

# Boree Creek Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### School contact details

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## School background

### School vision statement

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

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/school-excellence>

## 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)
During 2019 Boree Creek Public School staff had a focus on enhancing and strengthening student wellbeing initiatives at the school. One staff member was trained in Berry Street Education Model. Collaboratively staff began conversations around embedding the principles of the professional learning. Due to external factors, as a school, we were unable to embed principles in classroom practices.	Professional Learning funds.

#### 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)
During 2019 Boree Creek Public School staff had a focus on embedding formative assessment principles into all classrooms. All staff accessed professional learning on embedding formative assessment into classroom practice. As a result, all staff demonstrated an understanding of including success criteria and learning intentions into their classes. This had a positive impact on student learning, as students were engaged and had greater clarity on the purpose of each lesson.	\$3000 casual relief

## 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)
During 2019 Boree Creek Public School had a focus on collaboratively developing programs that enhance learning. All staff were provided additional time to ensure collaboration occurred. However, due to the small staff size this approach was non sustainable. As a result, a rethink to this approach is required to ensure collaboratively developed programs are embedded at Boree Creek Public School.	

#### 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)
During 2019 Boree Creek Public School had a focus on quality teacher judgment. This lead to the development of the Narrandera Small Schools Network to allow opportunity for teachers to collaborate. As a result, teachers had the opportunity to enhance their understanding of assessment and the ability to assess. There is more work to do in this area and in 2020 their will be a focus on implementing Quality Teaching Rounds to enhance collaborative and assessment practices.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$4260	<p>Celebration of key events (NAIDOC Week, Reconciliation Week).</p> <p>Resource support</p> <p>Initial exploration to develop long term program of support for ATSI students</p> <p>Negotiation for mentoring support (external agency support, explore possible relationship with Aboriginal Engagement Officer support)</p> <p>Aboriginal Games Day as part of our Greater Kengal Harmony Day celebrations</p> <p>Staff professional learning</p>
<b>Low level adjustment for disability</b>	\$15243	<p>Partial employment of School Learning Support Officer, as a result of the role students accessed individualised learning that was specific and targeted</p>
<b>Socio-economic background</b>	\$18091	<p>Partial employment of School Learning Support Officers.</p> <p>Learning resources</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	10	15	18	16
Girls	11	11	14	13

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.3	88	91.2	84.4
1	97.2	96	92.4	94.8
2	93.9	97.6	96.8	90.4
3	95.7	94.4	97.5	91.5
4	95.6	97.8	97.1	92.5
5	100	93.5	96.8	96.1
6	95.7	97.8	96.3	85.8
All Years	95.7	94	95.3	91.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### 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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	116,186
<b>Revenue</b>	697,849
Appropriation	640,222
Grants and contributions	56,775
Investment income	852
<b>Expenses</b>	-653,952
Employee related	-469,915
Operating expenses	-184,038
<b>Surplus / deficit for the year</b>	43,897

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.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	15,117
<b>Equity Total</b>	37,594
Equity - Aboriginal	4,260
Equity - Socio-economic	18,091
Equity - Language	0
Equity - Disability	15,243
<b>Base Total</b>	486,989
Base - Per Capita	7,508
Base - Location	15,662
Base - Other	463,819
<b>Other Total</b>	68,942
<b>Grand Total</b>	608,642

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. 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.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. 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

Through parent surveys, parents indicated that they are satisfied with the communication with the school (92% agree or strongly agree). There was strong indication that the parents believe the school has a good reputation in the community with 82% of respondents indicating that they feel the school has a good reputation, with 10% neither agreeing nor disagreeing whilst 8% indicated that they strongly disagree.

Students attendance rates are above 90%, which is an indication that students enjoy the school and their learning environment. Students articulated that they have lots of friends and they enjoy the close friendships provided at a small school. In the classroom, as a result of their close friendships, students were able to concentrate on their work and as required ask for assistance.

Staff were satisfied with the professional learning they accessed throughout 2019. Professional learning was targeted and specific to each individual and aimed at improving their practice. 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.