School context
Bowning Public School has a proud record of delivering quality education for over 160 years. We offer the very best of both worlds with individualised learning programs in a nurturing small school environment and a global attitude.

In 2013, through funding provided by the National Partnership on Low Socio-Economic Communities, the school has implemented strategies and programs to further improve the educational outcomes of student’s in the key learning areas of literacy and numeracy.

Our school is supported by the latest technology and the resources and expertise of a world class educational system. Our highly trained and experienced teachers deliver quality learning programs which are fun and engaging for students. We adapt learning to meet the needs of your child with emphasis on the important skills of literacy, numeracy, technology and social independence. We provide a supportive, safe learning environment focusing on our values of safety, respect and responsibility.

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. We have also been fortunate to have the support of Mrs Cindy Davis throughout the year and we thank her for her work with the Upper Division class.

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 the success of the program.

Our Local History Project has continued to thrive with the ongoing support of Mrs Helena Painting. She has also continued her work with the Mini-Music group, offering our young families opportunity to be part of our school activities. She is thanked for her time, effort and support of our school and community.

The Parents and Citizens Association have 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.

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
How quickly another year has gone by. 2013 has been a year full of hard work, great fun and many successes. The P&C of Bowning Public School have had many enjoyable times throughout the year with the Staff and students. We’ve cheered on the sidelines of both the pool and running tracks. Dressed in our pyjamas and put our brains to the test with a fun trivia night, and fed large amounts of lollies, to little dancing witches and vampires at a spectacular Halloween party.

And while our children enjoyed the fun and bathe in the glory at the end of every race, no matter what place they came, there was a fantastic team of parents in the back ground that had spent time...
cooking, cleaning, decorating and shovelling bags of manure to raise funds. These funds have been able to send our students to sporting events, Musica Viva concerts and excursions. And they have had the advantage of enjoying new books in the Library and new readers in the class room.

I personally would like to thank all the Parents, Teachers, Staff and Students for all their hard work and help throughout the year.

Kylie Kimpton – P&C President

Student representative’s message

As the year comes to a close we are feeling sad to be leaving our Primary School but excited to be moving on to High School next year. We wish all our Year 6 students the best of luck as we move together to Yass High School.

One of the highlights of the year was going to Young Leaders Day this year. Getting up at 4am to meet the bus wasn’t the best experience, but it was worth it. The speakers were motivating, particularly Jessica Fox – the Olympian and Nathan Hindmarsh – Rugby League player.

For Tane, music camp was a great experience; getting to meet lots of other musicians from around the region and learning new skills in improvisation from professional musicians.

Other highlights of our time at primary school have been playing on the old log equipment which included a fort and of course, the arrival of the new equipment.

We have always enjoyed excursions, camps and special activities around Easter and Christmas time. We have enjoyed sporting events, carnivals and our annual intensive swimming program.

We have had a lot of great experiences during our time at Bowning Public School. And so, as we say goodbye to our fellow students and teachers here at Bowning, we wish them all the best.

Tane Allen and Sarah Robertson – School Captains

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 2013 indicates only minor fluctuations in enrolments since 2007. 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 2013 school year there were 45 students enrolled in the school - 26 male and 19 female enrolments, 7 of who are Aboriginal students. Students are placed across two multi-stage classes.

The average enrolment rate across the 2009 to 2013 school years is 43. Larger Kindergarten cohorts 2007 to 2009 helped redress the previous negative trend in enrolments resulting in a stabilisation of average student enrolments 2009 to 2013.

Student attendance profile

Analysis of school attendance data for the 2013 school year indicates continuing satisfactory attendance rates K-6. Our average attendance rate for 2013 was 93.9% compared with the state average of 94.7%
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 2013 area shown in the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<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>
<td></td>
</tr>
<tr>
<td>1</td>
<td>91.5</td>
<td>91.9</td>
<td>93.7</td>
<td>95.2</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.2</td>
<td>95.2</td>
<td>92.5</td>
<td>94.4</td>
<td>95.1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.2</td>
<td>95.4</td>
<td>91.1</td>
<td>94.1</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>90.6</td>
<td>95.2</td>
<td>94.0</td>
<td>91.2</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.9</td>
<td>95.8</td>
<td>91.9</td>
<td>95.4</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94.9</td>
<td>93.8</td>
<td>92.8</td>
<td>94.0</td>
<td>93.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.4</td>
<td>92.8</td>
<td>94.1</td>
<td>92.4</td>
<td>94.2</td>
<td>93.9</td>
</tr>
</tbody>
</table>

Management of non-attendance

In 2013 the school maintained an attendance plan which recognises that encouraging regular attendance is a core school responsibility. Strategies to support attendance include the implementation of the “Positive Behaviour for Success” program, strengthening relationships between home and school, monitoring attendance rates of individual students and implementation of individual learning plans for students at risk.

Attendance certificates are awarded at the close of each school year to celebrate students who have attained 98% attendance or above in a school year. In 2013 attendance certificates were awarded to Taylor-Jane Cairns, Emmily-Rose Cairns, Jeremiah Reid and Mason Williams.

Workforce information

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

In 2013 the teaching principal was supported by one full-time classroom teacher, a school learning support teacher (one day per week), a reading recovery teacher (2 hours per week Semester 2), a casual teacher (3 hours per week) who provided music and band tuition, a temporary teacher who filled the part-time positions of 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 Primary School. There are no indigenous members of the school workforce at this time.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Teaching Principal (PPS)</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>Total Teacher Entitlement</td>
<td>2.62</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.19</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>0.696</td>
</tr>
<tr>
<td>Total Non Teacher Entitlement</td>
<td>0.886</td>
</tr>
</tbody>
</table>

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.
Qualifications | % of staff  
--- | ---  
Degree or Diploma | 100%  
Postgraduate | 25%  
NSW Institute of Teachers Accreditation | 25%

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>$33806.05</td>
</tr>
<tr>
<td>Global funds</td>
<td>$55765.44</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$50594.38</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$13830.52</td>
</tr>
<tr>
<td>Interest</td>
<td>$943.86</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$2510.41</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$157450.66</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$6136.93</td>
</tr>
<tr>
<td>Excursions</td>
<td>$3026.50</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$5052.50</td>
</tr>
<tr>
<td>Library</td>
<td>$2366.40</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$1622.03</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$64326.89</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$5718.70</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$29327.29</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$11133.39</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$3386.43</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$3625.41</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>$135722.47</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>$21728.19</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Our schools’ involvement with inter-school and community based activities continues to be strongly supported by the parents. Our involvement in the local community and broader district helps to promote a strong identity for the school. Our successes and achievements foster a sense of pride in our school.

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.

Information regarding NAPLAN results should not be reported in a manner which enables the results of individual students to be identified. Accordingly, 'percentage in bands/level' and 'school average' information is not included in this report as both the Year 3 an Year 5 cohorts had less than 10 students.

NAPLAN Year 3

In 2013, 100% of Year 3 students enrolled at Bowning Public School participated in the NAPLAN program for numeracy and literacy (including Reading, Writing, Spelling and Grammar and Punctuation). 100% of Year 3 students achieved at or above the minimum
standard in reading, writing grammar and punctuation.

Analysis of achievement data for the group shows our Year 3 student performance at a comparable level in reading and spelling and above in persuasive writing, grammar and punctuation when compared with student performance for schools with statistically similar socio economic backgrounds. Our Year 3 performance in numeracy was below that of student performance for schools with statistically similar socio economic backgrounds. Numeracy skills continue to be an area of focus for improvement. (See School Priority 2 targets for 2014 in this report).

**NAPLAN Year 5**

In 2013, 100% of Year 5 students enrolled at Bowning Public School participated in the NAPLAN program for numeracy and literacy (including Reading, Writing, Spelling and Grammar and Punctuation). 100% of Year 5 students achieved at or above the minimum standard in reading, spelling and numeracy.

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>83.3</td>
</tr>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>100.0</td>
</tr>
</tbody>
</table>

Analysis of achievement data for the group shows our Year 5 student performance at a comparable level in reading, spelling, persuasive writing, grammar and punctuation when compared with student performance for schools with statistically similar socio economic backgrounds. Our Year 5 performance in numeracy was above that of student performance for schools with statistically similar socio economic backgrounds.

**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.

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>2008-2010</td>
</tr>
<tr>
<td>95.3</td>
</tr>
<tr>
<td>2009-2011</td>
</tr>
<tr>
<td>63.8</td>
</tr>
<tr>
<td>2010-2012</td>
</tr>
<tr>
<td>104.7</td>
</tr>
<tr>
<td>2011-2013</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>80.1</td>
</tr>
<tr>
<td>2008-2010</td>
</tr>
<tr>
<td>75.0</td>
</tr>
<tr>
<td>2009-2011</td>
</tr>
<tr>
<td>79.2</td>
</tr>
<tr>
<td>2010-2012</td>
</tr>
<tr>
<td>85.7</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
<tr>
<td>83.7</td>
</tr>
<tr>
<td>2008-2010</td>
</tr>
<tr>
<td>74.0</td>
</tr>
<tr>
<td>2009-2011</td>
</tr>
<tr>
<td>79.2</td>
</tr>
<tr>
<td>2010-2012</td>
</tr>
<tr>
<td>85.7</td>
</tr>
</tbody>
</table>

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 following table shows how our rate of progress in reading has changed. Our 2010-2012 rate of progress in reading for 2011-2013 reflects strong average progress for that period.

Our rate of progress for spelling, persuasive writing, grammar, punctuation and numeracy is below that of both statistically similar groups of students and the state. Improving individual performance in literacy and numeracy to increase our average rate of progress continues to be a whole of school focus for 2014. (See School Priority 1 and 2 targets for 2014 in this report).

**Other achievements**

**Arts**

Throughout 2013, 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. Liam Newman was first prize winner in the junior section.

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 Shane Smith
- 2nd Imogen Dyson

**Years 2 and 3**
- 1st Zane Chesher
- 2nd Bridget Callow
- 3rd Taylor-Jane Cairns

**Years 4 and 5**
- 1st Sophie Bingley
- 2nd Benjamin Bingley
- 3rd Mikaela Allen
- Highly Commended: Abbey Selwyn

**Year 6**
- 1st Sarah Robertson

In addition, Zane Chesher’s work was selected to represent Yass at the Zone competition.

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 2012 with the theme “Read Across the Universe”. 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.

The Band program, led by Mr David Greenwood, continued throughout 2013 and culminated with a rousing performance at and our annual Presentation Night. Many students took instrumental tuition throughout the year learning to play guitar, clarinet and flute.

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 “Pastance” and in Term 3 by “Mara”.

At the close of Term 4 staff, students and members of the community came together to celebrate Christmas at our annual 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.

**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 6 students participated in the Yass Rostrum/CWA “Talkfest”. Jasmine Sky Elliott-Miners achieved first place in her Year 2 division.

In September we were also proud to host our own Public Speaking Day at which we celebrated the 12 finalists in our annual Public Speaking Shield.

The winning finalists were as follows:

**Infants**
- 1st Keston Dyson
- Runner Up: Imogen Dyson
Years 2 and 3
- 1st Tayley Dyson
- Runner Up: Jasmine Sky Elliott Miners

Years 4, 5 and 6
- 1st Alarna Pack McLucas
- Runners Up: Sophie Bingley and Mikaela Allen.

NSW Premier’s Spelling Bee
Two students from Bowning Public School, Kalani Conroy-Allen and Jordan Conroy-Katene, entered the regional finals of the NSW Premier’s Spelling Bee.

Kalani Conroy-Allen was place regional winner in the Year3/4 division earning her a place in the NSW State final held in the Eugene Goosens Hall in Sydney.

Sports

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

The school organises an after school sports program two afternoons each week, an intensive swimming program each December, hosts a Small School’s Athletics Carnival each May and participates in annual small school 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:** Elissa Mann
- **Junior Champions:** Abbey Selwyn/ Will Kimpton
- **Junior Runners Up:** Mikaela Allen/ Dylan Mann
- **Senior Champions:** Alarna Pack McLucas/ Brody Butt
- **Senior Runners Up:** Sarah Robertson/ James Hartwig

13 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 qualified to participate at regional level. Alarna Pack McLucas also qualified in the 11 Years Breast Stroke.

In April the District Cross-Country carnival was held at Gunning. 22 students participated. In May our school hosted the Annual Small Schools Athletics carnival. Students representing Dalton, Jugiong, Binalong, Wee Jasper, Bowning (as Lawson and Paterson House) and Gunning (as Hume and Barbour) were in attendance. The outright winners of the carnival were Gunning who were also the handicap winners. The medal winner from Bowning Public School was Ethan O’Brien who won Junior Boy Champion.

In Term 2 students participated in the District Athletics carnival at which our PPS relay team Brody Butt, Cory Mann, Tamara Smith-Lovelock and Nathan Cowan, qualified to represent the
district at Regional level. Tane Allen also qualified in the Senior Shot Put.

In 2013 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.

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 2013 our activities included ball skills, touch football, gymnastics and Frisbee.

**Significant programs and initiatives**

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.

**Aboriginal education**

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

In 2013, all staff participated in the professional training program “No Gap, No Excuse” strengthening teaching and learning strategies and promoting the implementation of quality programs and initiatives that improve student knowledge and understanding of Aboriginal Australia.

School based data shows Aboriginal and Torres Strait Islander 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 2013 at or above regional targets.
- 100% of Aboriginal and Torres Strait Islander students demonstrate progress towards achieving expected levels of attainment in literacy and numeracy.

In 2014 the school will implement strategies to continue which include:

- Whole school recognition of and respect for Aboriginal Australia through Welcome to/Acknowledgement of Country continued at assemblies, camp, sporting events and special occasions,
- Provision of ongoing professional development opportunities for whole of school staff, and
Explicit teaching of Aboriginal perspectives incorporated into teaching and learning programs for all students across all key learning areas.

Multicultural education

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 Morocco.

A trained school Anti-Racism Contact Officer (ARCO) is available to respond to any concerns of the students, staff, parent body and community at large. The role of the ARCO and the staff contact are published at the start of each year in the school bulletin.

Low SES School Communities National partnership 2010-2013

In 2013, Bowning Public School completed a final year of funding under the Low SES School Communities National Partnership (2010-2013) which aimed to transform the way that schooling takes place in participating schools and to address the complex and interconnected challenges facing students in disadvantaged communities. Through the National Partnership the school is required to implement actions across six reform areas to make a measurable difference to student outcomes.

In 2013, changes identified in our schools’ systems and practices as a result of participation in the Low SES School Communities National Partnership 2010 – 2013 include:

- increased teacher capacity to mentor and lead innovation in teaching practices (Reform 1)
- improved student outcomes as a result of targeted interventions (Reform 4)
- changes in whole-school evaluation and planning (Reform 5)
- Strengthened processes to promote parent/family engagement in school life (Reform 6).
Changes and improvements to student achievement, systems, community partnerships and practices implemented during Bowning Public School’s participation in the Low SES School Communities National Partnership will continue beyond the life of the partnership. The sustainability of those changes and improvements will be the result of increased capacity within the school in relation to the skills, resources and processes gained during our involvement in the partnership since 2010.

Changes in leadership and teacher capacity to implement innovative teaching practices are the result of improved teacher skills and practices such as collaborative planning, programming, assessing, reporting and evaluation. Increased leadership capacity to promote a collaborative, coaching culture across the school continues to support these changes and improvements and ensure their sustainability within the practices and processes of the school despite predicted future changes to staff.

Improved student outcomes as a result of targeted interventions are the result of our school accessing training and resources through partnership funding. Nominated members of staff now have training in the implementation of the key interventions introduced; Multilit, and TOWN in 2010 and Spelling Mastery in 2013. Since 2011, members of staff have been able to train Classroom Teachers and Learning and Support Teachers to implement the Multilit and TOWN programs. They have also been able to train School Learning Support Officers and Community Tutors to assist in the implementation of these key programs. With the resources required to implement the programs remaining in the school and a broadening range of staff able to implement the programs, their sustainability within the school are assured.

Changes in whole-school evaluation and planning have resulted through increased capacity in school staff and improved processes for whole-school evaluation including data analysis of internal and external data. Through the life of the partnership staff have had opportunity to work collaboratively to design and implement evaluation and assessment policies, data recording systems and analysis procedures which will be sustained as best practice within the school beyond the life of the partnership.

A key element of the Low SES School Communities National Partnership has been building strengthened parent, family and community engagement in school life. The capacity for school leaders and staff to foster positive and purposeful relationships between
the school and community has been enhanced through shared readings, professional learning opportunities and the development of innovative processes to engage the community in dialogue about the education of children in our care. Those processes which have become school practice and support the collaborative culture of the school will be sustained and expanded beyond the school’s participation in the National Partnership of Low SES School Communities.

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 in 2013 to gather data, draw conclusions, make recommendations and refine strategies include:

- interviews and 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 and 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 2013) used to inform progress towards targets relating to the priority areas the Quality of School Life Survey was administered to students in Years 2 – 6 to inform progress towards targets relating to the priority area of Student Engagement and Retention
- analysis of teaching plans and programs to inform progress towards targets relating to the priority area of Connected Learning.

School planning 2012—2014: progress in 2013

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 progress towards outcomes in 2013:

- 100% of students K-6 have demonstrated growth in reading benchmark with 60% of students achieving significant growth.
- 78% of students in Years 1-6 achieved at or above the expected level of attainment in reading as measured by the Waddington Reading assessment compared to 65% in 2012.
- 83% of students in Years 1-6 achieved at or above the expected level of attainment in spelling as measured by the South Australian Spelling Assessment compared to 71% in 2012.
- 100% of all students in Years 3 and 5 achieved at or above the national minimum standard for Reading in NAPLAN 2013.
• 71% of Year 5 students achieved greater than or equal to expected growth in NAPLAN Reading 2013 compared with 57% in 2012
• 83% of all students in Years 3 and 5 achieved at or above the national minimum standard for Grammar and Punctuation in NAPLAN 2013.
• Teacher assessments demonstrate 70% of students in K-6 attaining a sound level or above in Writing as measured against the state wide syllabus standards and reported to parents Semester 1, 2013 compared to 68% in 2012.
• 100% of students in K-2 have demonstrated growth towards individual learning goals as identified through their placement on the Best Start Literacy Continuum.
• 100% of all students in Years 3 and 5 achieved at or above the national minimum standard for Writing in NAPLAN 2013 compared with 87% in 2012.

Targets to achieve these outcomes in 2014
• 80% of students will maintain their rate of growth in reading, spelling, grammar and punctuation as demonstrated in 2013, with a further target of an additional 5% of students achieving demonstrated improvement in 2014.
• 70% of students will maintain their standard of achievement in writing as demonstrated in 2013, with a further target of an additional 10% of students achieving demonstrated sound improvement in 2014.

Strategies to achieve these outcomes in 2014.
• Continue to implement the Spell Check Program in Years 1&2.
• Continue to implement the Spelling Mastery Program in Years 3 – 6.
• Maintain strategies recommended by speech pathologist that target vocabulary development, comprehension and listening skills through classroom programs.
• Organise instructional groupings in reading across grades according to learning needs and maintain smaller teacher/student ratios.
• Maintain the involvement of trained community tutors to support literacy programs K-6 and increase parent involvement in the classrooms during literacy sessions.
• Implement strategies to identify and support gifted writers.
• Maintain an explicit focus on nominated text types in teaching and learning programs K-6.
• Expand the use of interactive technologies to support the teaching and learning of writing processes K-6.
• Classroom and support staff will continue to work collaboratively to prepare and implement literacy components of individual learning plans.
• School assessment tracking records will be maintained. Year group records will be collated to support analysis of data.
• Targeted literacy support groups Years 3-6 (Writing) to provide teaching and learning programs which address needs to “at risk” and gifted writers as identified through in-school assessment.
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.

Targets to achieve these outcomes in 2014

- 70% of students will maintain their standard of achievement in numeracy as demonstrated in 2013, with a further target of an additional 10% of students achieving demonstrated sound improvement in 2014.

Evidence of progress towards outcomes in 2013:

- 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.

- Average rate of growth for Year 5 students in NAPLAN Numeracy 2013 is 79.8 points compared with 89.7 for DEC students and 88.5 for all students NSW.

- 25% of Year 5 students achieved greater than or equal to expected growth in NAPLAN Numeracy 2013.

- Classroom teachers and support staff have worked collaboratively to prepare and implement numeracy components of individual learning plans.

Strategies to achieve these outcomes in 2014:

- Organise instructional groupings in Mathematics across grades and strands according to learning needs and maintain smaller teacher/student ratios.

- Increase learning support for students at risk in Years 3-6 engaging Learning and Support Teacher in classroom settings to assist in the implementation of TOWN resources.

- Expand the use of interactive technologies to support the teaching and learning Mathematics K-6.

- Targeted programs to be implemented which extend students 2-6 identified to be competent in Mathematics.

- Classroom and support staff will continue to work collaboratively to prepare and implement Numeracy components of individual learning plans.

- School assessment tracking records will be maintained. Year group records will be collated to support analysis of data.

Professional learning

75% of the schools tied grant for teacher professional learning funds has been expended during the 2013 school year. Expenditure on teacher professional learning for 2013 was supported by teacher professional learning and
training expenditure of National Partnership funding which 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 2013 members of staff undertook a range of Professional learning activities to further build staff capacity to sustain the implementation of quality teaching practices to ensure continual improvement in the literacy and numeracy outcomes of students K-6. Professional Learning undertaken by staff in 2013 included:

- Child Protection Update 2013
- Every Student Every School
- Disability Standards for Education – NSW
- Best Start
- Learning and Support: Making a Difference
- Learning and Support: Teams
- Teaching for the New Curriculum
- Teaching the Dot Points – English Syllabus
- Your school and the English Syllabus
- Live Life Well at School
- No Gaps No Excuses.

In addition the principal participated in:
- ISER Regional Principals Conference
- QPPA Conference
- School Education Group Meetings
- Southern Tablelands Network Meetings
- Introduction to Leadership Coaching
- ISER Curriculum Leader training for the new syllabus
- ISER Programming for the new syllabus.

Five days were designated for School Development Days in 2013. All permanent and temporary/part-time members of the teaching staff participated in mandatory training programs and professional learning opportunities on those days.

Professional learning activities undertaken on those days included the Child Protection update 2013 (Term 1) and training on the New South Wales English Syllabus for the Australian Curriculum (Term 2 and 3) as well as updates on the Department of Education and Communities’ reforms - Every Student Every Student and Local Schools, Local Decisions (Term 1). No Gap No
Excuse professional training modules were undertaken in Term 4.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. 13 families participated in a series of Focus Group meetings conducted to gain feedback on their perceptions of the school using the Low SES School Communities Community Engagement survey and a written parent satisfaction survey. Written surveys were distributed to all other families and community members.

Responses to the Parent Satisfaction Survey show that the majority of parents and community members hold a positive opinion of our school. Analysis of their responses show that they feel:
- the school is connected to its community and welcomes 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 teachers and promotes core values.

25% of parents and community members surveyed 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 their responses shows that:
- 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.

Responses by students in Years 2 – 6 to the School culture Survey show that the majority of students hold a positive opinion of our school and the small school experience. Analysis of their responses shows that:
- they are proud of their school
- new students are made welcome
- the school appreciates them as a student
- the school encourages them to achieve their best.

18% of students surveyed indicated that the school rarely makes changes, when necessary, 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:

- the local history project
- working with reading helpers
- public speaking and school performances
- our school environment
- visiting other small schools.

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

- increased opportunities for sport
- learning about Australian history
- more support for homework tasks
- engaging more guest speakers.

Results of the Community Engagement Survey and focus group interviews indicate that our school is a place where:

- parents and carers are encouraged to be actively involved in their child’s learning
- teachers encourage ongoing communication about student learning between home and school
- teachers provide class activities that are interesting and appropriate to individual student’s needs and abilities.

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 Estelle Wilson – Classroom Teacher
Mrs Esmay Armour – Librarian/ICT
Mrs Kylie Kimpton – President Bowning P&C
Master Tane Allen – Boy School Captain 2012
Miss Sarah Robertson – Girl School Captain 2012

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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: