

# Boggabri Public School

## Annual Report



2018



1276

# **Introduction**

The Annual Report for 2018 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.

Jacqui McInerney

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 coal, grain growing, beef cattle and other agricultural enterprises as the primary areas of employment.

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

Staff are comprised of experienced and newly appointed teachers who bring with them a diverse range of skills to meet the needs of the students at Boggabri Public School. Their commitment and expertise is evident in student accomplishments and results.

Students were offered opportunities to be involved with the community and represent the school at local events including ANZAC Day and Remembrance Day services, Meals on Wheels, Senior Citizen's lunch, Australia Day and Drover's Campfire. They also participated in NAIDOC Week celebrations, Education Week, Book Week, Grandparent's Day and a range of other significant cultural celebrations.

Boggabri Public School is strongly supported by a small but active P&C that work collaboratively with the school and assist with fundraising to provide resources, equipment and facilities to support our students. With support from the P&C, students were able to attend the Canberra excursion, additional ipads were purchased to support the school robotics program and Year 5 & 6 students participated in the Smart Chef program.

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, parents and community who work hard to provide the best opportunities for all students.

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

Jacqui McInerney

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 88 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.

#### Learning

In the learning domain our focus has been to develop a culture where all students are connected to their learning, developing confident, successful and engaged students. As a school we have worked closely with the school community to provide opportunities for parental and community involvement in student learning including student led teaching of robotics to parents and senior citizens of Boggabri. Providing links with the community through involvement in NAIDOC learning activities and development of school projects such as the native garden and greenhouse have allowed students to share skills and knowledge, empowering students to develop skills to become active, life long learners. Continued partnerships with, and involvement of parents and community in student learning will continue to be a priority.

#### Teaching

Developing a collaborative professional learning focus has ensured that all staff develop their skills, knowledge and

capabilities to deliver a high quality education to students. A collaborative culture promotes staff to feel valued and consolidates their importance as professionals to develop student capacity for improved outcomes. Teachers have worked together with a whole school focus to embed quality teaching and learning through shared professional learning.

## **Leading**

In the leading domain, Boggabri PS has focused on ensuring a culture of high expectations across the school both for students and staff. Staff have continually sought to build their professional skills in line with the strategic directions of the School Plan and implement quality teaching practices. The school has consulted and collaborated with the school community to deliver benefit to both the school and the community and to contribute to the planning and resources that support the educational outcomes of students.

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

Confident, successful & engaged students.

### Purpose

Develop a culture where all students are connected to their learning (specifically writing), achieve success and develop the skills to actively become life long learners.

That every student is known, valued and cared for in our school.

To challenge all students to continually build upon their learning capacity and develop vital skills to be responsible citizens.

### Overall summary of progress

Boggabri PS is developing a whole school approach to build confident, successful and engaged students through a focus on writing, technology—STEM and data.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>NAPLAN results in writing will increase by 10% (Year 3 from 352 to 384 and Year 5 from 462 to 500).</p> <p>Data collected (survey) demonstrates increase use and application of robotics and coding.</p> <p>All students reach stage appropriate levels in Literacy &amp; numeracy which are in line with EAfS state data.</p>	<p>** STEM: \$20,000 Digital Literacy Grant</p>	<p><b>WRITING</b></p> <p>English and Mathematics sub-committees formed to develop whole school scope and sequences. Draft whole school tracking sheet developed to track student progress in literacy and numeracy across all stages.</p> <p>Instructional leaders worked with K–2 staff developing streamlined processes for literacy, in particular writing.</p> <p>Due to students using online NAPLAN results were not reflective of student abilities demonstrated in the classroom.</p> <p><b>STEM</b></p> <p>The school participated in a STEMSHARE program initiative. Through this the school borrowed a filming kit from the library and was utilised by year 6 in developing a year 6 farewell movie. This was viewed by the community at the end of 2018.</p> <p>A local mining company visited the school to teach children about the practical applications of STEM in real life situations through "A STEMTASTIC DAY".</p> <p>** The grant was utilised for professional learning and to purchase technology for the school.</p> <p><b>EARLY ACTION FOR SUCCESS</b></p> <p>Instructional leaders worked with K–2 staff developing streamlined processes for literacy, in particular writing</p>
SCOUT data demonstrates 'Growing and Sustaining' levels of value adding K–6 moving from		A whole school tracking sheet was designed and will be implemented in 2019 providing a holistic mechanism to track overall student progress and

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
'Working towards delivering' in K–3 and 5–7 over three years.		assist in identifying students who require extra support and/or extension opportunities.
All children meet or exceed expected growth in writing on internal measures.		

## Next Steps

- \* Whole school tracking sheet will be implemented to track all students
- \* Whole school scope and sequence for English and Maths will be trialled, reviewed and final scope and sequences to be adopted by end of 2019.
- \* The school will participate in further STEM SHARE experiences throughout 2019.
- \* Digital technologies will be embedded in learning to support the delivery of the new Science Syllabus.
- \* Staff will continue with PD opportunities to support the writing, digital technologies and data focus.



## Strategic Direction 2

Enhanced professional learning strategies

### Purpose

Collaborative professional learning develops a culture of distributed leadership and develops both staff and student capacity in delivering improved outcomes.

To ensure every student, every teacher, every leader improves every year.

### Overall summary of progress

Quality teaching and school leadership are one of the most important factors in raising student achievement.

This year staff participated in a range of professional learning to develop and strengthen staff specialised skills and knowledge ensuring students continue to be provided with high quality and enriched educational opportunities.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Data collected (survey) demonstrates increase use and application of robotics.</p> <p>All staff regularly attend and present professional learning (as evidenced in professional learning register)</p> <p>NAPLAN and school based assessment data demonstrates value added growth in student achievement.</p>		<p><b>DATA:</b> Post survey results were analysed indicating an increased confidence in use of the school digital technologies by both students and staff. There was an increase in the use of digital technologies in the classroom to assist with numeracy and literacy activities and to support other KLAs. The survey also indicated that staff feel they would benefit from further and ongoing PD and support with digital technologies.</p> <p><b>PROFESSIONAL LEARNING ATTENDANCE:</b> Planned and scheduled staff led PL sessions were held throughout the year to enable staff to share their learning and resources from PD with others. This assisted in shared responsibility for learning across the school, whole school planning and identification of future PD opportunities.</p>

### Next Steps

- \* Continue to focus on building teacher expertise utilising the Professional Development Framework.
- \* Further and ongoing professional learning opportunities for Digital Technologies to be provided to staff.
- \* Scheduled PL sessions to be timetabled throughout 2019 to allow staff to share PD and resources to build the capacity of all staff.
- \* All teaching staff to lead a professional learning activity to promote shared responsibility for school leadership.
- \* Yr1/2 classroom teacher to continue L3 training
- \* IL to work with K–2 teachers and support implementation of research based best teaching practice



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	62,389	<p>Employed an SLSO to support the Smart Start program.</p> <p>Employed an SLSO to implement the Smart Chef program.</p> <p>Employed an SLSO to work with identified Aboriginal students in the school.</p> <p>2 staff attended professional learning at 'Aspects of Aboriginality'</p>
<b>Low level adjustment for disability</b>	45,203	<p>Employed SLSOs to support student wellbeing and learning and assist in implementing program initiatives including Quicksmart Literacy, Centre for Effective Reading, Multi Lit and Mini Lit.</p> <p>LAST supported students with a focus on literacy and numeracy.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>		<p>Staff were allocated an extra hours release from face to face teaching each week to observe different pedagogies across the school.</p>
<b>Socio-economic background</b>	161,428	<p>Employed an extra teacher 5 days per week to reduce class sizes across the school and enable the Smart Start program to continue to be offered.</p> <p>Employed a LAST teacher 5 days per week to provide additional support to students with a focus on literacy and numeracy development.</p> <p>Purchased additional furniture to support 21st century learning in the classroom</p> <p>Subsidised excursions, sporting activities, cultural activities and incursions to allow all students to participate in enriched learning opportunities.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	62	60	56	44
Girls	57	58	57	44

Student numbers at Boggabri Public School have decreased throughout the year and this decline is attributed to a number of factors including a considerably smaller number than usual of Kindergarten students entering the school in 2019, lack of childcare facilities in Boggabri, families relocating due to work and continued drought conditions, and a lack of new families with school aged children moving to the town.

