

2020 Annual Report

Boree Creek Public School



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Introduction

The Annual Report for 2020 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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K-2 class love reading and discussing a text together.

School vision

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 has a current enrolment of 31 students and is situated in a small rural community located in the Riverina, 83 km from Wagga Wagga and 48km from Narrandera.

It is well-resourced and benefits from dedicated staff who are committed to providing a quality education across all key learning areas. The school is part of the Early Action for Success initiative with enhancing the literacy and numeracy outcomes for each student an important priority. There is a strong belief in the importance of developing the whole child and learning opportunities for students in a variety of curriculum, cultural and sporting endeavours is provided. The staff and community have high expectations for all students and the school has a strong focus on implementing meaningful student wellbeing programs.

The school is an integral part of the local community sharing learning experiences within and outside the school.



2020 School Leadership Team.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

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.

Improvement Measures

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)

Increased evidence of responsiveness to data and differentiation in teaching programs.

Increase in students' understanding of why and how they learn best.

Progress towards achieving improvement measures

Process 1: Curriculum Provision

Deliver quality learning experiences which enable students to collaborate and think critically in a project-based learning environment, and develop a better understanding of how they learn.

Evaluation	Funds Expended (Resources)
In 2020 the Boree Creek Public School community explored the habits and dispositions of effective learners to determine the core values/vision of our school. As a school we collectively established the values of respect, responsibility and resilience. Staff collaboratively created a workable document that outlines what each value looks like in our school. Further more, using this information, staff co-created explicit lessons to teach the habits and disposition for students to embody our school values. Student voice was integral to the creation of our school values. Student can confidently articulate the why and how they learn and implement strategies to further enhance themselves as learners, in essence becoming learning experts. As a school we developed a comprehensive student learning monitoring systems that was implemented to track and evidence student growth in Reading, Numeracy and Wellbeing.	

Process 2: Personalised Learning

Teachers collaboratively develop and use quality assessments and subsequent data flexibly and responsively to inform teaching, adapt practices, to meet learning needs and maximise outcomes.

Evaluation	Funds Expended (Resources)
In 2020 all staff engaged in consistent approaches to assessment and student learning which is embedded in the work of Process Number One, Strategic Direction Number Two. Please refer to the evaluative comments in that Process for more information.	



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.

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Teaching Programs

Develop and implement regular formal collaborative opportunities for staff to co-create, implement, evaluate and improve quality multi-stage teaching and learning programs and innovative delivery of content.

Evaluation	Funds Expended (Resources)
In 2020 all staff engage in collaborative opportunities to co-create and develop an evidenced informed reading program focused on the decoding domain of reading (phonological awareness/ phonics/ fluency). As a result of our deliberate focus on the teaching of reading staff have greater confidence to teach reading in a multi-stage classroom. Due to COVID, staff professional learning commenced in Term 3 ensuring staff gained the skills and understanding to explicitly teach reading.	Reading Interventionist (0.2) All staff trained in Sounds-Write (an evidenced based explicit phonics program)

Process 2: Assessment Processes

A consistent approach to assessment and reporting on student learning is strengthened and adhered to on a whole school level.

Evaluation	Funds Expended (Resources)
In 2020 all staff engaged in consistent approaches to assessment and student learning which is embedded in the work of Process Number One, Strategic Direction Number Two. Please refer to the evaluative comments in that process.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3195.00	Funding was used to partially employ School Learning Support Officers (SLSO) to increase student engagement by working with targeted students during literacy and numeracy sessions.
Low level adjustment for disability	\$17676.00	Partial employment of an Intervention Teacher, as a result of the role students accessed individualised learning that was specific and targeted.
Quality Teaching, Successful Students (QTSS)	\$5250.00	The Principal is released from teaching to enable them to work in the capacity of Instructional Leaders and support student wellbeing and engagement needs.
Socio-economic background	\$19963.00	Partial employment of an Intervention Teacher, as a result of the role students accessed individualised learning that was specific and targeted.
Support for beginning teachers	\$14481.00	In 2020 Beginning Teacher Funds were used to support the beginning teacher to work 1:1 with an identified coach and mentor as well as provide additional time for classroom planning.



Our relationship with the local pre-school flourished in 2020 with a wonderful partnership established ensuring all children are ready for Kindergarten..

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	15	18	16	18
Girls	11	14	13	15

Student attendance profile

School				
Year	2017	2018	2019	2020
K	88	91.2	84.4	98.1
1	96	92.4	94.8	96.9
2	97.6	96.8	90.4	87.9
3	94.4	97.5	91.5	95.2
4	97.8	97.1	92.5	90.8
5	93.5	96.8	96.1	94.3
6	97.8	96.3	85.8	97.1
All Years	94	95.3	91.9	93.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
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	92

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)	1.4
Learning and Support Teacher(s)	0.1
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.

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	160,083
Revenue	778,881
Appropriation	768,538
Sale of Goods and Services	264
Grants and contributions	9,857
Investment income	222
Expenses	-829,817
Employee related	-654,988
Operating expenses	-174,829
Surplus / deficit for the year	-50,935
Closing Balance	109,147

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	35,016
Equity Total	40,834
Equity - Aboriginal	3,195
Equity - Socio-economic	19,963
Equity - Language	0
Equity - Disability	17,676
Base Total	501,800
Base - Per Capita	6,975
Base - Location	14,723
Base - Other	480,103
Other Total	76,510
Grand Total	654,160

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

At Boree Creek Public School we use a variety of methods to collect data and feedback from our staff, students and school community. In 2020 this included students participating in the online Tell Them From Me Surveys and parent discussions and forums. The Tell Them From Me survey conveyed that students valued school, consistently put effort into their learning and they felt supported at school. Parents expressed that they also felt supported and commented that staff are always quick to respond to questions or concerns. Staff consistently articulate that Boree Creek PS is a fantastic place to live and work and they thoroughly enjoy coming to work each day.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

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.