Boggabri Public School
Annual School Report

2012
Our school at a glance

Students

Students are drawn from the township and surrounding areas, and can travel significant distances by bus each day. Families represent a range of socio-economic and cultural backgrounds.

Staff

Boggabri Public School has a principal and three classroom teachers.

Other staff are employed through the following initiatives; Release from face to face teaching, library, Learning Support, Country Areas Program (CAP) PSP funding and National Partnership Funding (SES)

The school has a full time School Administration Manager (SAM), part time School Administration Officer (SAO), part time General Assistant (GA) and four part time Student Learning Support Officers (SLSOs).

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

Significant programs and initiatives

National Partnership Funding (SES)

Boggabri Public School is allocated funds through the National Partnership Program to enhance our school budget to increase outcome achievements in literacy and numeracy.

Country Areas program (CAP)

The Country Areas Program provides funding to rural schools to assist in reducing the effects of isolation and improve student learning outcomes.

Priority Schools Program (PSP)

Boggabri Public School had the advantage of receiving PSP funds in 2012. These funds were used to assist student achieve outcomes through small learning groups and the implementation of Quicksmart.

Messages

Principal’s message

AT BOGGABRI PUBLIC SCHOOL EVERY CHILD IS VALUED.

Accordingly, tolerance, respect and fair play are the foundation blocks of all we do. Our school purpose is the educating, enriching and empowerment of all students.

Educating

✓ Dedicated and talented teachers
✓ Friendly and helpful administrative and support staff
✓ Literacy and Numeracy teams to cater for all students
✓ Highly qualified school counsellor and learning support team second to none
✓ State-of-the-art technology in all classrooms
✓ Quicksmart Maths
✓ Reading Recovery and Multilit intervention programs
✓ Individual Learning Plans implemented for all students experiencing learning difficulties.

English, Mathematics, Science and Technology, Human Society and its Environment, Creative and Practical Arts and Health, Physical Education and Personal Development are explicitly and systematically taught K-6, as set down by the NSW Board of Studies.
Empowering
We provide opportunities to empower students to take responsibility for their own learning and to develop skills which will enable them to make appropriate choices, resulting in a positive future. Programs include:

- **You Can Do It (YCDI)** including values education. The five YCDI keys of Getting Along, Resilience, Organisation, Persistence and Confidence are embedded in all school activities.
- **Strong, fair and effective school discipline.** Student Welfare initiatives include the Commendation System, highly structured and successful Behaviour Management System and an extensive system of rewards for academic achievement, effort and citizenship.
- **School and community participation** includes activities such as Meals on wheels, ANZAC Day, Remembrance Day service, NAIDOC Week, Boggabri’s Biggest Morning Tea, hospital visits and the Annual Lion’s Club Drover’s Campfire Weekend.

Enriching
We enrich the lives of our students by providing specialist programs to challenge, and opportunities to shine. Programs include:

- Literacy and Numeracy differentiated instruction
- Specialist teaching in singing and dancing
- Sports coaching by qualified and/or experienced school personnel in Rugby League, League Tag, Netball, Softball and Touch Football
- Annual Science Fair
- Eisteddfod participation in choral speech K-6 and school dance group
- Participation in the Gunnedah Spectacular
- Annual Small School Public Speaking Day
- Intensive Swimming program provided by Austswim qualified teachers and volunteers
- Smart Chef – Years 5 and 6
- Smart Start – early learning centre

In 2012, Boggabri Public School received two awards at the Excellence In Education Awards 2012, for Excellence in Promoting Education and Excellence in Innovation.

As the proud relieving principal of Boggabri Public School, I invite you to read this Annual School Report and share in our successes throughout 2012.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Adam Chalmers
Relieving Principal

P & C and/or School Council message
Well what a year we have had, the P&C committee has been very busy raising funds for the school and our children. Throughout the year the committee has completed some very successful fundraising events. We held our first ever school ball in the new hall which was a great success and everyone had an enjoyable night, we raised closed to $5000. We also ran a calendar fundraiser which was very popular amongst the families. The committee had a very busy weekend during the drover’s camp fire, our pancakes were a hit.
It is through these fundraising efforts that we have been able to contribute to the school with various purchases for example; fitting out the school canteen with cutlery so we are able to hire this out to the public, also the purchase of a new bbq.

The committee is already in discussion for fundraising efforts for next year with 2 major events planned. I would like to take this opportunity to welcome any new members to our P&C for 2013 with our meetings being held every 2nd Tuesday of the month.

Renae Strickland
P&C President

Student representative’s message

We have enjoyed our time at Boggabri Public School and feel lucky to have been part of such a wonderful group of students. Highlights of our year have been the Canberra Excursion, participating in Smart Chef in our new kitchen, and assisting with the Smarties, and who could forget our staff against student sport competitions.

Thank you to Mr Chalmers for teaching us this year and making our last year so memorable.

Thank you to all the other staff at the school for all you have done for us over the years.

We wish everyone at Boggabri Public School the very best in the coming year. We will miss you.

Felicity Byrne and Ethan Walther
School Captains

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDER</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>YEAR 1/2</td>
<td>1</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>YEAR 1/2</td>
<td>2</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>YEAR 2/3/4</td>
<td>2</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>YEAR 2/3/4</td>
<td>3</td>
<td>11</td>
<td>19</td>
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<tr>
<td>YEAR 2/3/4</td>
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<td>5</td>
<td>19</td>
</tr>
<tr>
<td>YEAR 3/4/5</td>
<td>3</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>YEAR 3/4/5</td>
<td>4</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>YEAR 5/6</td>
<td>5</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>YEAR 5/6</td>
<td>6</td>
<td>16</td>
<td>26</td>
</tr>
</tbody>
</table>

This table shows our class sizes as reported at the 2012 Class Size Audit.

Numbers did increase during the year to over 104 and a fifth teacher was employed.

Class Sizes
Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>62</td>
<td>58</td>
<td>55</td>
<td>55</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>Female</td>
<td>43</td>
<td>37</td>
<td>42</td>
<td>41</td>
<td>45</td>
<td>48</td>
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</tbody>
</table>

Enrolments remain around 100 - 104. A lack of affordable housing for families in Boggabri is having a negative effect on the school population. Many families are being forced to move to areas with cheaper housing options.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.7</td>
<td>93.5</td>
<td>92.7</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>90.7</td>
<td>95.0</td>
<td>93.8</td>
<td>92.1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>92.8</td>
<td>92.6</td>
<td>94.3</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>89.2</td>
<td>94.8</td>
<td>94.4</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>88.7</td>
<td>91.4</td>
<td>93.7</td>
<td>91.6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>92.1</td>
<td>93.5</td>
<td>91.9</td>
<td>94.4</td>
<td></td>
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<tr>
<td>6</td>
<td>87.8</td>
<td>93.6</td>
<td>94.9</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>91.7</td>
<td>90.5</td>
<td>93.5</td>
<td>93.6</td>
<td>93.2</td>
</tr>
</tbody>
</table>

Management of non-attendance

Non attendance at Boggabri Public School is managed by informing parents of the DEC guidelines, notifying parents of unexplained absences and encouraging them to provide explanations when their children are not at school. If a child falls under the 85% attendance rate the Home School Liaison Officer in notified.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.706</td>
</tr>
<tr>
<td>Total</td>
<td>7.916</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. One staff member in 2012 identified as Indigenous.

Four Student Learning Support Officers were employed during 2012 on a full time or part time basis. The SLSO’s supported students with disabilities and assisted staff in the implementation of programs such as Multilit, Smart Start, Smart Chef and Quicksmart.

Staff retention

The number of staff increased by one teacher after student numbers at the school grew to 104. Other staff remained the same from 2011 due to National Partnerships, PSP funding and maternity leave positions. As National Partnership funding is due to cease in semester 2, 2013 teaching staff numbers will decrease.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>99455.73</td>
</tr>
<tr>
<td>Global funds</td>
<td>75443.02</td>
</tr>
<tr>
<td>Tied funds</td>
<td>99362.43</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>17539.00</td>
</tr>
<tr>
<td>Interest</td>
<td>4808.90</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5959.67</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>302568.75</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning      |            |
| Key learning areas       | 6752.76    |
| Excursions               | 6030.31    |
| Extracurricular dissections| 3162.06   |
| Library                  | 2050.34    |
| Training & development   | 1221.52    |
| Tied funds               | 139595.67  |
| Casual relief teachers   | 6235.76    |
| Administration & office  | 42967.22   |
| School-operated canteen  | 0.00       |
| Utilities                | 19991.16   |
| Maintenance              | 4988.56    |
| Trust accounts           | 7454.87    |
| Capital programs         | 0.00       |
| Total expenditure        | 240450.23  |
| Balance carried forward  | 62118.52   |

