

# Boomi Public School Annual Report



2017



1307

## Introduction

The Annual Report for **2017** 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, well-being, curriculum 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 reinforced throughout the school and the community has featured in improvements school-wide behaviour. The implementation of PBL universals of Respect, Responsibility and Pride have supports 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 areas of literacy and numeracy. Training to improve knowledge of the Effective Visible Learners, new curriculum, teaching practices and assessment, and planning for increased engagement have been priorities in 2017. 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 to the school excellence framework, we have identified the need to include students more in setting goals for future teaching and learning.

### Leading

In the domain of Leading, our school had 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 well-being 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 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

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

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. Students achieved well above state average in growth in NAPLAN.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN Data BEST Start Data Classroom Assessment Data Survey results PLAN Data	Aboriginal Background Loading \$8997  Socio-Economic Background \$8839  Disability Funding \$14218	Students achieved above state average in NAPLAN growth.

### Next Steps

Whole school focus on Writing and Visible Learning strategies.

Using small individualised groups for targeted teaching and learning.





## 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

Staff have undertaken training and development for Visible Learning. Using information learned, staff are developing teaching programs that incorporate students being effective learners. Staff are using learning intentions and success criteria.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional Learning to facilitate introduction of Positive Behaviour for Learning strategies and systems.	\$330.00	Parents and Community members are regular visitors to the school for our Welfare Assemblies. These are to celebrate students working well in the Positive Behaviour for Learning Program.
Technology learning and purchase of appropriate software and hardware to encourage use across all Key Learning Areas.	\$12,000	The school has updated computer technology by purchasing laptops, new iPads and robotics for the classrooms.

### Next Steps

Continue with Visible Learning Training and Development. Use of effective feedback and assessment. Setting clear and defined learning goals for students.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$8997 Extra Teacher	Students worked in small groups with targeted teaching. All students showed improvement in Literacy and Numeracy.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$237	Recording lessons for feedback to give data to other staff members on how to improve teaching programs and practice.
<b>Socio-economic background</b>	\$8839 Extra Teacher	Students worked in small groups with targeted teaching. All students showed improvement in Literacy and Numeracy.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	20	20	18	18
Girls	23	18	15	16

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.8	92.6	94.7	89.2
1	92.8	94.4	94.1	89.8
2	93.2	88.2	90.7	90.9
3	93.7	91	92.5	90.4
4	93.7	88	90.8	86.6
5	94.7	96.1	92.2	93.2
6	97	96.7	92.8	87.5
All Years	94.3	92.8	92.2	89.9
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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.28
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

\*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	0

### Professional learning and teacher accreditation

Teachers undertook Professional Learning in:

- Work, Health and Safety Courses
- Visible Learning
- Positive Behaviour for Learning (PBL)
- Understanding Dyslexia



# 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.

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 (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	208,140
Appropriation	205,013
Sale of Goods and Services	0
Grants and Contributions	3,127
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	-53,643
Recurrent Expenses	-53,643
Employee Related	-31,723
Operating Expenses	-21,920
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	154,497
<b>Balance Carried Forward</b>	154,497

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.

## 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>	448,405
Base Per Capita	5,043
Base Location	31,621
Other Base	411,741
<b>Equity Total</b>	32,054
Equity Aboriginal	8,997
Equity Socio economic	8,839
Equity Language	0
Equity Disability	14,218
<b>Targeted Total</b>	45,010
<b>Other Total</b>	2,546
<b>Grand Total</b>	528,015

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.

Progress reporting in the National Assessment Program in Literacy and Numeracy needs to take into account the limitations imposed by the small size 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 provided support for Aboriginal students and provided programs designed to educate all students about Aboriginal culture, history and contemporary Aboriginal Australia. These issues were integrated across all Key Learning Areas. This practice has given all students a broader understanding of Aboriginal history and culture.



### 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 studied Nepal and their way of life.

The mini-school provided an opportunity for students from six small schools to socialise, interact and participate in a variety of educational activities.