

Boomi Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

School contact details

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School background

School vision statement

Boomi Public School is committed to developing student potential in all areas of the curriculum. 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

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

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.

Improvement Measures

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.

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.

Progress towards achieving improvement measures

Process 1: Visible Learning

Develop aspirational expectations of learning progress for continual improvement.

Use learning intentions and success criteria as the basis for feedback to students about their learning. (milestones 2018 Writing, 19 Learning Goals, 20 Feedback)

Instill a growth mindset culture to assist students to realise learning goals and demonstrate resilience.

Evaluation	Funds Expended (Resources)
Students have personal learning goals in Reading, Writing, Mathematics, and Dispositions. Students identify and record evidence against their learning goals.	\$6000 for Professional Learning Funding Sources: • (\$0.00)

Process 2: Wellbeing

Implement a whole school approach to student wellbeing in which students can connect, succeed and thrive and build leadership capacity.

Develop engaging learning experiences that explicitly teach the core values for resilience and success. Encouraging self-reflection to ensure achievement of high expectations.

Evaluation	Funds Expended (Resources)
Students work towards achieving PBL Merit Awards and can state Learning Dispositions and their meanings.	Survey

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.

Improvement Measures

Embedded and explicit systems for focussed teacher collaboration within and across schools are used to plan, implement and evaluate targetted curriculum areas.

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.

Progress towards achieving improvement measures

Process 1: Curriculum

Draw on solid research to develop and implement high quality professional learning in Literacy and Numeracy teaching practices.

Design and implement high quality differentiated learning programs that meet syllabus requirements across all key learning areas.

Use authentic assessment and evaluation strategies to inform future focused teaching and learning.

Evaluation	Funds Expended (Resources)
Barwon Community of Schools has Writing as a collaborative assessment. It was used for Consistent Teacher Judgement and moderated across schools.	Assessment Folios Classroom Teacher Observation Template

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Testing of student abilities in Numeracy and Literacy. Levelled lessons for student targets. Personal Learning Plans	Teacher employed for a day a week to teach students of Aboriginal background with targetted Literacy and Numeracy outcomes. All students made progress in their Literacy and Numeracy.
Low level adjustment for disability	SENA Testing Running records Classroom Observations Teacher referral through the Learning Support Team	Learning Support Team allocated students to work one to one with the LAST on Numeracy and Literacy. Students were assisted with Literacy and Numeracy deficiencies. All students improved in their learning outcomes.
Quality Teaching, Successful Students (QTSS)	QTR Resources Quality Teaching Framework Professional readings	Completed all rotations of Quality Teaching Rounds. All five teaching staff were observed and critiqued against the Quality Teaching Framework and Professional Dialogue used to discuss the teaching and readings.
Socio-economic background	Testing of student abilities in Numeracy and Literacy. Levelled lessons for student targets. Individual Education Plans	Teacher employed for a day a week to teach students of differing socio-economic backgrounds with targetted Literacy and Numeracy outcomes. Students were continually provided with one on one education for improved results of all students.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	18	18	12	6
Girls	15	16	13	10

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.7	89.2	91.5	96.7
1	94.1	89.8	95.5	81
2	90.7	90.9	91	94.7
3	92.5	90.4	91.5	91.4
4	90.8	86.6	91.7	97.8
5	92.2	93.2	88.9	84.1
6	92.8	87.5	89.2	89.9
All Years	92.2	89.9	91.5	90.3
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
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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.

Teachers undertook Professional Learning in :

Work, Health and Safety, Visible Learning, Principal Credential (PPA), Accreditation at Proficiency, Learning Intentions and Success Criteria, Developing Personal Learning Plans, Austswim Swimming

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	226,806
Revenue	635,651
Appropriation	625,506
Grants and contributions	7,886
Investment income	2,259
Expenses	-548,625
Employee related	-460,505
Operating expenses	-88,120
Surplus / deficit for the year	87,026

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.

Boomi Public School holds the funding for Small School's Conference (Tamworth) which is held every two years.

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	18,442
Equity Total	41,397
Equity - Aboriginal	6,812
Equity - Socio-economic	6,686
Equity - Language	0
Equity - Disability	27,898
Base Total	496,304
Base - Per Capita	5,866
Base - Location	31,650
Base - Other	458,788
Other Total	11,629
Grand Total	567,772

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.

Literacy

The school numbers are too small to publish results.

Numeracy

The school numbers are too small to publish results.

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 have access to music and a music teacher to provide a music program.

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. They enjoyed mini-school, robotics, 3-D Printers, computers, Lake Ainsworth and performing at Capers.

Teachers valued the Professional Development on Visible Learning and how the school team worked collaboratively to teach with a whole-school approach for student learning outcomes.

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.

Teacher attended the Anti-Racism Contact Officer Training this year.

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.

In Human Society and It's Environment, students learnt about different cultures within Australia and focussed on religions, celebrations, and family traditions.

The students studied Papua New Guinea as the CWA Country of Study.