

Bomaderry Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Bomaderry Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Dionne Hanbidge

Principal

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School background

School vision statement

Bomaderry Public School aims to be the centre of the Bomaderry community. A place where students, families and staff work together to create a learning environment where all stakeholders are valued, safe and happy.

Learning, high quality teaching, positive outcomes, high expectations and reaching our goals are the centre of all that we do.

We aim high in order to achieve high.

School context

Bomaderry Public School is on the northern side of the Shoalhaven River in Bomaderry.

Currently the school has 14 main stream classes and 6 support classes – District Early Intervention Unit, 2 IO classes, an IM class, an Autism class and an MC class. The school has 30% Aboriginal student enrolments.

At Bomaderry Public School a variety of quality programs exist to support learning for all students. Staffing and school funding is used flexibly to support literacy and numeracy programs, teacher training and Stage-based leadership and collaborative planning – all with the ultimate aim of improving the quality of teaching in every classroom, for every student.

Early intervention, a whole school focus on using the NSW Quality Teaching Framework and a highly effective Learning Support Team exist to promote engagement and a quality learning environment.

Equity funds have made it possible to run “HeadStart”, a free transition to school program, and to employ additional staff supporting improved student outcomes and wellbeing.

The school motto, which is incorporated into everyday practice, is: “Aiming High”.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, there is evidence that the school’s processes for assessment and reporting were, once again, excellent. Teachers regularly collect school-based and external data which is used for planning teaching and learning, providing specific support, as well as reporting to parents and the community. Assessment schedules are published and adhered to. Improvements in the Personalised Learning Plan (PLP) meetings over the past year have led to all students (starting in preschool) having a PLP which includes specific learning goals, collaboratively set with parents. These goals are 'owned' and celebrated by the whole school community.

The school is delivering high quality teaching and learning programs which are inclusive, evidence-based and appropriate. This is led by Assistant Principals and a highly functioning Learning Support Team. Staff members have been identified to lead wellbeing initiatives across the school. This is in addition to all staff being trained in the Positive Behaviour for Learning program for implementation in 2017.

Extensive use of school funds have been used to ensure all teachers have a deep understanding of the curriculum, learning continuums and what students require to progress to their expected benchmarks. Teachers have excellent knowledge to support students as they progress through all stages of their education, to ensure support is provided at transition points, and to differentiate all curriculum to meet individual student needs. Staff enjoy the expert support of our Learning Support Team and links with outside agencies and groups. This team has developed a Whole School LST data collection summary, used to track all adjustments and interventions provided.

The school continues to work hard to create a culture of high expectations with staff, students and families. Clear

communication is in place regarding the responsibilities of all stakeholders in attending school regularly, demonstrating appropriate behaviour and striving for success. Explicit learning criteria is provided for learning tasks and the production of high quality work is rewarded by the principal, shared publicly and celebrated across the school. Staff strive to create engaging, inclusive classrooms and this learning culture at BPS continues to result in improved attendance patterns. A teacher and School Learning Support Officer are employed in the area of attendance. They monitor all students closely. Attendance data shows that the improvement measures set in the school plan were achieved in 2016.

Both internal and external student performance measures indicated a need for the school to focus on improved teaching and learning in Mathematics as well as continue to provide strong foundations in all areas of Literacy. In the 2015 NAPLAN assessments, only 12% of Year 3 and 19% of Year 5 students achieved in the proficient bands for Numeracy. An improvement in 2016 showed 26% of Year 3 achieving in the proficient bands, but only 13% of our Year 5 cohort achieved in these bands. Targeted, evidence-based professional learning has been provided for all K-6 teachers in Numeracy pedagogies. Internal assessments on numeracy continuum plotting data showed expected percentages of students achieving their grade benchmarks. The annual improvement measure – 75% of students reaching numeracy benchmark, has been achieved.

Our school focus in the Teaching domain has been for all classroom teaching programs across the school to be collaboratively developed and evaluated. Executive supervisors provide instructional support to ensure programs have quality teaching embedded, all tasks are differentiated according to student need and high levels of engagement can take place. Internal student learning data is used constantly to inform all planning. Literacy and Numeracy continuums are used in classrooms to explicitly guide students to track their own learning progress and by staff (PLAN) to ensure learning programs meet student need.

Time and funding has been utilised to ensure teaching teams have additional weekly and termly planning time for collaborative programming. This has led to deep staff understanding of the curriculum, including all new Australian documents, and the learning continuums. Expertise is also regularly sought from outside the school and utilised to provide professional learning, most specifically in Aboriginal Education and Literacy and Numeracy teaching.

The professional learning provided for staff at BPS is clearly linked to the school plan and staff PDPs. Staff attend training in evidence-based teaching programs including Reading Recovery, L3, TEN and TOWN (due to student need), ie. data shows a school-wide need for improvement in an identified area. The school improvement measure – '100% of teachers have professional learning goals aligned to the school plan, feedback focus and Quality Teaching Framework, and actively support these with personal and collective efficacy', has been achieved during 2016.

Current information on accreditation, has been provided to all staff during 2015-2016. Staff have clear understandings of the standards, and link these to their PDP goals. As well as completing these teaching responsibilities, teachers work beyond their classrooms and contribute to many school programs which engage students and their families.

In the domain of Leading, staff have varied responsibilities including leadership of learning area teams, projects and Stage teams. Teachers receive lesson observation feedback which drives continual improvement of teaching and ultimately student outcomes. School teams, including the Learning Support Team, have productive relationships with many agencies, organisations and professionals outside the school and utilise these links to provide support and opportunities for students and families.

The school plan is the result of extensive consultation with the school community. A team of community representatives collected and collated data and evidence in order to set the current strategic directions. A collective responsibility for meeting the improvement measures is evident. Evaluation of teaching practices is ongoing. Feedback is sought from all sectors of the school community on school procedures, programs and culture.

The Principal, executive and administration teams have aligned priorities and procedures, which allows for the successful operation of administrative practices and clear communication within and outside the school. The processes for school operation are constantly being refined. For example; during 2016, the excursion procedures, Learning Support Team data collection, Stage team assessment schedules and PDP plans were reviewed and improved.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

High quality Mathematics teaching and learning

Purpose

Being numerate is a critical life skill. We aim for all students to acquire the key ideas and skills of numeracy.

Internal and external school numeracy performance data shows that our overall school numeracy levels require improvement.

Bomaderry Public School aims to ensure embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in numeracy teaching practice and student outcomes.

Overall summary of progress

Both internal and external student performance measures indicated a need for the school to focus on improved teaching and learning in Mathematics as well as continue to provide strong foundations in all areas of Literacy.

In the 2015 NAPLAN assessments, only 12% of Year 3 and 19% of Year 5 students achieved in the proficient bands for Numeracy. An improvement in 2016 showed 26% of Year 3 achieving in the proficient bands, but only 13% of our Year 5 cohort achieved in these bands.

Targeted, evidence-based professional learning has been provided for all K–6 teachers in Numeracy pedagogies. Internal assessments on numeracy continuum plotting data showed expected percentages of students achieving their grade benchmarks. The annual improvement measure – 75% of students reaching numeracy benchmark, has been achieved.

All classroom teaching programs across the school are collaboratively developed and evaluated. Teams of staff work closely to review what is taught and how it is delivered. Executive supervisors provide instructional support to ensure programs have quality teaching embedded, all tasks are differentiated according to student need and high levels of engagement can take place.

A continued focus on teacher training and school-wide support in Mathematics teaching during 2016 has resulted in best practice programming. This can be seen in any sample of a weekly maths teaching plan K–6. All Infants teachers are now trained in the TEN pedagogy and all Primary staff in TOWN.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
75% of students achieve at the appropriate grade benchmark for numeracy learning	75% of students achieving at grade benchmark for numeracy learning – this progress is tracked on the whole school data wall	\$150,000 – teacher training (Socio-economic and school funds)
Performance of Aboriginal students achieving at the appropriate grade benchmark for numeracy learning is comparable to that of all students in the school	Employed teacher to analyse Aboriginal student learning data and discuss findings, trends, strategies with teachers. Employed teacher and SLSO to provide HeadStart Kindergarten readiness program for preschoolers. This is focused on early intervention for Aboriginal families. Employed teacher to work with identified, Primary, Aboriginal students at-risk of not achieving Numeracy benchmarks. With these, and	\$ 10,000 – casual wages (Aboriginal background and school funds) \$30,000 – HeadStart wages (Socio-economic and Aboriginal background funds)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Performance of Aboriginal students achieving at the appropriate grade benchmark for numeracy learning is comparable to that of all students in the school	other interventions, similar percentages of Aboriginal and non-Aboriginal students have met benchmarks.	

Next Steps

Introduce Early Action for Success; employment and training of Instructional Leader

Continue focus on high quality teaching of Numeracy, but also ensure equal PD and support for Literacy teaching 2017 (Strategic Direction 1 in school plan to include Literacy and Numeracy)

Offer more technology, science and maths extension opportunities, eg. Robotics

Focus Learning and Support Teacher support in 3–6 classrooms; teacher observations, feedback, collaborative planning, ongoing professional learning on Numeracy continuum, teaching strategies and programming as well as offer TEN in-school training to teachers on Support classes

Increase parent engagement in academic learning processes. Provide a variety of workshops, ask what is sought, seek more feedback, continue to invite 'random' groups for 'coffee chats' with Community Liaison Officer and Principal and/or P&C executive. Create working committees with the P&C for the 2017 school birthday celebration and Spring Fair events

Continue to provide lesson observation and feedback for all teachers and focus on improved prompting and questioning for student reflection

Analyse Professional Development Plans to ensure differentiated staff professional development

Increase numbers of community volunteers engaged in learning programs, possibly through the PaTCH program

Strategic Direction 2

Students learn and achieve positive outcomes

Purpose

We aim for our school to be the centre of our community where families, agencies, clubs and groups work together with staff for students, as well as the good name of Bomaderry Public.

The school focus on personalised learning and early identification and intervention support need to become planned and strategic in order to achieve the highest outcomes possible for students; engagement, wellbeing & learning.

Personal student information needs to be translated into goals, which are 'aimed for' by school and family and achieved by collaboration and by using explicit feedback and support.

Increased community involvement is sought in order to help promote our culture of high expectations and improved attendance.

Assessment and reporting practices need to be consistent, based on best practice and research, and used to inform all teaching programs.

Overall summary of progress

The school is delivering high quality teaching and learning programs which are inclusive, evidence-based and appropriate. This is led by Assistant Principals within each Stage team, and the Learning Support Team. Staff members have been identified to lead wellbeing initiatives across the school such as Aboriginal cultural activities, extra-curricular sporting programs, social skills groups and lunch-time 'Interest' groups.

The school is working hard to create a culture of high expectations with staff, students and families. Clear communication is in place regarding the responsibilities of all stakeholders in attending school regularly, demonstrating appropriate behaviour and striving for success.

Explicit learning criteria is provided for learning tasks and the production of high quality work is rewarded. Setting learning goals is a collective responsibility which occurs at PLP meetings, and when they are achieved, celebrated by the school community.

Staff strive to create engaging, inclusive classrooms and this learning culture at BPS continues to result in improved attendance patterns by Aboriginal students and the whole school population.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• 100% of students have a PLP/PLSP with specific literacy and numeracy targets, goals and aspirations; with ongoing parent consultation	Implemented Personalised Learning Plans (PLPs) to improve student learning outcomes from Preschool – Year 6. 95% of carers were involved in 2016	\$1500 (RAM)
• Increase whole school attendance average from 92% in 2015 to 93% in 2016	TIC Attendance, Phone Intervention, high quality teaching and staff tracking of attendance has resulted in 91.8% whole school attendance (a slight decrease from last year)	\$5000 (RAM)
• Increase attendance averages of Aboriginal students from 91% in 2015 to 92% in 2016	TIC Attendance, Phone Intervention, high quality teaching and staff tracking of attendance has resulted in 91% Aboriginal student attendance	as above

Next Steps

Introduce Positive Behaviour for Learning across the school – team training, data analysis and focused classroom lessons

Strengthen the use of feedback processes – teacher to teacher, student to teacher, teacher to student

Adjustments page (with new drop down menu) for children working beyond stage level

High expectations/support for extension opportunities – value high achievement

Establish 'giving back' culture within the student body – people and the environment

Leisure sport program offered again, over 2 full terms

Physical environment improvements made in order to increase pride in our school; students, community, staff and visitors – and in preparation for 15th birthday celebrations in 2017

Bus purchased – escalating excursion costs require research into the cost/upkeep of other transport options

Continue to employ Community Liaison Officer to support links with P&C, local clubs, organisations and opportunities. Analyse student interests from PLP meetings and provide information and support, as well as After School Sport opportunities to promote active, engaged citizens (seek funding to provide increased access to after school sports – more variety, larger groups)

Continue 'KinderGo' and 'Every Day Counts' attendance programs

Aim for 100% carer involvement once again for PLPs (95% in 2016)

Investigate appropriateness of Family Referral Worker for BPS

Strategic Direction 3

Staff Professional Learning

Purpose

We aim to provide the best quality teaching possible for Bomaderry Public School students.

Time and professional learning funds spent on building teachers capacity to reflect on and strengthen classroom practice is paramount to improving student learning outcomes.

Bomaderry Public School's leadership team aims to demonstrate Instructional Leadership promoting and modelling effective evidence-based practice through collaborative planning, collegial observations and feedback.

High quality teaching is strived for at the school through ongoing, appropriate teacher professional learning.

Overall summary of progress

Internal student learning data is used constantly to inform all planning. Literacy and Numeracy continuums are used in classrooms to explicitly guide students to track their own learning progress and by staff (PLAN) to ensure learning programs meet student need.

The Learning Support Teacher, and Team, work with class teachers when interventions or support are sought – this process is very effective due to the timely use of data and our staff's deep understanding of it. Data, both internal and external, is used to set, monitor and change the school's strategic directions. This data is shared, for instance, the whole school numeracy data wall is a whole school data set, regularly updated and consistently used for discussion, consistent teacher judgement and direction setting.

Time and funding has been utilised to ensure teaching teams have additional weekly and termly planning time for collaborative programming. This has led to deep staff understanding of the curriculum, including all new Australian documents, and the learning continuums. All teachers have specific Literacy and Numeracy teaching goals in their PDPs. Executive supervisors collaborate with their teams, observe lessons, model effective practice and provide feedback on negotiated areas for improvement/guidance.

An Assistant Principal has been identified as the leader of curriculum. This leadership has resulted in a coordinated approach to planning integrated teaching units across History, Science and Geography. Expertise is also regularly sought from outside the school and utilised to provide professional learning, most specifically in Aboriginal Education and Literacy and Numeracy teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• 100% of teachers have professional learning goals aligned to the school plan, feedback focus and Quality Teaching Framework, and actively support these with personal and collective efficacy	<p>The PD provided for staff was clearly linked to the school plan and staff PDP's. Staff continued to attend training in evidence-based teaching programs such as L3, TEN and TOWN</p> <p>100% of teachers have professional learning goals aligned to the school plan and Quality Teaching Framework – many have also identified appropriate standards from their Accreditation processes for focus</p>	<p>\$165000 – casual relief for Professional Learning</p> <p>(Socio-economic and school funds)</p>

Next Steps

Professional development for staff provided by the Deputy Principal – Instructional Leader, specific ongoing PD for K-3 teachers

PD provided in variety of areas; PBL, wellbeing initiatives, Literacy and Numeracy (L3, TEN, Reading Recovery),

Collect feedback from staff each semester on types of professional training and support sought

Interview parents/students more regularly for feedback on school operations, programs, culture

Make data/evidence folders on the server for each strategic direction

Analyse whole school support structures, programs and programs for beginning teachers – ensure appropriate levels of support are provided on classroom management and programming as well as additional, appropriate lesson demonstration/observation and feedback opportunities

Support staff in appropriate levels of Teacher Accreditation

Strengthen PD opportunities for SLSO staff; in-school ongoing learning provided by key teaching staff (Supporting students, PDP processes, IT skills, and other topics as negotiated)

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Implemented Personalised Learning Plans (PLPs) to improve student learning outcomes. Tracked Aboriginal student attendance – employed Aboriginal SLSO for Phone Intervention Program</p> <p>Employed a teacher and SLSO to provide HeadStart Kindergarten readiness program for preschoolers. This program provides early intervention and support aimed at Aboriginal families</p> <p>Implemented a learning boost program targeting students below the National Benchmark in Literacy and Numeracy. This program employed an Aboriginal teacher.</p>	<p>\$2,000 (RAM)</p> <p>\$4,000 (RAM)</p> <p>\$30,000 – HeadStart wages</p> <p>(Aboriginal background and socio-economic funds)</p> <p>\$6,000 (socio-economic funds)</p>
English language proficiency	Employed EALD teacher to work with targeted students in language proficiency	\$12,000 (EALD)
Low level adjustment for disability	<p>Staff relief was provided and additional Learning and Support staff employed in order to cater for all students requiring adjustments and learning support.</p> <p>Students are catered for within class programs and other whole school and agency strategies – following referrals through Learning Support Team</p>	\$143,000 (LST staff wage and funding)
Socio-economic background	All Infants teachers are now trained in the TEN pedagogy and all Primary staff in TOWN – providing highest quality Numeracy teaching to all students in order to increase their learning outcomes.	(costs as per Professional Development)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	144	144	155	173
Girls	127	142	137	159

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.4	94.9	93.8	92.3
1	91.8	94.1	95.1	93.1
2	93.8	94	93.3	92.8
3	91.8	95.4	91.4	92
4	95.6	94.1	92.6	90.3
5	92.5	93.7	94.7	92.4
6	92.3	94.3	93	94
All Years	93	94.4	93.4	92.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	13.34
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	8.47
Other Positions	0.43

*Full Time Equivalent

The school employs an Aboriginal Education Officer, two Aboriginal teachers, a permanent Aboriginal School Learning Support Officer (SLSO) and two casual Aboriginal SLSOs.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	5

Professional learning and teacher accreditation

Part of the development and focus of each teacher's Professional Development Plan at Bomaderry Public School, is accreditation requirements and meeting professional standards.

All staff are engaging with the accreditation process at the relevant level for their career. Teacher professional learning is matched to professional goals and forms the majority of Strategic Direction 3 in the school plan.

One classroom teacher continues working towards accreditation at the Highly Accomplished level.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	453 022.00
Global funds	256 997.00
Tied funds	454 573.00
School & community sources	67 708.00
Interest	8 358.00
Trust receipts	49 870.00
Canteen	0.00
Total income	1 290 528.00
Expenditure	
Teaching & learning	
Key learning areas	16 054.00
Excursions	24 032.00
Extracurricular dissections	14 209.00
Library	1 975.00
Training & development	9 154.00
Tied funds	434 362.00
Short term relief	66 109.00
Administration & office	52 274.00
School-operated canteen	0.00
Utilities	49 431.00
Maintenance	33 811.00
Trust accounts	43 914.00
Capital programs	0.00
Total expenditure	745 325.00
Balance carried forward	545 203.00

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	585 181.42
(2a) Appropriation	558 007.38
(2b) Sale of Goods and Services	236.36
(2c) Grants and Contributions	26 698.26
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	239.42
Expenses	-249 746.13
Recurrent Expenses	-249 746.13
(3a) Employee Related	-173 426.96
(3b) Operating Expenses	-76 319.17
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	335 435.29
Balance Carried Forward	335 435.29

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 996 859.01
Base Per Capita	17 484.55
Base Location	3 225.00
Other Base	1 976 149.46
Equity Total	512 267.73
Equity Aboriginal	78 900.14
Equity Socio economic	299 282.52
Equity Language	6 615.18
Equity Disability	127 469.88
Targeted Total	891 483.82
Other Total	281 224.30
Grand Total	3 681 834.86

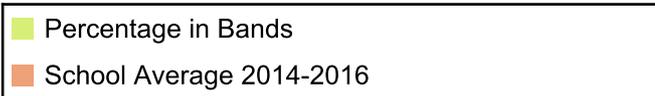
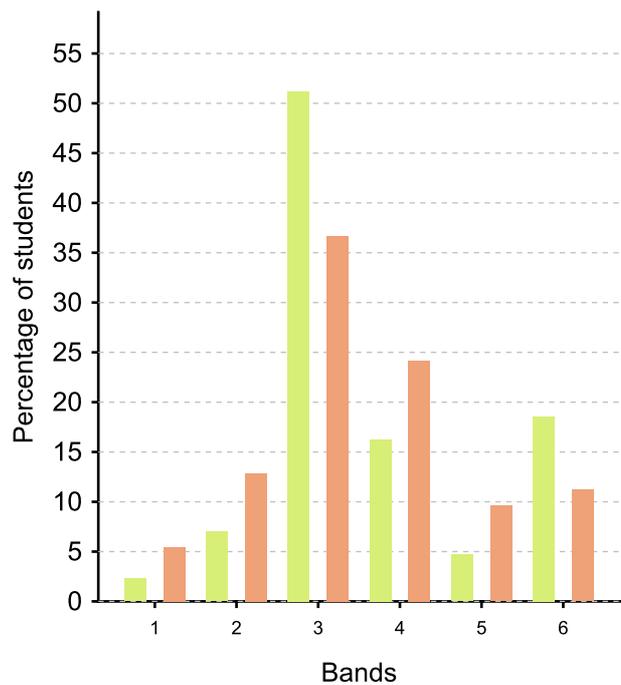
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

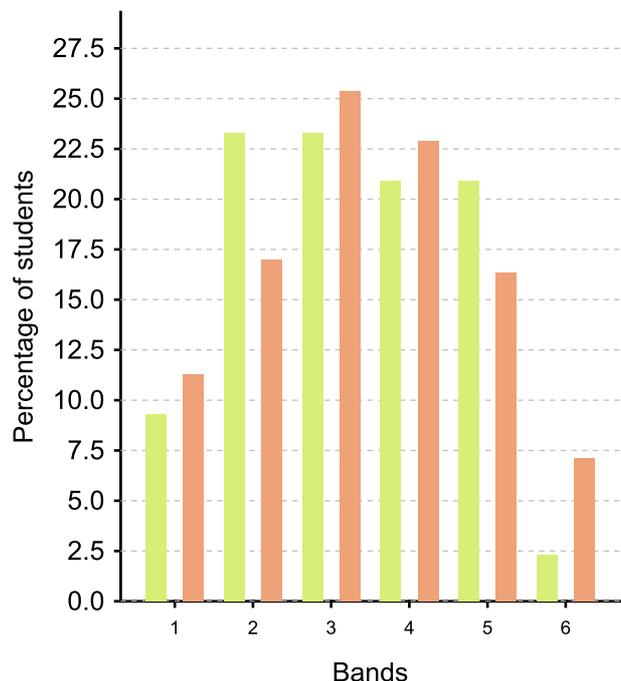
NAPLAN

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.

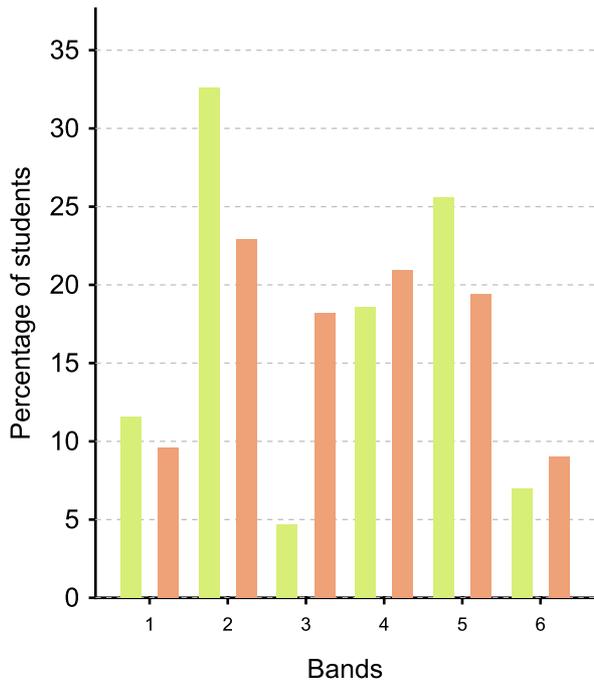
Percentage in bands:
Year 3 Grammar & Punctuation



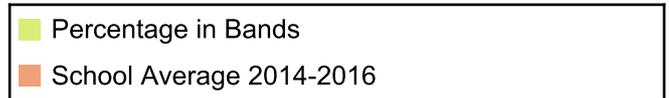
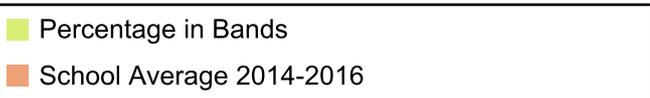
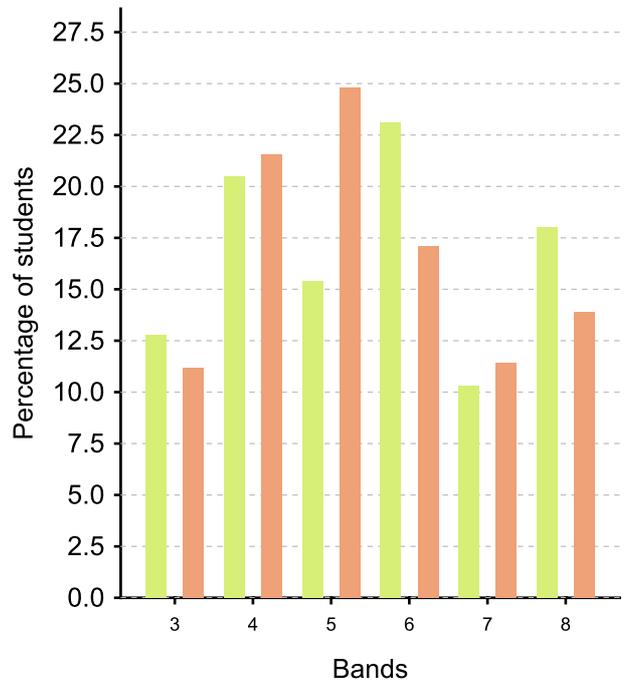
Percentage in bands:
Year 3 Reading



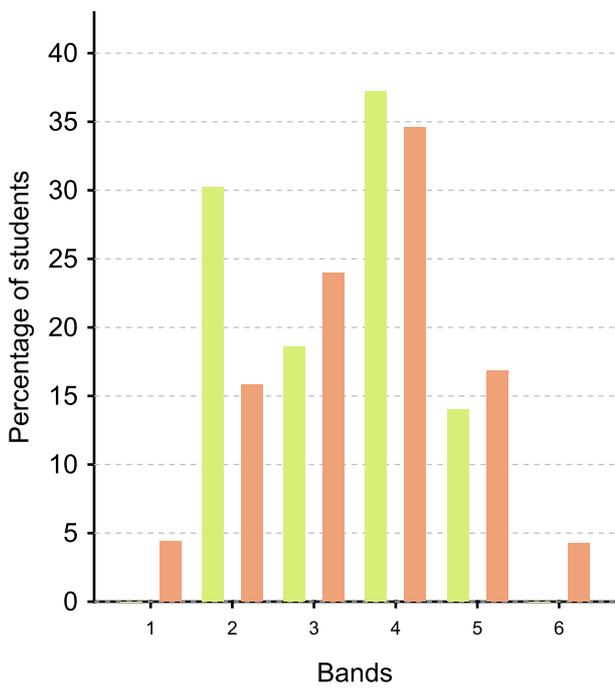
Percentage in bands:
Year 3 Spelling



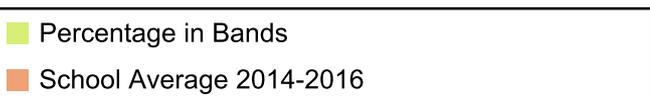
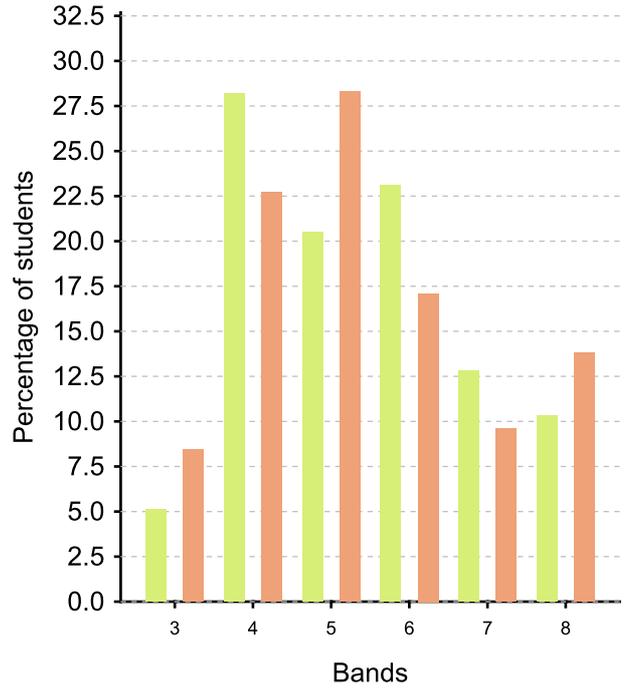
Percentage in bands:
Year 5 Grammar & Punctuation



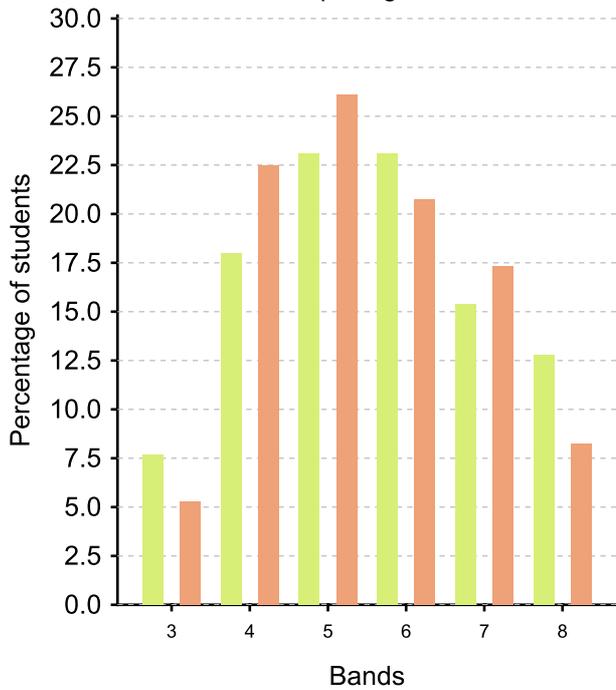
Percentage in bands:
Year 3 Writing



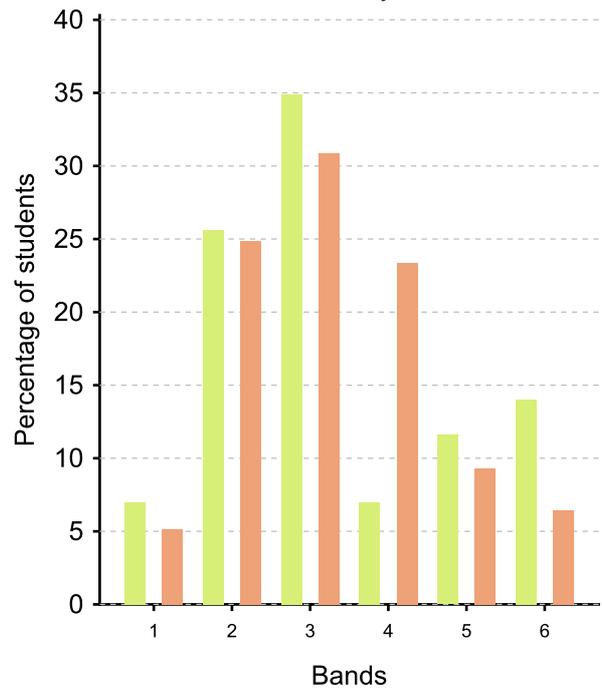
Percentage in bands:
Year 5 Reading



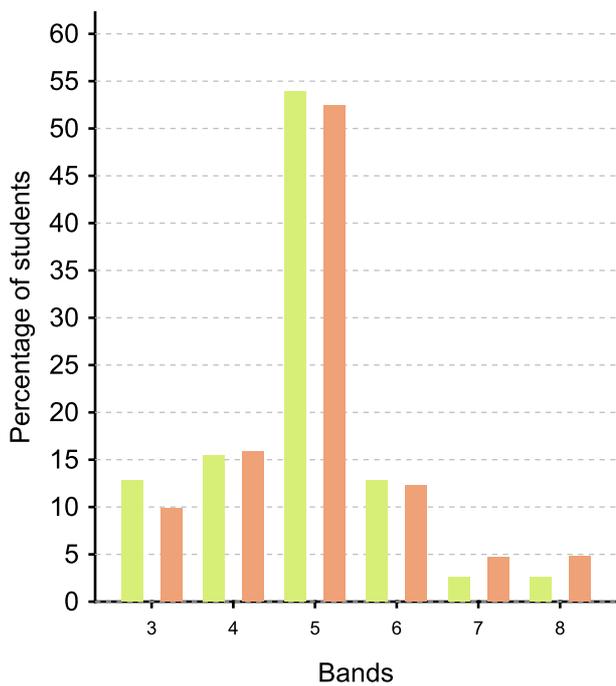
Percentage in bands:
Year 5 Spelling



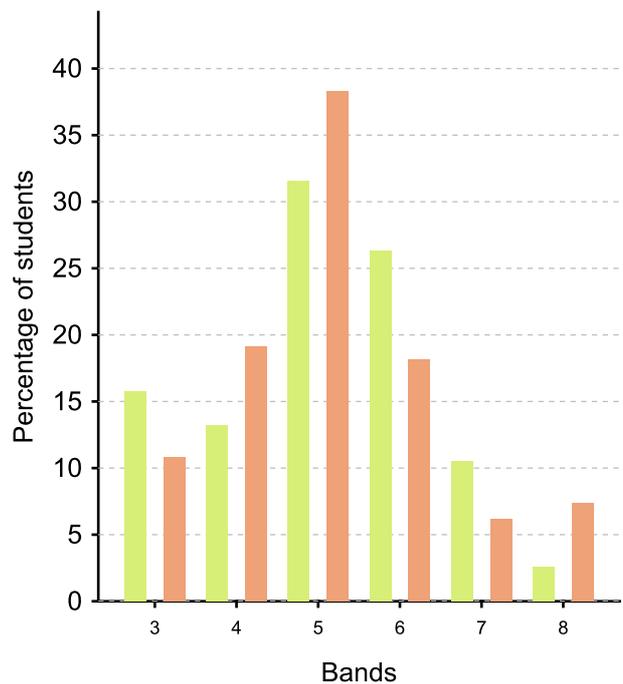
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



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

Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

This year we interviewed and surveyed focus groups of students and parents for specific feedback.

Students identified the strengths of the school as:

- Great teachers who listen
- Teachers you can trust
- Teachers who provide individualised learning
- Positive things happen in the school such as robotics, coding, leadership opportunities
- The office staff know all of our families

Some areas for improvement identified by students:

- The Library stairs could be brightened
- More reward systems could be introduced – like Bommo Bucks
- Maybe install a healthy vending machine
- Could be even more after school activities like martial arts and more art

Findings from the Primary student survey (36 Year 4 students, 45 Year 5 Students and 35 Year 6 students):

- * 76% of students had a high sense of belonging
- * 95% of students surveyed said they value their school outcomes
- * Only 66% of students believe they have positive homework behaviour
- * 94% of the girls and 84% of the boys said they try hard to succeed
- * Some students find classroom instruction relevant to their everyday lives. Students rated relevance 8 out of 10; the NSW Govt norm for these years is 7.9

Policy requirements

Aboriginal education

Aboriginal education at Bomaderry Public School is focused on providing Aboriginal cultural perspectives in all Teaching and Learning Programs. The school has

implemented programs to provide appropriate support and learning opportunities for all students.

During 2016, all teaching staff continued to implement Personalised Learning Plans (PLPs) to improve student learning outcomes. PLPs are used as a valuable tool to know each student, their targets, and the community. From this information, learning goals are set, students are matched to extra-curricular activities, referrals for outside support are sought and links are strengthened with families.

We have implemented an effective boost program, targeting students below the National Benchmark in Literacy and Numeracy. This program employed an Aboriginal teacher.

Throughout the year, a number of local Aboriginal people were invited in to lessons to talk to the students about the past and present.

The annual NAIDOC Art Exhibition was held, with every student at BPS exhibiting an artwork created in response to class lessons which included an Aboriginal perspective.

Multicultural and anti-racism education

Throughout the 2016 school year, students participated in Human Society and It's Environment and History units of study which examine the diversity in Australian society but also how people, events and forces from the past and present have shaped our world. Students also developed an understanding of the differences and similarities between cultures all over the world.

Students engaged in Drama and Literacy activities through the Shoalhaven Eisteddford and RFF lessons. The school supported Harmony Day and NAIDOC Week by participating in Doing Things Together Days and classroom lessons.

The Principal appoints an Anti-Racism Contact Officer each year with the responsibility for investigating any racist incidents in school and maintaining an anti-racism register.