

Boggabri Public School Annual Report



2017



1276

Introduction

The Annual Report for **2017** is provided to the community of **Boggabri 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.

Kathy Nott

Principal

School contact details

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Message from the Principal

Boggabri Public School is located 39km from Gunnedah and 55km from Narrabri in the north west of the state. The town relies on wheat, wool, cotton and coal as the primary areas of employment.

The school is very well resourced in all areas offering the students a broad curriculum academically, culturally and sporting. Students consistently achieve in all three areas, achieving at or above in their NAPLAN results, performing with distinction at eisteddfods and other events and representing the school in a variety of sporting events.

Staff are a mix of experienced and newly appointed teachers who have considerable experience and bring with them a range of skills to meet the needs of the students at Boggabri Public School. Their commitment and expertise is evident in the results which the students achieve.

Students were offered opportunities to represent the school at the local ANZAC Day and Remembrance Day services. They also participated in NAIDOC Day celebrations, Education Week, Book Week, Grandparents Day and a range of other significant cultural celebrations.

Our small but hardworking P&C are always present and supportive of the school fundraising to purchase equipment or support students attending the school camp. Students were able to attend the Aussie Bush Camp at Tea Gardens with support from the P&C.

It has been a privilege to work with and lead this amazing school. Boggabri Public School has a wonderful group of students who are supported by a caring, dedicated and professional staff of teachers and exceptional support staff and parents who work hard wanting the best for their children.

The support offered to me, as the principal, from all stakeholders is very much appreciated.

Kathy Nott

Principal

School background

School vision statement

At Boggabri Public School, our vision is consistent with the Melbourne Declaration. We are committed to ensuring all students receive an equitable and quality education. Staff at Boggabri Public School are trained to support the needs and welfare of a diverse community, ensuring that students with additional needs receive the support they require.

Boggabri Public School is a place of compassion, respect, understanding, tolerance and inclusiveness. Every student at Boggabri Public School has the opportunity to achieve their personal best, academically, socially and emotionally, through quality teaching in a safe and supportive environment.

Students are supported in their quest of thinking critically and reflectively, of solving problems and of improving theirs and others' quality of life. Students at Boggabri Public School are guided and supported to become active informed citizens locally, nationally and worldwide.

School context

Established in 1883, Boggabri Public School's attractive, well maintained buildings and generous grounds provide approximately 117 rural and isolated K–6 students with an excellent learning environment.

Respect, cooperation, honesty and fairness are embedded in all we do and all students are valued.

Within our technology smart classrooms, we support and cater for all students, including those with disabilities (15%); Indigenous students (20%) and out of Home Care students (2%).

Equity funding supports Early Learning programs and programs that further develop literacy and numeracy skills. Reading Recovery, Quicksmart (literacy and numeracy intervention), Accelerated Literacy, Multi Lit and Mini Lit complement classroom teaching and provide enrichment and remediation learning opportunities.

Excellent growth in reading and numeracy is evident in NAPLAN and Best Start results. Our innovative SMART START curriculum combines the Early Years Learning Framework and Best Start outcomes and is offered free to all children in the year prior to starting school.

The school has a proud tradition of sporting success at zone, regional and state levels.

Getting along, persistence, organisation, confidence and resilience are skills explicitly taught with outstanding results in both the classroom and playground.

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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

High Quality, contemporary and innovative practice for successful 21st century learners

Purpose

The school will deliver high quality teaching and learning programs that equip students to become successful 21st century learners.

To develop creative, investigative and independent students who can take responsibility for their own learning. This will be achieved through the provision of high quality, contemporary and innovative learning programs

- Embed Quality Teaching into all teaching and learning programs.
- Quality assessment practices to ensure evidence based teaching and learning. Embed Aboriginal and Multicultural perspectives into classroom practice.
- Classrooms encompass communication, creativity, collaboration, cooperation and critical thinking.

Overall summary of progress

Teachers continue to work on their PDP's and look for ways to improve their craft.

Smart start is promoted in the community and is regularly attended by participants.

Teaching and learning programs reflect 21st century learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Performance and Development Framework processes will be embedded with all staff completing a PDP. Staff achievement of goals will be analysed and evaluated annually to inform future professional learning and resourcing.• All students achieving NAPLAN value added data from year 3 to 5 at or above state average.• 100% of the students who attend the Smart Start program successfully transition into Kindergarten.• Students with specific learning difficulties identified and individualised learning programs in place.• 100% of teacher programs have embedded 21st century learning competencies as per the Australian Curriculum and evidenced in teacher program feedback. Premier's Target <ul style="list-style-type: none">• Increase the proportion of students in the top two bands by 8% in Reading and Literacy by 2019• Increase the proportion of ATSI students in the top two NAPLAN bands by 30% in Reading and	<p>\$31,858.23 wellbeing funding</p> <p>\$17,144.97 Aboriginal funding</p>	<p>Completed PDPs reflected individual staff professional learning needs to ensure quality teaching and learning practice was evident in classrooms.</p> <p>81% of students achieved at or above state average of NAPLAN</p> <p>100% of students transitioned from Smart Start to Kindergarten.</p> <p>All students who were identified with specific learning needs have learning programs in place.</p> <p>All staff have embedded 21st century in learning programs.</p> <p>Premier's Targets</p> <p>On average students attained an increase of 18% in the top two bands.</p> <p>50% of students demonstrated growth in reading. 25% of students demonstrated growth in numeracy.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Numeracy by 2019		<p>Completed PDPs reflected individual staff professional learning needs to ensure quality teaching and learning practice was evident in classrooms.</p> <p>81% of students achieved at or above state average of NAPLAN</p> <p>100% of students transitioned from Smart Start to Kindergarten.</p> <p>All students who were identified with specific learning needs have learning programs in place.</p> <p>All staff have embedded 21st century in learning programs.</p> <p>Premier's Targets</p> <p>On average students attained an increase of 18% in the top two bands.</p> <p>50% of students demonstrated growth in reading. 25% of students demonstrated growth in numeracy.</p>

Next Steps

Whole school focus on explicit teaching of writing using 'Seven Steps to writing' program and best practice writing. Teachers incorporate elements of numeracy building blocks in their teaching and learning programs.

Continue to offer Smart Start program for children in the Boggabri area.

Staff revisit and update PDPs with a focus on 2018–2020 strategic directions.

Strategic Direction 2

Positive partnerships that enhance student learning and wellbeing

Purpose

Working together as a learning community will give our students the knowledge, skills and experiences to achieve their personal goals and be successful citizens.

- Foster and enhance a school culture that highly values education.
- Student engagement is enhanced through increased parent/family/community engagement.
- To enhance student opportunities and encourage further education through connections with the broader community.

Overall summary of progress

There is evidence to suggest there has been an increase in parents/caregiver participation at the school level. Their assistance at sporting events increased steadily throughout the year. Kids matter program supported students with their self image and belonging at the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Tell them from Me and other formal and informal surveys conducted annually will reflect high levels of staff, student and parent satisfaction across all areas surveyed.</p> <p>Enhanced student and family participation and engagement in student learning through a range of communication devices and feedback opportunities, which allow for student and wider community voice.</p> <p>Development of a common understanding and shared commitment to the implementation of exemplary, proactive wellbeing practices that will make the greatest difference to students and improve the effectiveness and consistency of current approaches to behaviour management.</p>	<p>\$10,984.13 for Kids matter and supporting other welfare implementation.</p>	<p>Surveys indicate general satisfaction with staff performance. Staff are approachable and considerate to the needs of families.</p> <p>Opportunities available for the community include Careers Day, school stream app, Hang out with kids, Open day during Education Week, Naidoc Day, Grandparents Day and school assemblies. Parents and caregivers are also encouraged to offer their assistance at school sporting carnivals.</p> <p>Kids Matter was embraced and implemented throughout the school. This program supported staff with suggestions on how to engage and promote the school with the community and support all students.</p>

Next Steps

Continue and vary opportunities for community members to be involved in school programs.

Continue with Tell them from Me survey and school satisfaction surveys. Introduce values program to build resilience, respect and ownership of students learning and behaviour.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$38,186	Employed an SLSO to support Smart Start program. Employed SLSO to implement Smart Chef program. Employed an SLSO to work with identified Aboriginal students in the school.
Low level adjustment for disability	\$64, 069	Employed & trained 2 SLSO's and a teacher to implement Quicksmart Literacy and Numeracy across the school.
Quality Teaching, Successful Students (QTSS)	\$9,142	Staff were allocated an extra hours release from face to face teaching each week to observe different pedagogies across the school.
Socio-economic background	\$155,944	Employed an extra teacher 7 days per week to reduce class sizes across the school.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	65	62	60	56
Girls	58	57	58	57

Student numbers at Boggabri Public School have decreased throughout the year and we will drop a class for the 2018 school year. This decline is attributed to a number of factors such as, large cohort of Year 6 students exiting the school and a smaller than usual number of Kindergarten students entering the school in 2018, families moving on due to parents work relocations and a lack of new families with school aged children moving to the town.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.2	89.3	91.8	95.1
1	94.2	90.8	90.3	94
2	94.1	92.1	91.9	91.5
3	94.5	90.2	91	94.1
4	94.9	91.3	91.7	93.4
5	94	92.6	92.7	90.6
6	92.5	87.5	91.4	92.7
All Years	94.2	90.5	91.6	93.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Parents are expected to notify the school of any absence. Should a student be absent for 2 consecutive days the office staff will contact the parents.

Students whose attendance falls below 85% are contacted by the school in the first instance. Should their attendance not improve they are then contacted by the Home School Liaison Officer for follow up.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	4.6
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.71
Other Positions	0

*Full Time Equivalent

12% of staff identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	89
Postgraduate degree	11

Professional learning and teacher accreditation

Two teachers were accredited at proficient level.

Staff participated in mandatory professional learning such as CPR, Code of Conduct, Anaphylaxis, Child Protection and LMBR training.

Quicksmart literacy and numeracy training was undertaken by 3 staff.

One staff member completed Reading recovery

training.

Drumbeat and L3 were undertaken by the Kindergarten teacher.

Building numeracy leadership was undertaken by the Instructional Leader.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

This summary of financial information covers the funds for operating costs to 30th November 2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Receipts	\$
Balance brought forward	167,447
Global funds	150,298
Tied funds	320,818
School & community sources	36,899
Interest	3,008
Trust receipts	3,843
Canteen	0
Total Receipts	514,866
Payments	
Teaching & learning	
Key Learning Areas	2,040
Excursions	1,174
Extracurricular dissections	14,060
Library	2,088
Training & Development	7,123
Tied Funds Payments	291,662
Short Term Relief	5,557
Administration & Office	51,547
Canteen Payments	0
Utilities	19,559
Maintenance	11,104
Trust Payments	3,862
Capital Programs	0
Total Payments	409,776
Balance carried forward	272,537

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	290,812
Appropriation	272,537
Sale of Goods and Services	575
Grants and Contributions	17,700
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-129,641
Recurrent Expenses	-129,641
Employee Related	-68,220
Operating Expenses	-61,421
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	161,171
Balance Carried Forward	161,171

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

A large sum of money has been carried forward to cover expenses for a large digital sign for the school and replacing a commbox in the computer lab. A number of computers were also purchased for use in the computer lab.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,030,884
Base Per Capita	18,034
Base Location	30,386
Other Base	982,465
Equity Total	258,199
Equity Aboriginal	38,186
Equity Socio economic	155,944
Equity Language	0
Equity Disability	64,069
Targeted Total	17,080
Other Total	159,350
Grand Total	1,465,514

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Numbers sitting NAPLAN in both Years 3 and 5 are too low to report without identifying students.

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The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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- our school has a lot of resources for us to use.



Parent/caregiver, student, teacher satisfaction

All parents, staff and students were invited to participate in a school satisfaction survey during Term 4, 2017. 24% of families returned their surveys and 100% of staff and students returned their surveys. Parent surveys were positive in their responses and did offer constructive advice on how to continue to be a good school and in which areas we could improve. The parents believe we do the following well:

- great communication,
- students feel safe and valued,
- smart chef is brilliant,
- Smarties program is awesome for pre-schoolers,
- welcoming and well cared for grounds and
- provides opportunities for parents to be involved in school events.

The parents believe we could be better at:

- collaborating with other schools to enrich learning,
- distribute newsletter to wide community, eg local stores and clubs,
- inform parents/caregivers when students are receiving awards,
- continue the prevention of bullying and
- offering extra curricula activities not just sport.

The staff believe we do the following well:

- NAPLAN results,
- working on quality teaching and learning programs,
- student well being and
- happy coming to work each day.

The staff believe we could be better at:

- promote what we are doing well to the wider community,
- break down the 'us' and 'them' between teachers and parents,
- timely communication to avoid confusion,
- less textbooks,
- celebrate staff achievements and
- spelling and writing.

The students believe that:

- they all get treated the same,
- they like their school,
- the school has a lot of computers and



Policy requirements

Aboriginal education

NAIDOC celebrations were held at school during NAIDOC Week. A range of activities were offered for students to experience different aspects of the Aboriginal and Torres Strait Islander culture. Gwenda Stanley visited the school and presented a workshop on cultural diversity. Aboriginal history and culture was implemented across K-6 history and geography Key Learning Areas. Local High School was contacted to engage with the school during NAIDOC week, however due to time and cost constraints this was not possible.

Multicultural and anti-racism education

Across the school the staff teach aspects of multi-culturalism in history and geography. Weekly Chinese lessons for stage 3 students enhanced their awareness of another culture and understanding of a different schooling system. Library books were purchased to promote multiculturalism.

The principal is a trained ARCO officer.