School context

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.

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 and/or School Council message

2013 has seen continuing year of growth and positive change for Boambee Public School and the P&C. I would like to thank the P&C Executive for their hard work and support in helping to achieve so many worthwhile goals this year.

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 and education programs at Boambee Public School. These include:

Continued support and contribution to infrastructure projects in the school.

Ongoing contribution to the whole school music program. This year the P&C assisted the school to purchase ukuleles which have featured prominently in performances this year. Mr Martin continues to inspire the entire school community through the music program giving all students the opportunity to learn an instrument. Staff members have had opportunities to learn and get involved with the music program both as teachers and participants! Many children from the school community this year had the opportunity to showcase their musical talents by participating in the Bongil Bongil Musicale - a spectacular event and a very special experience for those involved. The P&C looks forward to continued collaboration with the school in supporting the music program.

Financial support for students participating in State level sporting and cultural activities.

The third annual Valley Challenge took place again in June this year. This is a well-attended event and a favourite with the running community of Coffs Harbour. I’d like to make special mention of the many community volunteers (particularly Bonville Sawtell Lions Club and the Rural Fire Service), and those volunteers and staff from the school community who helped on the day.

The school canteen has continued in its quest to offer innovative, appealing and most importantly, healthy food options for our kids. Terri Drayton, our...
creative Canteen manager has been the brains behind a number of Healthy Food promotion initiatives at the canteen this year. Terri and Rachael Hamey, the Canteen Treasurer, have also managed the canteen very effectively and while keeping prices down, have again generated a small profit. I’d like to say a special thanks to Rachel Hamey who leaves this school this year after several years in the role as canteen treasurer; and welcome Susan Hickey who the new Canteen Treasurer.

Continuation of our most successful fundraising initiative, Bingo. Our heartfelt thanks goes to the teams of volunteers who donate their time on Tuesday evenings to run Bingo. Bingo is P&C’s biggest revenue raiser and is critical source of funds for many of the new initiatives we have sponsored at the school this year. We greatly appreciate the time and continued effort of all those involved.

Continued success and excellent management of our uniform shop. Thanks to the tenacious efforts of our Uniform shop manager Wendy Gallagher who continues to research new options for school uniforms. We are very lucky to have Wendy continuing in the role of Uniform shop manager in 2014.

A successful continuation of the school banking program which commenced in 2012. Thanks go to the team of volunteers who have made this possible, in particular to Tania Myers who liaised with the bank and has coordinated volunteers.

Goals for 2014

Initiatives that the P&C would like to sponsor and support going into 2014:

- Construction of a new purpose built Sports Shed. Funding for this project is a partnership between the P&C and the school’s successful application for a community joint funding grant. This work will commence early in 2014.

- Finalise the Canteen Mural project which will result in a much needed vibrant and contemporary space adjacent to the canteen.

- In view of continued growth of the school population, ongoing lobbying of the Department to replace demountable classrooms with permanent buildings.

- Continued lobbying of Council to address parking and pedestrian access to the school.

- Continue focus on fundraising projects such as Valley Challenge Fun Run and expand the range of opportunities that P&C can pursue to raise funds.

- Optimize all opportunities to apply for funding and grants available in the community.

- Continue to support and contribute towards excellent education initiatives including excursions, sporting and cultural events.

- Seek ongoing support from the school community to volunteer and be involved in the school – encourage participation at P&C meetings, volunteer signups for Bingo and other fundraising events.

- Continued support and promotion of the school banking program.

The P&C is looking forward to working together with the school community towards achieving these goals in 2014.

P&C President Sheena McTackett
Student representative’s message

2013 was a fun and exciting year at Boambee School. The Student Representative Council worked with Mrs Ferguson on fundraising and planning special school days for students.

A variety of peer support programs are run by student leaders and Stage 3 students at Boambee School.

Our Buddy program helps kindergarten students feel safe and get to know an older friend who they can depend on in the playground. Peer reading is a daily event.

Peer Support in 2013 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.

The 2013 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 $6 700.

We are very proud of our school. The school’s Positive Behaviour Welfare Plan helps keeps students focused on:

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

Thank you to the students, teachers and parents for creating a great school environment. Our school is a place where we feel safe each day. It is a place where we love to learn, play and make friends.

Boambee Public School Student Council
Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
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Student attendance profile

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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.

Workforce information

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

Workforce composition

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<th>Position</th>
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<td>Principal</td>
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<tr>
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<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Teacher of ESL</td>
<td>1</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
<td>27</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal 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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</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.

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<td>Income</td>
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<td>Canteen</td>
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<table>
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<tr>
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<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</td>
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A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School P&C Association. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

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.

The Arts
Bongil Bongil Learning Community

Musicale – Fantastica Factorium

This was an outstanding production bringing students together from the seven schools that make up the Bongil Bongil Learning Community. The aim was to showcase the exploding talent that we have in our public schools. With over 300 students involved from Year 3 to Year 12 it was an extraordinary challenge coordinated by Mrs. Cheryl Ward from Toormina High School and a team of incredibly talented primary and high school teachers. Nine months of planning and uncountable hours of dedication that went into making this show a spectacular event. It was a reflection of quality teaching at its best and the inclusiveness of our schools that make public education simply the best!

Congratulations to the Boambee students and to Mrs. Robinson and Mr. Martin for their amazing talent and dedication to our students.

African Drumming

Another Bongil Bongil Learning Community initiative was funding a combined schools drumming workshop. During this workshops students came together to learn the process of making an African drum.

Music Program

Each week students look forward to music lessons with Mr Martin and Mr Doyle. 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.
Sport

The coordinated approach and development of a whole school sport program in 2013 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

With the support of the NSW Sport Unit, the Premier’s Sport Challenge and funding from the P&C the school was able to offer a unique whole school swimming program. In Term 4 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 day of an Ocean Awareness course for Stage 3 students.

The success of this program was overwhelming with all 327 students being either water confident or proficient by the end of the program.

Hot Shot tennis

A talent identification program with a focus on tennis continued in 2013. This program targeted K-4 students with identified students proceeding to group coaching time. Tennis is becoming a focus sport for K-4 students at Boambee where teachers coordinate and run the Hot Shots tennis 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.

PSSA 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.

Students participate in many of the Primary School Sport Association (PSSA) events for NSW government schools. The school excels across a range of events with students qualifying or selected to compete in regional and state championships. In 2013 the school had six student representatives at NSW PSSA state sporting events including; swimming, cross country and soccer.

The school basketball and girls touch football teams qualified to compete at North Coast Region level. This was an outstanding achievement.

School Sport and Gala Days

The school prides itself in the promotion of health and importance of physical exercise. All students participate in daily fitness programs and weekly sport activities. A number of Gala Days are held throughout the year encouraging community spirit, positive sportsmanship and healthy competition.
Other

Excursions

Lake Ainsworth Camp
Each year Stage 3 experience a major excursion. In 2013 our Year 5 and 6 students enjoyed five days at Lake Ainsworth Sport and Recreation Camp. Students enjoyed the challenges of the outdoor learning program and the opportunity to develop team building.

Kindergarten ‘Made Environments’ Excursion
To support learning about Built Environments, Kindergarten students explored man-made structures within the local environment. Students discovered that the environment is full of many shapes and patterns through their visit to the shopping center and the newly constructed park.

Stage 1 ‘Natural Environment’ Excursion
To support learning about our natural environment Stage 1 students explored the mangrove and estuary habitats of Coffs Creek. Exploring these habitats with the support of National Park rangers was a day of ‘hands on’ learning.

Stage 2 Life on the Farm Excursion
The Stage 2 excursion to a working dairy and honey farm was a huge success. Children travelled to Bake’s dairy at Crossmaglen where they viewed a dairy in action, patted calves and enjoyed free flavoured milk.

At the Honey Place, students observed bees in action in the hive. It was a great day of learning.

Stage 3 Local People, Place and Plants Excursion
Stage 3 students enjoyed the Coffs Harbour Children’s Art & Cultural Festival. The planned Art Gallery tour, story painting, bush tucker walk and Indigenous activities were directly linked to learning about Gumbayngirr culture and heritage.

Youth Environment Council – YEC Days
In 2014 students again enjoyed the YEC interschool days coordinated by Cascade Environmental Education Centre.

Students share environmental actions taken in their schools YEC days are always very ‘hands on’ and full of engaging practical ideas for schools.

Chess
Chess is a popular activity at Boambee with teams representing the school in local competitions.
**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](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 - Literacy

#### Year 3 Reading

[Graph showing percentage in bands: Year 3 Reading]

#### Year 3 Spelling

[Graph showing percentage in bands: Year 3 Spelling]

#### Year 3 Writing

[Graph showing percentage in bands: Year 3 Writing]

### NAPLAN Year 3 - Numeracy

[Graph showing percentage in bands: Year 3 Numeracy]

### NAPLAN Year 5 - Literacy

#### Year 5 Reading

[Graph showing percentage in bands: Year 5 Reading]

#### Year 5 Spelling

[Graph showing percentage in bands: Year 5 Spelling]

#### Year 5 Writing

[Graph showing percentage in bands: Year 5 Writing]

### NAPLAN Year 5 - Numeracy

[Graph showing percentage in bands: Year 5 Numeracy]

### NAPLAN Year 5 Grammar & Punctuation

[Graph showing percentage in bands: Year 5 Grammar & Punctuation]

### NAPLAN Year 5 Spelling

[Graph showing percentage in bands: Year 5 Spelling]

### NAPLAN Year 5 Writing

[Graph showing percentage in bands: Year 5 Writing]
Growth Data

The most significant measure of a school's success is the growth of students over time. The tables and graphs below are just some of the evidence demonstrating the outstanding work done by teachers at Boambee to improve student outcomes.

