

Boggabri Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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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 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, problem solving and 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 known and 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, Quicksmart (literacy and numeracy intervention), Language, Learning and Literacy (L3), Centre of Effective Reading , 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 outcome, 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Working towards Delivering
LEARNING: Curriculum	Working towards Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Working towards Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

NAPLAN results in writing will increase by 10% (Year 3 from 352 to 384 and Year 5 from 462 to 500).

Data collected (survey) demonstrates increase use and application of robotics and coding.

All students reach stage appropriate levels in Literacy & numeracy which are in line with EAFS state data.

SCOUT data demonstrates 'Growing and Sustaining' levels of value adding K-6 moving from 'Working towards delivering' in K-3 and 5-7 over three years.

All children meet or exceed expected growth in writing on internal measures.

Progress towards achieving improvement measures

Process 1: Writing Focus

High quality differentiated Professional learning is embedded as a whole school focus for the improvement of literacy through embedding of quality teaching and learning of writing across all KLA's.

Evaluation	Funds Expended (Resources)
<p>Data: KB PL –Staff survey at the end of the day; noticeable changes to teaching programs and student writing task improved quality and quantity.</p> <p>The scaffolded writing tasks and modelling, team teaching approach in addition to the common assessment task and professional judgement has improved teacher confidence. Further 2020– recommended by all staff ,teachers work together to plan and program stream line units within English sessions to combine other KLAs.</p>	<p>Writing samples + rubrics</p> <p>Dr K Bricknell – Cross Roads Education – ongoing support and development</p> <p>Casual cover was utilised to employ a teacher for an additional 2 days.</p>

Process 2: Technology–STEM

Critical thinking and problem solving skills using robotics and coding are developed through strategic integrated teaching approaches to enhance students' capacity to think and work interdependently.

Evaluation	Funds Expended (Resources)
<p>The question was asked; What is the 2020 focus for STEM? How will we deliver an engaging quality and informative STEM program?</p> <p>From discussions the come was to employ an expert in STEM to teach the subject, collaborating with teachers to share knowledge.</p>	<p>Cost of person with expertise, additional resources for a successful program to be delivered</p>

Process 3: DATA

Ongoing, regular professional learning and data collection develops a deep understanding of the links between ongoing assessment practices and differentiated learning, providing opportunities for ongoing dialogue in improving student performance in the top two bands and developing teacher standards at

Progress towards achieving improvement measures

Process 3: proficient level.

Evaluation	Funds Expended (Resources)
<p>Reviewed the Writing Focus data – assessment gathered throughout the semester presenting great success; students have improved in both writing quality and quantity.</p> <p>Evidence to include – teacher programs and assessment documents, regular tracking and recorded students' performance.</p> <p>Staff have identified the need for support in Maths, staff support the Writing focus and professional development involved, and they want to continue into 2020.</p>	<p>Dr K Bricknell – Cross Roads Education – ongoing support and development</p>

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.

Improvement Measures

Data collected (survey) demonstrates increase use and application of robotics.

All staff regularly attend and present professional learning (as evidenced in professional learning register)

NAPLAN and school based assessment data demonstrates value added growth in student achievement.

Progress towards achieving improvement measures

Process 1: Effective Classroom Practice

All staff are highly engaged in researched based professional learning and are confident in implementing skills, knowledge and strategies developed through professional learning into everyday teaching practices.

Evaluation	Funds Expended (Resources)
2020 goal– 100% of staff using a digital portfolio, tracking their teaching to monitor student growth, align with the SEF and SDD. This will assist in 2020 EV process and 2021 School Plan. Follow up survey of students' understanding towards the purpose of assessment in relation to their learning, 2020 focus	

Process 2: Distributed Leadership

School leadership is a shared responsibility of all staff.

All staff lead professional learning activities to share new knowledge, skills and strategies based on individual research based professional learning.

School professional learning reflects the identified needs of students.

Evaluation	Funds Expended (Resources)
PDP's, meetings held with supervisor in week 7, term 3 and week 6 of term 4. This allowed professional dialogue, peer observation, PDP goals and program/ registrations Staff meeting agendas, additional PL by IL has provide short 10/20 minutes PL sessions to assist teaches, ongoing through term 3 and early term 4. PL sessions continually ran throughout term 3/4 to ensure a successful transition into whole school writing focus, with ongoing assessment.	Casual staff employed to ensure allocation of time to complete online training for all staff Cost for presenter to provide PD– Syllabus requirement and program builder.

