School context statement

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.

The school’s high quality built environment is structured so as to facilitate students’ learning from Kinder to Year 12. The school also boasts a five acre farm that enables our highly recognised agriculture programs to flourish. In addition to a full, high expectations academic program Vocational Education courses offered to secondary students include: Primary Industries, Construction, Metals & Engineering, Hospitality, and Hairdressing.

For several years, the school has been a recipient of additional equity funding. Annually totalling approximately $200000, these resources enable staff and community to work together to create innovative programs of support for students, regardless of their age or background, within a caring and supportive environment.

Since 2012 the school has also been an Early Action for Success school: improving literacy and numeracy outcomes in the early years. A further highly significant initiative that was launched in 2011 was the Bowraville Central School Community Garden project; a cross-sectoral innovation that is enhancing the learning and well-being of students and the broader community.

As a proud member of the Nambucca Valley Community of Public Schools Bowraville CS is committed to the Aboriginal Education and Training Policy. The school’s involvement with The Stronger Smarter Institute since 2009 continues to create a culture of high expectations for students, staff and community of all backgrounds. ATSI enrolments have increased from 15% to 29% in recent years.

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

![Student Enrolment Profile](image)

Student attendance profile

![Student Attendance Profile](image)
Bowraville Central School continues to have an exceptional reputation for enabling all students to pursue the pathway of their choice. Whether in gaining employment, further training or tertiary entry, students in Years 10, 11 and 12 experience significant support and encouragement to reach their loftiest targets.

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

100% of Year 12 students in 2014 successfully completed at least one vocational education course. These included: hospitality, primary industries, and construction.

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

All 2014 Year 12 students enrolled as full-time students attained their Higher School Certificate. Three students have chosen to continue their studies as Pathways students in 2015.

**Workforce information**

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

Staff composition remains relatively stable with few changes and continued efforts being made to enable vacancies to be filled with permanent appointments.

**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>12.74</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.385</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.2</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Bowraville Central School actively encourages and welcomes employment opportunities for Aboriginal people – both within our community and beyond. In addition to our full time Aboriginal Education Officer, and targeted Aboriginal School Administration Officer positions, the school employs an Aboriginal Community Liaison Officer, and three Teachers Aides on a casual basis within Equity Funding. Two young Teachers Aides are completing their Education degrees with the school’s encouragement and support in the form of block study release.

**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>93%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>7%</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

Professional Learning opportunities in 2014 were aligned with our stated targets in the 2012-14 School Plan in ensuring improved student outcomes in both Literacy and Numeracy. A total of $18572.91 was expended from the tied Teacher professional learning tied fund, and in addition to this, $58789.30 was utilized from Equity Funds to facilitate greater teacher capacity in teaching and learning. This total of $77362.21 equates to an average expenditure of approximately $3363 per teacher.

Key professional learning opportunities engaged in by both primary and secondary teaching staff included:

- 21st Century Learning skills – iPad Training and attendance at the nationally significant conferences: Future Schools (Sydney) and EduTech (Brisbane)
Differentiated Learning – Instructional Rounds, Meaningful Inclusion, and Autism training

Beginning Teachers

In 2014 one permanent teacher joined our secondary staff. Through Great Teaching, Inspired Learning, funding was utilized to support this new staff member to transition both into Bowraville Central School and into the profession. The new teacher was allocated two periods per fortnight timetable cycle in order to meet with his experienced Key Learning Area colleague and his Head Teacher. In addition to professional learning opportunities available to all staff, the teacher was also able to utilize beginning teacher funding to conduct lesson observations of colleagues both at Bowraville Central School and at secondary faculties within Nambucca Valley Community of Schools.
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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>236794.19</td>
</tr>
<tr>
<td>Global funds</td>
<td>301575.85</td>
</tr>
<tr>
<td>Tied funds</td>
<td>580726.55</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>76202.49</td>
</tr>
<tr>
<td>Interest</td>
<td>10418.87</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>32126.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1237844.70</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 85174.55   |
| Excursions                 | 42726.97   |
| Extracurricular dissections| 36059.55   |
| Library                    | 7967.34    |
| Training & development     | 1093.78    |
| Tied funds                 | 534745.71  |
| Casual relief teachers     | 121979.87  |
| Administration & office    | 53953.52   |
| School-operated canteen    | 0.00       |
| Utilities                  | 57616.61   |
| Maintenance                | 47860.22   |
| Trust accounts             | 29409.24   |
| Capital programs           | 0.00       |
| **Total expenditure**      | 1018587.36 |
| **Balance carried forward**| 219257.34  |

A full copy of the school’s 2014 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 2014

Bowraville Central School students in 2014 once again displayed areas of significant growth as demonstrated in NAPLAN results. Though in some areas numbers of students are still working below state average the trends overall are very positive, with some exceptional individual results. The school’s growth data generally exceeds that of lie school groups.

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)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

In 2014 the results of our students were of the highest academic standard yet achieved since Bowraville Central School commenced offering Year 11 and 12 programs in 2007. One student achieved four Band 6 results, including equal 12th in NSW in General Mathematics – an exceptional result.

Though the numbers of ours students in individual subjects prevents the inclusion of data for privacy reasons, the following table demonstrates the relative success of this developing and already highly aspect of the Bowraville Central School academic program.
Other achievements
Our School - Healthy school

The Live Life Well @ School is a joint initiative between the NSW Department of Education and Communities and NSW Ministry of Health. Its aim is to get more students more active and more often, as well as focusing on healthy eating habits.

Bowraville Central School became involved with the LLW@S initiative in 2013. Our school is committed to supporting both physical activity and healthy eating within the PDHPE syllabus and through the wider school environment. We are doing this through a range of activities including; a whole school structured fitness and fundamental movement skills program, get active at recess and lunch time initiatives, lessons on healthy eating and the Crunch and Sip program.

During 2014, we introduced the Crunch and Sip program. This program encourages the students to bring to school a piece of fruit or vegetables such as a carrot or celery which is eaten in class time during the morning session. This creates an easy way to help kids stay healthy, happy and maintain concentration and has been incorporated into the daily routines of every class. In addition students are encouraged to keep themselves hydrated throughout the day by drinking water in the classroom and in the playground.

We have also included regular snippets in the weekly newsletter and fact sheets on healthy eating and physical activity and ideas of how families can also promote healthy lifestyle choices at home.

Our school canteen provides healthy options for students who wish to purchase their lunches and/or snacks.

Our school’s Community Garden continues to flourish. Children from K to 12 are involved, engaged both in staff-directed and voluntary activities. Some of this year’s produce was sold at school; others were sold to parents and the community as part of a fundraising event. This is a simple and cost effective strategy for good health. This program energises the students, aids concentration and provides both physical and mental performance in the classroom.

Significant programs and initiatives – policy
Aboriginal education

One of the great strengths of Bowraville Central School is its high-expectations, strengths-based inclusive school culture. Led by our Aboriginal Education Officer, Aboriginal Liaison Officer, Head Teach Welfare, and Principal, increasingly positive outcomes for Aboriginal students are evident in: increased percentage of enrolment from 15% in 2010 to 30% in 2014; improved attendance rates (in some cases exceeding state average for all students); and improved NAPLAN data.

An important support of Aboriginal students is the Nambucca Aboriginal Education and Consultative Group (AECG). Bowraville Central School strongly supports the work of the AECG both locally and state-wide, adhering to all appropriate protocols and agreements between AECG and DEC. The Principal regularly attends AECG meetings in order to facilitate collaborations.
Multicultural education and anti-racism

Respect, tolerance, compassion and empathy are qualities highly valued at Bowraville Central School. Our small but each year slightly increasing number of students whose families are of a non-English speaking background are encouraged to share their cultural perspectives at every appropriate opportunity.

Through our Languages programs, all students have an opportunity to study in some depth different perspectives within cultures. Gumbaynggirr study was once again facilitated by Muurrbay Languages Centre, Nambucca Heads, and several secondary students are enabled to study French and Mandarin via Distance Education.

A teaching staff member who is a trained Anti-Racism Contact Officer plays a key role in both proactive programs about negative stereotypes and racist behaviour, as well as intervening and supporting whenever any issue of a racist nature may emerge.

Significant programs and initiatives – equity funding

Aboriginal background

Through continued collaboration with and professional learning options through the Stronger Smarter Institute, both teaching and non-teaching staff have greatly increased the positive sense of community engagement with the school and student learning. This has led to weekend activities for Aboriginal students coordinated by Bowraville Central School staff; and guest speakers from the community welcomed into classes in order to bring authentic Aboriginal perspectives to learning.

During 2014, the preparatory work for the creation of a Yarning Circle in the Bowraville Central School Community Garden was a key project by which the Aboriginal Education team worked with students and local elders to ensure a culturally appropriate space is the outcome.

In 2014 NAIDOC was once again a very significant event in our school calendar, with students and staff leading a series of inclusive, healthy and culturally appropriate activities.

Other significant programs and initiatives

Early Action for Success

Throughout the year the Instructional Leader has worked with staff in the Kindergarten, Year 1, 2 & 3 classes on all aspects of literacy and numeracy. Staff have collaboratively developed units of work using the new English Syllabus to provide relevant learning for students. Staff now competently use the electronic data system entry program to generate learning plans which support differentiated learning structures. Regular professional learning and mentoring conversations enable staff to identify targeted areas for continuous improvement.

