

Boree Creek Public School

Annual Report



2017



1318

Introduction

The Annual Report for 2017 is provided to the community of Boree Creek 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

Boree Creek Public School students, staff and community provide a challenging, stimulating and supportive learning environment that motivates all to reach their full potential; academically, emotionally and socially.

Students are informed, creative, confident, life-long learners.

School context

Boree Creek Public School is 84 kilometres south-west of Wagga Wagga, part of the Federation Shire, and is predominately a farming community.

It is a small rural school whose students are drawn from the semi-rural and surrounding rural areas of the Boree Creek village.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The results of this process indicated that in the school excellence framework domain of learning, we are sustaining and growing. There is ongoing commitment by all staff to strengthen student engagement which underpins learning, engaging in professional learning to meet whole school priorities and individual student needs, and ensuring that students have a safe supportive environment to promote learning. The implementation of How2Learn school wide, focuses on instilling dispositions and habits in students to build their capacity to learn now and into the future.

Boree Creek Public School has active partnerships within the school, across our Greater Kengal Network and Early Action for Success Network of all schools, promoting collaborative planning across and within stages, including validity of teacher judgement. Learning expectations are high for all students, and differentiation and specific programs to support learning are school wide. Many extra curricula activities are offered to support student learning.

Assessment underpins planning for learning through the analysis of external and internal data and student reporting is detailed with students taking responsibility for their learning through reflection. Parents are engaged in their child's learning through our communication processes, opportunities to learn about programs, and by engaging classrooms. PLAN data reports to parents, supported by activities to do at home to support their child to move through the clusters is communicated twice yearly. External measures indicate that growth from Years 3–5 is continuing on an upward trend in reading and numeracy with equity across all groups in the school.

In the domain of teaching we were found to be sustaining and growing. Assessment data is reviewed regularly to evaluate teaching practice at Boree Creek Public School and determine teaching directions as well as monitoring progress towards our learning goals. Evidence based practices such as goal setting and learning intentions are evident in the school. Feedback to students is timely and relevant with learning goals developed from this. All classrooms are well managed with behaviour expectations, rewards and consequences clearly communicated.

There is a culture of collaborative planning at Boree Creek Public School both at staff meetings and Greater Kengal Network Meetings. Staff display expertise through leading professional learning, mentoring and providing constructive feedback both formally and informally across the school to support their Performance Development Plans. There is an ongoing commitment by all staff to engagement in professional learning particularly to improve Literacy and Numeracy, and ensure content knowledge along with effective teaching practices are implemented.

In the domain of Leading we were found to be sustaining and growing. At Boree Creek Public School there is a broad understanding and support by the community for improving student learning. Staff are committed to the strategic directions in the final year of the School Plan 2015–17, and collaboratively plan the milestones each year necessary to

move towards achieving these. Monitoring our teaching and learning programs is ongoing and routine, with peer observation and feedback an integral part of this process.

Strategic Financial Management ensures the equitable and efficient use of funds to implement the school plan through the provision of physical and human resources. All classrooms and the school environment are well maintained and all staff have the knowledge of how to access administrative systems to meet the requirements of the school and DOE.

Communication is being streamlined to ensure that the community has timely access to information to strengthen parental engagement. Constructive feedback from students, staff and the community is actively sought through formal means, such as surveys, focus groups, P & C meetings and our student leader meetings. It is also welcomed through informal channels such as parent discussions.

Teachers are encouraged to take on leadership roles in professional learning, handling a KLA budget and peer mentoring. The student leader body, and individual students take leadership roles in real life experiences, such as raising money for charities and supporting appeals. We have productive community relationships with outside agencies who maintain the same values and priorities as our school.

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/sef-evidence-guide>

Strategic Direction 1

Students will be successful learners.

Purpose

To provide a learning environment that is positive and engaging where high expectations are set to achieve students' full potential.

Overall summary of progress

EVIDENCE BASED TEACHING PRACTICES

During 2017, through the Early Action For Success (EAFS) initiative, staff were trained in Building Numeracy Leadership (BNL) and L3 Stage 1. Classroom practices were adjusted to incorporate strategies outlined in the professional learning, which resulted in more targeted teaching to meet student needs.

HOW2learn Phase 2 professional learning was delivered across the Greater Kengal Network staff in 2017. This has resulted in staff building their understanding of and commitment to incorporating 21st century learning into the school culture.

ASSESSMENT PRACTICES

During 2017 staff have received professional learning via the Instructional Leader (IL) provided to us through EAFS, in embedding regular formative assessment and data collection to plot students on Literacy and Numeracy continuums transitioning to Learning Progressions. Internal assessment forms part of the annual summative assessment schedule and will provide more data to better inform teaching and learning programs.

EMPOWERING STUDENTS AS LEARNERS

HOW2learn professional learning has built staff knowledge and capacity around ways of how to empower students as learners. Concepts covered with students included growth and fixed mindsets, the learning pit, goal setting, managing distractions and stretching the brain. Incorporating 'I Can Statements' into goal setting and 3 way conferencing has resulted in the students using language that shows a deeper understanding of their learning.

WELLBEING

The school rules were reviewed by staff, students and community, and their feedback used to inform the creation of a colour coded set of levels students are placed depending on behaviour and attitude to learning. Students are able to progress up (with reward) or down (with consequences) levels. Staff were trained in using the system and it has resulted in all students having a clear understanding of the expectations and the colour coding language makes for consistency across the whole school, with a 10% reduction in incidents resulting in consequences.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quality teaching is driven by assessment and feedback processes which empower students to be successful learners, resulting in expected growth on the Literacy and Numeracy continuums, NAPLAN and internal annual assessments.	L3– \$2,456.35 Teacher relief BNL– \$3,286.00 PL / travel Accom	Quality teaching has been enhanced through the BNL, L3 and HOW2learn initiatives. Teachers are using assessment as, of and for learning to inform teaching programs which is resulting in more targeted and explicit delivery. Students have developed skills to empower them as learners; specifically with goal setting and self-reflection.

Next Steps

EVIDENCE BASED TEACHING PRACTICES

The professional learning from Phase 2 of HOW2learn will be consolidated in classroom practice and enhanced through

reflective collegial discussions. Professional learning in Visible Learning will provide more knowledge and value of classroom practices that accelerate learning. Learning intentions and explicit success criteria will be introduced into classroom practice. K–2 Staff member will receive OPL in L3 training, 3–6 teaching Principal will receive ES1/ S1 training in L3. Through EAFS initiative, IL will continue to offer support in best practice to improve student outcomes.

ASSESSMENT PRACTICES

Staff will continue to use the literacy and numeracy continuums to track student learning and provide relevant learning opportunities or tiered intervention based on individual needs. A data wall will be purchased and used as informed by 'What Works Best' Document. An annual summative assessment schedule will be created to ensure the broad collection of relevant and purpose driven data. Professional learning in the use of a range of assessment practices will be sought.

EMPOWERING STUDENTS AS LEARNERS

3–way conferences will be consolidated and embedded as regular events– term 1 and repeated in term 3 , with goal setting and a unified approach to learning. 'I can statements' will be consolidated into classroom practice which will develop self–assessment, effective feedback and reflective learners.

WELLBEING

The Bluearth program will continue to be provided for all students in 2018. The program will build mindfulness in students and provide staff with training to ensure the philosophy of the program has longevity at the school beyond 2018. School rules will be revised in 2018 to align with discipline policy and consistency of How2Learn language.

Strategic Direction 2

Staff will be high performing and collaborative

Purpose

To demonstrate a commitment to consistent, high standard educational practices and engage in professional learning that is structured, based on evidence and is purpose driven.

To build a culture of collaboration through the Greater Kengal Network that enhances professional learning for all staff.

Overall summary of progress

DATA ANALYSIS Ongoing formative assessments practices are used in the classroom to inform teaching and learning. Summative assessments were conducted and used to give further insight into student learning.

PROFESSIONAL LEARNING Staff were trained in TEN, L3 and phase 2 of HOW2learn. Through our IL, staff also received professional learning in the use of PLAN software and data reports to inform practice. Programming for small schools Professional Learning will provide an opportunity to collaborate with staff from other schools and share programming strategies for our unique educational settings.

COLLABORATIVE PRACTICE The teaching Principal completed training in Microsoft Peer Coaching and incorporated these mentoring practices during 2017. Staff collaborated on their Performance Development Plan (PDP) cycle in discussing goals with supervisors, linking those goals to the School Plan and the Teaching Standards, support provided in PL which lead to the achievement of their goals which ultimately enhanced teaching practice and student learning outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data analysis is consistent, valid, comprehensive and used to inform differentiation in learning. Peer Coaching, including classroom observations will become regular and embedded demonstrating professional growth and supporting the achievement of PDP goals.	PL in Classroom observation \$648.00 Teacher Release to visit other schools using Best Practice \$1100.00	Ongoing formative assessments practices are used in the classroom to inform teaching and learning. Summative assessments were conducted and used to give further insight into student learning. Staff were trained in linking The SEF Version 2 to the Australian Professional Teaching Standards, and used these links in the PDP process. Goals were discussed with supervisors and a collaborative approach taken to support the achievement of these which resulted in deep collegial conversations that enhanced teaching practice.

Next Steps

DATA ANALYSIS

An annual summative assessment schedule will be created to ensure the broad collection of relevant and purpose driven data. Student work samples, via the app SEESAW, will be used to validate learning, instigate feedback and track progress using the literacy and numeracy continuums. Professional learning in the use of a range of assessment practices to support this will be sought, along with the support of the IL.

PROFESSIONAL LEARNING

K-6 staff will be trained in L3 ES1 / S1, The HOW2learn strategy will continue with the consolidation of Phase 2 and new learning in Phase 3. Professional learning in visible and practices that accelerate learning will provide more knowledge and value of proven classroom practices.

COLLABORATIVE PRACTICE

Principles of Peer Coaching will be used to enhance professional growth specifically in relation to classroom

observation, feedback and lesson improvement. A collaborative approach will continue in discussing PDP goals with supervisors and support provided in the achievement of these which will strengthen collegial relationships and ultimately lead to enhanced teaching practice and professional growth.

Strategic Direction 3

Our school community will be inclusive, informed and engaged.

Purpose

To develop authentic, mutually beneficial partnerships between school and community that empowers all to engage and contribute positively to the school and support student learning.

Overall summary of progress

INFORMED & ENGAGED

Parent Teacher Interviews were conducted in terms 2 and 4 resulting in authentic reflection and celebration of learning. These meetings also consolidated an increased understanding of where their children are achieving against the continuum markers. Parent information sessions were held once a term, covering the topics of Mathematics at home K–2, how L3 looks in the classroom, Your skills and how you can support our school, and outlining the EAFS program in our school. These sessions resulted in a parents / carers developing a deeper understanding of programs used in classrooms and their benefits for improving outcomes for their children. The Seesaw App has been used extensively between students and staff to share authentic learning experiences.

STRONG PARTNERSHIPS

In Term 3 the Principal revised the pre school transition program with emphasis on promoting our school as one which is inclusive, equitable, connected, holistic and where each child receives personalised learning to meet their needs. In term 4 we held an 'open day' with information detailing how we as a school achieve that resulting in 3 new kindergarten enrolments for 2018. Feedback on the strategic directions of the School Plan was carried out via pen and paper surveys in Term 1 and the online Tell Them From Me survey was provided for parents to complete in term 3, with 60% of families represented..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of parent/carers attend 3 way conferences in Terms 1 and 3. Feedback from the school community is used to inform decisions. Maintain or increase the number of preschool students transitioning from Federation Shire Mobile Preschool to BCPS.	School Promotional Mats \$1500 Teacher release for Social Media Promotion \$1100	3 way conferences, linked with goal setting driven by "I Can" Statements and constructive feedback are now embedded in all students learning expectations in Boree Creek PS. We retain 3 local pre school enrolments who will enter into Kindergarten in 2018

Next Steps

INFORMED & ENGAGED

Parent teacher interviews in Term 2 will be replaced by 3–way conferences. Parent information sessions will continue to be held once a term, covering topics informed by survey feedback including maths program in the classroom and the use of iPads to support learning . These sessions aim to develop a deeper understanding of programs used in classrooms and their benefits for improving outcomes for their children. Seesaw App will continue to be used regularly to share learning, and in term 2 the parents will be invited to join the App. and contribute to feedback and celebrating learning. Community attendance at special events, assemblies and school activities will be encouraged through the school newsletter and group texting

STRONG PARTNERSHIPS

An annual summative assessment schedule will be created to ensure the broad collection of relevant and purpose driven data. Further to progress made in 2016, pre–school transition will include an 'open day' in Term 4 where prospective

parents will gain a first-hand understanding of the inner workings of our school in action. Feedback from the parents/carers will continue through paper surveys and Tell Them From Me online surveys will be completed to form a triangulation of Student, teacher, parent responses.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4871.00	All students have Personalised Learning Plans (PLPs) and are making progress across the literacy and numeracy continuums. Parents were involved in the development and monitoring of these plans. Aboriginal students are demonstrating higher average levels of progress. Aboriginal students were supported through specialist teachers and staff to promote positive attitudes to schooling whilst ensuring culturally sensitive programs were maintained. Principal attended mandatory ARCO training.
Low level adjustment for disability	\$21,635.00	Teachers were provided with professional learning in L3, BNL and Learning Support which focussed on differentiation for learning and also support in creating Individual Learning Plans (ILPs). Funds were pooled to provide the services of an SLSO 3 days per week to support learning outcomes of students with disability.
Socio-economic background	\$14,990	Students were provided with learning opportunities and an environment that incorporated current evidence based quality teaching practices through staff professional learning in HOW2learn, BNL and L3. Staff attended professional learning aimed at ensuring quality learning opportunities were provided in multi-stage classrooms. Funds were pooled to provide the services of an SLSO 3 days per week to support learning outcomes of students from low SES backgrounds.
Support for beginning teachers	\$6725.00	Staff were released from teaching load to support their Professional Learning Goals, to prepare for accreditation, to receive effective feedback and guidance from their Principal as mentor.
EAFS	\$0	No funds were received from EAFS initiative in 2017, school self funded all PL required for participation in the strategy.
Integration Funding Support	\$17,260.00	Teachers were provided with professional learning in L3, BNL and Learning Support which focussed on differentiation for learning and also support in creating Individual Learning Plans (ILPs). SLSO was employed part-time to provide classroom support to enable maximum learning outcomes for integration student.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	9	8	10	15
Girls	7	6	11	11

School enrolment data continued to rise with a 30% increase in the past 12 months. The school enrolment for 2017 was 26.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.3	92.3	95.3	88
1	95.7	89.8	97.2	96
2	88	94.5	93.9	97.6
3	94	95.6	95.7	94.4
4	97.3	98.5	95.6	97.8
5	98.9	92.3	100	93.5
6	92.9	96.7	95.7	97.8
All Years	93.1	93.2	95.7	94
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Boree Creek PS works closely with Home School Liaison Officer, parents and carers to ensure a high rate of attendance is sustained. 2017 saw a higher than state average for attendance for all years.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.78
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

In 2017 there were 0% Aboriginal staff at Boree Creek PS

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Number of teachers maintaining accreditation at Proficient –1

Number of beginning teachers seeking accreditation at Proficient –2

School Development Days, Term 1–100percent participation of staff.School based day covering Child Protection update, Code of Conduct, roles and responsibilities, general organisation and management. Term 2–100percent participation of staff.Greater Kengal Network day at Boree Creek PS. HOW2learn and CPR/ Anaphylaxis training. Term 3 –100percent participation of staff.Greater Kengal Network day at Pleasant Hills. HOW2learn, SEF Verison 2, mapping SEF2 with Syllabus . Term 4– 100percent participation of staff. These 2 days were used to finalise School Plan Evaluations, draft 2018–2020 School Plan, unpack

Literacy / Numeracy Learning Progressions and our EAfS expectations for 2018 . Two teachers participated in HOW2Learn PL, one teaching Principal participated in Building Numeracy Leadership (BNL), L3 Stage 1 and Peer Coaching, one teacher participated in OPL for ES1 / S1 L3.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	95,120
Global funds	42,316
Tied funds	30,868
School & community sources	1,922
Interest	657
Trust receipts	27
Canteen	0
Total Receipts	75,790
Payments	
Teaching & learning	
Key Learning Areas	9,771
Excursions	150
Extracurricular dissections	2,153
Library	1,552
Training & Development	0
Tied Funds Payments	22,857
Short Term Relief	454
Administration & Office	11,057
Canteen Payments	0
Utilities	3,473
Maintenance	3,294
Trust Payments	27
Capital Programs	2,304
Total Payments	57,091
Balance carried forward	113,819

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	190,098
Appropriation	172,326
Sale of Goods and Services	0
Grants and Contributions	16,561
Gain and Loss	0
Other Revenue	800
Investment Income	412
Expenses	-109,665
Recurrent Expenses	-109,665
Employee Related	-52,897
Operating Expenses	-56,769
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	80,433
Balance Carried Forward	80,433

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	335,312
Base Per Capita	3,209
Base Location	11,821
Other Base	320,281
Equity Total	41,496
Equity Aboriginal	4,871
Equity Socio economic	14,990
Equity Language	0
Equity Disability	21,635
Targeted Total	17,260
Other Total	14,933
Grand Total	409,001

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3 had 60% at proficient in reading, 20% at proficient in writing, 0% at proficient in spelling, and 60% at proficient in Grammar and Punctuation .

Year 5 had 67% at proficient in reading, 0% at proficient in writing, 0% at proficient in spelling, and 0% at proficient in Grammar and Punctuation.

Year 3 had 20% at proficient in Numeracy and Year 5 had 0% proficient in Numeracy

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Boree Creek Public School is committed to

the *Premier's Priorities of Improving education results* for Aboriginal students in the top two NAPLAN bands. We are generating Personalised Learning Plans (PLPs) for all Aboriginal students, parents are involved in the development and monitoring of these plans. Aboriginal students are demonstrating higher average levels of progress across the literacy and numeracy continuums. Aboriginal students were supported through specialist SLSO teachers and regular teaching staff to track and target any necessary intervention, to promote positive attitudes to schooling whilst ensuring culturally sensitive programs were maintained. Multi-Cultural and Anti-Racism Education is also a strong commitment from staff at Boree Creek PS.

Policy requirements

Aboriginal education

In 2017 our school had a low proportion of Aboriginal students. Personalised Learning Plans are developed with consultation from parents/caregivers to ensure goals are set and evaluated throughout the year for every Aboriginal student. Our programs are culturally appropriate and support the Aboriginal and Torres Strait Islander Education Action Plan 2012-2014. An Aboriginal perspective is integrated throughout the curriculum, making the curriculum meaningful for Indigenous students and raising awareness and respect for the culture. External agencies have been engaged to support student wellbeing. Cultural awareness programs with high community engagement were evident in our celebrations for Harmony Day.

Multicultural and anti-racism education

Multi-Cultural and Anti-Racism Education is a strong commitment from staff at Boree Creek PS. In 2017 Boree Creek Public School continued to develop quality multicultural learning programs throughout its teaching and learning in the curriculum. These programs target broadening cultural awareness and increasing racial tolerance. Initiatives enhance engagement in the school by parents and community members from culturally and linguistically diverse backgrounds. Initiatives included Harmony Day, Premier's Multicultural speeches, and visitors from other countries attending school. The teaching Principal, as Anti-Racism Contact Officer (ARCOs) served in her capacity to raise multicultural awareness and prevent racism within our school.