

# 2022 Annual Report

## Boomi Public School



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# Introduction

The Annual Report for 2022 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 Strategic Improvement 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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Boomi Public School

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## School vision

Boomi Public School is intent on supporting every student to achieve their educational potential. Our vision is to establish a high-expectations culture and quality, evidence based teaching and learning that ensures students are supported to become self-directed, motivated learners who display resilience and persistence and are provided with a diverse range of opportunities to ensure they have the required skills to engage successfully in 21st Century learning. Each student is encouraged to reflect the school motto - "Be a Good Citizen".

## School context

Boomi Public School, established in 1901, is a small school, located in a rural setting 100 km north-west of Moree. Our students travel from areas surrounding Boomi as well as from the village. In 2021 enrolment consists of 20 students and the Family Occupation and Education Index (FOEI) is currently 45. The school employs a teaching principal and classroom teacher on a full-time basis. Additional teachers, School Administration Manager, General Assistant and School Learning and Support Officers are employed on a part-time basis to support individualised learning and the management of the school.

Boomi Public School offers an engaging learning environment that provides differentiated learning at level of need for all students in all curriculum areas. The curriculum is comprehensive, innovative and evidence based with a strong emphasis on literacy, numeracy, technology and the arts. The school is well resourced in these areas, along with sporting and playground equipment.

Boomi Public School has strong community partnerships and a very supportive P&C. The school newsletter is an important source of news for the township and is used as a school and community message board for upcoming events in the local area. Boomi Public School also uses the Schoolstream app as a method of communication with parents and the broader community.

The school offers many extra-curricular activities in the areas of sports and arts and through the establishment of a native bee hive and kitchen gardens. Boomi Public School is a leader in the development of inter-school relationships within the Barwon network through the Small Schools Mini School Camp. Connections are also made wider afield with the use of technology, science and creative arts experts.

Our school has a warm, caring, family environment where all students are known, valued and cared for. Through commitment and professionalism, the staff aim to create stimulating learning environments which are safe and give students confidence and the experiences necessary to become resilient and persistent 21st Century learners.

This Plan 2021-2024 is based on rigorous self-assessment leading to three strategic directions: student growth and attainment, building future focused quality educators and strong partnerships and connections.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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To engage in innovative, quality experiences which focus on learning and improvement in literacy and numeracy.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy
- Numeracy
- Attendance

### Resources allocated to this strategic direction

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**Professional learning:** \$2,000.00

**Socio-economic background:** \$1,286.00

**Aboriginal background:** \$5,390.00

**Low level adjustment for disability:** \$28,862.00

**Integration funding support:** \$20,842.00

**AP Curriculum & Instruction:** \$30,114.00

### Summary of progress

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#### Literacy

Through the Accelerated Adopter Program, K-2 students were exposed to well-developed lessons that enhanced student engagement and teacher knowledge. Programs were evaluated and feedback given to the appropriate people. To suit the context of the school and student learning needs, minor adjustments were made to the teaching units. Regular meetings were held with the assigned Curriculum Advisor to develop a school planning and implementation tool. Difficulties were faced in entering data in PLAN 2 while teaching the units, however other formal and informal assessment tasks were used to track student progress and inform future teaching. As a result, Boomi Public School is well set for the mandatory implementation of the K-2 English Syllabus in 2023. The school will continue to use the Department of Education units of work and make the necessary changes to suit the context of school and students.

Literacy units in Years 3-4 and Years 5-6, were targeted to student needs and followed Department guidelines. Programs were regularly monitored and reviewed to ensure content was relevant, differentiated, reactive to student need and evidenced-based.

Identified students were provided with extra support through Multilit and in-class support.

Identified students had Personalised Learning Pathways that were reviewed in semester 2 by staff, students and parents. In 2023 these plans will be reviewed each term / or as necessary.

In anticipation of the possibility of student returning from private schooling, the Integration Funding was held in Term 1 then returned to the Department. (as advised)

#### Numeracy

As for Literacy, the K-2 students were taught using sample units from the Department of Education. Feedback on the units was provided and adjustments made to suit the context of the school. All students were highly engaged in the lessons and demonstrated growth.

In 2022, staff continued to use the Stepping Stones Mathematics program as a basis for learning. Pre- and post-assessments were conducted quarterly, along with post module check-ups. These assessments were used to evaluate learning programs and student progress.

Interviews for Student Reasoning were conducted in Number and Place Value and Additive Thinking

#### Attendance

Student numbers were not stable and changed throughout the year. A number of students who started the year at Boomi Public moved elsewhere and other students enrolled late in the second half of the year.

Attendance concerns were discussed with the Home School Liaison Officer and plans put in place as necessary.

### Future Directions

A focus for 2023 will be PLAN 2 data entry.

Implementation of Department of Education Sample Units of Work will continue in 2023

Analysing data to identify areas for short teaching sprints in literacy and mathematics will be a 2023 focus.

Improving attendance in 2023.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
60% of students achieving in the top 2 bands in Reading in Years 3 and 5	Cohort size does not allow the publication of percentages for the top 2 bands in Reading, however individual student progress is reported directly to parents and carers throughout the year.
55% of students achieving in the top 2 bands in Numeracy in Years 3 and 5	Cohort size does not allow the publication of percentages for the top 2 bands in Numeracy, however individual student progress is reported directly to parents and carers throughout the year.
70% of students in Years 1-6 demonstrate growth when comparing start of year to end of year scale scores in PAT (Maths, Comprehension, Vocabulary and Spelling) and NAPLAN writing (internal and external)  100% students have a clear understanding of their progress and how to improve. This is evidenced by student feedback and engagement data.	Greater than 70% of students demonstrated growth in Check-in Assessments and Interview for Student Reasoning Assessments which were used in place of the PAT tests.  100% of students have a clear understanding of their progress.
Increase the percentage of students attending school >90% of the time to be at or above the lower bound system-negotiated target of 70%	The school did not meet its target to increase the percentage of students attending school >90% of the time to be at or above the lower bound system-negotiated target of 70%
50% of students achieve expected growth in Reading as a system negotiated target.	This could not be measured as Year 5 students did not sit NAPLAN in 2020.
50% of students achieve expected growth in Numeracy as a system negotiated target.	This could not be measured as Year 5 students did not sit NAPLAN in 2020.



## Strategic Direction 2: Building Future Focused Quality Educators

### Purpose

Improve student learning and outcomes across all curriculum areas through the development and delivery of consistent high-quality collaborative, reflective teaching practices using quality evidence and data to inform teaching and the development of innovative programs. All teaching staff will ensure the highest priority is given to evidence-based teaching strategies.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence-based effective teaching

### Resources allocated to this strategic direction

**Professional learning:** \$6,680.00

**Location:** \$5,000.00

### Summary of progress

All teaching staff developed, self-evaluated and reviewed Professional Development Plans (PDPs). All staff consistently participated in meetings to discuss successes, areas of need for improvement and continued support for professional learning. Teaching staff have established a supportive work, teaching and learning environment driven by effective teaching practices, informed by assessment and data, consistent communication and access to professional learning as required.

Improvement outcomes include:

- Teaching staff delivering current teaching and learning programs that encompassed shared programming and organisation.
- Professional learning is strategic, matched to the School Improvement Plan and evaluated using HIPL
- All students were assessed on IFSR - NP Number and Place Value and IFSR - AT Additive Thinking. Students requiring further support were identified and programs put in place.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teaching and learning programs for K-2 demonstrate use of new and mandatory English and Mathematics K-2 Syllabii  Teachers and students have interviews using learning goals, reports and feedback to outline next steps in their learning. PLPs are used to highlight learning goals and ongoing planning with teachers and parents.  Teaching staff review effectiveness of lesson observation and self reflection process and make adjustments if necessary.  All teaching staff utilise knowledge gained from High Potential and Gifted Education Policy professional learning	<ul style="list-style-type: none"><li>• The implementation of the new English and Mathematics Syllabii was achieved through the Accelerated Adopter School program for K-2</li><li>• Student interviews were informal and centred around immediate feedback on selected activities</li><li>• All teaching staff participated in the lesson observation and PDP process and made necessary adjustments as needed</li><li>• Extension activities were provided for HPGE students within most subject areas</li></ul>

to implement PLPs that show extension and challenge activities for students.

Systems for ongoing data collection are implemented and assessed for impact and effectiveness.

- Student work samples were collected and stored in files
- Online assessments were completed and data analysed to inform future teaching directions



## Strategic Direction 3: Strong Partnerships and Connections

### Purpose

Whole school and inter-school relationships ensure the ongoing development and improvement in teaching practice and student achievement.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- School and Inter-School Partnerships

### Resources allocated to this strategic direction

**Location:** \$10,000.00

**QTSS release:** \$3,218.00

### Summary of progress

This year the lingering effects of COVID and limited staffing in other schools have continued to affect our ability to work collaboratively beyond our school. Staff participated in a number of Professional Learning opportunities in Literacy and Numeracy as part of the Barwon COS.

All staff and parents worked collaboratively to maintain open communication practices and build positive school relationships. The school regularly solicited and addressed informal feedback on student wellbeing, community participation and school performance from students, staff, parents and the broader school community.

Parents had the opportunity to attend P&C meetings and a number of school and inter-school events. Regular updates were provide to parents and community through the school newsletter.

The Boomi Mini Schools Camp, which involved students from five schools, needed to be modified due to the announcement of a special Public holiday and resulted in only one school being able to attend the adjusted one day program. All schools expressed their disappointment in not being able to attend the event.

### Future Directions

Continued opportunities for students, staff and parents to engage within the community of schools

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>1. Systems for ongoing data collection on community engagement are established and embedded.</p> <p>Kids Matter wellbeing data shows 80% of students and parents agree in most areas of the surveys.</p>	<p>Community engagement is assessed informally through conversations at P&amp;C meetings</p> <p>Kids Matter wellbeing data shows &gt;80% of students and parents agree in most areas of the surveys.</p>
<p>Assess and identify areas for adjustment in new PDP process. It is trialled and evaluated across the Barwon COS.</p> <p>Shared performance development is implemented. Review feedback with staff to support staff and school improvement.</p>	<p>PDP process and feedback to support staff was implemented at Boomi Public School, but not evaluated across the Barwon COS.</p> <p>Staff participated in professional learning opportunities with colleagues within the network.</p> <p>Students and staff participated in a number of interschool visits including: swimming, visiting performances, excursions, athletics and science days - Year 3 - 6 went to Broken Bay Sport and Rec camp with a neighbouring</p>

Staff participate in networking opportunities in PDP identified areas to build capacity of all staff in the school and the network.

Inter-school relationships are established and support school in evidence-based teaching, planning and programming and professional learning. Student opportunities might include Sport, Visiting school performances and workshops. Mini School Days.

school

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$20,842.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Boomi Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• No activities as student left the school</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This funding was returned to the Department as the student was no longer enrolled at Boomi Public School.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Not applicable</p>
<p>Socio-economic background</p> <p>\$1,286.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Boomi Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support the implementation of K-2, 3-4 and 5-6 classes in mathematics and literacy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Individualised learning for students, which has resulted in some level of growth for all students. All students actively engaged in quality, differentiated lessons.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued high levels of staffing to support individual student needs in order to achieve student growth. Professional learning as required.</p>
<p>Aboriginal background</p> <p>\$5,390.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Boomi Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Individualised learning for students, which has resulted in some level of growth for all students. All students actively engaged in quality,</p>

<p>Aboriginal background</p> <p>\$5,390.00</p>	<p>differentiated lessons.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued high levels of staffing to support individual student needs in order to achieve student growth. Regular review of student PLPs.</p>
<p>Low level adjustment for disability</p> <p>\$28,862.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Boomi Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• targeted students are provided with an evidence-based intervention (MultiLit) to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Identified students receiving extra support in the classroom during literacy and numeracy sessions as well as individual tutoring. Improved student engagement and increased ability for some students to be able to work independently.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Identifying next steps (programs) to support student achievement. Professional learning for staff as required. Continued intervention support for targeted students.</p>
<p>Location</p> <p>\$15,000.00</p>	<p>The location funding allocation is provided to Boomi Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-based effective teaching</li> <li>• School and Inter-School Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support the implementation of K-2, 3-4 and 5-6 classes in mathematics and literacy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Individualised learning for students, which has resulted in some level of growth for all students. All students actively engaged in quality, differentiated lessons.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued high levels of staffing to support individual student needs in order to achieve student growth. Professional learning as required.</p>
<p>Professional learning</p> <p>\$8,680.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Boomi Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Evidence-based effective teaching</li> </ul>

<p>Professional learning</p> <p>\$8,680.00</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Professional learning activities through Barwon COS</li> <li>• Online professional learning in areas of literacy and numeracy as identified by student and teacher need</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff engaging in and implementing relevant and evidence-based professional learning that has resulted in improved student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Analysing data to inform next steps in professional learning journey - using the HIPL as a guide.</p>
<p>QTSS release</p> <p>\$3,218.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Boomi Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• School and Inter-School Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Implementation of quality teaching and learning programs that have improved student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Evaluation of Inter-school PDP process.</p>
<p>COVID ILSP</p> <p>\$8,970.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students were given extra support through a combination of withdrawal and in-class support in Literacy and Numeracy. This allowed lessons to be targeted to individual needs in order to improve outcomes. These funds were topped up from the school budget to ensure that the program could run throughout the year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> More regular input of data in PLAN 2 to inform progress and next steps.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	6	5	9	5
Girls	10	11	13	13

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.7		89.4	82.7
1	81.0	88.5	88.2	81.8
2	94.7	86.9	95.2	84.3
3	91.4	94.7	93.2	83.6
4	97.8	93.4	90.9	85.9
5	84.1	96.9	86.5	89.0
6	89.9	95.5	93.2	90.7
All Years	90.3	93.8	90.5	85.9
State DoE				
Year	2019	2020	2021	2022
K	93.1		92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	91.9	92.4	87.4

## Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	0.2
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

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	358,279
<b>Revenue</b>	707,533
Appropriation	697,487
Grants and contributions	7,230
Investment income	2,817
<b>Expenses</b>	-650,307
Employee related	-559,993
Operating expenses	-90,314
<b>Surplus / deficit for the year</b>	57,227
<b>Closing Balance</b>	415,505

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	20,842
<b>Equity Total</b>	35,537
Equity - Aboriginal	5,390
Equity - Socio-economic	1,286
Equity - Language	0
Equity - Disability	28,861
<b>Base Total</b>	570,801
Base - Per Capita	5,559
Base - Location	30,599
Base - Other	534,644
<b>Other Total</b>	54,055
<b>Grand Total</b>	681,235

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

The results from student surveys and conversations indicate that:

- 100% of students feel that they belong at the school
- 100% of students feel safe at school
- 100% of students believe that teachers at the school listen to them and value their opinions.
- 100% of students agreed that their teacher talks to them about how they are doing in school

The results from parent conversations indicate that:

- 100% of parents felt welcome at the school
- 100% of parents agreed that the school kept families informed about student learning and school events

# Policy requirements

## Aboriginal Education Policy

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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 - School statement

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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.

## Anti-Racism Policy

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

## Anti-Racism - School statement

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Boomi Public School has an Anti- Racism Procedure underpinned by the NSW Department of Education Anti-Racism Policy. All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

## Multicultural and anti-racism education - School Statement

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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 3 the students studied Malaysia as a neighbouring country. The students worked individually and in small

groups to investigate geographical and cultural aspects of the country.