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Creative Arts

All students K-6 participated in the choral speech sections of the Gunnedah Eisteddfod in 2012. We were so proud of their efforts and their behaviour. It is hard work to learn two poems and to perform them with clarity and precision. To perform in front of a large audience is also very challenging – especially for our infants children who were very brave. Congratulations to 5/6 and 3/4 for achieving first place and infants who were awarded second place.

Our brand new hall has been a fantastic addition to our school. With a large music store room, all classes have participated in singing with Mrs Julia Rennick

Students in years 5/6 had the opportunity to do music with Mr Joel Picket in our hall which provides ample room to move and dance. Students learnt many songs and studied music appreciation. This allowed students to benefit from the expertise of a specialist music teacher while exploring a range of activities in music. During 2012, students were offered guitar lessons with Joel which has been a wonderful opportunity for our up and coming musicians.

Students from years 2-6 were given the opportunity to join a singing group with Mrs Bird. Our major event was the Gunnedah Schools Spectacular Massed Choir where our singing group travelled to Gunnedah for rehearsals and two evening performances held at the end of Term Three. The theme of the night was Colour my world and students had to learn many songs including Somewhere Over the Rainbow, Colour My World, The Rainbow connection and Katy Perry’s Fireworks. Students also performed a dance on stage to the 70’s song, Boppin’ the Blues. This was a fantastic opportunity for our students to really show their wonderful dancing
talent and they looked great in their blue dresses, and glittery sashes!

K-6 performed in the musical extravaganza, Lights on Boggabri, for presentation night. The performance was based around a local Boggabri news report with the Year 6 students as our main news reporters. Kindergarten did a wonderful job saying good-bye to our much loved principal Ms Haire and danced to Some Days. The boys and girls from 1/2 danced to I’m A Farmer and I Grow It, which was about what we do here in Boggabri. Students from 2/3/4 showed off their talents dancing to Cotton Eyed Joe for their report on The Drovers’ Campfire. The 3/4/5 student’s news report was based around the Science Fair and they danced to The Time Warp. Year 5/6 danced to the Black Eyed Peas version of I’ve Had the Time of My Life, which was a fantastic send off for year 6! Even our wonderful Smarties from Smart Start Early Learning Centre were interviewed by Year 6 and talked about the wonderful year they have had in Smarties. Most of the costumes were on loan from Westdale Public School in Tamworth. They were very kind to let us into their amazing costume department. We have been busy making and buying costumes for our own growing costume department. This year we purchased 20 blue singlets to add to our costume Department. The performance was a great success and the students had a wonderful time.

Bugalugs Bum Thief Show
On Wednesday 13th June students from Kindergarten to Year Four were given the opportunity to travel to the Crossing Theatre in Narrabri to watch the Bugalugs Bum Thief Performance, a play based on the novel by Tim Winton.

We started our day with morning tea in the park and then watched the performance. It was very entertaining and the theatre was roaring with laughter!

The performance included singing, dancing and hilarious jokes about what happens when the town of Bugalugs wakes up to find that everyone’s bottoms are missing! The kids really enjoyed it.

Small Schools’ Public Speaking Competition
Boggabri Public School hosted the Annual Small Schools’ Public Speaking Competition in 2012. The day was a huge success with 145 students participating from the following 9 small schools; Blackville, Premer, Mullaley, Curlewis, Carroll, Fairfax, Spring Ridge, Sacred Heart and Boggabri.

The Boggabri Rotary Club is a proud sponsor of this event every year, donating the lovely book prizes, assisting with time keeping and cooking a delicious sausage sizzle for students, parents and staff.

Judges Heath Rogers, Vicki Howarth, Wendy Foster, Nina Russell, Vicki Quast from the Department of Education and Communities and local Boggabri resident May Boxsell, commented on the high standard of the students speeches. Every year the speeches seem to improve greatly and this makes the decisions very difficult.