Students can confidently articulate their individual learning goals in reading and writing and are displaying a greater range of skills to be able to problem solve and work independently to practice and apply their learning.

L3 (Literacy, Language and the Learner) has been implemented in Kindergarten with significant improvement in student outcomes. Continual assessment and data collection has supported her in teaching explicitly in small groups whilst other students are independently applying their learning to build their skills. All students have demonstrated stage appropriate growth, with many exceeding Early Stage 1 outcomes.
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, parent and student surveys
- Analysis of student achievement data, including detailed NAPLAN analysis using the DEC’s SMART tool
- Collaborative and critical analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, program evaluations and other documents pertinent to the review process
- Classroom observations
- Use of internal tests as coordinated by the Learning Support Team

School planning 2012-2014:

School priority 1
LITERACY

Year 3:
Increase form 18% to 23% the number of students achieving stage appropriate outcomes in writing text. (cluster 8 on the continuum.)

Year 5
For trend data in writing to more closely approximate the state mean from a difference of 62.8 in 2013 to 47.0 in 2014 NAPLAN(2013:413.9 school mean compared to 476.7 NSW DEC a difference of 62.8)

Year 7
For trend data in writing to more closely approximate the state mean from a difference of 65.5 in 2013 to 48.0 in 2014 NAPLAN (2013: 446.6 school mean compared to 502.1 NSW DEC – All students, a difference of 65.5)

For Year 9:
For trend data in writing to more closely approximate the state mean from a difference of 46.7 in 2013 to 23.2 in 2014 NAPLAN (2013: 487.4 school mean compared to 534.1 NSW DEC – All students, a difference 46.7)

School priority 2
NUMERACY

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.

30% of all students in year 7 at BCS will achieve growth greater than or equal to expected growth.

50% of Year 5 students will achieve level 4 placement on the place value numeracy continuum (up from 33% in 2013).

40% of Year 3 students will achieve level 2 placement on the place value numeracy continuum (up from 28% in 2013)

School priority 3
STUDENT ENGAGEMENT AND RETENTION

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)

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

Outcomes from 2012–2014

As an indication of the significant progress made throughout 2014 in achieving the above targets, Value-Added data demonstrates the overall success of our endeavours.

Value-added Year 3 to Year 5 Reading and Numeracy: Bowraville CS = 89.2; Similar Schools = 86.2

Value-added Year 5 to Year 7 Reading and Numeracy: Bowraville CS = 41.5; Similar Schools = 44.2

Value-added Year 7 to Year 9 Reading and Numeracy: Bowraville CS = 41.2; Similar Schools = 38.5

Value-added Year 9 to Year12 Reading and Numeracy: Bowraville CS = 25.4; Similar Schools = 24.7
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Much of this work focused on the school’s introduction of Positive Behaviour for Learning (PBL). The PBL team regularly reported back to staff the information as it was gathered, providing much more timely feedback than has typically been the case in previous years. Though the overwhelming number of responses from all sections of our school community (students, staff and community) were of a very positive nature, the resulting key values around which our PBL work will be framed is instructive: Teamwork, Resilience, Respect, and Responsibility.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

School Planning Process:
Data/evidence gathering and analysis commenced in Term 3 2014 by relevant teams analysing achievements against 2014 School Plan

Explanation sessions re new school planning process conducted in Term 4 by Principal to staff and then P&C

Executive staff met to create a strategy for collaboration and implementation. This included dedicated sessions at whole staff meetings and School Development Days. Community members were invited to join the relevant session on School Development Day at the end of Term 4 (18/12/14) so as to both see progress on the evaluation and planning process and offer their input into future strategic directions and initiatives.

All members of the school community have been welcome in this process. Aboriginal staff – including AECG representatives - have made key contributions to collaborative planning sessions

Student consultation conducted by Principal and Executive through SRC discussions in Term 4 2014 and Term 1 2015

School Vision Statement
To continually create a school of equity and high expectations for all - connected to the whole school community through best practice teaching and learning.

Strategic Directions and Purposes

Strategic Direction One:
Enable the delivery of engaging, best practice teaching and learning.

Strategic Direction Two:
Facilitate individualized learning for every student where a scaffold of support and extension is built upon a platform of knowledge and understanding.

Strategic Direction Three:
Co-create with the Bowraville community a learning hub to which all feel a sense of connectedness.
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
Robert Symonds  Head Teacher Welfare
Jenny Sawyer  Instructional Leader
Diana Flanders  Aboriginal Education Officer
Allana Grace  Senior Administration Manager

School contact information

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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: