Boggabri Public School
Annual School Report 2013
School context

Students

Established in 1883, Boggabri Public School’s attractive, well maintained buildings and generous grounds provide approximately 117 rural and isolated K-6 students with an excellent learning environment. Respect, cooperation, honest and fairness are embedded in all we do and all students are valued. Within our technology smart classrooms we support and cater for all students, including those with disabilities (15%): Indigenous students (20%); Out of Home Care students (7%). Equity and National Partnerships funding support programs to further develop literacy and numeracy skills. Reading Recovery, Quicksmart (numeracy intervention), Accelerated Literacy, Multi Lit and Mini Lit complement classroom teaching and provide enrichment and remediation learning opportunities. Excellent growth in reading and numeracy is evident in NAPLAN and Best Start results. Our innovative SMART START curriculum combines the Early Years Learning Framework and Best Start outcomes and is offered free of charge, two days per week to all children in the year prior to stating school. The school has a proud tradition of sporting success at zone, regional and state levels, Getting along, persistence, organisation, confidence and resilience are skills explicitly taught with outstanding results in both the classroom and playground.

Staff

Boggabri Public School has a principal and four 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 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.

Principal’s message

Our school is located in a small village in North-Western New South Wales. It is a unique educational facility that is well resourced and family orientated. It has a wonderful atmosphere where the children learn from each other, staff and parents in a caring environment.

The staff at the school are enthusiastic and are dedicated to ensuring that all our students become the best that they can be, with emphasis on education, welfare and safety.

Parents are always welcome in the school and as a result are very involved in the day to day education of their children and are supportive of all educational programs and initiatives.

The school has a population of 117. Students are drawn from the surrounding town and properties and come from a range of backgrounds.

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.

Charna Wood

Principal
**P & C and/or School Council message**

The P and C have had another busy but rewarding year. The committee continued to work hard to raise funds for various projects in the school, the most substantial being the new cola to cover our playground equipment.

Some of our fundraising events included, our Easter Egg parade and hunt, School Ball, Drovers Campfire stall, Firewood raffle, Slushies at the Christmas street parade and our school canteen.

I would like to take this opportunity to thank all our committee members for a fantastic year, and welcome any new members to our P&C for 2014. Meetings are held every 3rd Tuesday of the month.

Renea Strickland

P&C President

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**Student enrolment profile**

Enrolments increased last year to 117 students.

Affordable housing remains scarce although the rental market is dropping allowing families to move back into the area.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
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<td>55</td>
<td>55</td>
<td>53</td>
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<td>42</td>
<td>41</td>
<td>45</td>
<td>48</td>
<td>50</td>
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**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tr>
<td>K</td>
<td>92.7</td>
<td>93.5</td>
<td>92.7</td>
<td>92.9</td>
<td>94.9</td>
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<tr>
<td>1</td>
<td>90.7</td>
<td>95.0</td>
<td>93.8</td>
<td>92.1</td>
<td>94.6</td>
<td></td>
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<tr>
<td>2</td>
<td>92.8</td>
<td>92.6</td>
<td>94.3</td>
<td>93.6</td>
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<tr>
<td>3</td>
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<td>94.5</td>
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<td>93.5</td>
<td>91.9</td>
<td>94.4</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>95.5</td>
<td></td>
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<tr>
<td>Total</td>
<td>91.7</td>
<td>90.5</td>
<td>93.5</td>
<td>93.6</td>
<td>93.2</td>
<td>94.1</td>
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**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.

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
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</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>3</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.1</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.706</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>7.816</strong></td>
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</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. One staff member in 2013 identified as Indigenous.

Workforce retention
The number of staff increased by one teacher after student numbers in the school increased to 117. Other staff remained the same from 2012 due to National Partnerships and maternity leave positions.

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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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>
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<td>Income</td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>119315.12</td>
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<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>346702.25</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>13735.04</td>
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<tr>
<td>Excursions</td>
<td>21659.19</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td>3380.21</td>
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<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>239449.29</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>107252.96</strong></td>
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</table>

A full copy of the school’s 2013 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 2013
Achievements

Creative Arts
All students K-6 participated in the choral speech sections of the Gunnedah Eisteddfod in 2013. 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.

Throughout the year students from year 1 to 6 participated in Creative and Practical Arts with Mrs Bird. All students completed a range of visual art, including abstract art, portraits, landscapes and still life paintings. These were used in the Gunnedah show art display. Some students from Stage Three entered into the small schools art competition with some abstract paintings and landscapes. All students participated in music and dancing, learning many new songs and dances, including some bush dancing. Drama activities were also carried out during the year and students worked on confidence building and friendship skills through improvisations and drama games.

Music
Students in year 6 had the opportunity to learn the ukulele with Mr Richard McPhillips. Students learnt many songs and studied music appreciation. This allowed students to benefit from the expertise of a specialist music teacher while exploring a new instrument.

Boggabri’s Got Talent
K-6 performed in the musical extravaganza, ‘Boggabri’s Got Talent’, for presentation night. The performance was based around the TV show ‘Australia’s Got Talent’ with the Year 6 students as our host and judges for the evening. Kindergarten did a wonderful job and danced to Fireworks by Katy Perry. The boys and girls from year 1 danced to Dynomite by Taio Cruz. Students from year 2 showed off their talents dancing to Bom Bom by Sam and the Womp. The 3/4 student’s danced to an 80’s medley. Year 4/5 danced to the Nicki Minaj song Star Ships, and year 6 danced to a mix of Turn Up the Love by Far East Movement, Gangnam Style by Psy and Let’s Get Ridiculous by Redfoo which was a fantastic send off for year 6! Even our wonderful Smarties from Smart Start Early Learning Centre created a DVD presentation about the wonderful year they have had in Smarties. Most of the costumes were from our growing costume department or created from home. The performance was a great success and the students had a wonderful time.

Small Schools’ Public Speaking Competition
The annual small schools public speaking competition was once again held at BPS.

The competition is open to all primary pupils attending a small school in the region, with a record number of competitors this year.

More than 170 children from 10 schools faced the judges and entertained the crowd in a competition which has grown from humble beginnings 17 years ago to a large event held in three separate age groups.

Children from Kindergarten to Year 2 presented a prepared speech up to one and a half minutes, with the Year 3-6 pupils asked to deliver a prepared speech up to three minutes and an impromptu speech.
Organiser Kerrie O’Sullivan said the quality of the speeches this year was incredible and the confidence shown by all ages to stand in front of their peers, a crowd and judges to speak was very impressive.

The judges who travelled from Tamworth and Moree District Offices had a very tough time separating the competitors.

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

The school would like to thank the following people. The Boggabri Rotary Club who is the sponsor of the event and to Kerrie O’Sullivan who has been organising the day for 17 years.

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.

Year 5/6 Fun Day

This year was our first 5/6 fun day. The students had to design an activity to run for an hour and a half that all the children in the school could participate in. Children brought in their loose change paying a silver coin for most of the activities. The day had a fair atmosphere and there was a huge variety of activities, from a petting zoo to a cupcake decorating event and even the very popular yabby races. The whole school participated and enjoyed the day immensely. Year 4 our now keenly working out what their year 5 activity will be.

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 based on the Fundamental Movement Skills.

Throughout 2013, 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 one student representing the state for discus. We had some success in PSSA this year, particularly in Rugby League, defeating Narrabri Public and losing in an outstanding game to Walgett in Boggabri. At the Legends of League Gala Day in Narrabri, the BPS students were undefeated and went on to be runners-up at the North West Grand Final day. This year BPS also competed in the Small Schools Soccer competition and was involved in a Basketball gala day in Gunnedah. BPS held exciting swimming, athletics and cross country carnivals. Students also participated in the two week intensive swimming program during Term 4.
Academic achievements

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.

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Reading

NAPLAN Year 3 – Spelling

NAPLAN Year 3 – Grammar and Punctuation

NAPLAN Year 3 – Writing
Other achievements
The implementation of the Smart Start program has seen a significant improvement in the Best Start results of Kindergarten students. In particular, students are far more confident when communicating with others, and have a better understanding of concepts of print. During their time as “Smarties”, students become familiar with the learning routines in place in the Kindergarten classroom, and make an easy transition. As a result, new Kindergarten students require less time to settle into the "big school" environment, and can immediately focus on new learning activities. The following graphs indicate the growth in students’ abilities when entering Kindergarten, since the implementation of Smart Start.
Significant programs and initiatives

**Aboriginal education**

Boggabri Public School has continued to embed Aboriginal Education across the curriculum. During NAIDOC week the whole school participated in the artist is residence program. Students were taught by a local Aboriginal artist and produced some wonderful paintings with an Aboriginal focus.

A grant was successfully obtained from the Aboriginal Education Initiatives for Readiness for school. This grant of $2000 was used to employ an SLSO to assist with our Smart Start program.

Attendance of students of Aboriginal descent was at or above the school average of 94.1%.

All of our Year 3 Aboriginal students were at or above the National Minimum Standards in all aspects of Literacy and Numeracy in the 2013 NAPLAN.

With the exception of 1 student all our Year 5 Aboriginal students were at or above the National Minimum Standards in all aspects of Literacy and Numeracy in the 2013 NAPLAN.

**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.
You Can Do It Program
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.

This year we introduced silicon wrist bands corresponding to the 5 keys of You Can Do It to reward good behavior and right choices in the playground. These bands are very popular and sought after by all age groups.

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 seven years.

The allocation for 2013 was one hour per day, five days a week. As enrolments increased during term three, our allocation was one and a half hours per day. This enabled six students to access the program in 2013, including one transfer student and one carry over for 2014.

Outcomes
- There were no carry-over children from 2012
- Five students (four boys and one girl) were selected out of seventeen Year One students. These five students were below level 4 at the start of Reading Recovery.
- One student was referred off Reading Recovery at level 4 with learning difficulties.
- The other four students’ were successfully discontinued on a PM level 18 or above.
- One transfer student completed her last 2 weeks of Reading Recovery at Boggabri Public School and was discontinued on a level 16.
- The student’s improvements in reading and writing were impressive. All discontinued students increased their PM reading levels by at least 16 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 16-20 by the time they were discontinued.

- This year I have also been the Year One teacher during terms one and two, 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.
- 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.

Issues

- There was an attendance issue with one of the children.
- One student was referred Off the program.
- This student has a significant learning problem and will continue to find it difficult to read and write new words. He has difficulties remembering sounds, even when the teacher says the word slowly for him; he will ask how to write that sound or letter. Reading, writing and spelling will continue to be difficult for him. Close monitoring of this student during Year Two and Three will help ensure his reading does not slip backwards. Follow up on paediatrician visit scheduled for 2014.

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 a training year (4 students per day).
- 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 2013. 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 future years 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 and generate 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 Start**

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.

**Future directions**

- Smart Start will continue to run in 2014 but on a reduced timeframe due to lack of funding.

**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 band 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 canteen helpers.

**Crunch and Sip – Fruit and Veg Month**

During Term 3, 2013, Boggabri Public took part in Fruit and Veg Month. The aim of the program was to teach students, their families and school staff about fruit and vegetables and get them excited about eating these food groups.

Posters of Sportacus the hero from LazyTown (an ABC television series) and the new Australian Dietary Guidelines and Australian Guide to Healthy Eating, were displayed around the school.

The ethos of the LazyTown brand, which was well known to many students, is to motivate, promote and communicate healthy and energetic messages to children and families to encourage them to make healthy lifestyle choices.

Information was placed in our school newsletters regarding healthy eating ideas.

A fruit shop in the surrounding area kindly donated fruit and vegetables for the students to sample. This initiated some families to send in fruit and vegetables from their gardens to share.
Often these were unusual samples that perhaps many children had not had the opportunity to taste.

The NSW Primary school program provided classroom activities with black line masters that were used to further teach the importance of healthy food choices.

This program was informative and enjoyable and will be followed up during 2014, with our school changing over from our current fruit break sessions to starting the Crunch and Sip Program.

National partnerships and significant Commonwealth initiatives

Boggabri Public School received financial support through the National Partnerships Low SES for six months of 2013. This funding enabled us to provide a variety of quality programs including: Multilit, Mini Lit, Quicksmart Numeracy, Smart Start – Early Learning Centre, Smart Chef for years 5 and 6 and Individual Education Plans for those students requiring them. These programs will continue to run in 2014 although it may be on a reduced time as funding has been ceased.

Improving Literacy and Numeracy

With an enrolment that has fluctuated between 94 and 117 students over the past years, our staffing allocation has changed from four classroom teachers to five classroom teachers. By using the National Partnerships Low SES and National Partnerships Literacy and Numeracy, we had the funds to form 6 literacy and numeracy classes with a teacher to support students in smaller groups based on individual needs. These are generally in year groups with only year 3 and 4 together. The smaller groups focus on individual needs and are grouped together based on ability rather than age. The teacher works with these children using programs such as multilit, quicksmart, accelerated literacy and reading recovery strategies to address the areas that are behind their stage level.

All classes have been structured to enable enrichment and remediation. Teachers worked collaboratively to ensure that teaching and learning programs targeted specific areas of need.

Early Action for Success

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 Equity and National Partnerships Low SES programs. Smart Start is available to children within the Boggabri and surrounding district 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 childhood learning activities and fully equipped with the latest resources to cater for BPS Smartsies.
- 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 assessments ensures learning activities are developmentally appropriate.
- Explicit teaching of Literacy, Numeracy, Science, Art, Craft, Physical Education, Health and Personal Development, reflecting best practice in accordance with Quality Teaching
- Implementation by a highly qualified and experienced early childhood teacher, and supported by a Student Support Learning Officer (SLSO) who is accredited with Certificate III in Children’s Services.

Teacher Quality

Boggabri Public School is currently a 5 teacher school including a teaching Principal. Of these 5, currently there are only two permanent staff members at the school. The other positions are being filled by casuals. For the most part these positions are filled by young teachers who are in their first year out of University. Timetables have been programmed to allow our beginner
teachers’ team teaching time with our more experienced staff members who in turn become the younger teachers mentors. This benefits our less experienced teachers by:

- Allowing them to observe experienced teachers deliver lessons and manage classroom behaviour
- Ask questions that are relevant to their needs
- Experienced teachers are able to assess the needs of the less experience teacher and assist them in areas that are tailored to their needs

**Principal Professional Development**

Boggabri Public School is a dynamic, complex and challenging school. Combining the funding amounts from all sources to conceive, initiate, facilitate, coordinate, develop, evaluate and modify many new program, structures and improvements aligned to all reform areas, has enabled the principal to lead and manage the school effectively and successfully. Great changes, both measurable and unquantifiable, have taken place through this opportunity. Student learning is the focus. Staff work collaboratively and harmoniously to provide the best possible education for all students. Boggabri Public School is a happy place for students and provides them with hope and success. New initiatives have been unprecedented successes, evident in areas outlined previously and in the following sections of this report. A summary of new initiatives and changes include:

- 2012 New England Region Excellence in Quality Service Award
- Smart Start – Improved Best Start outcomes; Winners of the 2011 New England Region Excellence in Community Service Award
- Smart Chef – Now being used as a showcase for other schools hoping to start their own Smart Chef programs
- Highly Successful implementation of Team Leadership for School Improvement bringing about pedagogical and cultural change across the school
- Quicksmart
- Multilit
- Principal has returned to a teaching principal this year allowing 6 classes to run during the Literacy and Numeracy sessions.
- Effective Student Welfare Policy and Classroom Behaviour Management System; You Can Do It
- Playground behaviour reward system introduced to compliment the You Can Do It program.
- Change to daily routine to allow longer, sustained literacy and numeracy sessions
- Introduction of Fruit Break to ensure that students are not hungry and able to focus on their classwork
- K-6 participation in Eisteddfod in choral speech; Greatly improved standards in yearly musical performance by students k-6
- Increased participation in community – Meals on wheels, delivering the greatest morning tea to businesses and residence.
- Continuation of community playgroup to the school grounds
- Improved management of students on funding support
- Promotions Policy and Implementation and consequent increased positive school profile across the community and district

In 2012 the Principal was promoted to a P4 position and left the school at the end of term 2. The relieving Principal did not complete the 2012 Evaluation Report or the Annual School Report. As a consequence the appointed Principal who commenced in 2013 has had great difficulty in maintaining and continuing the school’s journey of growth.
Transitional Equity Funding

Boggabri Public school is supported by an annual allocation of funds. The objectives of these funds are to assist schools and school communities improve the educational outcomes and opportunities of students who are educationally disadvantaged due to geographical isolation.

During 2013 Equity Funding enabled the school the run Smart Start and Smart Chef. Funding also supported students in years 4 -6 to attend the 2013 major excursion to Sydney, and k-3 to attend the excursion to the Dubbo Zoo. Travel expenses to the Gunnedah Eisteddfod and other local excursions were covered by this funding allowing our students to experience a variety of events and activities.

Evidence of progress towards outcomes in 2013:

- All matched Boggabri Public School (BPS) students in year 3, 2011 demonstrated Growth in Reading and Numeracy in Year 5 NAPLAN 2013, however only 20% showed Greater Than or Equal to Expected Growth in Reading and 45% in Numeracy. Our Growth rate was higher than the stage growth of 83.2 in Reading at 91.4 and was also higher in Numeracy as the state growth was 88.5 and the school overall growth was 99.6.
- Only 43% of matched BPS students in Year 5, 2011 demonstrated Greater Than or Equal to Expected Growth in Reading in Year 7 NAPLAN 2013, with only 29% of showing Greater Than or Equal to Expected Growth in Numeracy.
- The three year average (from 2010-2013) percentage of Year 3 students achieving At and Above National Minimum Standards in NAPLAN Reading was 84.6%. This meets our 2012 target of improving the three year average (2010-2012) from 76.77% to 84%
- All Year 3 students were at or above the National Standard in Reading, Writing and Numeracy in NAPLAN 2013.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Data from external assessments
- Surveys from parents, students and staff
- Internal assessment and observations
- School Data such as Oasis

School planning 2012—2014: progress in 2013

School priority 1
Outcomes from 2012–2014
• 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

Outcomes from 2012–2014

Increased student engagement within a safe, supportive and academically challenging learning environment.

Evidence of progress towards outcomes in 2013:

• Attendance rate has grown to 94.1
• Students requiring support are being supported through, reading recovery, Mini Lit, Multi Lit and Quicksmart
• Smart Chef and Smart Start continuing to run
• School numbers increased to over 117 allowing the creation of an extra class, with teaching staff increasing to 5 full time teachers.

Strategies to achieve these outcomes in 2014:

• 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
• Implement the one laptop per child program into the school in 2014.
• Continue to purchase, Mathletics and Reading eggs for students to access both at home and at school.

Professional learning

During 2013 all staff participated in professional learning activities. These included; Managing Behaviours, Best Start Training, Small Schools Conference, Athletics Coaching and Athletics Officials courses, Principals Conference, Sports Workshop for Golf and a Sports and Games Workshop.

Strategies to build the capability of staff to achieve key priorities include; mentoring program, staff development days, whole school development of scope and sequence for spelling, development of Professional Learning Plans.

| Average expenditure per teacher on professional learning, at the school level | $ 717 |
| Total School expenditure on professional learning | $ 5019 |

School development days were attended by all staff, full and part time. Activities on these days included Small Schools Conference, The Implementation of the New English Syllabus, CPR, Child Protection and Analysis of NAPLAN results.
Parents, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students, and teachers about the school. Their responses are presented below.

Parent Responses

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with the length of school day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school environment is clean and well-maintained</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child feels safe at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child is safe going to and from school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The learning environment at this school is excellent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am proud that my child attends this school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like my child's school building</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students at my child's school are well behaved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numbers of new Scheme Teachers working towards NSW Institute of teachers accreditation</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numbers of New Scheme Teachers maintaining accreditation at Professional Competence</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Numbers of other teachers working towards NSW Institute of Teachers accreditation</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numbers of other teachers maintaining accreditation</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I am satisfied with the extracurricular activities at the school

- Strongly Agree
- Agree
- Neutral
- Disagree

My child tells me about what goes on in school

- Strongly Agree
- Agree
- Neutral

Communication with families occurs in an open and respectful manner

- Strongly Agree
- Agree
- Neutral
- Disagree

I am satisfied with the length of the school day

- Strongly Agree
- Agree
- Neutral

The school environment is clean and well-maintained

- Strongly Agree
- Agree
- Neutral
- Disagree

I like the school buildings

- Strongly Agree
- Agree
- Neutral
- Disagree

I find the students well behaved

- Strongly Agree
- Agree
- Neutral
- Disagree
I feel safe at school

- Strongly Agree
- Agree
- Neutral

Students are safe going to and from school

- Strongly Agree
- Agree
- Neutral

I am proud to be a member of staff at Boggabri PS

- Strongly Agree
- Agree
- Neutral

I am satisfied with the extracurricular activities at the school

- Strongly Agree
- Agree
- Neutral

I am kept up-to-date with what goes on in the school

- Strongly Agree
- Agree
- Neutral

Communication with families occurs in an open and respectful manner

- Strongly Agree
- Agree
- Neutral
Student responses

I like the length of the school day
- Agree
- Neutral
- Disagree
- Strongly Disagree

The school environment is clean and well maintained
- Strongly Agree
- Agree
- Neutral
- Disagree

I like the school buildings
- Strongly Agree
- Agree
- Neutral
- Disagree

I feel safe at school
- Strongly Agree
- Agree
- Neutral
- Disagree

Students are well behaved
- Strongly Agree
- Agree
- Neutral
- Disagree

Students are safe going to and from school
- Agree
- Neutral
- Disagree
- Strongly Disagree

The learning environment at school is excellent
- Strongly Agree
- Agree
- Neutral
- Strongly Disagree

I am proud to be a student at Boggabri PS
- Strongly Agree
- Agree
- Neutral
- Strongly Disagree
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Charna Wood, Principal
Joanne Pauling, Acting Assistant Principal
Adam Chalmers, Classroom Teacher
Amy Bird, Classroom Teacher
Jacqui Wilkinson, Classroom Teacher
Kerrie O’Sullivan, SAM

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