The day was extremely successful with 6 of our students gaining places.
Results

Kinder - 3rd  Alex Bomford
Year 1 - 3rd  Kaiya Grace-Hendrie
Year 3 - Impromptu - 3rd  Lillian Purvis
Year 4 - Impromptu – 2nd  Sam Agius
Year 5 - Prepared - 2nd  Maddy Chalmers
Year 5 - Impromptu – 1st  Hanna Reed

Science Fair

Boggabri Public School holds an annual Science Fair as part of our Education Week celebrations. Students are to design an experiment at home then bring it to school for judging. Students displayed a great array of different experiments for everyone to view.

Our winners on the day were:

Winners:
Dylan Crowley, Yr 6; Bryce Bowkett, Yr 5; Jaiden Phillis, Yr 4; Hayden Chalmers, Yr 3; Jorja Kemp, Yr 2; Rosie Sullivan, Yr 1 with Mr Matt McKenzie.

Runners Up:
Brodie Strickland & Ethan Walther, Yr 6; Madeleine Chalmers, Yr 5; Deagan Marchant, Yr 4; Lillian Purvis & Kianna Allen, Yr 3; Crissy Grosser, Yr 2; Matylda Agius, Yr 1 with Mr Matt McKenzie.

Clowns from Gunnedah High School

Students from the Gunnedah High School Year 9 drama class entertained our students with a wonderful performance last term. Our students had fun with many children participating in the performance. We would like to thank Drama Teacher, Miss Erin Thompson and Gunnedah High School Principal Mr Hilton Humphries for bringing this performance to our school.
Sport
At Boggabri Public School we continue to strive towards children having a deep understanding of the contribution of physical activity and sport to individual well-being and community spirit. At BPS all students participate in a fitness program to begin each day which includes a variety of games and activities.

Throughout 2012, students represented the school in an array of sporting activities. We had a number of students represent the school at Zone and Regional Trials with some individual successes and team success at a variety of levels. We had some success in PSSA this year, particularly in Rugby League, defeating Narrabri Public and losing in an outstanding game to Coonamble in Coonamble.

At the Legends of League Gala Day in Narrabri, the BPS students played both Rugby League and League Tag games. BPS also held exciting swimming, athletics and cross country carnivals. Students also participated in the two week intensive swimming program during Term 4.

School Hall Opening and Biggest Morning Tea
The official opening of our school hall and The Biggest Morning Tea was held with Senator Thistlewaite officially opening the new building. The morning was a huge success and thank you to everyone who helped with the arrangements for the Hall Opening and the Biggest Morning Tea. A total of $1072.40 was raised for the Cancer Council.

Academic
Boggabri Public School won two awards at the NSW Department of Education and Communities Excellence in Education awards held in Inverell last Thursday. The two awards were for Excellence in Promoting Public Education and Excellence in Innovation. Congratulations to all our students, staff and parents. What a great school.

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Reading – NAPLAN Year 3

Spelling – NAPLAN Year 3

Writing – NAPLAN Year 3

Numeracy – NAPLAN Year 3
Grammar and Punctuation – NAPLAN Year 5

Progress in reading

| Average progress in Reading between Year 3 and 5* |
|---------------------|---------------------|---------------------|
| School               | 40.4      | 113.2     | 73.5      |
| SSG                  | 82.4      | 76.0      | 79.6      |
| State DEC            | 83.7      | 74.0      | 79.2      |

Progress in numeracy

| Average progress in Numeracy between Year 3 and 5* |
|---------------------|---------------------|---------------------|
| School               | 79.0      | 129.4     | 87.7      |
| SSG                  | 85.2      | 95.7      | 91.0      |
| State DEC            | 89.6      | 95.8      | 98.2      |

Significant programs and initiatives

Smart Start and Best Start 2012

Smart Start is a unique and innovative early learning program provided free of charge at
Boggabri Public School each Monday and Thursday during school terms. This program is currently funded through both the Country Areas Program and National Partnerships Low SES. Smart Start is available to children within the Boggabri and surrounding districts who are turning 4 years of age before July 31 in the year prior to commencing Kindergarten. Features of the Smart Start program include:

- A bright and happy space specifically designed for early learning activities and fully equipped with the latest resources to cater for BPS Smarties.

- Exciting and enjoyable learning activities are designed to align with both The Early Years Learning Framework for Australia and the NSW Department of School Education’s Best Start Program. Ongoing assessment ensures learning activities are developmentally appropriate.


- Implementation by highly qualified and experienced early childhood teacher, and supported by a Student Learning Support Officer (SLSO) who is accredited with Certificate III in Children’s Services.

Our successes include

Improved learning outcomes for students in Kindergarten in 2012 (2011 Smarties) as indicated by improved Best Start results (2009-2012) in all areas at the beginning of the year. See graphs for details.
**Aboriginal education**

Boggabri Public School has continued to embed Aboriginal Education across the curriculum. During NAIDOC week 2/3/4 participated in a number of activities including reading about Cathy Freeman and reading ‘How the Kangaroo Got Its Tail’. They also performed a reader’s theatre of ‘Tiddalik the Enormous Frog’. They had a lot of fun!

Year 1/2 read Aboriginal dreamtime stories such as ‘The Snake and the lizard’ and discussed Australian animals. They coloured in some Australian animals using Aboriginal colours and made some Aboriginal bracelets by weaving wool.

Kindergarten experimented with the method of dot painting, as part of their NAIDOC week celebrations. After looking at a number of traditional Aboriginal dot paintings, students decorated animal outlines using the wooden end of paintbrushes.

**Multicultural Education**

Boggabri Public School promotes a deeper understanding of multicultural perspectives by providing learning experiences in Human Society and its Environment which develop knowledge, skills and attitudes required to be a good citizen in Australia’s culturally diverse society. Students also studied Timor Leste, the 2012 CWA Country of study. This is an excellent way to learn about a specific culture, while participating in an initiative that is well respected within our community. Many students created attractive and informative projects which demonstrated their understanding and appreciation of Timor Leste and its citizens.

**National partnership programs**

Boggabri public School received financial support through the National Partnership Low SES in 2012. This funding enabled us to provide a variety of quality programs including: MultiLit, Quicksmart, Smart Start – Early Learning Centre, Smart Chef for Years 4-6, Individual Education Plans, Enrichment programs for Years 1-6 and specialist music programs K-6.

**Other programs**

**Country Area Program (CAP)**

Boggabri Public School is supported by an annual allocation of funds from the Country Areas Program. The objective of CAP is to assist schools
and school communities improve the educational outcomes and opportunities of students who are educationally disadvantaged due to geographical isolation.

During 2012, CAP funding enabled the school to run Smart Start (see section under this heading for details). CAP also supported the coordination of the You Can Do It program across the school. Students from Year 4-6 were also supported financially to help cover excursion expenses to Canberra, as well as travel expenses to the Gunnedah Spectacular and the Gunnedah Eisteddfod. Engagement in talking and listening and Creative and Practical Arts has increased through these programs and has subsequently improved learning outcomes across the curriculum.

Priority Schools Program (PSP)
The school had the advantage of receiving PSP funds in 2012 which were used to fund or help fund two initiatives. One was to support the employment of an extra literacy and numeracy team to enable enrichment across all classrooms. The second was the employment of a tutor to implement the Quicksmart program.

Reading Recovery
The Reading Recovery Early Intervention Program is for Year One children who are significantly below grade expectation in reading and writing after one year at school. Entry into the program is based on need and involves children with the lowest literacy achievement in that year. The program has been operating at Boggabri Public School for six years.

The allocation for 2012 was one hour per day, five days a week. This enabled up to two students per semester to access the program, however five students completed Reading Recovery in 2012.

Outcomes
- There were no carry-over children from 2011
- Five students (four girls and one boy) were selected out of thirteen Year One students. These five students were below level 16. All the other Year One students were above a level 16 by June 2012, except two boys who repeated Kindergarten.
- One student was referred off Reading Recovery at level 7 with mild hearing loss, speech problems and learning difficulties.
- The other four students’ were successfully discontinued on a PM level 17 or above.
- The student’s improvements in reading and writing were impressive. All students increased their PM reading levels by 7 -18 levels and were all using strategies such as self-monitoring, self-correcting and attending to meaning, structure and visual information. All students were reading fluently on an instructional level 17-20 by the time they were discontinued.
- This year I have also been the Year One teacher and am supportive of Reading Recovery in my classroom and practised Reading Recovery strategies in small reading groups on a daily basis. Home readers were encouraged on a daily basis.

Issues
- There were no attendance issues with any of the children.
- All parents were cooperative and supportive of their children being involved in Reading Recovery and home reading was monitored.
- Reading Recovery resources are plentiful and no resources will be needed for next year
- One student was referred

Recommendations
- Year One teachers continue to be experienced teachers, familiar with the Reading Recovery program.
• Classroom teachers of Year Two and Three students, who have been on Reading Recovery, are aware that they have to monitor the students at the end of each semester.
• The allocation for Reading Recovery next year is for one hour per day (two students) which will allow at least four students to be involved in the program during 2013.
• Reading Recovery needs to take place in a quiet office which can stay set up for reading recovery all year. I recommend the continued use of the small office near the AV room.

Conclusion

I have thoroughly enjoyed implementing the Reading Recovery program this year and will endeavour to embed the skills into my future literacy program. With the support of my principal and my Reading Recovery tutor, I believe the students who received Reading Recovery have had great success during 2012. It will have changed their schooling for years to come. Witnessing the growth of each child’s reading and writing skills has given me a sense of satisfaction and a great sense of accomplishment. Children have gone from hating reading and refusing to read at home or in class, to asking their teacher if they could read a story to their class. Parents have noticed the difference in their child’s love of reading and most can’t believe the difference in their child’s confidence.

I look forward to possibly continuing my Reading Recovery teaching in 2013 and will strive to bring a love of reading into the lives of every child I teach.

Amy Bird
Reading Recovery Teacher

Quicksmart

Quicksmart is an educational intervention designed to support numeracy skill development. It focusses on the role of automaticity in developing students’ understanding and quick recall of basic facts. The program focuses on basic mathematical content with instruction that is planned to meet individual students’ learning needs. The program provides students with opportunities to self-monitor and to receive immediate, informative feedback. Quicksmart aims to free up the working memory of students so that they can engage meaningfully in demanding school activities like problem solving and multiple computations. The program includes 12 students in total. Two students work at the same time in three 30 minute sessions a week for 40 weeks.

Smart Chef

Smart Chef is an innovative and exciting learning program available to students in Years 4, 5 and 6 at Boggabri Public School. Each week, two students work with the coordinator to plan and cook healthy and nutritious food for sale from the school canteen. The experiences bring the concepts covered in Numeracy and Literacy Teams into focus; giving students a deep understanding of how to apply their knowledge and skills into a real-life situation.

The students produce a menu for the week’s order and purchase the necessary ingredients. They calculate the costs and price the food accordingly. Weekly takings are analysed and profits measured. Serving includes the development of skills when managing change, with an emphasis on strengthening the accuracy and speed of mental arithmetic. Embedded with the program is the study of nutrition and the safe handling and preparation of food. Parent volunteers continue to work in the canteen, giving their support and expertise to our Smart Chef team. At the beginning of 2012 our Smart Chefs moved into their brand new canteen with a commercial kitchen.

The canteen is fantastic, it is equipped with stainless commercial equipment and has laminated benches and bench tops. We are so lucky to have such a fantastic facility. Please think about joining
our small band of hard working canteen helpers. Contact the school office to volunteer to help.

You Can Do It
The You Can Do It program has been successfully running in the school since 2009. You Can Do It support communities, schools and homes in a collective effort to optimise the social, emotional, and academic outcomes of all young people. Students work towards identifying the social and emotional capabilities needed to be successful in school, experience wellbeing, and have positive relationships including making contributions to others and the community (good citizenship).

The five Keys:
The core purpose of You Can Do It is the development of young people’s social and emotional capabilities, including:

- Confidence (academic, social)
- Persistence
- Organisation
- Getting Along
- Resilience

Central to the development of these five keys is instilling in young people twelve Habits of the Mind that support and foster the five keys, including Accepting Myself, Taking Risks, Being Independent, I Can Do It, Giving Effort, Working Tough, Setting Goals, Planning My Time, Being Tolerant of Others, Thinking First, Playing by the Rules, and Social Responsibility (includes the values of Caring, Doing Your Best, Freedom, Honesty, Integrity, Respect, Responsibility, Understanding, Tolerance, and Inclusion).

You Can Do It aims to eliminate social and emotional difficulties and disabilities (“Blockers”) that constitute barriers to young people’s learning and well-being, including Feeling Very Worried, Feeling Very Down, Procrastination, Not Paying Attention-Disturbing Others, and Feeling Very Angry-Misbehaving. ‘You Can Do It!’ is deliberate in restructuring negative Habits of the Mind that give rise to these Blockers and in the explicit teaching of alternative positive Habits of the Mind.

You Can Do It is an effective program for young people who want to do well in school, in their social relations and in other important aspects of their life.

Progress on 2012 targets
Target 1
Repeat target for 2012 from 2011 report
Matched Boggabri Public School (BPS) students in year 3, 2010 will demonstrate Greater Than to Expected Growth in Reading and Numeracy in Year 5 NAPLAN 2012

Our achievements include:

- All students demonstrated growth in both Reading and Numeracy
- 31% of matched students demonstrated growth equal to or above the state average of 77.8 in Reading
- 31% of matched students demonstrated growth equal to or above the state average of 96.6 in Numeracy
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Smart Start

Smart Start – Early Learning Program

Background

Smart start is a unique and innovative early learning program provided free of charge at Boggabri Public School each Monday and Thursday during school terms. This program is currently funded through both the Country Areas Program and National Partnerships Low SES. Smart Start is available to children within the Boggabri and surrounding districts who are turning 4 years of age before July 31 in the year prior to commencing Kindergarten.

Findings and conclusions

Things that parents liked about the Smart Start Program:

- Encouraging school readiness and the integration into the whole school environment
- Fruit Parade as it encourages healthy eating habits
- Structured learning but fun and play based
- Communication book – showing pictures and an explanation of what the children did each day
- Allows children to socialise with the children who will be at school with them next year and the children who are already there
- Classroom environment and the resources that are available to the children
- The teachers are always caring and attentive towards the students
- Free program

Things that parents would like to see more of:

- Family involvement early on such as an athletics day
- More interaction between teachers and parents on the progress of individual students
- Students being able to borrow from the school library
- Most parents thought it was a wonderful program as is

Parents noticed improvement in their children after attending Smart Start some of these were:

- An increased interest in learning and a desire to learn
- Improvement in confidence
- Improved social skills and interaction with people
- Improvement in sharing
- Improvement in fine motor control and dexterity
- Recognition of letters
- Being able to write and recognise their name

Future directions

- Smart Start will continue to run in 2013 but may not continue after that due to lack of funding.
- In 2013 the teachers will encourage families to be more actively involved in the smart start program and continue to offer an early learning program to students involved. Integration into the Kindergarten class once a week will continue, and will form part of the transition to school program.
- An extra SLSO may be employed at the beginning of the year to assist in the early settling process of new students.
Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Parents almost always or usually (60/40) believed that the school knows about the families and community in which it serves.
- Parents almost always or usually (50/50) believed that the school leaders have a positive influence on the school culture.
- Parents almost always or usually (60/40) believed that the school often praises and rewards individuals who are successful.
- Parents almost always or usually (60/40) believed that students are the school’s main concern.
- Parents almost always or usually (40/50) believed that parents support what is happening at the school. 10% believed that this rarely happened.
- 80% of parents are almost always proud of Boggabri Public School and 20% usually are.
- 60% of parents believe that the school encourages new students and their families to be involved in school activities, while 40% usually did.
- 60% of parents believe that the school appreciates having their children as students, 30% usually believed this while 10% sometimes believed this.
- 75% believe that the school encourages everyone to learn and achieve their best. 25% believed that this is usually the case.
- 60% of parents believed that the school caters for the learning needs of all students, 20% believe that this usually happens and 10% thought that this sometimes happens.
- 65% of parents believe that the school is continually finding ways to improve and will make important changes when necessary, 35% of parents believed that this is usually what happens.

100% of the staff surveyed almost always or usually believed that
- Staff understand and respond to the context of the community in which they work
- School leaders have a positive influence on the school culture
- The school recognised and celebrates achievement
- Meeting the needs of students is the school’s main priority
- Staff support what is happening in the school
- They are proud of their school
- The school encourages students to achieve their best
- The school encourages everybody to be a continuing learner
- The school’s curriculum caters for the learning needs of all students
- The school is continually finding ways to improve what it does
- When necessary the school makes important changes to what it does

20% of staff only sometimes thought that
- The school community recognises, values and supports the contribution of new members to the culture of the school
- The school culture supports a sense of ownership of the school

Students surveyed were from years 5 and 6 their responses are shown below.

- 81% of students surveyed almost always believed that; The school encourages students to achieve their best, 11% believed it usually does while 8% believed that it sometimes or rarely did
- 78% of students believed that the school encourages everyone to learn, 15% believed that this was usually the case while 7% believed that this was the case sometimes
70% of students surveyed almost always believed that; The school knows about the parents and community in which it serves and the school is continually finding ways to improve what is does, 20% believed that this was usually the case. 4% of students thought that the school only sometimes knew about their parents and the community while 4 % believed it rarely did. 11% of students thought that the school only sometimes finds ways to improve what it does.

74 % of students believe that the students are the schools main concern, they are proud of their school and new students are made to feel welcome. 16% believed that this was usually the case, 8% believed this happened sometimes while 2% believes this is a rare occurrence.

63% of students thought that the school often praises and rewards students who are successful, 12% believed that this was usually the case, while 15% thought this only happened sometimes.

59% of students believed that the school appreciates having them as a student, 22% thought that this was usually the case, 11% believed that this was the case sometimes and 4% thought that the school did not appreciate having them as students.

56% of students thought that the students support what is happening in the school and that the school is catering for the learning needs of all students, 36% believed that this usually happens while 8% thought this was only sometimes the case.

48% of students thought that school leaders have a positive influence on the school, 44% thought that this was usually the case while 7% thought it was only the case sometimes.

In conclusion, the level of satisfaction of student, parents and/or carers and staff is high. Some investigation into why students may not feel that they are appreciated and awarded for their efforts is needed to ensure that everyone feels included in the school community.

Professional learning

Professional learning for all staff is a key component of the school plan which drives school practices and procedures to improve learning outcomes for all students. During 2012, $7694 was expended on professional learning activities funded through teacher Professional learning (tied grant), Beginning teacher resource allocation and global funds.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

- Increased levels of literacy and numeracy achievement for every student in line with State Regional and School Plan targets.

2013 Targets to achieve this outcome include:

- A minimum of 50% of matched Boggabri Public School (BPS) students in Year 3, 2011 will demonstrate Greater Than or Equal to Expected Growth in Reading and Numeracy in Year 5 NAPLAN 2013
- A minimum of 50% of matched BPS students in Year 5, 2011 will demonstrate Greater Than or Equal to Expected Growth in Reading and Numeracy in Year 7 NAPLAN 2013
- Increase the three year average percentage of Year 3 students achieving At and Above National Minimum in NAPLAN Reading to 84% (from the 2009- 2012 average of 76.77%)

Strategies to achieve these targets include:

- Teaching staff collaboratively develop and implement a K- 6 Grammar scope and sequence, including assessment
- Staff to undertake professional development to support the implementation of the Australian Curriculum in English and Mathematics
• Continue to track reading progress K-6 (comprehension and vocabulary)
• Continue to track numeracy progress K-6
• Increase the use of data analysis by teachers.
• Teachers analyse 2012 NAPLAN results for Year 3 and 5 to identify consistent learning deficits.
• Individual Learning Plans developed for students at risk.
• Systematic and explicit teaching in literacy and numeracy
• Small group teaching and learning in literacy and numeracy will continue in 2013 to enable enrichment and remediation
• Reading Recovery (Year One)
• Continued support from District Teacher Learning Assistance
• Quicksmart and Accelerated Maths for remediation and acceleration
• The continuation of MULTILIT where funds allow and introduction of Minilit

School priority 2
Outcome for 2012–2014
• Increased student engagement within a safe, supportive and academically challenging learning environment.

2013 Targets to achieve this outcome include:
• SMART START Early learning program based on Early Years Learning Framework and Best Start outcomes two days per week
• Smart Start (Kindergarten 2013 Transition) and Smart Chef (Years 4, 5, and 6)
• Teaching staff K-6 to complete online Speech, Language and Communication Course (12 months)
• Employment of specialist music teacher

About this report
In preparing this report, the self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: