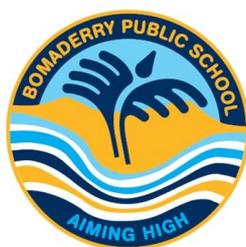


# Bomaderry Public School Annual Report



2017



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## Introduction

The Annual Report for 2017 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 13 main stream classes and 7 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 and evidence about the school's achievements.

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:** The school's on-balance judgement for this element is: **Sustaining and Growing**

**High expectations – Sustaining and Growing –** *There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.*

**Transitions and continuity of learning – Sustaining and Growing –** *The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk.*

**Attendance – Excelling –** *Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.*

**Caring for students – Sustaining and Growing –** *Every student can identify a staff member to whom they can confidently turn for advice and assistance at school*

**A planned approach to wellbeing – Sustaining and Growing –** *The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing*

and engagement, to improve learning.

**Individual learning needs – Excelling** – *There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.*

**Behaviour – Sustaining and Growing** – *Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.*

**Curriculum provision – Sustaining and Growing** – *The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students*

**Teaching and learning programs – Sustaining and Growing** – *Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.*

**Differentiation – Sustaining and Growing** – *Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.*

**Formative assessment – Delivering** – *Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.*

**Summative assessment – Sustaining and Growing** – *Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.*

**Student engagement – Sustaining and Growing** – *Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.*

**Whole school monitoring of student learning – Sustaining and Growing** – *The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.*

**Whole school reporting – Sustaining and Growing** – *The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis.*

**Student reports – Sustaining and Growing** – *Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.*

**Parent engagement – Delivering** – *Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress.*

**Value-add – Delivering** – *The school's value-add is not significantly lower than the value added by the average school.*

**NAPLAN – Working towards Delivering** – *Working towards delivering.*

**Student growth – Delivering** – *The school identifies growth targets for individual students, using internal progress and achievement data.*

**Internal and external measures against syllabus standards – Delivering** – *The school uses internal as well as external assessments (such as NAPLAN and HSC) to assess student progress and achievement against syllabus outcomes.*

**In the Teaching domain:** The school's on-balance judgement for this element is: **Sustaining and Growing**

**Lesson planning – Sustaining and Growing** – *Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.*

**Explicit teaching – Delivering** – *Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.*

**Feedback – Delivering** – Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.

**Classroom management – Sustaining and Growing** – A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

**Data literacy – Sustaining and Growing** – The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.

**Data analysis – Excelling** – The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

**Data use in teaching – Sustaining and Growing** – Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

**Data use in planning – Sustaining and Growing** – There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

**Improvement of practice – Excelling** – The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

**Accreditation – Sustaining and Growing** – The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

**Literacy and numeracy focus – Excelling** – All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

**Collaborative practice and feedback – Excelling** – The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

**Coaching and mentoring – Sustaining and Growing** – Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.

**Professional learning – Sustaining and Growing** – Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

**Expertise and innovation – Excelling** – Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

**In the domain of Leading**, The school's on-balance judgement for this element is: **Excelling**

**Instructional leadership – Excelling** – The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

**High expectations culture – Excelling** – The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

**Performance management and development – Excelling** – The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

**Community engagement – Sustaining and Growing** – The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

**Continuous improvement – Sustaining and Growing** – The leadership team actively supports change that leads to

*improvement, creating opportunities where feedback about the impact of change can be shared and monitored.*

**School plan – Sustaining and Growing** – *The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.*

**Annual report – Sustaining and Growing** – *In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.*

**Staff deployment – Excelling** – *The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.*

**Facilities – Excelling** – *The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.*

**Technology – Sustaining and Growing** – *Technology is effectively used to enhance learning and service delivery.*

**Community use of facilities – Excelling** – *The school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community.*

**Financial management – Sustaining and Growing** – *Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.*

**Administrative systems and processes – Sustaining and Growing** – *The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.*

**Service delivery – Excelling** – *Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.*

**Community satisfaction – Sustaining and Growing** – *The leadership team analyses responses to school community satisfaction measures.*

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 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 continued to indicate 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 English.

