Bowning Public School
Annual School Report 2014

Quality teaching and learning, opportunity and success.
School context statement
Bowning Public School strives to deliver innovative educational programs which engage the whole community in developing highly literate and numerate 21st Century learners. Bowning Public School services students from the villages of Bowning, Bookham and Burrinjuck and the surrounding farming areas located in the New South Wales State electorate of Goulburn. 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. In 2014 approximately 16% of our 36 student enrolments are Aboriginal. Students are placed across two multi-stage classes. The community is identified as low socio economic.

Our school maintains a relentless 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, interactive classrooms and video conferencing facilities.

Principal’s message
This year has been another busy and successful year in our dynamic school. The exceptional dedication and commitment of our teaching staff, Mrs Wilson, Mrs Armour and Mrs Manuatu, has ensured that all of our students have made progress towards their learning goals.

The extraordinary work of our School Administration Manager ensures the smooth running of our school each and every day of the year. Mrs Pack provides ongoing assistance and support to every child, family and staff member and her tireless efforts are greatly appreciated by all. The generous work of our General Assistant, Mr Pack is also acknowledged. Mr Pack maintains the attractive environment of our school; our extensive and attractive grounds make the school a pleasant place in which to learn, work and play.

The band has continued under the tutelage of Mr Greenwood and the large number of students involved demonstrated their interest in the program.

“The Resilience Doughnut” program was introduced to our Year 6 students with the ongoing support of Mrs Helena Painting. This significant wellbeing program greatly enhanced the students’ preparation for and transition to high school. Helena has also continued her work with the Mini-Music group, offering our young families opportunity to be part of our school through which schools deliver joint programs, students share educational opportunities, and teachers participate in collective professional development activities.
activities. She is thanked for her time, effort and support of our school and community.

The Parents and Citizens Association has been the driving force behind many successful fundraising events and social occasions which have been of benefit to all our students and families. We are lucky to have such a dedicated and hardworking group supporting our school.

In term 4, we said farewell to Mrs Armour after many, many years of dedication and service to our school. The staff, students and community acknowledge her hard work and thank her for all she achieved for the students of Bowning.

Finally we acknowledge each and every person who has contributed to the school in some way. For encouraging homework, cutting fruit for fruit break, providing transport, attending special events and more, we thank you all.

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.

Clare Pritchard

P & C message

2014 was not the year I expected, let alone being Bowning Public School P&C President. Obviously it got me at my weaker moment, as it wasn’t on my to do list, but it’s an experience that is now in my memory bank.

The P&C helps Clare achieve these goals by organising fundraisers that provides financial assistance for library books, transport to the intensive swimming scheme, Cross Country and Music a Viva, PBS prizes, earphones, sharpeners, printers and other resources that our students benefit from.

To the wonderful committee – the Kimptons, Coburns, Allens, Wallis, Cheshers, Hartwigs, Dalys and Dyson families, your time, efforts and hard work have made it a success. Also to my family including Mum & Dad, Brett, Alarna and Flynn. Thank you for all your support and effort, without you Bowning P&C would not be as successful and supportive.

To the awesome, wonderful and dedicated staff at Bowning School, Thank you for your ongoing support with each and every student. As parents we set the foundation and you guys help mould our children to the achievers that they all are.

Good luck to Sophie Bingley, James Hartwig, Oliver Crosbie, Cory Mann, Sheyenne Collier and Alarna Pack-McLucas in your journey through high school. May you work hard, make friends and achieve your goals and dreams.

To the families of Bowning Public School for 2015, every one of you can help make a difference. As the motto says “Many hands make light work.” So get behind the school and the staff, work together to bring everyone into harmony and to make this school the happy place it is known for.

This school needs every families support, because as I see it Bowning is not just a school it is an extension of all our families. Thank you everyone for turning up tonight. We hope that you have a wonderful evening and are proud of our students’ achievements.