## Student attendance profile

School				
Year	2015	2016	2017	2018
K	89.3	91.8	95.1	93.8
1	90.8	90.3	94	89.6
2	92.1	91.9	91.5	89.7
3	90.2	91	94.1	85.2
4	91.3	91.7	93.4	89.7
5	92.6	92.7	90.6	91.6
6	87.5	91.4	92.7	89.6
All Years	90.5	91.6	93.1	89.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

## Management of non-attendance

Parents are expected to notify the school of any absence. Where a student is absent for 2 consecutive days the office staff will contact the parents. All parents were provided with absence note templates to assist

with informing the school of upcoming and actual absences. 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(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.63
Teacher of Reading Recovery	0.11
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.51

\*Full Time Equivalent

Boggabri Public School has a staff of 19 and 2 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	100
Postgraduate degree	5

### Professional learning and teacher accreditation

Professional learning develops both staff and student capacity to deliver improved learning outcomes. All members of staff developed professional learning plans as part of the Professional Development Framework and participated in professional learning based on identified student needs, whole school priorities and staff identified targets. In 2018, staff undertook a variety of professional development opportunities and worked collaboratively to share new knowledge, skills and strategies acquired with whole school staff through teacher led professional learning activities. Enhanced professional learning undertaken by staff in 2018 included:

Staff participated in mandatory professional learning such as CPR, Provide First Aid, Code of Conduct,

Anaphylaxis, Child Protection and LMBR.

One staff member completed Multisensory Structured Learning.

Two staff members completed the AUSTSWIM Teacher of Swimming and Water Safety Certificate.

L3 training was completed by three K–2 teachers.

One staff member attended Building Numeracy Leadership (BNL) training.

One staff member completed Level 1 Athletics coaching and Level 1 Athletics officiation

All teaching staff completed Coding with iPads K–6

One staff member trained in African Drumming

Four staff were accredited at proficient level.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	161,171
<b>Revenue</b>	1,455,291
Appropriation	1,377,735
Sale of Goods and Services	5,804
Grants and Contributions	70,691
Gain and Loss	0
Other Revenue	590
Investment Income	470
<b>Expenses</b>	-1,542,025
Recurrent Expenses	-1,542,025
Employee Related	-1,365,729
Operating Expenses	-176,296
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-86,735
<b>Balance Carried Forward</b>	74,437

The school bought forward \$161 171 from 2017. Given the significant amount, the school decided in

consultation with the P&C to utilise funds to continue to operate the Smart Start transition program through providing a qualified teacher and qualified early childhood practitioner to run the program for the whole school year.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	925,166
Base Per Capita	21,851
Base Location	29,889
Other Base	873,427
<b>Equity Total</b>	269,020
Equity Aboriginal	62,389
Equity Socio economic	161,428
Equity Language	0
Equity Disability	45,203
<b>Targeted Total</b>	18,722
<b>Other Total</b>	132,996
<b>Grand Total</b>	1,345,904

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons

to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, Year 3 students completed their writing task on paper and Year 5 completed an online task. The number of students sitting NAPLAN in both Years 3 and 5 are too low to report without identifying individual students.

All students completed the numeracy component of NAPLAN online in 2018. The number of students sitting NAPLAN in both Years 3 and 5 are too low to report without identifying individual students.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The number of students sitting NAPLAN in both Years 3 and 5 are too low to report without identifying individual students.



## Parent/caregiver, student, teacher satisfaction

All parents, staff and students were invited to participate in a school satisfaction survey during Term 4, 2018. 24% of families returned their surveys and 100% of staff and students returned their surveys. Parents were positive in their responses and offered constructive feedback on school resources, programs, school culture and areas in which the school could improve and grow.

**Parents believe we do the following well:**

- \* students and parents feel safe, welcome and part of a community
- \* provide many diverse opportunities including academic, sporting and cultural activities
- \* staff are friendly, helpful and "go above and beyond"
- \* resources provided by the school are high quality, including classroom furniture and outdoor equipment
- \* rewards and discipline system is fair
- \* innovative STEM and technology opportunities and access is good

### Parents believe we could be better at:

- \* promoting programs that the schools offers
- \* utilising community sporting facilities (basketball and tennis courts)
- \* increasing Aboriginal education
- \* collaborating with other schools for sport
- \* increased opportunities for involvement in debating, public speaking and music

### Staff believe we do the following well:

- \* supportive, respectful and progressive staff team
- \* school is well resourced and offers a diverse variety of programs
- \* reward system and discipline policy is fair
- \* collaborating on programming and organising of sporting events
- \* providing opportunities for physical activity through Sporting Schools after school
- \* innovative technology opportunities with access to laptops and designated computer lab
- \* positive cultural opportunities provided through Chinese lessons and video conferencing with a school in Korea

### Staff believe we could be better at:

- \* access to a dedicated and quiet space for RFF, support staff and service providers (counsellor, speech therapist, hearing itinerant teacher etc)
- \* improved appearance to entrance of school (gardens and plants in foyer)
- \* ensuring classroom technology is operational in all classrooms and updating old Smartboard technologies
- \* implementing programs for students to access during recess and lunch breaks (chess clubs, dance club, enrichment rooms etc)

- \* daily physical whole school activities
- \* more involvement from male and Indigenous community members
- \* increased general storage areas and dedicated space for CAPA supplies

**Students believe we do the following well:**

- \* make learning fun
  - \* students feel safe and secure at school
  - \* resources help them to learn including computers
  - \* students like the teachers and think teachers are 'lovely and awesome'
  - \* CAPA groups
  - \* learning excursions
- Students believe we could be better at:**
- \* having more after school activities
  - \* more local excursions
  - \* involvement in sport with other small schools
  - \* BYOD
  - \* better air conditioning in the summer
  - \* better ratio of computers and ipads for students
  - \* more creative opportunities eg drawing, cooking, art, drama
  - \* learn more languages



## Policy requirements

### Aboriginal education

Boggabri Public School endeavours to embed Aboriginal education into everyday learning and provide opportunities for students to share and learn about the rich Aboriginal history, culture and life.

Students and community members celebrated NAIDOC Week participating in a variety of activities including a special assembly where a local Aboriginal Elder gave a Welcome to Country, students cooked damper, tried traditional weaving, created natural artworks and listened to and created dream time stories. The school worked in collaboration with a local service provider Winanga– Li, who worked with students to explore Aboriginal dance and music. Feedback received from parents and the community about NAIDOC week activities was overwhelmingly positive.

2 staff members participated in Aspects of Aboriginality training.

A number of learning opportunities were undertaken throughout the year to embed an Indigenous perspective into teaching and learning including the use of Virtual Excursions to access specialists and enrich opportunities.

An ARTC grant was obtained and a native garden established with endemic natives of local Aboriginal significance included in the garden. Students prepared the planting area, planted out and are responsible for assisting in the maintenance of this area. This increased the connectedness of students and families with the school.

Gwenda Stanley used dance, story, artefacts and language during a visit to the school to share with students her unique and rich Aboriginal culture.

A theme for one term of CAPA afternoons focused on Indigenous Cultures where all students participated in Aboriginal art, drama, dance and music.



### Multicultural and anti-racism education

Boggabri Public School students participate in a range of activities and community involvement that promotes a deeper understanding of multicultural perspectives and the diversity within Australia and globally.

Boggabri Public School held a community event to celebrate Harmony Day with students wearing a sea of orange shirts and parents and community members invited to play a friendly student versus teachers/parents soccer match. The school canteen also supported this initiative making special recess

items available on the day.

Students participated in the local CWA International Country of Study competition with students researching and creating informational posters on Poland. Many students were awarded prizes in this competition with one student's entry progressing to the state level.

Year 5 and 6 students studied Chinese language and culture throughout 2018, with live video conferencing to a language teacher in China each week.

Year 5 and 6 students were connected with students in Korea through the Asia ConneXions program run in partnership with the University of New England. Students connected digitally via video conferencing to develop cultural and language exchange and global thinking while fostering understanding between Australian and Asian students and teachers.