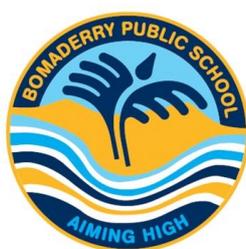


Bomaderry Public School Annual Report



2018



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Introduction

The Annual Report for 2018 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, 1 IO/AU class, an IM class, 2 Autism classes and an MC class. The school has 29% Aboriginal student enrolments and 2% of our students are from non-English speaking backgrounds.

At Bomaderry Public School a variety of quality programs exist to support learning for all students. Staffing and school funding (specifically Instructional Leadership through Early Action for Success) is used 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 and support in every classroom, for every student.

Early intervention, Positive Behaviour for Learning, a whole school focus on using the NSW Quality Teaching Framework and the establishment of a Schools as Community Centre 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, 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.

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.*

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 English and Mathematics teaching and learning

Purpose

Being literate and numerate are critical life skills. We aim for all students to acquire the key ideas and skills of both literacy and numeracy.

Internal and external school performance data shows that our overall school literacy and 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 literacy and numeracy teaching practice and student outcomes.

Overall summary of progress

In the 2018 NAPLAN assessments, on average, Year 3 student scores in Numeracy, Reading, Writing and Grammar and punctuation were above those of similar schools, but our scores in Spelling were below those of similar schools. Year 5 students scores in Numeracy and Reading were above those of similar schools, similar in Writing and below in Spelling and Grammar and punctuation.

Internal assessments in Reading were closely monitored in 2018, data showing percentages of students achieving their grade benchmarks: K: 77% Yr 1: 73% Yr 2: 91% Yr 3: 92% Yr 4: 89% Yr 5: 92% Yr 6: 76%

Both internal and external student performance measures continued to indicate a need for the school to focus on improved teaching and learning in English and Mathematics.

Explicit teaching will remain as a focus. Staff and Instructional Leaders (K–6) have been involved in data conversations and data analysis that identify the needs of students and inform teaching and learning action plans. Staff enter student data in PLAN2.

All K–2 staff are engaged in L3 and Number Talks training. All 3–6 staff engaged in Number Talks and Formative Assessment professional development. All staff are engaged in BNL training. Staff reflect on PDP goals and use data to inform progress on goal achievement. Staff are striving to attain the appropriate level of accreditation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional learning will lead to teachers having expert contemporary English and Mathematics syllabus knowledge and the ability to deploy effective teaching strategies resulting in improved student learning progression.	RAM funding and staffing allocation used to employ AP off class as Primary (3–6) IL	It was an identified school priority to establish evidence based teacher discussions as a way to support teachers in order for teachers to deploy effective teaching strategies. This has resulted in improved student learning progression.
By 2020, BPS will be excelling in the Curriculum, Assessment and Reporting areas of the School Excellence Framework (SEF v2), Learning Domain.	Casual staffing replacements used to relieve EV team members to begin intensive assessment of school processes against SEF	Our analysis of the School Excellence Framework demonstrates that Bomaderry Public School are excelling in Curriculum and Reporting. We are currently sustaining and growing in Assessment in the learning domain.
Increase % of K, Year 2, 4 & 6 students "always" achieving stage syllabus English and Mathematics outcomes to 80% (PLAN2)	RAM funds used to create additional data conversation time for class teachers as well as additional collaborative planning sessions for Stage groups	Due to the timeline for full implementation of PLAN2 it was not possible to monitor this improvement measure. 2.63% of Aboriginal students in Years 3 and 5 achieved in the top 2 bands of NAPLAN in reading

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of Aboriginal students in the top two bands of NAPLAN, by targeting students in the middle two bands for improvement	of staff. Integration, RAM and staffing allocations used to employ SLSOs and additional LST staff to support students.	and numeracy with 15.7% of Aboriginal students in Years 3 and 5 achieving in the top 2 bands in Writing.

Next Steps

Maintain school systems to support teachers in providing teaching and learning programs that are dynamic and ensure all students are challenged and that adjustments lead to improved learning. This is especially relevant for new staff members to Bomaderry Public School.

Instructional Leaders support teachers to integrate new evidence based strategies into their classroom practice, with teachers developing the skills to become adaptive experts in instruction.

The leadership team is to identify possible external data sources to confirm internal student achievement data. This ensures alignment between data sources on student progress and achievement and to inform planning and future directions at a whole school level.

Formative assessment practices are being used across the school, however, we are still working towards embedding these practices across all classrooms expertly.

There has been significant growth and achievement in reading (K–6). Focus needs to now be on improving writing and spelling (K–6).

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 are becoming planned and strategic in order to achieve the highest outcomes possible for students, Preschool to Year 6 and beyond; engagement, wellbeing & learning.

Personal student information is translated into goals and aspirations, 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.

Positive Behaviour for Learning drives classroom and playground climates and the Learning Support Team supports all students to connect, thrive and succeed.

Overall summary of progress

We have continued to aim for all of our students to feel connected, safe and secure so that they can be active participants in their own learning and to achieve better physical, emotional, social and educational outcomes. We supported all students and their families by:

- * preparing personalised learning pathways in collaborative meetings with 95% of families
- * translating student learning information into goals and aspirations for 100% of students
- * provided After School Sporting opportunities. 30% of students attended an activity throughout the year.

Increased community involvement was sought in order to help promote our culture of high expectations and improved attendance. Whole school attendance improved from 91% to 91.3%. Our Aboriginal student attendance data for 2018 was 91.6%.

2018 was a year of striving for positive relationships between students and educators within safe, inclusive and connected community. Learning and Support is a significant process to ensure that every child is known, valued and cared for. We;

- * conducted weekly LST meetings with large staff attendance. Reports by Instructional Leaders were included and decisions were made for PBL meeting times to be separated from LST – increased content.
- * ensured that our school culture is clearly focused on ensuring that individual students are able to connect, succeed, thrive and learn, whatever their stage of learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PBL <ul style="list-style-type: none">• Reduce the number of negative incidents of behaviour in the classroom (from 2017 data)• Increase student engagement, participation, and educational opportunities (and reduce suspensions); particularly for students with additional and complex needs as identified by the Learning Support team	School funds used for signage, PBL shop items (reward systems), and acknowledgement events (eg. Colour Run)	<p>Behaviour incidences have decreased by 65 incidences, a total of 7% this year. Evidence based discussions and focus lessons based on our school PBL data have resulted in reduced incidences in the classroom.</p> <p>There is a 6% decrease in students being suspended this year. Intervention groups such as Supported Play and Girls Group have been implemented as tier 2 PBL interventions in order to support identified students and their needs.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Learning & Wellbeing</p> <ul style="list-style-type: none"> • Increase whole school attendance average from 91% to 93% (including Aboriginal students meeting the whole school average) • Decrease number of unjustified whole day absences – (2555 in 2017) • 100% of students have a Personalised Learning Pathway with updated learning goals and aspirations which are collaboratively devised with students, family and teacher. • Learning Support Team process is best practice catering for all students – at excellent level in School Excellence Framework • 	<p>RAM Equity and RAM Aboriginal funds used to support the employment of the PIP attendance SLSO.</p> <p>RAM funds used to release teaching staff to plan collaboratively (PLPs discussed during this staff time)</p>	<p>Whole school attendance improved from 91% to 91.3%. Our Aboriginal student attendance data was 91.6%.</p> <p>Data on unjustified whole day absences is no longer available due to changes in reporting systems.</p> <p>95% of students had a Personalised Learning Pathway that was collaboratively devised with students, family and teacher. The remaining 5% of students had learning and aspirational goals created with their classroom teachers.</p> <p>Professional Learning was provided to staff on the DoE Personal Learning Pathway Policy.</p> <p>Learning and Support Team provides a strategic high quality system; BPS is excellent in the 'Transitions' theme of Learning Culture in the SEF.</p> <p>The LST has a commitment to nurture, guide inspire and challenge all students so that they connect, succeed, thrive and learn through strategically utilising resources to achieve improved student outcomes, attendance, wellbeing and high quality service delivery. BPS is excellent in the 'Attendance' theme of Learning Culture in the SEF.</p> <p>The employment of teaching and non-teaching staff makes the best use of available expertise to meet the changing needs of students, especially those with additional needs. BPS is excellent in the themes of 'Caring for Students' and 'Planned Approach to Wellbeing' in the Wellbeing area of the SEF.</p>
<p>Extra-Curricular</p> <ul style="list-style-type: none"> • Increased percentage of students participating in community based programs after school (BPS After School Sports and local club/groups) – from 33% ASS and 20% clubs in 2017 • Increased percentage of students participating in sporting or other representation beyond school level (District carnivals and trials) – from 15% in 2017 	<p>Sporting School grant funds were utilised to fund coaches and equipment for After School Sport.</p> <p>Grants from local businesses was used to replenish sport supplies.</p> <p>School funds maintained facilities and employed casual staff when teachers accompanied teams to representative events and sporting fixtures.</p>	<p>Percentages of students, who have participated in active lifestyle activities organised by BPS, have increased:</p> <p>Percentage of students engaged in After School Sport here at BPS slightly decreased from 33% in 2017 to 30% in 2018.</p> <p>Percentage of students engaged in local community clubs increased from 20% in 2017 to 28% in 2018.</p> <p>Percentage of students playing representative sport beyond BPS increased from 15% in 2017 to 17% in 2018.</p>

Next Steps

Funding has been received to establish a Schools as Community Centre (SaCC) facility at BPS in 2019. Initial meetings held and recruitment for facilitator begun.

Continue to monitor attendance through a team approach; Teacher In Charge of Attendance, Stage Leaders and Phone Intervention Program.

Continue to maintain high expectations for Aboriginal student attendance so that it continues to match or better the rates

of the whole school.

Provide Professional Learning for new teachers at Bomaderry Public School on the PLP process, ensuring that they continue to include learning and aspirational goals, attendance, behaviour and risk management plans where necessary.

Ensure that time is provided for staff to meet with parents/ carers to have meaningful conversations around goal setting and achievement.

Learning Support team processes and procedures will be published into a document for all staff, including definitions, team roles and responsibilities, and critical incident management

Linked to the processes and procedures document will be a timeline of LST programs and events. This will incorporate whole school information as well as relevant information regarding support classes, the Northern Shoalhaven Community of Schools and local preschools. It should include key timings for; transition, Access Requests/panel meetings, NCCD and milestone monitoring for the school plan

Feedback will be regularly provided for staff by more regular use of feedback booklet slips. This will be a convenient and timely way to communicate with teachers, parents, staff and agencies and follow-up after LST meetings to support teachers requesting additional training and strategies

Data collected and collated for wellbeing groups including staff and student feedback being logged onto the server, ensuring that the Whole School Data documentation is kept up to date

Essential student information (e.g. Disability Confirmation Sheets, Behaviour Plans, Risk Assessment) is uploaded onto ebs4 synergy and ebs4 outlook

LST working collaboratively with AEO, school teams, community groups and local agencies to support vulnerable families

Monitor student learning assessments and work with teachers to cater for high performing students and provide enrichment and extension opportunities where appropriate.

Assign an external PBL coach to support us in decision making, future directions and planning.

Be more responsive to parent and community feedback in order to improve our service delivery. We could achieve this by including parent and student representatives on the PBL team.

Monitor behaviour data over time to evaluate the effectiveness of PBL

Review PBL lessons to ensure high impact strategies are being included

Observe whether all staff are consistently implementing all aspects of PBL at all times, in all areas of the school

Provide ongoing professional development where required

Refine Tier 1 and 2 programs to ensure we are providing individualised support and intervention at point of need.

Strategic Direction 3

Quality Teaching and Learning programs

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. Part of this improvement is a necessary focus on the use of quality, formative assessment.

It is crucial to give students an opportunity to apply skills and knowledge in a range of curriculum areas, BPS endeavour to do this through the introduction of increased STEAM programs. Research shows this will boost problem-solving skills and motivation. Using an inquiry-based or active learning approach, and giving students challenges linked to real-world problems, have also been found to be valuable.

COS – Working collaboratively across our local Community of Schools. Colleagues planning Teaching and Learning opportunities, which include cultural perspectives. Consultation, involvement and collaboration with local Aboriginal parents, community members and Elders.

Overall summary of progress

In 2018, the school began to upgrade our technology infrastructures in order to support future purchases of technology that would assist in the delivery of STEAM programs. The school purchased a Zuludesk site licence to manage its fleet of iPads and acquired 20 Chromebooks for Stage 2 through the yearly technology rollout allocation.

Year 5 students who had been identified through the Learning and Support Team as talented in the area of technology were provided an opportunity to apply their skills and knowledge in Lego Robotics by coding Mindstorm NXT robots.

All students in Years 3 and 5 took part in the online NAPLAN trial to prepare for its implementation in 2020.

A change in our Community of Schools (CoS) structure took place, where we transitioned from a large Shoalhaven River Learning Community to what is now known as the Northern Shoalhaven Community of Schools. The new CoS is comprised of 10 schools, including 8 primary schools, an SSP and high school.

Colleagues across the CoS worked collaboratively to plan a Staff Development Day where staff shared their collegial expertise in a variety of Key Learning and Subject Areas.

The CoS also came together to form a HSIE Local Aboriginal Histories and Cultures Initiative. The Initiative was led by the schools' Instructional Leader for Aboriginal students. The team created teaching and learning programs with local Aboriginal perspectives in Geography and History. Programs were written for grades K–10. Consultation, involvement and collaboration with local Aboriginal parents, community members and Elders was paramount during this process.

Relationships between our school and Bomaderry High School were strengthened, providing a pathway for communication to begin in order to create a collaborative transition to high school program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
	NA	NA
STEAM STEAM is embedded and embraced by staff, students and the community.	School funds – employ teacher in charge of technology in part-time capacity. Technology hardware and software budget (\$20,000) utilised to replace and purchase interactive whiteboards and panels, repair and upgrade ipads,	Infrastructure upgrades and management systems were put in place to prepare for the wide range of resources that are required for STEAM to be embedded and embraced by staff, students and our community. All teaching staff engaged in professional learning around the new Science and Technology Syllabus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>STEAM</p> <p>STEAM is embedded and embraced by staff, students and the community.</p>	<p>increase number of Chromebook laptops in circulation.</p> <p>TPL funds for technology teacher to attend training.</p>	<p>Infrastructure upgrades and management systems were put in place to prepare for the wide range of resources that are required for STEAM to be embedded and embraced by staff, students and our community.</p> <p>All teaching staff engaged in professional learning around the new Science and Technology Syllabus.</p>
<p>Community of Schools</p> <p>Strengthen the connectedness of our community of schools through providing opportunities to work together, share collegial expertise and professional learning to improve the Teaching and Learning experiences for students.</p>	<p>Grant application in process for COS Aboriginal Education initiative.</p> <p>\$3,000 school funds contributed to COS Staff Development Day shared learning event and staffing requirements.</p>	<p>The school has strengthened the connectedness of our community of schools by providing opportunities to work together, share collegial expertise and professional learning through the Term 3 staff Development Day and the development of the Local Aboriginal Histories and Culture Initiative. The Northern Shoalhaven CoS Facebook page demonstrates teachers working together to improve the teaching and learning experiences for students. Year 6 and 7 staff have entered into conversations about future directions in 2019.</p>

Next Steps

STEAM Team to lead staff in professional learning in coding by utilising STEM Share Kits provided by the DoE.

STEAM Team to develop and implement a new Scope and Sequence for ICT, Science and Technology; reinforcing that ICT supports students to be effective consumers of technology and that digital technologies move students from technology consumers to creators.

Teacher in Charge of Technology to co-plan and co-teach STEAM programs and provide in class support for teachers when implementing new technologies so teachers develop the confidence and skills to embed STEAM into their daily classroom practice.

Continue to promote STEAM at Bomaderry Public School ensuring that it is embraced by staff, students and the community.

Participate in the online NAPLAN trial in 2019 to ensure infrastructure and organisation is optimised for the compulsory implementation in 2020.

Maintain the connectedness of our community of schools by providing opportunities to work together, share collegial expertise and professional learning through collaborative professional learning opportunities such as combined staff development days, workshops around local Aboriginal histories and cultures and embedding Aboriginal perspectives into STEAM.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal RAM funds used eg; HeadStart wages (\$30,000) teacher and Aboriginal SLSO	Attendance rates for Aboriginal students has improved. The 2018 attendance rate for our Aboriginal students was 91.6%. 95% of ALL students have a Personalised Learning Pathway plan TPL on embedding Aboriginal perspectives has been provided by our Aboriginal Education Team members, for staff each Term Students continue to participate in After School Sports. The percentage of students engaged in local community clubs, and the percentage representing our school at district or regional sport have increased.
Low level adjustment for disability	Funds used for wages – staffing additional LST and SLSO staff	Integration funds have allowed tailored support for all students on support plans, including; behaviour, risk assessments, health care, mental health and learning. Specific LST programs (RR, L2, one-on-one IEPs) were added K-2 to support EaFS.
Quality Teaching, Successful Students (QTSS)	\$71,000 (0.681 FTE staffing entitlement)	Staff member employed through QTSS to add flexibility to existing RFF timetable. This created available time for each Stage team to have weekly, additional time to collaborate. Staff increased skills in planning, syllabus expertise, CTJ, scope and sequence development, analysing data.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	155	173	158	159
Girls	137	159	157	169

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.8	92.3	92	93.1
1	95.1	93.1	91.3	90.4
2	93.3	92.8	94	94.4
3	91.4	92	94.2	91.8
4	92.6	90.3	90.7	93.6
5	94.7	92.4	90.4	89.6
6	93	94	88.9	88.4
All Years	93.4	92.4	91.6	91.7
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

Student attendance is entered and monitored using the ebs

OnTrack Student Management system. Teachers attended professional learning about their roles and responsibilities on roll marking and correct codes to be used for student absences.

Letters and text messages requesting explanations for student absence 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.

Students identified as having unexplained absences are referred to the Learning and Support Team which has a designated Teacher in Charge of Attendance (TIC of Attendance).

Letters and text messages requesting explanations for student absence 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. Two School

Learning Support Officers are employed to apply the Phone Intervention Program.

They make contact with high risk families daily and classroom teachers contact families immediately after students have been absent for two consecutive days.

The TIC of Attendance delivered proactive programs to each class.

"Kinder Go" to students K-2 and "Every Day Counts" to students 3-6.

Monitoring from the school's Attendance Team and the Learning Support Team have ensured that referrals are made to the Home School

Liaison and Aboriginal School Liaison Officers for students with high

absenteeism in order to support the students, families and the school to improve attendance outcomes.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.59
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	10.47

*Full Time Equivalent

The school employs an Aboriginal Education Officer, two Aboriginal teachers, two permanent Aboriginal School Learning Support Officers (SLSOs) 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 much of Strategic Direction 1 in the school plan. One classroom teacher continues working towards accreditation at the Highly Accomplished level.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	-330,242
Revenue	5,334,444
Appropriation	5,223,283
Sale of Goods and Services	5,438
Grants and Contributions	104,223
Gain and Loss	0
Other Revenue	0
Investment Income	1,500
Expenses	-4,776,831
Recurrent Expenses	-4,776,831
Employee Related	-4,525,249
Operating Expenses	-251,581
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	557,613
Balance Carried Forward	227,371

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

During early 2018, budgeting changes and improved knowledge and use of the system allowed the finance team to return the 'bottom line' to a positive.

Some strategies/processes implemented to improve the budget included:

- * larger class sizes
- * fewer staff employed
- * better resource budgeting

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.

	2018 Actual (\$)
Base Total	2,185,018
Base Per Capita	67,231
Base Location	2,612
Other Base	2,115,175
Equity Total	724,965
Equity Aboriginal	146,668
Equity Socio economic	419,304
Equity Language	11,198
Equity Disability	147,795
Targeted Total	1,262,663
Other Total	518,179
Grand Total	4,690,825

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

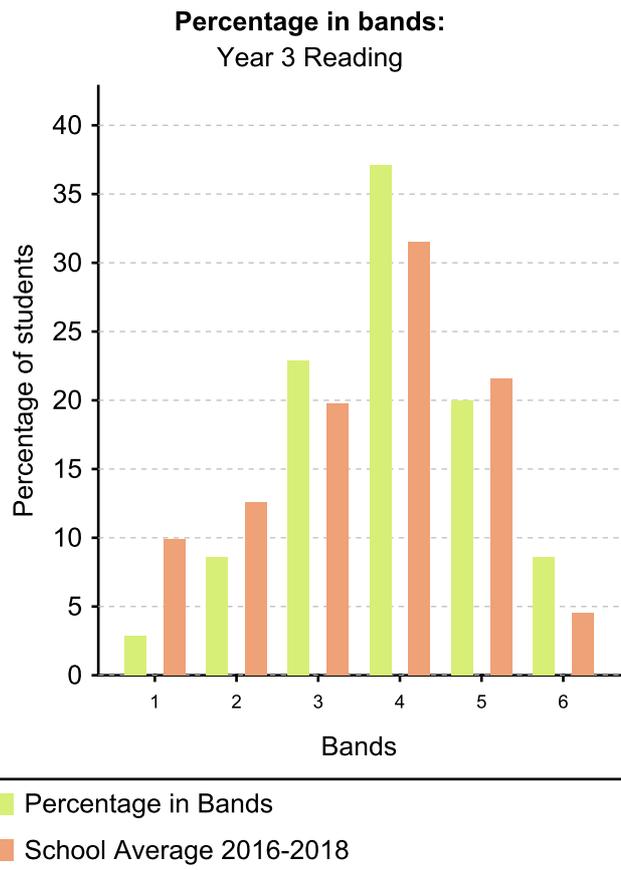
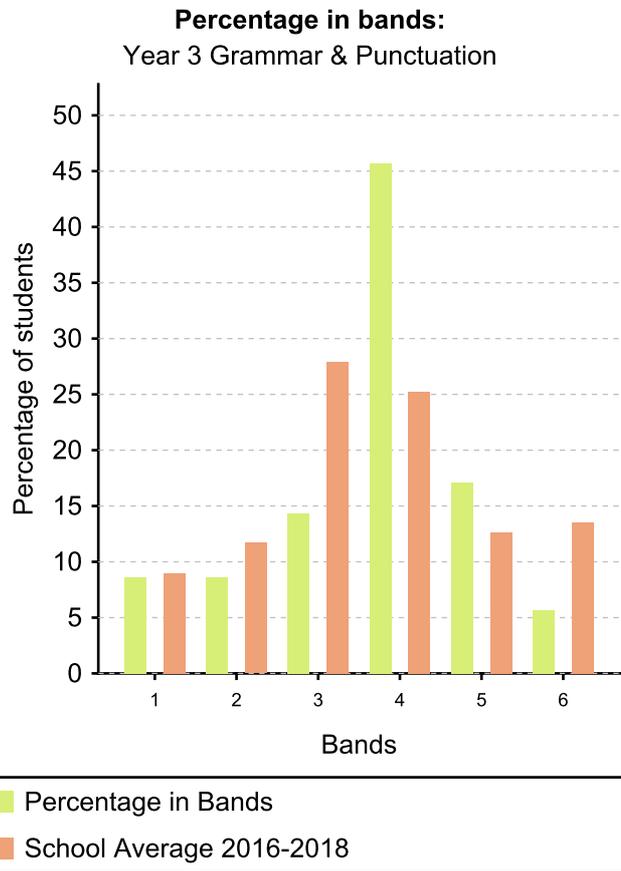
NAPLAN

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.

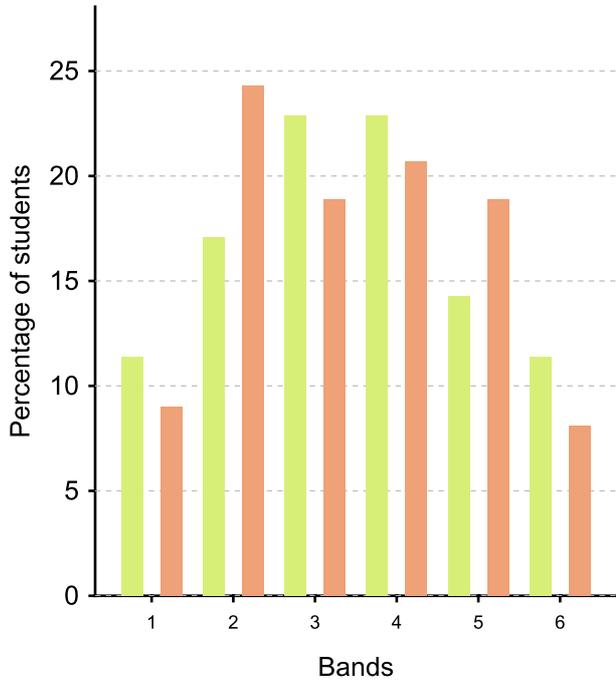
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

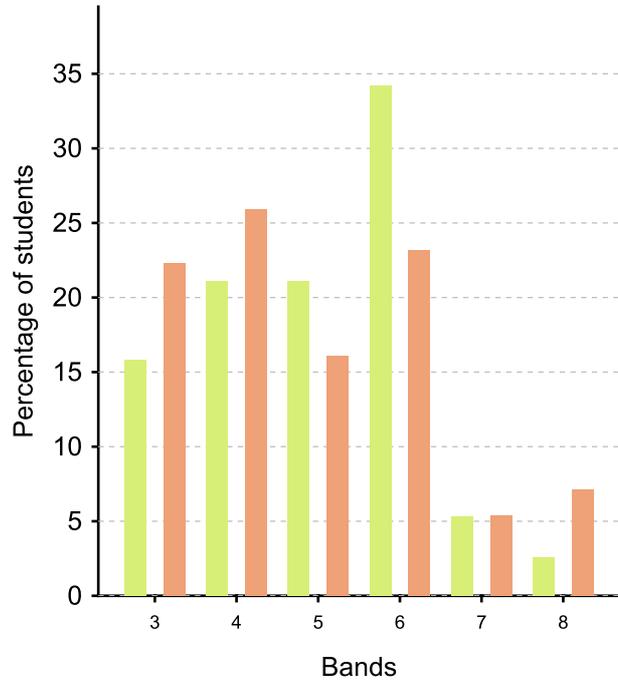
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.



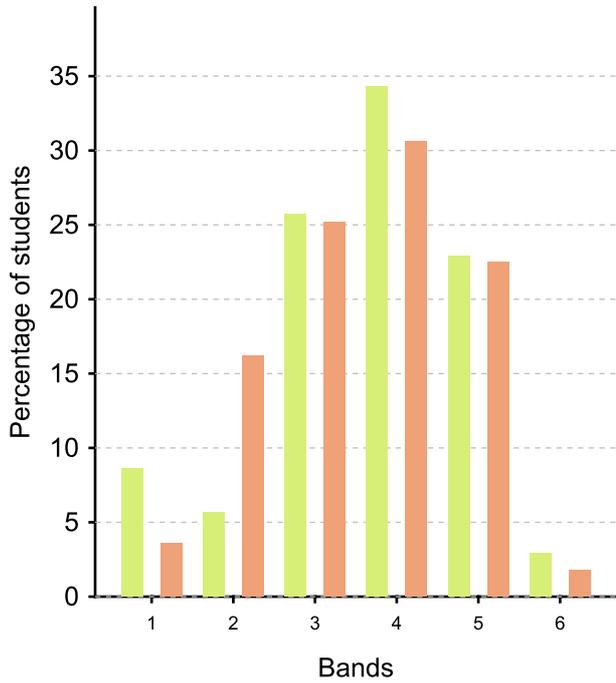
Percentage in bands:
Year 3 Spelling



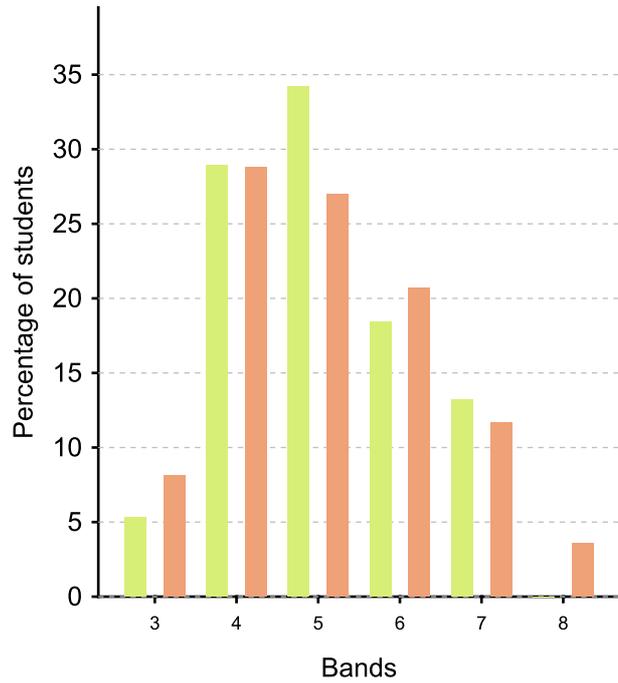
Percentage in bands:
Year 5 Grammar & Punctuation



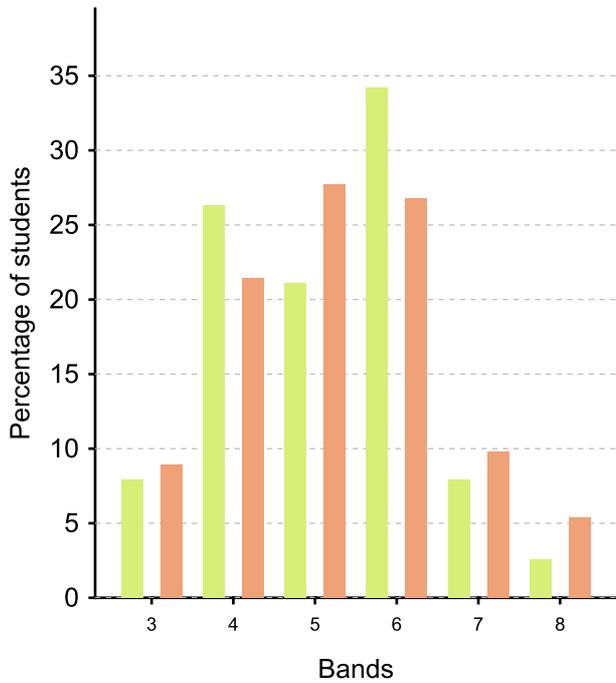
Percentage in bands:
Year 3 Writing



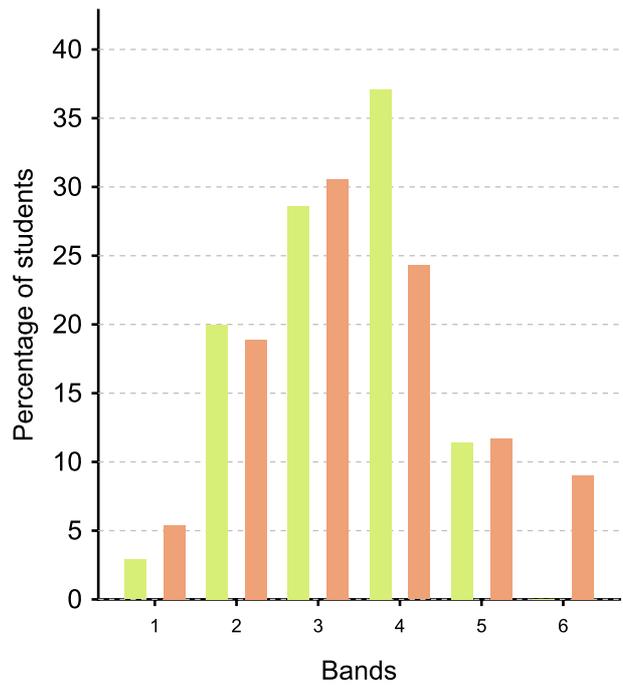
Percentage in bands:
Year 5 Reading



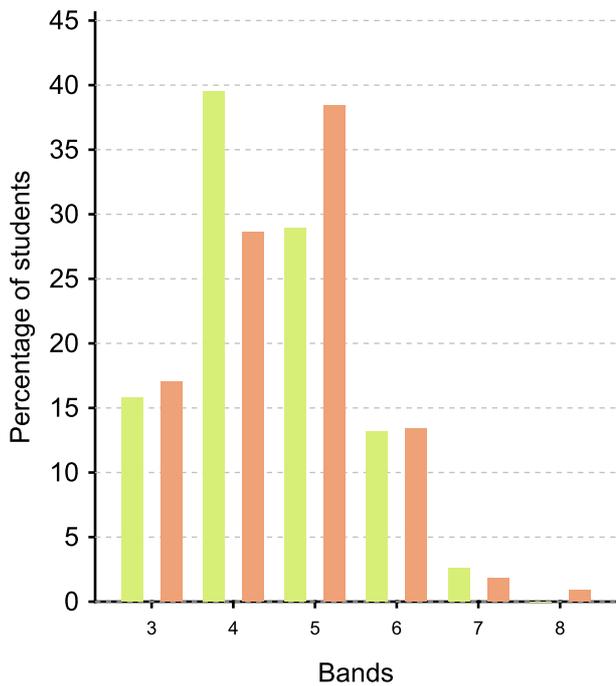
Percentage in bands:
Year 5 Spelling



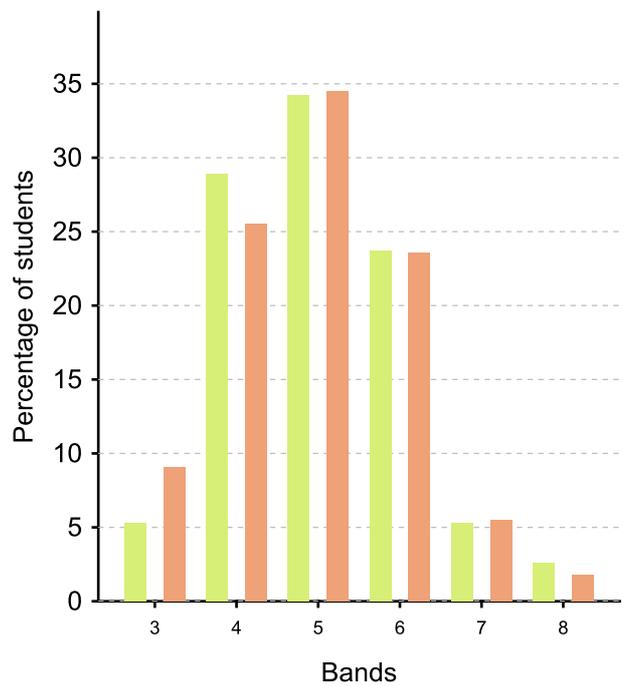
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



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2.63% of Aboriginal students in Years 3 and 5, achieved in the top 2 bands of NAPLAN in Reading and

Numeracy with 15.7% of Aboriginal students in Years 3 and 5, achieving in the top 2 bands for NAPLAN Writing.

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:

* Positive Behaviour for Learning is now everywhere across the school and the shop and reward days are popular * Achieving our learning goals is our key focus at BPS

Some areas for improvement identified by students:

* The Primary toilets and Library stairs still need to be beautified * More after school activities like martial arts, gymnastics, dance and more art – are still sought

Findings from the Primary student survey:

* 88% of students had a high sense of belonging * 92% of students surveyed said they value their school outcomes * 88% of the girls and 84% 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:

* Parents like the facebook correspondence provided * 95% of families attended Personalised Learning Plan meetings to collaboratively set learning goals for their child/ren * Some parent dissatisfaction was expressed regarding non-refundable excursion payments * P&C members love being part of the group which helps the student body * 100% of parents interviewed agreed that they feel confident about the processes staff use to transition their child from year to year, class to class.

Policy requirements

Aboriginal education

Bomaderry Public School continues to promote positive outcomes for Aboriginal students. Our current student population consists of 29% of students who identify as Aboriginal. We focus on ensuring that Aboriginal cultural perspectives are embedded in all Teaching and Learning Programs P–6. In order to achieve this, the school has implemented programs to provide appropriate support and learning opportunities for all students and staff.

Throughout the year, an Instructional Leader for Aboriginal Education was employed 3 days/ week. As a result, a community of school's

initiative was put in place where staff from the Northern Shoalhaven Community of Schools were provided the opportunity to work alongside local Elders and Aboriginal workers to create teaching and learning programs in History and Geography. These programs included local Aboriginal histories and culture perspectives. A professional learning course "Connecting Schools to Local Aboriginal Histories and Cultures" was also developed and will be delivered in Term 1 of 2019. School staff attended professional learning every five weeks, to consolidate previous learning and reflect on current practice and where to go to next in regard to Aboriginal Education at Bomaderry Public School.

During 2018, Bomaderry Public School continued to engage in the active process of implementing Personalised Learning pathways (PLP's) for our Aboriginal students. PLP's are used to ensure that teachers know each student, their targets and the community. Learning and aspirational goals were set, students were matched to extra – curricular activities, referrals for outside agency support were provided and relationships strengthened with families. In 2018 there was 95% participation rate of parents and caregivers.

Throughout the year, a number of local Aboriginal people were invited to the school to support learning programs. Elders spoke to students about the past and the present. The annual NAIDOC week assembly was highlighted by the schools Koori Dancers and student speeches around the theme "Because of Her We Can". We continue to work with our community to ensure that continue to strengthen and deliver on our school's learning priority to develop life – long learners.

Multicultural and anti-racism education

Throughout the 2018 school year students participated in History, Geography and English units of study which examined the rich diversity within Australian society and also how people, places and events from our past have shaped who we are today. Students have had the opportunity to discover cultures from around the World and rejoice in their similarities and differences.

The school participated in Drama and Literacy activities through the Shoalhaven Eisteddfod, Asian Awareness Program, Koori Dance and RFF lessons. The school was involved in creating a celebratory event for Harmony Day and NAIDOC week incorporating rich classroom lessons and Doing Things Together Day.

The staff votes for (and the Principal appoints) an Anti-Racism Contact Officer (ARCO) each year. Their responsibility is to liaise with staff, students and community regarding any race related grievances and also update and maintain the school's ARCO register.