Process 3: Quality Teaching

Instructional Leader develops the leadership skills of all K–2 teachers in the effective use and delivery of literacy and numeracy strategies, underpinned by the EAfS framework.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>All Staff has completed a 3hours PL Unpacking the English Syllabus. Developing a whole school program performance using DoE Program Builder to support our 2020 goal – effectively tracking and providing quality programs to meet student and department requirements.</p> <p>It is recommended that teaching staff work together to plan and program simpler units within numeracy or literacy sessions – 2020 implementation of whole school Soundwaves program and Numeracy units influenced by Maths Plus/ 3–6 / K–2 stage base scope and sequences to build and develop teachers confidence in delivery. With consistent teacher judgement, ongoing collaboration in addition to the professional development sessions provided.</p> <p>Improved behaviour support mechanisms will be implemented in consultation with the Learning and Wellbeing Officer for students at risk.</p> <p>A number of small school Principals with the support of education advisers (PS RP BPS) developed an Accreditation, Performance and Development Policy.</p>	<p>Casual release for BT& monitor (BT Funds)</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		<p>On going review, continue into 2020</p> <p>SLSO support, delivering literacy and numeracy intensive support</p>
Low level adjustment for disability		<p>Identified students at BPS will have an IEP (Individualise Education Plan), targeted strategies catering for individuals to ensure they are successful learners, new system in place for 2020.</p> <p>AR/ Application successful for a young student with severe disabilities to GS Kidd. A successful transition, the young student is very happy and catered for.</p>
Quality Teaching, Successful Students (QTSS)		<p>Instructional Leader PD to all staff update /on going Quality teaching training around numeracy and literacy – ideas, how to use and track students data.</p> <p>New template /proforma for programming and assessment for whole school. Supported by external educational expertise.</p> <p>Specialist subject assistant in addition to existing teacher skills, this has supported staff in specialise subject areas e.g. STEM and CAPA.</p> <p>PBL continue to looking to, continue the planning process into 2020.</p>
Socio–economic background		<p>Two SLSOs employed to assist and be guided by the LaST to cater intensive learning support programs for those students that full below their expected stage level.</p> <p>Provide numerous opportunities for students to build their IT skills. IT time allocated in weekly teaching schedules, the purchase and upgrade laptops, and 10 new iPads.</p> <p>Professional development for new IT coordinator school for 2020.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	60	56	44	44
Girls	58	57	44	39

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.8	95.1	93.8	87.9
1	90.3	94	89.6	93.7
2	91.9	91.5	89.7	92.9
3	91	94.1	85.2	86.2
4	91.7	93.4	89.7	84.2
5	92.7	90.6	91.6	90.2
6	91.4	92.7	89.6	92.2
All Years	91.6	93.1	89.6	89.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.6
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	74,437
Revenue	1,405,396
Appropriation	1,353,793
Sale of Goods and Services	7,136
Grants and contributions	43,549
Investment income	919
Expenses	-1,290,042
Employee related	-1,152,908
Operating expenses	-137,134
Surplus / deficit for the year	115,354

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	238,415
Equity - Aboriginal	46,792
Equity - Socio-economic	139,486
Equity - Language	0
Equity - Disability	52,138
Base Total	921,144
Base - Per Capita	20,648
Base - Location	26,900
Base - Other	873,596
Other Total	155,334
Grand Total	1,314,893

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

In 2019 the school sought the opinions of parents, students and teachers about the school through The Tell it From Me Survey.

Their responses are presented below:

Parent surveys indicated that there was wide spread satisfaction with the school and its operations. Many parents said that they were "very happy" or the school was "great". However, some areas for suggested improvements included: Earlier communication giving clear details of upcoming events. This could include a term calendar distributed at the beginning of each term;

Assembly days varied to allow part-time working parents to attend;

Student surveys indicated there was widespread engagement and interest in school activities.

Happy with the lunchtime changes. However, one area students were unhappy with was:

Disruption of technology – laptops, not enough time/use in class.

Staff surveys reflected they were happy teaching at Boggabri Public School. There was generally a good feel about the place, staff feel connected and share a vision. However, some areas for suggested improvement included:

Increased collaboration

Positive communication by some staff members.

Spelling program need revising.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.