

2020 Annual Report

Boomi Public School



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Introduction

The Annual Report for 2020 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 vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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)
Data indicates that all staff are demonstrating a greater understanding of the importance of the use of feedback and formative assessment. Feedback is provided verbally to students on a daily basis, however, this now needs to be recorded in a more formalised manner as a record of feedback. Formative assessment has been successfully used by all staff and data has been reflected on collaboratively. Learning intentions and success criteria are used in the classroom in all settings with modifications made to cater for a K-6 learning environment. Student growth has been plotted and recorded. Most students have shown growth in all areas as demonstrated through PAT testing.	

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)
Data indicates that all students surveyed in the Tell Them From Me surveys indicated a high level of satisfaction in the areas of belonging, advocacy and expectations for success and these levels were well above the state averages. Students are able to articulate what high expectations are and how this mindset aids their learning and wellbeing. All students can name 2 staff members who can support them.	

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)
<p>Data indicates that teaching staff meet weekly in staff meetings to collaboratively discuss student targets and learning and school based issues and topics. This is minuted and followed up by the principal. Due to COVID-19, the Barwon COS has not been as active, however, collaboration across schools through this COS will be continued into 2021. The staff have worked through the What Works Best Framework in staff meetings and have reflected on classroom practice based on this framework in staff meetings. In the future, a process needs to be put in place to evaluate professional learning.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Teacher Aide - \$3539 Equity funding LAST	Student has demonstrated growth in the areas of literacy and numeracy. Teacher Aide support and LAST support have enabled the student to have time to reinforce new learning and complete more tasks independently.
Low level adjustment for disability	Teacher Aide \$28559 Equity funding LAST	Student has demonstrated growth in literacy and numeracy through the implementation of an IEP and teacher aide and LAST support.
Quality Teaching, Successful Students (QTSS)		Staff have worked through and reflected on the What Works Best Framework in weekly staff meetings. Strategies from this framework have been implemented in the classrooms. Informal teacher observations have taken place throughout the year, however a more formalised recording of these observations should be implemented in 2021.
Socio-economic background	Teacher Aide \$ 1914 Equity funding LAST	Students have demonstrated growth in literacy and numeracy.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	18	12	6	5
Girls	16	13	10	11

Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.2	91.5	96.7	
1	89.8	95.5	81	88.5
2	90.9	91	94.7	86.9
3	90.4	91.5	91.4	94.7
4	86.6	91.7	97.8	93.4
5	93.2	88.9	84.1	96.9
6	87.5	89.2	89.9	95.5
All Years	89.9	91.5	90.3	93.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	91.9

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	1.66
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

In 2020 opportunities for face to face Professional Learning were limited due to COVID-19 restrictions. The staff completed professional learning in 'What Works Best', Clarity - Visible Learning and using Teams for programming as well as mandatory training in: Corruption Prevention, Data Breach Response Plan, Child Protection and Anaphylaxis and CPR. Staff also worked collaboratively to produce evidence sets for External Validation.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	313,833
Revenue	629,498
Appropriation	622,817
Grants and contributions	5,902
Investment income	780
Expenses	-590,894
Employee related	-447,600
Operating expenses	-143,294
Surplus / deficit for the year	38,604
Closing Balance	352,437

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.

	2020 Approved SBA (\$)
Targeted Total	19,838
Equity Total	34,012
Equity - Aboriginal	3,539
Equity - Socio-economic	1,914
Equity - Language	0
Equity - Disability	28,559
Base Total	545,243
Base - Per Capita	3,848
Base - Location	28,485
Base - Other	512,910
Other Total	22,202
Grand Total	621,294

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

The 2020 'Tell Them From Me' (TTFM) parent survey data demonstrated that there was a very high satisfaction with the school from parents. The school received a 60% participation rate in the survey (5 out of 8 families). Parents indicated that they were very happy with the new music program in the school, but would like to include a drama program in 2021.

A community meeting was also held to discuss what was working and what was not. Parents were happy with the more parent friendly language in the reports and the new format for parent - teacher interviews. They felt that they were able to approach staff and the Principal and that communication was clear, timely and constructive. Parents indicated that they were very happy with the current sport and music programs being delivered by outside personnel and would like them to continue. They asked about the possibility of a drama program along the same lines. They also requested more opportunities for students to work with students from other schools in the same grade - especially if they are the only one in their grade.

Student data from TTFM demonstrated that students feel a strong sense of belonging and have a positive attitude to their schooling.

Students were also interviewed to gain an understanding of what they believed high expectations were. Some of the comments included:

"I try and work to the best of my ability and I know when I'm not trying." "Sometimes I don't try as hard in some subjects as others." "I should be more responsible for my learning than the teachers because it is my learning - I could just sit there and do nothing." "I am the boss of my learning - teachers are there to help us work it out."

The school also received great feedback about how we communicate with the children in regards to expressing high expectations.

Staff indicated that during the COVID-19 period the school did exceptionally well and was able to maintain classroom programs close to normal with no significant impact on attendance. They also felt that the communication between all staff was positive and worked to improve student learning outcomes and the running of the school.

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.

Aboriginal education continues to be integrated in all subjects. This is a priority to ensure that teaching and learning programs include syllabus outcomes and General Capabilities. At the beginning of all functions a Welcome to Country is given and the students understand what this acknowledgement means. Students studied Aboriginal culture pre-European settlement during Term 4 history lessons

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.

Boomi Public School has an Anti- Racism Procedure underpinned by the NSW Department of Education Anti-Racism Policy.

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.

The school includes multicultural education across all key learning areas. Teaching programs include a focus in the following areas:

- * Asia and Australia's Engagement with Asia
- * Difference and Diversity
- * Aboriginal and Torres Strait Islander Histories and Cultures

During Term 2 the students studied Japan as a neighbouring country and the host of the postponed 2020 Olympic Games. The students worked individually and in small groups to investigate geographical and cultural aspects of the country