Ms Marnie Pack
P&C President

Student representative’s message

As we come to the end of our Primary School Years, we have a lot of good memories to take with us. The opportunities and experiences we
have enjoyed and learnt from include school camps to places like Berry and Dubbo, Musica Viva Concerts, excursions to Canberra and Sydney, sporting events such as the Arabin Cup, swimming and athletics carnivals. We have had many great days at school including book week activities, mini fêtes, mufti days and picnic days. We have also enjoyed the tennis court, the sandpit and the equipment.

As much as we will miss our Primary School, we feel ready to move on and face the challenges of High School. We have made good friends, learnt a lot and leave with the skills we need to help us next year. We thank all our teachers for all that they have done for us. We wish all the students the best for next year.

James Hartwig and Sophie Bingley

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

Bowning Public School provides public education to the children of Bowning, Bookham and Burrinjuck villages and the surrounding farming areas located in the New South Wales State electorate of Burrinjuck.

Analysis of enrolment data provided in the Primary Data Summary Sheet for Bowning Public School 2014 indicates only minor fluctuations in enrolments since 2008. The school has maintained a staffing entitlement for 2 classes since 2005.

The students K-6 are predominantly from Anglo-Saxon backgrounds. At the close of the 2014 school year there were 42 students enrolled in the school - 19 male and 23 female enrolments, 7 of whom are Aboriginal students. Students are placed across two multi-stage classes.

The average enrolment rate across the 2010 to 2014 school years is 43. The school has maintained a stable average school enrolment since 2009.

Student attendance profile

Analysis of school attendance data for the 2014 school year indicates continuing satisfactory
attendance rates K-6. Our average attendance rate for 2014 was 94.6 while the state average was 94.8.

Student engagement and retention is a School Priority Area 2012 – 2014. The school continues to implement strategies to maximise student attendance.

Student attendance rates 2009 to 2014 are shown in the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>K</td>
<td>90.9</td>
<td>94.0</td>
<td>91.4</td>
<td>94.4</td>
<td>91.4</td>
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<td>91.5</td>
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<td>95.2</td>
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<td>93.2</td>
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<td>91.2</td>
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<td>91.9</td>
<td>95.4</td>
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<td>Total</td>
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<td>94.1</td>
<td>92.4</td>
<td>94.2</td>
<td>93.9</td>
<td>94.6</td>
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Workforce information

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

In 2014 the teaching principal was supported by one full-time classroom teacher, a school learning support teacher (1 day per week), a reading recovery teacher (1 day per week Semester 2) and 2 part-time, temporary teachers who filled the part-time positions of part-time support, school librarian, computer co-ordinator, release from face-to-face, executive release and coordination of literacy and numeracy programs through the National Partnership.

A part-time School Administration Manager and a General Assistant who maintains grounds and facilities (one day per week) further support the teaching staff and students of Bowning Public School. There are no indigenous members of the school workforce at this time.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<td>Primary Teaching Principal (PPS)</td>
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<tr>
<td>Classroom Teacher</td>
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<tr>
<td>Primary Part-Time Teacher</td>
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<tr>
<td>Primary Teacher RFF</td>
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<td>Primary Teacher Librarian</td>
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<td>Learning and Support Teacher</td>
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<td>Total Teacher Entitlement</td>
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<tr>
<td>General Assistant</td>
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<td>School Administrative Manager</td>
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<tr>
<td>Total Non Teacher Entitlement</td>
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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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</table>

Professional learning and teacher accreditation

100% of the schools tied grant for teacher professional learning funds has been expended during the 2014 school year. Expenditure on teacher professional learning for 2014 further contributed to building staff capacity towards achieving our targets in the three identified priority areas:

- **Quality Teaching** - developing and implementing quality teaching practices to ensure continuity in Literacy and Numeracy Outcomes
- **Student Engagement and Retention** – ensuring all students will be happy, healthy learners in a safe friendly environment
- **Connected Learning** – ensuring all students access information and communication technologies enhancing broader curriculum options.

