Boree Creek Public School

Annual Report

2018

1318

Introduction

The Annual Report for **2018** 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.

Elissa Routley

Principal

School contact details

Boree Creek Public School
Lockhart-Morundah Rd
Boree Creek, 2652
www.boreecreek-p.schools.nsw.edu.au
boreecreek-p.school@det.nsw.edu.au
6927 1478

School background

Boree Creek Public School is committed to providing a challenging, supportive, safe and respectful learning environment. One which motivates all to reach their full potential; academically, emotionally and socially. By improving quality teaching practices and providing personalised learning we empower students to be informed, creative, confident, life–long learners.

School context

Boree Creek Public School is 84 kilometres south–west of Wagga Wagga in the Riverina region of New South Wales. It has been operating since 1912 and is supported by a proud multi–generational farming community.

The school has a student population of 27 students from Kindergarten to Year 6, with two multi–stage classes. We are a school that endeavours to provide quality teaching and learning programs, particularly in the areas of Literacy and Numeracy.

At Boree Creek Public School we have an experienced and committed staff who undertake regular and relevant Professional Learning, in order to improve student learning outcomes.

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.

Our school has made considerable progress towards improving where we aim to be on the continuum by 2020.

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

Authentic, Challenging and Innovative Learning

Purpose

Collaborative, creative, critical and confident learners

To drive and sustain ongoing improvement in student learning outcomes through authentic, challenging and innovative delivery mechanisms.

Overall summary of progress

EVIDENCEBASED TEACHING PRACTICES

During 2018, through the Early Action For Success (EAfS) initiative, staff were trained in Building Numeracy Leadership (BNL) and L3 Stage1. 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 2018. This has resulted in staff building their understanding of and commitment to incorporating 21st century learning into the school culture.

ASSESSMENT PRACTICES

During 2018 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 Progressions. Internal assessment forms part of the annual summative assessment schedule and provides 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 rewording of old rules and the creation of 3 new school rules– Be a Learner, Be Safe, Be Respectful. 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
Increase the proportion of students achieving at or above proficiency in line with the Premier's Priorities (30% increase for Aboriginal students as an inclusive part of the 8% general increase)		In 2018 the percentage of students achieving at or above proficiency in reading and numeracy increased by 23%. There were no aboriginal students in the Year 3 /5 cohorts.
Increased evidence of responsiveness to data and differentiation in teaching programs.		All staff demonstrated increased evidence of responsiveness to data and differentiation in teaching programs

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
Increase in students' understanding of why and how they learn best.		In 2018, most students could articulate why and how they learn, using consistent growth–mindset language.

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 embedded into classroom practice. K–2 Staff member will receive PL in L3 training, 3–6 teaching Principal will receive OPL training in L3. Through an EAFS initiative, 'Big Ideas in Number' will continue to support best practice in Numeracy to improve student outcomes.

ASSESSMENT PRACTICES

Staff will continue to use the literacy and numeracy Progressions to track student learning and provide relevant learning opportunities or tiered intervention based on individual needs. A data wall will be created 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 formative assessment practices will be implemented through the Rural and Remote STEM innitiative.

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 Berry Street Education Model PL will build mindfulness and resilience 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 visible with new signage throughout school grounds and classrooms, aligned with discipline policy and embedded in consistent language. Detention will be supported by Reflection Time with accountability statements.

Strategic Direction 2

Teachers Leading Learning

Purpose

Innovative, collaborative, responsive facilitators of learning

To build a culture of innovation and best practice through high expectation and collaboration.

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 provided an opportunity to collaborate with staff from other schools and share programming strategies for our unique educational settings.

COLLABORATIVE PRACTICE Peer Coaching / Observations were incorporated as mentoring practices during 2018. Focuses were negotiated and feedback given in formal and informal ways. 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
Increased understanding and knowledge of how to plan and implement effective multi–stage teaching programs.		All staff reported an increased understanding and knowledge of how to plan and implement effective multi–stage teaching programs
Increased use of evidence based , effective and innovative teaching practices by all staff.		In 2018, all staff reported increased use of evidence based , effective and innovative teaching practices.

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 and communicate learning, instigate feedback and track progress. 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–2 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 learning intentions, success criteria and creating assessment rubrics will provide more knowledge and value of proven classroom practices that accelerate learning.

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.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		
Socio–economic background		

Boree Creek Public School 1318 (2018)

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	8	10	15	18
Girls	6	11	11	14

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.3	95.3	88	91.2
1	89.8	97.2	96	92.4
2	94.5	93.9	97.6	96.8
3	95.6	95.7	94.4	97.5
4	98.5	95.6	97.8	97.1
5	92.3	100	93.5	96.8
6	96.7	95.7	97.8	96.3
All Years	93.2	95.7	94	95.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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. 2018 saw a higher than state average for attendance for most years.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.39
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

In 2018 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 –2

Number of beginning teachers seeking accreditation at Proficient –1

School Development Days, Term 1–100 percent participation of staff.School based day covering Child Protection update, Code of Conduct, roles and responsibilities, general organisation and management. Term 2–100 percent participation of staff.Greater Kengal Network day at Boree Creek PS. HOW2learn and CPR/ Anaphylaxis training. Term 3 –100 percent participation of staff.Greater Kengal Network day at Pleasant Hills. HOW2learn, SEF Verison 2, mapping SEF2 with Syllabus . Term 4– 100 percent participation of staff. These 2 days were used to evaluate 2018–2020 School Plan, unpack Literacy / Numeracy Learning Progressions and our EAfS expectations for 2019 . Two teachers participated in HOW2Learn PL, one Teaching Principal completed Building Numeracy Leadership (BNL), L3 Stage 1 and Peer Coaching, one teacher participated in OPL for ES1 / S1 L3.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	80,433
Revenue	536,916
Appropriation	516,122
Sale of Goods and Services	0
Grants and Contributions	19,744
Gain and Loss	0
Other Revenue	0
Investment Income	1,050
Expenses	-501,163
Recurrent Expenses	-501,163
Employee Related	-440,176
Operating Expenses	-60,987
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	35,753
Balance Carried Forward	116,186

Our school's financial management processes and governance structures to meet financial policy requirements include regular meetings between SAM and Principal, discussing School's Overview Reports, spending in certain areas, HR budgeting, and other operational budgeting. The priorities in the School Plan drive financial decisions.

Financial summary equity funding

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

	2018 **Actual** ($)
Base Total	432,700
Base Per Capita	5,028
Base Location	13,483
Other Base	414,189
Equity Total	29,951
Equity Aboriginal	3,653
Equity Socio economic	13,038
Equity Language	0
Equity Disability	13,259
Targeted Total	22,702
Other Total	4,067
Grand Total	489,419

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 had 75% at proficient in reading, 25% in spelling, 25% in writing, and 50% in grammar and punctuation. Not enough students in Year 5 to display results.

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	10	0	10	10	40	30

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	10	10	20	40	10	10

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	10	0	0	40	40	10

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	10	30	30	20	10

Year 3 had 75% at proficient in Numeracy. Not enough students in Year 5 to display results.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	20	0	10	30	40	0

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.

In 2018 the percentage of students achieving at or above proficiency in reading and numeracy increased by 23%. There were no aboriginal students in the Year 3 /5 cohorts.

Parent/caregiver, student, teacher satisfaction

95% of parents / caregivers surveyed stated they felt encouraged to be actively involved in their child's education. 98% of parents / caregivers surveyed stated they were well informed on their child's progress in school and that teachers followed through with conversations by supporting the learner's needs.

100% of students surveyed stated they felt valued and cared for at Boree Creek PS. 98% said they can speak easily with their classroom teacher or the school Principal.

Policy requirements

Aboriginal education

In 2018 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 20122014. 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 and NAIDOC week.

Multicultural and anti-racism education

Multi–Cultural and Anti–Racism Education is a strong committment from staff at Boree Creek PS. In 2018 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. There is improved engagement in the school by parents and community members from culturally and linguistically diverse backgrounds. Initiatives included Harmony Day, Premier's Multicultural speeches, visitors from other countries attending school for information days, and international cooking days. The teaching Principal, as AntiRacism Contact Officer (ARCOs) served in her capacity to raise multicultural awareness and prevent racism within our school.