In the 2017 NAPLAN assessments, on average, Year 3 student scores in Writing and Numeracy were above those of similar schools. Year 5 Numeracy scores were similar to those from similar schools, but our Year 5 scores for Reading and Grammar were below.

Further 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 in each grade: K: 91% Yr 1: 70% Yr 2: 61% Yr 3: 68% Yr 4: 55% Yr 5: 41% Yr 6: 17%

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 2017 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 (there were some new staff towards the end of the year, who have begun this training).

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% of students achieve at the appropriate grade benchmark for numeracy learning	\$150,000 – teacher training  (Socio-economic and school funds)	<b>75% of students achieving at grade benchmark for numeracy learning</b> – this progress is tracked on the whole school data wall  All staff worked with the Instructional Leader on data analysis, action plan development and improved teaching and assessing of numeracy skills
Performance of Aboriginal students achieving at the appropriate grade benchmark for numeracy learning is comparable to that of all students in the school	\$ 10,000 – casual wages  (Aboriginal background and school funds)  \$30,000 – HeadStart wages	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

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Performance of Aboriginal students achieving at the appropriate grade benchmark for numeracy learning is comparable to that of all students in the school	(Socio-economic and Aboriginal background funds)	families.  Employed a teacher to support Aboriginal students at-risk of not achieving Numeracy benchmarks, 3–6. With these, and other interventions, similar percentages of Aboriginal and non-Aboriginal students have met benchmarks.

## Next Steps

Continue Early Action for Success; Instructional Leader working with K–3. Extend Instructional Leadership to include a second leader for 3–6. 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, re-start invitations to ‘random’ groups for ‘coffee chats’ with Community Liaison Officer and Principal and/or P&C executive. 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, Instructional Leader K-3, and the Learning Support Team. Staff members have been identified to lead wellbeing initiatives across the school such as PBL, 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)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• 100% of students have a PLP/PLSP with specific literacy and numeracy targets, goals and aspirations; with ongoing parent consultation</li></ul>	Implemented Personalised Learning Plans (PLPs) to improve student learning outcomes from Preschool – Year 6. 90% of carers were involved in 2017	\$1500 (RAM)
<ul style="list-style-type: none"><li>• Increase whole school attendance average from 92% in 2015 to 93% in 2016</li></ul>	TIC Attendance, Phone Intervention, high quality teaching and staff tracking of attendance has resulted in 91% whole school attendance	\$5000 (RAM)
<ul style="list-style-type: none"><li>• Increase attendance averages of Aboriginal students from 91% in 2015 to 92% in 2016</li></ul>	TIC Attendance, Phone Intervention, high quality teaching and staff tracking of attendance has resulted in 91% Aboriginal student attendance	as above

### Next Steps

Continue to implement following tiers of 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. Learning Support Team will continue to improve the '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. Bus purchased – escalating excursion costs require research into the cost/upkeep of other transport options. Continue to employ Community Engagement 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 and introduce families to the Active Kids Rebate) Continue Phone Intervention Program, 'KinderGo' and 'Every Day Counts' attendance programs. Aim for 100% carer involvement once again for PLPs (90% in 2017) 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 continues to be used 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. Instructional leaders are also introducing staff to the Learning Progressions.

The Learning Support Teacher, Instructional Leader 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; the whole school data walls act as 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 and the learning continuums/progressions.

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. This leadership has resulted in a coordinated approach to planning integrated teaching units across History, Science and Geography. An Assistant Principal has also been employed as an Instructional Leader. She currently leads Literacy and Numeracy across the school, and focuses her classroom interventions in the Early Years, K-3. Expertise is also regularly sought from outside the school and utilised to provide professional learning, most specifically in Aboriginal Education and other Key learning Areas.

#### 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"><li>• 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</li></ul>	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. 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	\$165000 – casual relief for PL  (RAM Equity)

#### Next Steps

Professional development for staff provided by the Deputy Principal – Instructional Leader, specific ongoing PD for K–3teachers. 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 and programs for beginning teachers – ensure appropriate levels ofsupport are provided on classroom management and programming as well as additional, appropriate lesson demonstration/observation and feedback opportunities where necessary. 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)Employ a designated Instructional Leader 3–6.

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

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	144	155	173	158
Girls	142	137	159	157

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.9	93.8	92.3	92
1	94.1	95.1	93.1	91.3
2	94	93.3	92.8	94
3	95.4	91.4	92	94.2
4	94.1	92.6	90.3	90.7
5	93.7	94.7	92.4	90.4
6	94.3	93	94	88.9
All Years	94.4	93.4	92.4	91.6
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

Student attendance is monitored using the ebs OnTrack Student Management system. Students identified as having unexplained absences are referred to the Learning and Support team which has a designated Teacher In Charge of Attendance.

Letters requesting absence explanations are sent home when a student has returned to school with no explanation or when a student has a number of unexplained late arrivals to school.

An attendance team monitors whole school data. Phone intervention staff make contact with high risk families daily and classroom teachers contact families immediately after students have two days absent.

The TIC of Attendance also teaches proactive programs to each class; "Kinder Go" and "Every Day Counts".

The school refers students with high absenteeism to the Home School Liaison Officers (HSLO and ASLO) for further support to improve attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	15.11
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	9.47
Other Positions	0

\*Full Time Equivalent

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 fully deployed to SAP/SALM)

### Financial summary

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

	2017 Actual (\$)
<b>Opening Balance</b>	335,435
<b>Revenue</b>	4,610,967
Appropriation	4,464,719
Sale of Goods and Services	3,358
Grants and Contributions	139,831
Gain and Loss	0
Other Revenue	0
Investment Income	3,060
<b>Expenses</b>	-5,276,644
Recurrent Expenses	-5,276,644
Employee Related	-4,816,941
Operating Expenses	-459,703
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-665,677
<b>Balance Carried Forward</b>	-330,242

2017 is the first year of the new financial management system for Bomaderry Public School. The biggest change with the new system has been the management of staffing salaries.

During early 2018, budgeting changes and improved use of the new system will allow the finance team to rectify the numbers which appear as overspending and return the 'bottom line' to a positive.

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

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	2,071,189
Base Per Capita	55,996
Base Location	2,903
Other Base	2,012,291
<b>Equity Total</b>	743,333
Equity Aboriginal	171,668
Equity Socio economic	416,100
Equity Language	12,267
Equity Disability	143,299
<b>Targeted Total</b>	1,067,515
<b>Other Total</b>	473,463
<b>Grand Total</b>	4,355,500

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.

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.

## 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 • Positive Behaviour for Learning has helped all students know the Safe, respectful, Learner expectations • The office staff know all of our families

#### **Some areas for improvement identified by**

**students:**• The Primary toilets and Library stairs could be beautified• More reward systems could be introduced – they like the Bommos but want them to equal something exciting • More after school activities like martial arts, gymnastics, dance and more art

#### **Findings from the Primary student survey:**

\* 85% of students had a high sense of belonging \* 90% of students surveyed said they value their school outcomes \* Only 69% of students believe they have positive homework behaviour \* 91% of the girls and 82% 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 Government norm for these years is 7.9.

#### **General feedback from parent groups/individuals:**

\* P&C members love being part of the group which helps the student body \* Parents like the facebook correspondence provided \* 90% of families attended Personalised learning Plan meetings to collaboratively set learning goals for their child/ren \* Community is thrilled that the canteen will be back in full operation following successful tender process \* Some parent dissatisfaction was expressed regarding 'cutoff' dates for excursion payments

## **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 2017, 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.

The 'HeadStart' preschool program employs an Aboriginal School Learning Support Officer and seeks community information to aid us in engaging Aboriginal students in the school readiness program (those planning to enrol at BPS the following year in Kindergarten).

### **Multicultural and anti-racism education**

Throughout the 2016 school year, students participated in Human Society and Its 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 Eisteddfod 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.