In 2014 members of staff undertook a range of Professional learning activities to further build staff capacity to sustain the wellbeing of all students and to implement quality teaching practices which ensure continual improvement in
the literacy and numeracy outcomes of students K-6.

Professional Learning undertaken by staff in 2014 included:
- Child Protection Update 2014
- Every Student Every School
- Disability Standards for Education – NSW
- Best Start
- Learning and Support: Language Development
- Teaching for the new maths curriculum
- Teaching for the new science and technology curriculum
- Best Practice in Teaching Literacy K-2

In addition the principal participated in:
- ISER Regional Principals Conference
- QPPA Conference
- School Education Group Meetings
- Southern Tablelands Network Meetings
- Core Financial Literacy
- Direct Instruction – Spelling Mastery
- Early Action for Success Program

Professional learning activities undertaken on those days included the Child Protection update 2014, online anaphylaxis training, online Disability Standards and training on the New South Wales Maths Syllabus for the Australian Curriculum.

Staff also worked with the Small School’s Southern Tablelands network to plan professional learning around STEM education, integrated learning and the provision of gifted and talented programs for students in rural and remote schools in 2015.

Financial summary

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

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<thead>
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<th>Date of financial summary</th>
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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td>Total income</td>
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<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Balance carried forward</td>
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A full copy of the school’s 2014 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 2014

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)

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2014, 100% of Year 3 students enrolled at Bowning Public School participated in the NAPLAN program for literacy. 100% of Year 3 students achieved at or above the minimum standard in reading, writing, and spelling.

Analysis of achievement data for the 2014 Year 3 cohort shows our average student score to be above that of the state in reading, writing, grammar and punctuation. The average student score in spelling fell below that of the state but above the achieved student performance for schools with statistically similar socio economic backgrounds.

NAPLAN Year 3 - Numeracy

In 2014, 100% of Year 3 students enrolled at Bowning Public School participated in the NAPLAN program for numeracy. 85.7% of Year 3 students achieved at or above the minimum standard in numeracy.

Analysis of achievement data for the 2014 Year 3 cohort shows our average student score to be below that of the state in numeracy but above the achieved student performance for schools with statistically similar socio economic backgrounds.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2014, 100% of Year 5 students enrolled at Bowning Public School participated in the NAPLAN program for literacy and numeracy.

100% of Year 5 students achieved at or above the minimum standard in reading and spelling. 83.3% of students achieved at or above the minimum standard in writing, grammar and punctuation.

Analysis of achievement data for the 2014 Year 5 cohort shows our average student score to be above that of the state in reading, writing, grammar and punctuation. The average student scores in spelling and reading were significantly above that of both the state and schools with statistically similar backgrounds.

The average students score in grammar and punctuation and writing fell below that of the state but above the achieved student performance for schools with statistically similar socio economic backgrounds.
NAPLAN Year 5 – Numeracy

In 2014, 100% of Year 5 students enrolled at Bowning Public School participated in the NAPLAN program for numeracy. Of Year 5 students achieved at or above the minimum standard in numeracy.

Analysis of achievement data for the 2014 Year 5 cohort shows our average student score to be significantly above that of both the state and student performance for schools with statistically similar socio economic backgrounds.

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 and enter the school name in the Find a school and select GO to access the school data.

Progress in reading and numeracy

Progress refers to the improvement students have made between Year 3 and Year 5. In the table below, the school score refers to the average rate of improvement our students made. The average is taken from the scores attained by students who sat the NAPLAN on two occasions at the same school and have results at two levels.

The SSG is the average achievement of students in schools with statistically similar socio economic backgrounds and the State refers to the average achievement of all students in the same cohort enrolled in DEC schools.

The school’s average rate of progress across the 3 year period 2012-2014 shows a significant lift in student progress for spelling, reading, writing and numeracy while progress in grammar and punctuation is below that of both statistically similar groups of students and the state.

