Boambee Public School
Annual School Report
Our school at a glance

Students

Students at Boambee Public School model sound understandings of values, which reflect the school’s commitment to developing a strong academic, cultural and environmentally sustainable learning community.

The school is a proud member of the Bongil Bongil Learning Community.

Staff

The teaching staff at Boambee School is a team of highly experienced professionals. Each teacher is committed to ongoing training and development and the creation of a quality teaching and learning environment.

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

Significant programs and initiatives

Aboriginal Education

Aboriginal Education is an integral part of all learning programs and is embedded in the connected outcomes teaching units across all stages of learning. All Aboriginal students have Personal Learning Plans that have been collaboratively developed with teachers and parents.

Special celebrations are held each year as part of NAIDOC Week. The theme for NAIDOC Week in 2012 was Spirit of the Tent Embassy: 40 years on. This was a message for all Australians to move forward with reconciliation and learn from our shared history.

Students engaged in many classroom activities during the school’s NAIDOC Week celebrations. A highlight of the week was Traditional Indigenous Games (TIG). All teaching staff participated in a teaching development workshop to learning fundamental skills of TIG.

Becoming Asia Literate (BLAGS)

In 2012 Boambee received a $20 000 Becoming Asia Literate Grant to focus on integrating the study of Asia into the school. The study of Asia and Australia’s link with Asia is one of three priorities in the Australian curriculum.

Climate Clever

Six teachers engaged in training as climate clever facilitators in 2012. These leaders collegially planned a focus on teaching and learning about energy and energy reduction across the school. The outcomes were dynamic and a first for the teaching of Climate Clever concepts K-6 in a larger school.

Student achievement in 2012

Naplan 2012 assessed aspects of literacy and numeracy for Years 3 and Year 5. The school had 43 Year 3 and 48 Year 5 students complete the tests.

Highlights from 2012 Naplan include:

Year 5 boys improved by 51 scale scores from the 2011 data in the test aspect of reading.

Year 5 girls are 17 scale scores above the state average growth in numeracy.

100% of students are at proficiency compared to National Mean Score in reading and writing.

The growth of matched students from Year 5 to Year 7 in reading, writing and numeracy was well above state for both boys and girls.

Messages

Principal’s message

Boambee Public School is one that promotes a strong community spirit. The school aims to provide quality-learning environments and create programs that develop in students a desire for lifelong learning. The development of strong literacy and numeracy skills is a priority of the school. Programs strengthening student leadership and resilience are an integral part of learning for all students. Supporting students with special needs and the promotion and organization to extend gifted and talented
opportunities is a priority within the school. The school community is being guided by values which:

- promote self-worth and self-esteem in all students;
- respect honesty, equality and the rights of others;
- develop social skills based on cooperation, responsibility and teamwork;
- support a desire for lifelong learning; and
- contribute to society and promote care of the environment.

The school values close working relationships with parents/caregivers and partnerships with agencies in the wider community. This collaboration between school, home and the community has a positive influence on the education of Boambee students.

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.

Kathryn Puddey

P & C message

In the past 12 months, P&C have been involved in a number of projects and events that have contributed towards the improvement of facilities at Boambee Public School.

The completion of new school garden spaces and an outdoor learning space have significantly enhanced the physical environment of the school. The P&C supported the school with funding towards the completion of these areas providing a quality learning environment for our children.

Sponsoring students and teachers is a priority for the P&C. Contributions were made to students participating at State level sporting events. Two teachers were sponsored to train in the Rock and Water program. This positive self-development program will be implemented across the school in 2012 and beyond.

The P&C has continued to support the purchase of additional musical instruments enabling the school music program to thrive. A diversity of instruments gives every child an opportunity to learn and have fun with music. This has been a highly engaging and successful initiative.

The 2012 Valley Challenge Fun Run was again a highly successful event on the school’s calendar. This was a successful fund raiser and a positive community event that featured high levels of participation from members of the school and broader community.

A dynamic and Fresh Taste school canteen is led by our manager Terri, who has continued to research and investigate healthy food options for our children.

School banking was introduced in 2012 with 109 students taking the opportunity to bank each week. This is a fabulous outcome for the first year.

Thanks to the efforts of the volunteers the P&C has been able to continue the school’s most successful fundraising initiative, Bingo. This
Peer Support in 2012 involved students working in peer support activities led by Year 6 students. Often these were on special event days.

Students have many leadership opportunities at our school. Our assemblies are run by a different class each week giving everyone the chance to shine and develop confidence when speaking in front of an audience. At the end of each term the school ran a Celebration Assembly. These assemblies showcased the quality teaching and learning opportunities at Boambee School.

Celebration assemblies were held at the end of each school term to provide opportunities for staff and students to share together the major messages and highlights of the term. In 2012 the celebration assemblies focused on the core values of our Positive Behaviour for Learning framework. This is a wonderful opportunity for the community to come together to share learning.

Doing our Boambee BEST:
Be resilient
Engage in learning
Show respect
Think safety and sustainability

The 2012 Mini Fete was a huge success thanks to the hard work of school staff, students and parents. It was an outstanding team effort and showed what our school community can achieve when we work together. The fete raised an amazing $6 500.

Shave for a cure was another major fundraising event supporting community. Seven Year 6 boys and four teachers took part in this event raising over $3 500.

Thank you to students, teachers and parents for helping to create a great school environment.

2012 SRC and Mrs Ferguson
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.

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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</thead>
<tbody>
<tr>
<td>Male</td>
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<td>150</td>
<td>148</td>
<td>149</td>
<td>153</td>
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<tr>
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<td>165</td>
<td>138</td>
<td>138</td>
<td>134</td>
<td>134</td>
<td>155</td>
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Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
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<td>95.1</td>
<td>96.5</td>
<td>95.5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.5</td>
<td>96.0</td>
<td>92.6</td>
<td>95.8</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.6</td>
<td>95.7</td>
<td>95.0</td>
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<td>3</td>
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<td>94.2</td>
<td>94.6</td>
<td></td>
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<tr>
<td>Total</td>
<td>93.2</td>
<td>93.8</td>
<td>95.1</td>
<td>94.5</td>
<td>94.7</td>
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</table>

Management of non-attendance

Student non-attendance is carefully monitored. Extended periods of leave from school must be applied for by parents in accordance to the Department of Education and Communities guidelines and approved by the principal.

Staff information

Experienced staff engages in ongoing professional learning to improve outcomes for all students.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
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<tr>
<td>Head Teachers</td>
<td>0</td>
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<tr>
<td>Classroom Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Teacher of Hearing</td>
<td>1</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Currently there are no Indigenous teachers or support staff at Boambee School.

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>
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<tr>
<td>Postgraduate</td>
<td>Nil</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.

Date of financial summary 30/11/2012

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
<td>7172.63</td>
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<tr>
<td>Trust receipts</td>
<td>22000.85</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>685504.35</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
<td>54285.34</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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<tr>
<td>Trust accounts</td>
<td>22000.85</td>
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<tr>
<td>Capital programs</td>
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</tr>
<tr>
<td>Total expenditure</td>
<td>541150.45</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>144353.90</td>
</tr>
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</table>

A full copy of the school's 2012 financial statement is tabled at the P&C meeting in March. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Boambee School prides itself on the achievement of high academic performance with classrooms having a focus on explicit teaching to develop literacy and numeracy skills. Supporting academic attainment are well developed whole school creative arts and sporting programs that enable students with a range of talents to shine.

Student welfare is at the center of all programs. The school strives to accommodate students with learning support and extension opportunities for high achievers.

Achievements

Arts

Big Bash – Past and Present

Once again a magnificent whole school musical performance was presented by the school staff and students in 2012. The Big Bash is a biannual event that brings together the talents of staff and students in an extraordinary way.

In 2012 the Bash as it is affectionately known combined the best of past performances with new material to take the audience on a journey that highlighted the importance of friendship.

School Music Program

Each week students look forward to music lessons with Mr Martin. Lessons are focused on delivery and understanding of basic music concepts through singing, moving and playing.

Thanks to the generosity of the P&C the school has purchased a class set of ukuleles. It is fabulous to see such a high level of student engagement during music lessons and the growth in skill level and quality of performance.

To showcase the musical talents within the school a music concert was coordinated by Mr Martin. This gave individual students as well as our specialist percussion groups the opportunity to perform for parents and students.
Sport

The coordinated approach and development of a whole school sport program in 2012 was a credit to the staff, demonstrating the commitment of the school community to enhancing the physical wellbeing of the students at Boambee School.

K-6 Swimming Program

In 2012 five teachers were trained and received their Austswim certification. With the support of the NSW Sport Unit and funding from the P&C the school was able to offer a unique program where every student received 10 lessons of learn to swim or swim coaching depending on their ability level. The swimming program was complimented by an additional two day Ocean Awareness course for Stage 3 students.

The success of this program was overwhelming with all 317 students being either water confident or proficient by the end of the program. The inclusion of every student in the program was made possible by the sponsorship of $25:00 a student from the P&C and a Premiers Sport Challenge grant.

Hot Shot Tennis

A talent identification program with a focus on tennis was introduced in 2012. This program targeted K-4 students who then proceeded to group coaching time. Tennis is becoming a focus sport for K-4 students at Boambee and 2013 three teachers will coordinate the program supported by a professional coach.

School Sport fosters participation and skill development. Specialists are often invited to the school for intensive coaching and skill development.

Stage 3 sport program focused on team sports in Term 3. The school accessed development officers in basketball and league. The Backyard Footy program was highly successful and extended across the school.

In 2012 the school joined the Jack Newton School Golf Program. A school staff member completed the training and conducted mini lessons as part of the Stage 3 school sport program. Students took part in a competition at the Sawtell Golf Club against other participating local schools. This initiative will continue in 2013.

PSSA Sporting Events

Each year Boambee School holds highly successful sporting carnivals at a school level in cross country, swimming and athletics. The sporting success of the school is outstanding but more importantly all students are encouraged and supported to participate and learn new skills in a range of sporting activities.

Each year students participate in a range of Primary School Sport Association (PSSA) events for NSW government schools. The school excels across a range of events with students participating at state championships. In 2012 the school had six student representatives at NSW PSSA sporting events including: swimming, cross country, athletics, basketball and AFL.
Gala Days
Gala Days are associated with PSSA knockout competitions and provide the opportunity for students to participate in a variety of school team events. These days are a great way for students to meet new friends from other schools and practice sport in a fun and social environment. In 2012 the senior girl touch football team progressed through to the semi-final.

K-2 students certainly did not miss the sport action in 2012. Students were involved in fun runs, Olympic days and a host of special peer support activity days to keep them part of the whole school community.

Other
Excursions
The major excursion for Stage 3 in 2012 was to Canberra to support teaching and learning about Federal Government. This excursion provided an invaluable opportunity for our students, giving first hand experiences to build a deep understanding of Australia’s government system.

Local excursions also give students first hand experiences and enrich the learning environment. In 2012 teachers planned local excursions to support learning to the Botanic Gardens, beach and shopping plaza.

Chess
Chess is a popular activity at Boambee with teams representing the school in local competitions.
Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is a school wide framework supporting student behavior, staff behavior, supporting decision making, improving social competence and academic achievement.

In 2012 Boambee School introduced PBL to students and community. The focus over a 3-5 year period is to improve and sustain a safe and orderly learning environment for students and staff. The school has high expectations of behavior. These expectations are taught and reviewed frequently throughout the school year. A system of positive reinforcement and recognition underpins student welfare within the school.

The school has identified core values to be explicitly taught in all settings of the school.

During 2012 PBL lessons were taught K-6 to provide a common language for students and staff. A celebration assembly was held at the end of Term 1 to launch the program to the community.

Academic

In the National Assessment Program, the results 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

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>4.6</td>
<td>15.4</td>
<td>30.0</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>22.9</td>
<td>30.0</td>
<td>30.0</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>6.0</td>
<td>14.4</td>
<td>26.7</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>5.6</td>
<td>14.4</td>
<td>26.7</td>
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</table>

Numeracy – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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<tbody>
<tr>
<td>Band</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number in Bands</td>
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<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Percentage in Bands</td>
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<tr>
<td>School Average 2008-2012</td>
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<td>24.7</td>
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<td>SSG % in Bands 2012</td>
<td>2.3</td>
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<td>28.9</td>
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<tr>
<td>State DEC % in Bands 2012</td>
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<td>11.7</td>
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Reading – NAPLAN Year 5

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<thead>
<tr>
<th>Skill Band Distribution</th>
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<th>State DEC</th>
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<tbody>
<tr>
<td>Band</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>4.6</td>
<td>15.4</td>
<td>30.0</td>
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<tr>
<td>School Average 2008-2012</td>
<td>22.9</td>
<td>30.0</td>
<td>30.0</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>6.0</td>
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<tr>
<td>State DEC % in Bands 2012</td>
<td>5.6</td>
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Numeracy – NAPLAN Year 5

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
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<th>SSG</th>
<th>State DEC</th>
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<tbody>
<tr>
<td>Band</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>4</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>8.9</td>
<td>13.3</td>
<td>26.7</td>
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<tr>
<td>School Average 2008-2012</td>
<td>12.3</td>
<td>24.7</td>
<td>24.7</td>
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<tr>
<td>SSG % in Bands 2012</td>
<td>2.3</td>
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<td>28.9</td>
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<tr>
<td>State DEC % in Bands 2012</td>
<td>5.1</td>
<td>11.7</td>
<td>24.7</td>
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Progress in reading

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
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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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

### Significant programs and initiatives

**Aboriginal education**

Aboriginal education is a key priority at Boambee School. Studies of Aboriginal culture are integrated across the curriculum and professional learning for teachers is strategically planned to support programs. In 2013 teachers will engage in gaining a deeper understanding of Gumbayngirr Country.

**Multicultural education**

**Becoming Asia Literate**

A study of Asian cultures was introduced in 2012 at Boambee School. A Becoming Asia Literate grant provided resources for professional learning and an increase in the integration of ICT as a tool for learning. The school worked with a mentor from Melbourne University during the 12 month project. Asia and Australia’s link with Asia is a key priority in the Australian Curriculum. This project was highly engaging to both teachers and students.

The quality of the school’s Asian studies programs was recognized by the Asia Education Foundation.

**The K-6 Asian Flavours**

Studies focused on the development of Asian gardens within the school as recognition of the role Asian cultures have played in shaping Australia.

Professional learning was a key component of the success of the program.
**Other programs**

**Learning for Sustainability**

**Climate Clever**

In 2012 6 teachers participated in professional learning as part of the school’s Climate Clever proposal. Teachers planned K-6 science units of work on Energy with a focus on the different ways in which we can reduce energy consumption. The learning was engaging and the teaching was dynamic. Students shared their learning at a whole school Kids Teaching Kids Energy Fair. This highly successful teaching model was recognized state wide and most importantly has resulted in a reduction of energy consumption at school.

Learning about energy!

- Experimenting with wind energy
- Monitoring energy from the sun.
- Designing and making energy efficient houses.
- Using pedal power to create energy.

**Kids Teaching Kids Energy Fair**

**Rock and Water**

The highly regarded Rock and Water program was introduced into the school in 2012 as part of our student welfare and PBL programs. Six teachers have been trained in the program and work together in teams to implement Rock and Water strategies K-6. A parent evening was held early in 2012 for parents.

**Public Speaking**

Each year the school holds a public speaking competition from Kindergarten to year 6. Junior classes present poems and rhymes while senior
students are challenged with prepared speeches. Following the school competition winning students represent the school in the Bongil Bongil Learning Community Public speaking competition.

**Progress on 2012 targets**

A number of innovative strategies were implemented into classrooms to improve student outcomes in literacy and numeracy. Strategic professional learning focused on building teacher capacity in planning balanced literacy and numeracy sessions.

**School Priority 1**

**Outcome for 2012 – 2014**

To increase student levels of achievement in all strands of English by developing, implementing and monitoring a whole school framework for quality teaching and assessment.

**2012 Target** to achieve this outcome include:

**Grammar and punctuation:**

To increase the percentage of Year 3 students achieving proficiency bands in Grammar and Punctuation from 45% in Year 3 2011 to 55% in Year 5 in 2012.

- Students achieving proficiency band was 65.8% in 2012
- Increased teacher capacity as a result of focused professional learning including Prioritising Grammar.

**School Priority 2**

**Outcome for 2012 -2014**

To increase student levels of achievement in all strands of mathematics by developing, implementing and monitoring a whole school framework for quality teaching and assessment.

**2012 Target** to achieve this outcome includes:

**Data, measurement, space and geometry:**

To increase the percentage of Year 3 students achieving proficiency bands in data, measurement, space and geometry from 20% in Year 3 2011 to 30% in Year 5 in 2012.

- Students achieving proficiency band was 75.5% in 2012
- Steady decrease in number of students in lower two bands from 34.2% in 2010 and 26% in 2011 to 24.5% in 2012.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of management and science.

Management

Background

Surveys of parents, staff and students were completed on school satisfaction and learning in 2012. Focus questions included gaining information about:

- Communication
- Teacher professional learning
- Care and behavior management of students
- Provision of a diverse curriculum to engage students across a range of disciplines
- Management of resources for school improvement
- School reflection to improve performance

Findings and conclusions

Staff response:

Boambee has a very experienced teaching staff. All teachers understand the important role of establishing clear school targets and the connection of strategic professional learning to improve student learning outcomes. Staff surveys indicated:

- Teachers aim to communicate effectively with parents, other staff and students. Personal contact is important and this is done effectively through parent meetings, phone calls and email. Class blogs and wikis enable teacher and student contact beyond the classroom.
- All staff has engaged in effective professional learning in literacy, numeracy and technology in 2012. Staff feels supported with professional development opportunities that target improved student outcomes and school improvement.
- All staff is committed to the Positive Behaviour for Learning framework and have contributed to the Boambee BEST core values.
- All staff support the current direction of the school to improve access to quality technology devices for staff and students.

Future directions

- Purchase of additional Sentral package to enhance daily communication and monitoring of student behavior and academic tracking.
- Restructure the school leadership team to be inclusive of aspiring leading teachers and key program managers including technology and school administration. A model of distributed leadership.
- Continued focus to build professional learning teams within the school. Whole school professional development on Australian Curriculum in English and Science.

Parent surveys were completed with six key questions analyzed. A total of 110 families responded to the survey which is 51% of the school community.

Findings and conclusions:

- 86% stated that the school communicated effectively with parents and students
- 81% stated teachers undertake professional learning to improve classroom practice
- 100% stated that the school cares about students and that the discipline is fair
- 90% stated the school works to engage students in a range of learning, sporting and cultural learning
- 86% stated the allocation of resources are managed effectively for school improvement
- 92% stated that the school is continually looking for ways to improve its performance
Future directions

• Continue open communication with parents through school newsletters, parent information sessions and mobile phone program inclusive of latest updates
• Continue to evaluate resource allocation and work with P&C to ensure school priorities are attained
• Continue to encourage parent involvement within the school through classroom programs, sporting and community events

Students:

Student reflection and comments are highly valued during the school planning process. A total of 132 students from Year 4-6 completed the Student Learning Survey. Students recognized the high expectations the school of and valued the Boambee BEST core values as a guide for learning and behaviour. Students are highly engaged with technology and value the support they are being given to improve skills. Of the 132 students surveyed 96% stated that the school cares about its students.

Future directions

• A school focus on continuing to implement a highly engaging K-6 curriculum inclusive of Aboriginal Education, Asian studies and learning for a more sustainable future
• Increase focus on student leadership through the development of a school based student leadership program
• Continued focus on developing core values through PBL and Rock and Water

Curriculum

Science

Background

In 2012 teachers were surveyed in order to gauge the effectiveness of the school’s science programs.

Findings and conclusions

• Teacher welcomed strategic professional learning and collegial planning for effective implementation of science programs.
• Teachers felt better supported when there was a whole school focus to science teaching.
• Students were highly engaged during science.
• Effective teaching of science requires time for teachers to develop a deep understanding of content, resources available and confidence.

Future directions

In 2013 the school will:

• Provide professional learning for the implementation of the Australian Science syllabus in 2014.
• Teachers will have the opportunity to collegially plan whole school science programs.
• Teachers will explore technology as a tool for learning science

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.

A school satisfaction survey was included in staff, parent and student surveys. The focus question asked to rate the school on a scale of 1-10, how likely is it that you would recommend the school as a positive learning environment. The response from each cohort was very supportive of the school as a positive learning community.
The following table indicates the results

<table>
<thead>
<tr>
<th>School group</th>
<th>Number surveyed</th>
<th>Extremely likely</th>
<th>Likely</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>18</td>
<td>16</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Parents</td>
<td>51 families</td>
<td>44</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Students</td>
<td>132</td>
<td>102</td>
<td>22</td>
<td>8</td>
</tr>
</tbody>
</table>

**Professional learning**

Professional learning in 2012 focused on Literacy, Numeracy, ICT integration and school culture through the development and implementation of a Positive Behaviour for Learning (PBL) framework. Professional learning teams were developed and planning for the implementation of whole school programs were developed by cross stage teams. Assistant principals led and managed stage meetings focusing on implementation of school priority areas at specific levels across the school. The school targets were linked to Teacher Assessment Review meetings during the year, providing feedback to staff and prioritizing future direction. There was a significant increase of funding for professional learning allocated to top up the Teacher Professional Learning budget within the school’s annual global funds.

**Professional learning priorities included:**

- Numeracy – developing a balanced numeracy framework and coordinated work with space, measurement and geometry
- Literacy – developing a balanced literacy framework and a focus on implementation of Focus on Reading Super 6 comprehension strategies across curriculum
- Language, Learning and Literacy (L3) for Kindergarten teachers
- Prioritizing Grammar K-6
- Positive Behaviour for Learning (PBL)
- Austswim training for 5 staff members
- Connected Learning for the Future - technology integration - K-6 team training
- Curriculum integration to include: - environmental perspectives – Climate
- Clever cultural perspectives - Asian Studies
- Leadership training for aspiring leaders including Peer Coaching

**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**

**Literacy Outcome for 2012–2014**

To increase student levels of achievement in all strands of English by developing, implementing and monitoring a whole school framework for quality teaching and assessment.

**2013 Target to achieve this outcome include:**

*To increase by 10% the number of students achieving in the proficiency bands of Naplan Writing in 2013, from 36% in Year 3 2011 and 19% in Year 5 2011.*

**Strategies to achieve these targets include:**

- All teachers planning using a balanced framework for literacy sessions
- Professional learning focused on sharing of best practice
- Professional learning and implementation of Literacy Continuum as an assessment tool

**School priority 2**

**Numeracy Outcome for 2012–2014**

To increase student levels of achievement in all strands of mathematics by developing, implementing and monitoring a whole school framework for quality teaching and assessment.
2013 Target to achieve this outcome include:

To increase by 20% the number students in the top band of Naplan; number, patterns and algebra in 2013, from 5% in Year 3 2011 and 7% in Year 5 2011.

Strategies to achieve these targets include:

• Stage teams to plan, implement and monitor balanced numeracy sessions
• Professional learning and implementation of Numeracy Continuum as an assessment tool
• Early Stage 1 and Stage 1 CMIT online
• Focus on problem solving and explicit teaching of the language of mathematics K-6

School priority

Curriculum Outcome for 2012–2014

To increase student access to quality curriculum options by developing teacher capacity and leadership through enhanced professional learning opportunities.

2013 Target to achieve this outcome include:

Australian Curriculum

To increase percentage of staff with knowledge and understanding to implement new Board of studies syllabus requirements in English and Science from 0% to 100% in 2013.

Strategies to achieve these targets include:

• Staff Development Days to focus on:
  The Learner and the new curriculum – student learning needs in context of the 21st Century
  Teaching for the new curriculum – principles of curriculum planning and programming for quality teaching and assessment
• Build teacher capacity in the use of interactive technologies as tools for learning
• Explore implications for teaching and learning through Australian Curriculum priorities of Aboriginal Australia, Asia and Australia’s links with Asia and Sustainability

About this report

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.

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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: