

# Boomi Public School Annual Report



2016



1307

## Introduction

The Annual Report for **2016** is provided to the community of **Boomi 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.

Jody Kilpatrick

Principal

### School contact details

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## School background

### School vision statement

Boomi Public School is committed to developing student potential in all areas of the curriculum. We endeavour to empower students to take responsibility for their learning and to always try their best and to follow the school motto

“Be a Good Citizen”. Boomi Public School strives to equip students with the necessary skills to be successful 21st century learners.

### School context

Boomi Public School is a small school located in a rural setting. Our students travel from areas surrounding Boomi as well as from the village. The school was established in 1901.

Boomi Public School offers a learning environment that caters very well for students in all curriculum areas which are relevant to their stages of learning. The curriculum is comprehensive and innovative with a strong emphasis on literacy, numeracy, technology and the arts.

Boomi Public School has strong community partnerships and a very supportive P and C. The school has many local stakeholders and is part of many local traditions.

The school offers many extra-curricular activities in the areas of sports, arts and with activities such as our Annual Small Schools Mini School.

Our school has a warm, caring, family environment where all students are valued. Through commitment and professionalism the staff aims to create a stimulating learning environment which is safe and gives students

confidence and the experiences necessary to adapt to new situations.

# 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.

The results of this process indicated that:

### Learning

In the domain of Learning, our efforts have primarily focused on learning culture, wellbeing, curriculum and learning, and assessment and reporting. Our school has developed strong processes to support improved attendance, behaviour and learning in each classroom. The Positive Behaviour for Learning (PBL) initiative was introduced to the school and community has featured in improvements schoolwide behaviour. The implementation of PBL universals of Respect, Responsibility and Pride have supported students to develop greater respect for learning and improved the ways students relate to one another in the classroom and the playground, resulting in improved learning.

### Teaching

Our major focus in the domain of Teaching has been around the use of data to evaluate and improve the effectiveness of teaching programs, and to address the individual needs of students in the areas of literacy and numeracy. Training to improve knowledge of the new curriculum, teaching practices and assessment, and planning for increased engagement have been priorities in 2016. Teachers have reviewed the learning scope and sequence documents to ensure that the syllabus requirements are reflected in planning and delivery of teaching. Adjustments are made to teaching and learning to address the individual needs of students. From analysis of the school excellence framework, we have identified the need to include students more in selfassessment to further improve the teaching and learning cycle.

### Leading

In the domain of Leading, our school has identified key strategic directions as a result of community consultation and analysis of student data. There are clear processes in place to ensure effective management of finances and resources, and in leading effective learning and wellbeing across the school. There is room to improve processes around the ongoing and timely review of milestones. The school has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

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

LEARNING Students are successful and engaged 21st Century Learners.

### Purpose

To support all students to become competent readers, writers and mathematicians. This will be achieved through the development of whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities.

### Overall summary of progress

All students demonstrate significant growth in Literacy and Numeracy achievement over the 2016 school year. Data informed individualised learning plans for all students prepared for 2017 school year.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN Data BEST Start Data Classroom Assessment Data Survey results PLAN Data	Employment of above entitlement teacher staffing has enabled the school to operate small individualised learning groups in Literacy and Numeracy learning. This has resulted in improved data collection and analysis to inform development of individualised learning programs.	Teacher Cost: \$28800

### Next Steps

Small group organisation and development of individual programs will continue in 2017 with particular focus on writing and comprehension in Literacy learning.

Employment of a third teacher four days a week to support explicit quality teaching in Literacy and Numeracy in the Primary classroom.

## Strategic Direction 2

TEACHING Staff achieving excellence in the craft of teaching.

### Purpose

To provide opportunities for staff and leader learning that will contribute towards development of very high levels of curriculum knowledge and best pedagogical practice. Staff will demonstrate personal and collective responsibility for improving student learning and well-being.

### Overall summary of progress

All teachers have developed understanding of consistent teacher judgement and demonstrated increased capacity in program development and implementation of quality teaching practices. This is demonstrated through the effective use of learning continuums, teaching programs that are genuine reflection of classroom practice and classroom application of professional learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Professional Learning to facilitate introduction of Positive Behaviour for Learning strategies and systems.	Extensive PBL Professional Learning conducted.  Staff, Parents and Students involved in developing PBL Values– Respect, Responsibility and Pride. Identification of the PBL symbol, merit system and expectations of behaviour.	\$500
Technology learning and purchase of appropriate software and hardware to encourage use across all Key Learning Areas.	Development of the robotics program has provided students with the opportunity to build simple machinery, practise coding and develop technology programs to support learning across the curriculum.  Targeted software programs (Reading Eggs, Maths Online, Spelling Vocab City) have complimented classroom teaching and learning, providing opportunity for individualised student learning.	Purchase of resources to fund robotics program \$16831  Maths support for teachers and resources \$2292

### Next Steps

The robotics program will continue in 2017, with a focus on coding. Understanding application of technology learning and gaining 21st Learning Skills. The school will purchase additional hardware such as laptops.

All staff to continue to engage in whole staff data collection and tracking systems to enhance our focus on impact and to more effectively plan ongoing student learning growth. Staff to continue to develop evidence based mindset and prepare to external validation process likely to occur withing the next two years.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	All students are engaged and making progress in literacy and numeracy. This has been achieved through the employment of an extra teacher for one extra day a week. This has allowed for individualised support for these students.	\$6148
<b>Quality Teaching, Successful Students (QTSS)</b>	This funding was used for teachers to observe each other teaching and providing feedback on quality teaching principles identified.	\$1020
<b>Socio-economic background</b>	This funding has been combined with Aboriginal Background and Low Level Adjustment for Disability Funding to employ a Teacher for three days a week to provide students with additional support in the primary classroom. The outcome has been improved results in the main areas of literacy and numeracy.	\$3155

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	18	20	20	18
Girls	22	23	18	15

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	89.3	96.8	92.6	94.7
1	87.6	92.8	94.4	94.1
2	96.4	93.2	88.2	90.7
3	95.2	93.7	91	92.5
4	96.6	93.7	88	90.8
5	95.5	94.7	96.1	92.2
6	97.9	97	96.7	92.8
All Years	93.7	94.3	92.8	92.2
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

### Class sizes

Class	Total
INFANTS	13
PRIMARY	19

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.01

\*Full Time Equivalent

### 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	

### Professional learning and teacher accreditation

Teachers undertook Professional Learning in

Understanding Autism

Professional Development Plans

Work, Health & Safety Courses

Positive Behaviour for Learning (PBL)



## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30th November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>216 654.58</b>
Global funds	60 373.99
Tied funds	140 378.71
School & community sources	16 548.69
Interest	4 409.32
Trust receipts	48 214.96
Canteen	0.00
Total income	486 580.25
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	18 351.80
Excursions	8 803.63
Extracurricular dissections	6 237.48
Library	3 268.50
Training & development	395.46
Tied funds	165 542.97
Short term relief	0.00
Administration & office	30 853.72
School-operated canteen	0.00
Utilities	7 294.95
Maintenance	10 627.68
Trust accounts	60 014.05
Capital programs	0.00
Total expenditure	311 390.24
<b>Balance carried forward</b>	<b>175 190.01</b>

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.

Progress reporting in the National Assessment Program in reading and numeracy needs to take into account the limitations imposed by the small sized of the Year 3 and Year 5 classes. To maintain confidentiality, the progress of students who sat the NAPLAN in Year 3 and Year 5 are not reported here.

### Parent/caregiver, student, teacher satisfaction

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

In general, parents have a high level of satisfaction with the students' ongoing progress in academic, sporting and social learning. A survey indicated that most parents believe Boomi Public School provides a high standard of education in a safe and caring environment. Parents would like to see homework with set routines for the whole school.

The students were surveyed about their opinions of the school and the majority responded that coming to school makes them feel happy and ready to learn. The enjoyed mini-school, robotics, computers, art and the school excursion.

## Policy requirements

### Aboriginal education

Boomi Public School provides support for Aboriginal students and provides programs designed to educate all students about Aboriginal culture, history and contemporary Aboriginal Australia. These issues are integrated across all Key Learning Areas. This practice has given all students a broader understanding of Aboriginal history and culture. The school also acknowledges Aboriginal culture by celebrating during NAIDOC week.

### Multicultural and anti-racism education

In Human Society and It's Environment, students learnt about Multicultural Australia as part of their study. Students were reminded that Australia has had a high proportion of immigrants over the past 200 years and the importance of accepting people from all cultures. Students also studied Mongolia and how they live their way of life. They looked at what, why and how different cultures celebrate and the effect that this has had in shaping the Australia that we live in today.