Improving individual performance in literacy and numeracy resulting in an increase of our school’s average rate of progress continues to be a whole of school focus for the strategic planning cycle of 2015-2017. (See our School Plan 2015-2017 the school website for more information).

Other achievements

Bowning Public School is committed to providing a caring and inclusive learning environment in which all children reach their full potential, broaden horizons and develop skills which enable them to contribute positively to their community, the broader district and beyond.

Arts

Throughout 2014, the students of Bowning Public School had the opportunity to experience a variety of cultural events and to showcase their artistic talents to a wide variety of audiences, both within and outside the community.

Each class entered a group artwork in the School’s Display at the Yass Show. A number of Upper Division students also entered poems in the Yass Show Poetry Competition. Mikaela Allen achieved 2nd place, Selina Smith 3rd place and Abbey Selwyn’s work was recognised as highly commended. In March, 3 Year 6 students attended a full day “Operation Art” workshop held at the Goulburn Art Gallery.

The students participated in the annual Country Women’s Association Poster competition creating informative and eye-catching posters about “Morocco”. Our school winners were as follows:
Kindergarten and Year 1
- 1st Imogen Dyson
- 2nd Aidan Newman
- 3rd Shane Smith

Years 2 and 3
- 2nd Zane Chesher

Years 4 and 5
- 1st Kalani Conroy-Allen
- 2nd Benjamin Bingley
- 3rd Abbey Selwyn

Year 6
- 1st Alarna Pack-McLucas
- 2nd Cory Mann and Sophie Bingley

At Easter time all students took part in a colourful Easter Hat Parade. In August students K-6 took part in a dress-up and activity day organised by Mrs Armour to celebrate Book Week 2014.

All students K-6 once again took part in the Premier’s Reading Challenge with a number of students receiving Platinum certificates to mark 7 years of participation in the challenge.

In Term 2, 8 students from Years 5 and 6 attended a writing workshop hosted by the Yass Lion’s Club with Dr Stephanie Owen-Reeder. Mikaela Allen achieved 2nd Place while Selina Smith and Oliver Crosbie received encouragement awards.

In Term 3, the Upper Division class prepared works on canvas to enter the “My Dog is a Piece of Work” charity art exhibition. Liam Newman’s work was a prize winning entry. A number of students also completed entries for the Bowning Bush Fire Brigade’s colouring in competition displayed at their open day in September.

Each class prepared large collages to advertise Bike Week. These colourful works were displayed in the Yass Library and featured on the Yass Valley Council’s website.

The students attended two Musica Viva performances at Jugiong in the company of students from Jugiong and Binalong Public Schools. In Term 2 the performance was by “Jacana” and in Term 3 by “Zeeko”.

Students also enjoyed the Yass High School performance of “Little Shop of Horrors”, A performance of “Man from Ironbark” in Binalong and a lively show in the COLA by Mike Jackson – he entertained with tricks and songs, playing his ukulele, kazoo and mouth organ.

The Band program, led by Mr David Greenwood, continued throughout 2014 and culminated with a rousing performance at our annual Presentation Night. A school choir led by Mrs Wilson performed at assemblies and presentation night. Students thoroughly enjoyed an in house performance by the Illawarra South East Regional Ensemble with Tane Allen, our Year 6 captain of 2013, a member of the troupe.

At the close of Term 4 staff, students and members of the community came together to celebrate Christmas at the Bowning Community Christmas Carols service. This year it was hosted...
by our School Community Worker, Mrs Helena Painting in the final week of the school year and held in the grounds of St James’ church in Bowning.

Public Speaking

Bowning Public School is proud of its high reputation and achievement in public speaking. Students are encouraged to participate in a wide range of public speaking experiences within class and school programs including the school Public Speaking Shield competition.

In August Tayley Dyson (Year 3) and William Kimpton (Year 5) participated in the Yass Rostrum/CWA “Talkfest”. In September we were also proud to host our own Public Speaking Day at which we celebrated the 13 finalists in our annual Public Speaking Shield.

The winning finalists were as follows:

**Infants**
- 1st Imogen Dyson
- Runner Up: Jonah Allen

**Years 2 and 3**
- 1st Tayley Dyson
- Runner Up: Drucilla Wallis

**Years 4, 5 and 6**
- 1st Darcy Coburn
- Runner Up: Alarna Pack-McLucas

Sports

Bowning Public School provides a variety of physical education opportunities where pupils can develop both skills in and enjoyment of sports.

Throughout the year our school continued to participate in the Active After Schools Community Program providing after school sports activities two days per week for seven weeks each term. In 2014 our activities included ball skills, touch football, gymnastics and scooter hockey. Funding for this program closed in Term 4 2014.

The school continues to organize an intensive swimming program each December, hosts a Small School’s Athletics Carnival each May and participates in annual small schools and district carnivals for swimming, cross-country running and athletics.

In February we held our annual School House Swimming Carnival. The winning house was Paterson.

Medal winners were as follows:

- **Juvenile Champion**: Mason Williams
- **Juvenile Runners Up**: Jonah Allen
- **Junior Champions**: Abbey Selwyn/ Will Kimpton
- **Junior Runners Up**: Tayley Dyson/ Dylan Mann
- **Senior Champions**: Alarna Pack McLucas/ James Hartwig
- **Senior Runners Up**: Sophie Bingley/ Oliver Crosbie.

18 of our students participated in the annual Small Schools’ Swimming Carnival and the Yass District Swimming Carnivals. Our PPS relay team, Brody Butt, Tamara Smith-Lovelock, Sarah Robertson and Alarna Pack McLucas, James Hartwig, Shyenne Collier and Abbey Selwyn qualified to participate at regional level. A number of students also qualified in their age groups across a range of styles. Alarna Pack McLucas competed in Breast and Back Stroke. Benjamin Bingley qualified to compete in the 50m Free-Style, William Kimpton competed in the 200m Medley and Abbey Selwyn in Breast stroke.

In April the District Cross-Country carnival was
held at Gunning. 26 students participated. Benjamin Bingley was selected to represent the Yass district in the Regional carnival held at Cambewarra in May.

In May our school hosted the Annual Small Schools Athletics carnival. Students representing Dalton, Jugiong, Binalong, Wee Jasper, Bowning and Gunning were in attendance. The outright winners of the carnival were Gunning. The aggregate Winners were Wee Jasper. The medal winners from Bowning Public School were Alarna Pack McLucas (Senior Girl Runners Up) and Benjamin Bingley who won Junior Boy Champion.

In Term 2, 21 students participated in the District Athletics carnival at which our PPS5 relay team Oliver Corsibe, Sophie Bingley, Cory Mann and Shyenne Colllier, qualified to represent the Yass district at Regional level. Abbey Selwyn, Liam Newman and Mikaela Allen also qualified in their Shot Put events.

In 2014 our students K-6 also participated in the Arabin T-Ball cup in Binalong and students in Years 3-6 took part in the Boorowa Netball and Touch Football carnival. In December, all students K-6 took part in our annual, 2 week intensive swimming program.

Leadership initiatives, Wellbeing programs, Environment and Sustainability Projects were also a feature of 2014. Year 5 and 6 students attended the GRIP Leadership conference for Primary students at the AIS Arena in May. Our Community Worker, Helena Painting, led the Year 6 students through the wellbeing program known as “The Resilience Doughnut” and Bike Week was launched with an address by local police and members of council promoting safety, road rules and bike care.

The whole school participated in Clean Up Australia Day for Schools in February. The school hosted an Enviro Matters workshop on composting and recycling as well as Landcare presentations on native plants, and seed planting.

Upper Division students attended a 3 day camp at the NSW Sport and Recreation Centre in Berry. There they undertook team building and resilience activities promoting social skills and self-confidence. Year 5 and 6 organised another successful mini fete in Term 3 and assisted in organising activities for the end of year picnic to farewell Year 6 on the final day of Term 4.

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal education**

Our school has a cross-curricular approach to Aboriginal Education, incorporating learning at appropriate opportunities within our integrated units and promoting recognition of Aboriginal cultures and custodianship of country through our adoption of the Acknowledgement of Country protocol.

School based data shows Aboriginal students achieving individual learning potential in relation to stage outcomes for literacy and numeracy.

- 100% of Aboriginal and Torres Strait Islander students demonstrate attendance rates for 2014 at or above regional targets.

- 100% of Aboriginal students demonstrate progress towards achieving expected levels of attainment in literacy and numeracy.
In 2015 the school will continue to implement strategies which include:

- Whole school recognition of and respect for Aboriginal Australia through Acknowledgement of Country continued at assemblies, camp, sporting events and special occasions,
- Explicit teaching of Aboriginal perspectives incorporated into teaching and learning programs for all students across all key learning areas,
- Development of personal learning plans for all Aboriginal students which include provision of additional in-class learning support to ensure progress towards achieving expected levels of attainment in literacy and numeracy.

Multicultural education and anti-racism

Bowning Public School recognises the need to focus on multicultural education as part of all curriculum areas. A multi-cultural perspective is implemented through COGS units of study. This ensures that our students develop the skills, knowledge, attitudes and understandings required to be part of a culturally diverse society.

This year all students K-6 participated in Harmony Day activities at Binalong Public School. In Term 2 students entered the Country Women’s Association research flag and poster competition on Botswana.

Aboriginal background

Bowning Public School receives funding from the Federal government under the Equity program to ensure equitable access to quality educational experiences for all students who identify as Aboriginal or Torres Strait Islander (ATSI). In order to support ATSI students and families’ funds were expended to support staff in the provision of well written individual learning plans that acknowledged the goals set by each student and their family. Additional Learning and Support teacher allocation assisted students in meeting their personal learning goals where the emphasis was on improving literacy and numeracy outcomes.

Socio-economic background

Bowning Public School receives funding from the Federal government under the Equity program to ensure access to quality educational opportunities for all our students regardless of socio-economic circumstances. In 2014 additional funds were expended to support initiatives such as “The Resilience Doughnut”, “Positive Behaviour for Success” and “Grip Leadership” and provide increased opportunities for interschool sports, arts and curriculum days. These programs and initiatives developed and sustained positive school culture, student and family engagement.

Professional learning opportunities for staff in leadership, student engagement and community involvement further enhanced our school culture. The purchase of new teaching and learning resources in key areas such as learning support, literacy and numeracy have further enhanced students’ access to a wider range of learning experiences.
Learning and Support

Bowning Public School receives funding from the Federal government under the Equity program to ensure access to quality learning support for all students with additional learning needs. In 2014, our Equity funds have enabled us to support the learning options for our students through:

- Addressing student learning outcomes with a consistent approach with the Learning and Support teacher working with our classroom teachers to provide in class, individualised learning support;
- Implementation of adjustments to support student learning in both classrooms;
- Provision of Professional learning including Disabilities Standards and online Language Acquisition program.

Early Action for Success

In 2014, Bowning Public School received funds to implement Early Action for Success. The school will receive funding from 2014 – 2016 to support literacy and numeracy programs in the K/1/2 class. The program requires teachers to identify individual needs of students, followed by the strategic application of targeted support and ongoing monitoring.

In 2014, staff received professional development to assist in the implementation of the program and develop skills in establishing baseline data for every Kindergarten to Year 2 students against the reading, writing and numeracy benchmarks. In 2015, specific learning needs of staff will be addressed through the support of an Instructional Leader and an intervention allocation will support tiered support programs for every student identified as being below expected levels in literacy and numeracy.

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:

- surveys involving members of the school community, staff, students and parents on literacy, numeracy, school culture, parent satisfaction and community engagement;
- analysis of records relating to professional learning programs ;
- activities to inform progress towards targets relating to the priority areas of Quality Teaching and Aboriginal Education;
- in-school assessment information using standardised tests, teacher assessments and analysis of work samples to inform progress towards targets relating to the priority area of Quality Teaching;
• external assessment data (Best Start and NAPLAN 2014) used to inform progress towards targets relating to the priority areas;

• analysis of teaching plans and programs to inform progress towards targets relating to the priority area of Connected Learning.

School planning 2012-2014:

School priority 1: Literacy

Outcomes from 2012–2014

• Ongoing professional learning experiences for all staff promote quality teaching practices in literacy.

• Sustained implementation of quality teaching practices ensure continual improvement in the literacy outcomes of students K-6.

• Interactive white board technology is utilised to further enhance the teaching and learning in literacy.

Evidence of achievement of outcomes in 2014:

• 100% of all students in Years 3 and 5 achieved at or above the national minimum standard for Reading and Spelling in NAPLAN 2014.

School priority 2: Numeracy

Outcomes from 2012–2014

• Ongoing professional learning experiences for all staff to promote quality teaching practices in numeracy.

• Sustained implementation of quality teaching practices ensure continual improvement in the numeracy outcomes of students K-6.

• Interactive white board technology is utilised to further enhance the teaching and learning in numeracy.

Evidence of achievement of outcomes in 2014:

• Teacher assessments demonstrate 77% of students in Years 1 to 6 attaining a basic or sound level in mathematics as measured against the state wide syllabus standards and reported to parents Semester 1, 2013 compared with 64% in 2012.

• 100% of all students Years 3 and 5 achieved at or above the national minimum standard for the aspects of Numeracy, Number, Patterns and Algebra in NAPLAN 2013 compared with 75% in 2012.

• 83% of Year 5 students achieved greater than or equal to expected growth in NAPLAN Numeracy 2014.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Written surveys were distributed to all staff, students in Years 2 to 6 and to all families through the school newsletter.

Responses to the School Satisfaction Survey show that the majority of parents hold a positive opinion of our school. Analysis of their responses show that they feel:

- the school is connected to its community and encourages parent involvement
- parents are encouraged to contact the school to discuss concerns relating to their child
- the students are the school’s main aim
- the school teaches and promotes core values.

12% of the parents who responded to the survey indicated that school welfare programs should be more supportive.

Responses by staff, parents and community members to the School Culture Survey show that the majority of parents and community members hold a positive opinion of our school and the small school experience. Analysis of the responses show that they feel:

- the school praises and rewards individuals who are successful
- they are proud of their child’s school
- the school encourages students to achieve
- when necessary, the school makes important changes to what it does.

In their responses to the Student School Life Survey, the majority of students indicate a positive attitude to school life. The most successful items were shown to be:

- Spelling Mastery Program
- the Resilience Doughnut program
- Grip leadership conference
- our own school performances
- Musica Viva concerts and activities
- our school environment

The areas students would like to see change in towards improving learning outcomes were shown to be:

- increased opportunities for sport
- learning about Science and Technology
- visiting other small schools
- extra curricula events
NSW DEC is implementing a new school planning process for 2015-17. In the 2015-2017 School Plan our work will focus on 2 key strategic directions.

**Future Directions**

**2015-2017 School Plan**

**Strategic Direction 1:**

Quality teaching programs improve student learning outcomes through the implementation of innovative education practices in literacy and numeracy.

**Strategic Direction 2:**

Quality school wide practices support the whole school community in developing highly engaged, resilient and technologically competent students.

The new plan will be published on the school’s website from the beginning of Term 2 2015.

**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.

Mrs Desnee Pack – School Admin. Manager
Mrs Michelle Manuatu – Learning and Support
Ms Marnie Pack – President Bowning P&C
Master James Hartwig - School Captain 2013
Miss Sophie Bingley – Girl School Captain 2013

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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: