

2021 Annual Report

Boree Creek Public School



1318

Introduction

The Annual Report for 2021 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 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

Boree Creek Public School

Lockhart-Morundah Rd

Boree Creek, 2652

<https://boreecreek-p.schools.nsw.gov.au>

boreecreek-p.school@det.nsw.edu.au

6927 1478

School vision

At Boree Creek Public School we are an innovative school that partners with our community to embed high expectations, personalised learning focused on positively improving achievement, wellbeing and engagement.

School context

Boree Creek Public School is a small K-6 rural school catering for those who live within the small village of Boree Creek and on surrounding properties located on Wiradjuri Land.

Boree Creek Public School is well-resourced and benefits from highly professional and dedicated staff that utilise their strengths to provide outstanding opportunities and support for all students. 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 maintains excellent community partnerships and is actively involved in a wide range of community activities. Effective communication and enhanced external partnerships with parents and the wider community remains a focus and we emphasise the important role parents and carers play in enhancing student learning outcome.

The school has completed a situational analysis in consultation with students, staff, parents and community to identify and evaluate current practices and determine future directions. As a result, our focus is quality teaching and learning refining evidenced based practices with a focus on explicit teaching strategies. We will build on existing frameworks to refine collaborative practice as a tool to achieve continuous improvement of teacher quality.

In implementing the strategic improvement plan a structured and planned evaluation will guide our understanding of success and any adjustments needed to support the teaching and learning at Boree Creek Public School.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student personalised learning outcomes in Reading and Numeracy staff will utilise explicit evidenced based teaching practices that optimise learning progress directly informed by the reflective use of data.

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.

- Effective Classroom Practice
- Data Skills and Use

Resources allocated to this strategic direction

QTSS release: \$5,830.00

Socio-economic background: \$11,461.00

Low level adjustment for disability: \$17,948.00

School support allocation (principal support): \$7,500.00

Location: \$8,150.00

Early Action for Success (EAfS): \$58,759.00

Literacy and numeracy: \$1,500.00

Summary of progress

Our focus for 2021 and the work that underpinned Strategic Direction One, was on embedding highly effective explicit teaching practices to improve reading. Focusing on High Impact Professional Learning, staff were guided through the process of developing consistent evidence informed reading practice that explicitly teach the critical reading skills of phonological awareness and phonics. During the second Semester we began the explicit teaching of vocabulary, providing professional learning to staff to enhance the knowledge and understanding of this aspect of reading.

Professional dialogue on how to explicitly teach reading was a constant focus and established a high expectation culture targeting students' and their improved learning remained the focus throughout the teaching and learning cycle. The effective use of student data to plan and embed quality explicit teaching of reading became foundational to teaching and learning programs. Differentiated support, in the form of coaching and mentoring, has been provided for staff at their individual point of need. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown significant improvement across our school on both internal and external measures. This has been shared with all stakeholders via a number of modes.

Next year in this initiative we will work with staff to establish a process to refine the explicit teaching of vocabulary and fluency. Furthermore, a process to provide staff with feedback on the implementation of their teaching and learning programs will be introduced. This will support further improvement in teaching practice across Boree Creek Public School.

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
The percentage of students achieving in the top two bands in NAPLAN within the Narrandera Small School Network increases by 3% in Reading and 4% in Numeracy.	Boree Creek Public School students contributed to the network small schools target of 29% of network students achieving in the top two bands for reading and 25% for numeracy. Individual student results are reported directly to parents and carers.
An increased number of students that equal or exceed expected growth in Progressive Assessment Test Reading and Maths as measured by ACER.	Boree Creek Public School student's contributed a 10% uplift of students equaling or exceeding expected growth in Reading and Mathematics Progressive Assessment Tests.

Strategic Direction 2: Wellbeing and Engagement

Purpose

In order to ensure all students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that promote high levels of wellbeing and engagement.

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.

- Wellbeing & Classroom Engagement

Resources allocated to this strategic direction

Socio-economic background: \$4,000.00

Aboriginal background: \$3,000.00

School support allocation (principal support): \$2,000.00

Professional learning: \$5,000.00

Integration funding support: \$111,824.00

Per capita: \$8,000.00

Summary of progress

Our focus for 2021 and the work that underpinned Strategic Direction Two, was on embedding a whole school wellbeing initiative that is responsive to context and proactive to student need. Focusing on High Impact Professional Learning, staff were guided through the process of developing consistent evidence informed wellbeing practice that explicitly teach the skills that promote a positive and conducive learning environment.

Professional dialogue on growing strong minds and expanding the twenty-four character strength components was a constant focus and established a high expectation culture supporting students' and their improved wellbeing remained at the forefront throughout the year.

Teachers, students and parents co-constructed a behaviour flowchart aligned to our school PBL values on what we collectively believe is the expected norm in creating a learning environment conducive for productive learning. Teachers shared proactive explicit lessons with students in response to wellbeing data to ensure students understand and can embody school expectations. Teachers found this approach to be extremely valuable with every teacher reporting an increase in knowledge and expertise. As a result, this structure will continue as we move forward into next year.

Next year in this initiative we will work with staff to establish a process of embedding character strengths into our whole school wellbeing initiatives. Additionally, we will develop an 'induction pack' for new staff so they can familiarise themselves with the way we support students. This will support further improvement in wellbeing initiatives across Boree Creek Public School.

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
The percentage of students attending for more than 90% of the time increases by 8%.	The number of students attending school 90% of the time or more has remained the same at 67%.
The percentage of students exhibiting positive wellbeing including advocacy, belonging, expectations in the Tell Them From Me surveys increases by 9%	Students reporting positive wellbeing outcomes has increased across the positive wellbeing measures.

Strategic Direction 3: Refined collaboration and feedback

Purpose

In order to maximise student personalised learning outcomes, whole school systems facilitate staff to engage in explicit professional dialogue, collaboration, observation and feedback are used to ensure school-wide improvement in teaching practice.

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.

- Learning and Development
- Educational Leadership

Resources allocated to this strategic direction

Professional learning: \$1,000.00

Literacy and numeracy: \$2,050.00

School support allocation (principal support): \$3,850.00

Summary of progress

As a school we deliberately determined that there were two areas of focus in 2021. Firstly, the foundational work involved high impact professional learning around effective classroom practice was a focus. Secondly, embedding a whole school wellbeing initiative that is responsive to context and proactive to student need. These activities were the focal point for 2021 school year and underpinned the work central to Strategic Direction One and Strategic Direction Two. Considering this deliberate school focus, the leadership team concurrently established foundational processes required to embed effective collaboration between staff. Such foundational work was imperative to the success of embedding a range of activities that are focal to enhancing collaboration and feedback.

Next year in this initiative, as a result of the foundations established in 2021, we will embed an authentic collaborative processes aimed at building the professional expertise and practice of all staff. Additionally, all staff will engage in professional learning around a collaboration model before undertaking observational rounds. Observational rounds encompass observing a colleague teach and engaging in collegial conversations reflecting on effective teaching and learning. This cycle will occur for all teaching staff throughout 2022.

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
There will be an uplift in students achieving expected growth in NAPLAN Reading and Numeracy.	Compared to students 2019 NAPLAN baseline data there was a significant uplift of students in Reading and Numeracy achieving at or above expected growth. Individual student results are reported directly to parents and carers.
Staff will participate in Quality Teaching Rounds (QTR) and embed QT elements within teaching and learning programs and classroom practice to demonstrate improvement in teacher effectiveness.	Classroom observation and teaching and learning programs indicates an increase in staff incorporating Quality Teaching Elements into their classroom practice.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$111,824.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Boree Creek Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing & Classroom Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of two additional staff members to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All Individualised Education Plans (IEP) were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue incorporating integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student Individualised Education Plans (IEP) reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$15,461.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Boree Creek Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Wellbeing & Classroom Engagement • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • additional staffing to implement small group reading interventions to support identified students performing below the expected stage level. <p>The allocation of this funding has resulted in: Students accessing targeted support in attainment of literacy, numeracy and wellbeing support. Staff engaged with external providers to support specific needs. This allowed students to demonstrate positive growth in literacy and numeracy outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue employing additional staff members to further embed our tiered intervention model of support which will maintain our trajectory towards achieving targets. Data shows that for students in this equity cohort student wellbeing is not consistent. Next year, the school will use socioeconomic funds to increase the Wellbeing Officers hours to focus on improving our students wellbeing and engagement.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$3,000.00</p>	<p>needs of Aboriginal students at Boree Creek 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing & Classroom Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans. <p>The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the Personalised Learning Plan (PLP) process and, more importantly, conversations became more authentic, as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue increased community consultation to support the development of cultural competency to deliver differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$17,948.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Boree Creek Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of an identified LaST to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in system assessments. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$16,150.00</p>	<p>The location funding allocation is provided to Boree Creek Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate

<p>Location</p> <p>\$16,150.00</p>	<ul style="list-style-type: none"> • purchase of additional technology resources to increase student engagement <p>The allocation of this funding has resulted in: An increase in the access, opportunities and choice for students to engage in educational opportunities and experiences through subsidising excursion. Furthermore, student engagement in classroom learning has significantly increased with the purchase of additional technological resources aimed at enabling connection and collaboration.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue developing and delivering professional learning to support new skills and teachers in their use and integration of technology to increase collaboration with other schools.</p>
<p>Literacy and numeracy</p> <p>\$3,550.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Boree Creek Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Learning and Development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs to support all students to progress towards the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will no longer receive these funds from the beginning of 2022.</p>
<p>Early Action for Success (EAfS)</p> <p>\$58,759.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Boree Creek Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will no longer receive these funds from the beginning of 2022. The newly appointed Assistant Principal Curriculum Instruction (APCI) will continue the strong collaboration with staff and network members with a focus on literacy and numeracy.</p>

<p>QTSS release</p> <p>\$5,830.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Boree Creek Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue employing a classroom teacher to release executive staff member to lead improvement in a school identified area such as explicit teaching of vocabulary.</p>
<p>COVID ILSP</p> <p>\$26,549.95</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 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide targeted, explicit instruction for small groups tuition in the focus area of reading. <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: continue literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	18	16	18	17
Girls	14	13	15	13

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.2	84.4	98.1	89.5
1	92.4	94.8	96.9	90.8
2	96.8	90.4	87.9	85.7
3	97.5	91.5	95.2	91
4	97.1	92.5	90.8	90.8
5	96.8	96.1	94.3	88.9
6	96.3	85.8	97.1	90.5
All Years	95.3	91.9	93.6	89.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

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 in 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 has 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.

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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	109,147
Revenue	800,082
Appropriation	791,872
Sale of Goods and Services	1,930
Grants and contributions	5,434
Investment income	46
Other revenue	800
Expenses	-840,301
Employee related	-679,575
Operating expenses	-160,727
Surplus / deficit for the year	-40,219
Closing Balance	68,928

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.

	2021 SBAR Adjustments (\$)
Targeted Total	111,824
Equity Total	36,409
Equity - Aboriginal	3,005
Equity - Socio-economic	15,455
Equity - Language	0
Equity - Disability	17,949
Base Total	512,480
Base - Per Capita	8,135
Base - Location	16,140
Base - Other	488,204
Other Total	80,176
Grand Total	740,888

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.

Parent/caregiver, student, teacher satisfaction

Boree Creek Public School used parent forums, parent and staff focus groups, staff responses to surveys and the student Tell Them From me Survey with students inclusive of Years 4-6.

Data collected from students throughout the year showed that;

- students had greater advocacy than the state norm as a school;
- students valued schooling outcomes is greater than students in the state and similar school groups.;
- students conveyed they have a positive sense of belonging and are included at Boree Creek Public School; and
- Consistently students expressed verbally they felt supported at school in their learning and wellbeing.

Data collected from parents throughout the year showed that:

- Information about the schools programs and activities is regularly communicated to parents/carers;
- Boree Creek Public School has competent teachers who set high standards of achievement;
- Information about student progress /learning is communicated satisfactorily;
- Class activities are interesting and engage students in learning;
- It is easy to contact the school to discuss concerns relating to their child;
- Boree Creek Public School has a fair and supportive behaviour response process;
- Executive staff are accessible;
- Positive relationships exist between the school and its community;
- Students are engaged by their classroom environments;
- Boree Creek Public School is well organised and runs smoothly; and
- The school office responds to inquiries and requests in a friendly and prompt manner.

Data collected from staff throughout the showed that:

- they had positive relationships with the parents of the children they teach;
- there is a high level of trust, collegiality and mutual respect amongst staff;
- school leaders commit themselves to school improvement;
- school leaders have an interest in and accountability for student learning outcomes;
- collaboration between teachers has continued to improved; and
- the school community has high expectations of their students.

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 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.

Multicultural Education Policy

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.