staff have taken steps in shifting the culture of teacher practice. Though a great deal of professional dialogue has for many years been a part of the BCS teaching and learning culture among both Primary and Secondary staff, this additional professional learning time has enabled collaboration and shared planning on a whole new level. This has been particularly timely as all staff prepare for the implementation of the new National Curriculum.

3) Changes in student learning outcomes and engagement in learning
(Reforms 3 and 4)

Student portfolios for all students in Years 7-10 have been enhanced in 2013 through focussed weekly tutorial sessions with Year Advisors. Collecting examples of quality work, students reflect upon their learning throughout the year, culminating in a learning portfolio presentation near the end of Term 4. Students present work to a panel which includes a student peer, staff member and community representative. This program continues to develop each year and is an excellent foundation for the work planned in 2014 in relation to Visible Learning.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Staff, Student and parent surveys were collated: written and oral digital capture
- Analysis of student achievement data, including detailed NAPLAN analysis using SMART
- Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, program evaluations and other documents seen by the school as informing the review
- Classroom observation
- Use of internal assessments (PAT tests)

School planning 2012—2014: progress in 2013

School priority 1

LITERACY

Year 9: Increase from 41.2% (Year 7 2011 cohort) to 47% the number of students achieving greater than or equal to expected growth in reading.

Year 7: Increase from 53.3% (Year 5 2011 cohort) to 60% the number of students who achieve equal to or greater than expected growth.

Year 5: Increase from 36.4% to 50% the number of students achieving equal to or greater than expected growth in reading.

Year 3: Increase from 33% to 42% the number of students achieving stage appropriate outcomes in reading text. (cluster 7 on the continuum.)

Outcomes from 2012—2014

Evaluations indicate very sound progress in literacy targets

Evidence of progress towards outcomes in 2013:

53.3% of Year 9 students achieved greater than or equal to expected growth in reading compared to 41% in 2011.

45.5% of Year 7 students achieved greater than or equal to expected growth in reading compared to 36.4% in 2012.

66% of Year 3 students achieved Cluster 7 in reading compared to 33% in 2012.

Strategies to achieve these outcomes in 2014

Implement visible learning K-12 so that together teachers critique the learning intentions and success criteria and have evidence that:

- a. Students can articulate the learning intention and success criteria
- b. Students attain the success criteria
- c. Teachers use this information when planning their next lessons/learning.
- d. Teachers provide feedback and teach students to ask for, understand and use feedback to evaluate learning.

School priority 2

NUMERACY

Year 9: 50% of all students in Year 9 achieve growth equal to or greater than expected individual growth (up from 43.7% in year in 2012) in numeracy.

Outcomes from 2012—2014

Evaluations indicate basic progress in Numeracy targets

Evidence of progress towards outcomes in 2013:

2013 Naplan results 46.7 percent of all students in year 9 at BCS achieved growth greater than or equal to expected growth. This was an increase of 3% from 2012.

50% of students with equal or above expected growth have been involved in QuickSmart program.
2013 NAPLAN results: 33.3% of all students in year 7 at BCS achieved growth greater than or equal to expected growth.

**Strategies to achieve these outcomes in 2014:**
50% of all students in Year 9 will achieve growth equal to or greater than expected individual growth (up from 46.2% in year in 2013) in numeracy.

Eliminate gap in Numeracy achievement between Aboriginal and non-Aboriginal students and those of higher and lower socio-economic backgrounds

**School priority 3**

**STUDENT ENGAGEMENT AND RETENTION**

All students will have Personalised Learning Plans by end of 2014 (up from 55% in 2012)

All secondary students will have Learning Portfolios by the end of 2013 (up from 75% in 2012)

**Outcomes from 2012–2014**

Evaluations indicate basic progress made in Student Engagement and Retention

**Evidence of progress towards outcomes in 2013:**
All Secondary Aboriginal students and 60% of Primary Aboriginal students have Personalised Learning Plans in place; plus all Year 7 and Year 11 students have PLPs in place

95% of Secondary students (Yrs 7-10) have Learning Portfolios complete.

**Strategies to achieve these outcomes in 2014:**
All Primary and Secondary Aboriginal students have PLPs in place (up from 60% Primary Aboriginal students in 2013)

50% of Year 8 students (15) to have digital portfolios by end of 2014
(up from 5% in 2013)

Improve attendance rates:
K-6 from 91.1% 2013 to 93% in 2014
7-10 from 85.17% in 2013 to 90% in 2014
11-12 from 84.53% in 2013 to 90% in 2014

**Professional learning**

In 2013 a total of $21989 was available for teachers’ professional learning from the school’s global funds. All staff had access to this resource and were encouraged to utilize equitably in line with the school’s identified key target areas and their own career development ambitions. Additionally, both the National Partnerships and Early Action for Success strategies included significant professional learning resources.

Professional learning activities were in the areas of: Quality Teaching, syllabus implementation, leadership and career development, and welfare and equity.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

There was very positive feedback from parents during three way interview process while completing Personalised Learning Plans with their child. These meetings were expanded in scope in 2013 in line with our School Plan objectives.

Student feedback on PMI surveys are overwhelmingly positive in relation to the VNL groups following implementation in 2012. Teacher feedback has also been extremely positive particularly in relation to getting to know students from across the school.

There was very positive feedback from students in Year 7 and in Year 10. The structure has enabled Year 10 students to practice leadership skills in small group situations. Year 7 students have felt more supported in the transition from Year 6 to 7.

In preparation for Visible Learning strategies, students were surveyed (using iPad interviews with staff) about their learning styles. As well as informing staff about the range of learning strategies, this survey revealed the very positive opinions students held in relation to their teachers and the school’s programs.
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.

Malcolm McFarlane  Principal
Kerri Argent        Deputy Principal (Rel.)
Craig Northfield   Assistant Principal
Rob Symonds        Head Teacher Welfare
Allana Grace       School Administration Manager
Brett Goodwin      P&C Treasurer

School contact information

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Fax: 02 65647801
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Web: www.bowraville-c.schools.nsw.edu.au
School Code: 1336

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