

Boomi Public School Annual Report



2018



1307

Introduction

The Annual Report for **2018** 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.

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School background

School vision statement

Boomi Public School is committed to developing student potential in all areas of the curriculum. The school endeavours 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 effective participants in future focused learning.

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&C.

The school offers many extra-curricular activities in the areas of sports, arts and with activities such as our 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.

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. Learning Dispositions were implemented under these, with the students using Open-Minded, Flexible, Risk Taker, Resourceful, Patient & Persistent, Ubiquitous Learner and Reflective, as part of their learning in the school.

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 2018. 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/self-evidence-guide>

Strategic Direction 1

Pedagogical Practice for Learning Success

Purpose

To lead learning through research-based pedagogy to develop high quality educational leadership practices to guide student achievement.

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
Expert use of feedback and formative assessment are observed in all contexts as evidenced through classroom observations and teacher self-reflection data.		
Learning intentions and success criteria are visible, explicitly used in all settings and can be clearly articulated by all students.	Training & Development \$6000	As part of Visible Learning, it was realised that students and teachers had to move towards Learning Dispositions initially, for students to undertake Learning Intentions and Success Criteria.
Wellbeing surveys indicate high levels of satisfaction in the areas of belonging and engagement, and students can identify two staff members who can support them.		All students can identify all staff for support and identified areas of satisfaction within engagement.

Next Steps

Wellbeing will have a focus on resilience, emotional wellbeing and relationships.

Students and Teachers will use Learning Intentions and Success Criteria next year with a focus on student goals.

Strategic Direction 2

Excellence in Curriculum Application

Purpose

To collaboratively build strong foundation in curriculum, assessment and evaluation for future focused learning, with an emphasis on literacy and numeracy skills across all learning areas.

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 for students.

Developing collegiality with like schools and forming a Barwon Community of Schools develops teacher capacity and shared programming across schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Embedded and explicit systems for focussed teacher collaboration within and across schools are used to plan, implement and evaluate targetted curriculum areas.	\$2500	Boomi is part of the Barwon CoS, and together small schools are planning, writing, and implementing shared programs.
All students achieve at or above expected growth in literacy and numeracy as indicated by internal measures and Literacy and Numeracy Progressions. If this does not occur the school will implement explicit teaching programs to address concerns.	LAST Teacher	Students were put in small groups for targetted teaching. in Spelling, Reading, Writing, and Mathematics.

Next Steps

Working with Barwon CoS to set tasks for curriculum learning, so that they can be moderated across schools..

Whole school focus on Writing and Learning Intentions/Success Criteria.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8000 Extra Teacher	Students worked in small groups with targeted teaching. All students showed improvement in Literacy and Numeracy.
Low level adjustment for disability	\$20000	Employed a teacher for LAST for students with Literacy and Numeracy deficiencies. All students improved in their learning outcomes.
Quality Teaching, Successful Students (QTSS)	\$6600	Teachers used observed lessons to provide feedback on good quality teaching looks like in classrooms and worked to create better explicit lessons.
Socio-economic background	\$9000	A third teacher was employed to help with low achieving students and provide a one on one education for improved results.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	20	18	18	12
Girls	18	15	16	13

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.6	94.7	89.2	91.5
1	94.4	94.1	89.8	95.5
2	88.2	90.7	90.9	91
3	91	92.5	90.4	91.5
4	88	90.8	86.6	91.7
5	96.1	92.2	93.2	88.9
6	96.7	92.8	87.5	89.2
All Years	92.8	92.2	89.9	91.5
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

This year the school updated the Attendance Procedures for the school and promoted parent discussion on student absence.

There was improvement in attendance across all years.

Class sizes

Class	Total
INFANTS	13
PRIMARY	16

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.32
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

No members of staff identify as being of Aboriginal and/or Torres Strait Islander descent.

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
- Visible Learning
- Critical and Creative Thinking
- Writing
- Differentiation in the Classroom

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	154,497
Revenue	672,952
Appropriation	595,165
Sale of Goods and Services	61,569
Grants and Contributions	13,896
Gain and Loss	0
Other Revenue	0
Investment Income	2,322
Expenses	-600,643
Recurrent Expenses	-600,643
Employee Related	-499,620
Operating Expenses	-101,023
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	72,309
Balance Carried Forward	226,806

Boomi Public School holds the funding for Small School's Conference which is held every two years. This year the school changed over to a new financial system and the money was put into the school's account instead of being in a standalone section. \$54 935 belongs to the Small School's Conference fund.

Money was put aside for the installation of new air-conditioning in the school in school funds.

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	476,273
Base Per Capita	6,575
Base Location	35,167
Other Base	434,532
Equity Total	45,499
Equity Aboriginal	9,083
Equity Socio economic	9,133
Equity Language	0
Equity Disability	27,283
Targeted Total	60,706
Other Total	6,676
Grand Total	589,154

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 the NAPLAN literacy test in 2018, two Year 3 students and two Year 5 students sat the test. Reporting in the National Assessment Program in literacy needs to take into account the limitations imposed by the small sizes 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.

In the NAPLAN numeracy test in 2018, two Year 3 students and two Year 5 students sat the test. Reporting in the National Assessment Program in literacy needs to take into account the limitations imposed by the small sizes 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.

In the NAPLAN literacy and numeracy test in 2018, one Year 3 aboriginal student participated

Parent/caregiver, student, teacher satisfaction

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.

Boomi attended NAIDOC Day with Connected Community School, Toomelah and celebrated Aboriginal 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 Poland and their way of life.