### Average progress in Reading between Year 3 and 5*

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### Average progress in Grammar & Punctuation between Year 3 and 5*

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### Average progress in Spelling between Year 3 and 5*

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### Average progress in Numeracy between Year 3 and 5*

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</tbody>
</table>
Significant programs and initiatives

Outdoor Learning
Enriching Literacy and Numeracy learning in the real world was the focus of the 2013 Bushcraft for Kids program. Working with nature gives students a different view and way of learning through real life experiences. Students in this program used the natural settings within the school grounds as a stimulus for learning concepts of design, problem solving, real life application for literacy and numeracy and team work.

Positive Behaviour for Learning - PBL
Boambee School has student wellbeing at the heart of all learning programs. PBL is a framework promoting the development of positive student behaviour, learning and school culture. Boambee is in the third year of PBL implementation of the Boambee BEST mantra.

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 were engaged in explicit teaching and learning about Gumbaynggirr Country. The development of a digital resource for teachers was endorsed by elders. Teachers engaged in workshops with elders and extended learning opportunities by networking with community agencies.

Multicultural education
Korean Experience
In 2014 Boambee Stage 3 teachers and students were involved in a very exciting Korean experience. A partnership with Anyang Shingi Primary School in South Korea was been coordinated through the University of New England.

Each week the classrooms were linked through video conferencing facilities in a Kids Teaching Kids program. Students worked together to research, teach and learn about topics including;
local school life, the local area, landscapes of the country, food, sports, native plants and animals.

Teachers from both countries met together via VC to plan out the topics to be presented across the year. The program began with an afternoon tea organised for parents, teachers and school principals. As the program developed students met the mayor of Anyang Shingi city and the Australian ambassador to South Korea.

This was an enriching experience and the school will continue to build strong relationships, sharing and learning with students at Anyang Shingi School in 2014.

Learning for Sustainability

Think safety and sustainability is a focus for the school and one of the four core values that make up the Positive Behaviour and Learning framework. A range of programs operate within the school to support learning to nurture deeper understanding and hands on experience in this key area for students.

Organic vegetable garden:

Food from the garden contributes to the school canteen.

Reducing waste and recycling:

Sadie became the school recycling mascot. She was created by 2JLS and represent Boambee School in the Coffs Harbor City Council sustainability festival.

No waste lunches:

Students are encouraged to bring a no waste lunch box to school each day. There has been a tremendous shift in the thinking and action of families to support this initiative.

New Waste Stations:

New Waste Stations have been installed to support the focus on improved waste management in the school.

Other

Rock and Water

The highly regarded Rock and Water program was taught across the school in 2013 as part of the school’s student welfare and positive Behaviour programs. Trained teachers work together in teams to implement Rock and Water strategies K-6. A parent evening was held early in 2013 for parents.
Kids in the Kitchen:
A dynamic Kids in the Kitchen program was initiated by Mrs Llewelyn-Smith in her Year 2 class. This fully integrated program introduced students to many new food experiences, promoted healthy food choices and organic vegetable gardening. They produced a cooking book with sales sponsoring the rescue and rehabilitation of an orphaned orangutan. Visit http://www.orangutan.org.au for further information as to how you can support this cause.

Community Initiatives – Clean Up Australia
As part of whole school environmental community initiatives Year 6 took to the streets in 2013. The environmental outcome was highly successful but more importantly was the realization that action needed to be taken to keep our students safer when working out and about on community projects.

Mrs Peta Robinson was successful in gaining an NRMA Insurance Community grant to purchase sandwich board signage raising awareness within the community about student safety in and around schools.

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

Congratulations to all the students who represented our school at the Bongil Bongil Public Speaking competition in 2013.

Transitional Equity Funding
In 2013 Boambee School received Improving Literacy and Numeracy National Partnership funding (ILNNP). The school initiative as a result of this additional funding is underpinned by a whole school approach to improving student outcomes in literacy through intensive professional learning for teachers. Implementation of the ILNNP initiatives would be implemented and monitored from beginning Term 3 2013 to end Term 3 2014 with a focus on:

- building teacher capacity in teaching of literacy through whole school professional learning in Focus on Reading
- teacher coaching initiative introduced in 2014 to provide support in classrooms
- target group to be monitored over a 12 month period to be Year 3 and Year 4 students.

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:

- Teacher and parent surveys
- student anecdotal evidence
- school leadership team reflection
- national data collection and local school measures
School planning 2012—2014: progress in 2013

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.

Evidence of progress towards outcomes in 2013:

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

Outcomes from 2012–2014

Growth data of students from Year 3 2011 to Year 5 2013 in writing.

<table>
<thead>
<tr>
<th>Average Scaled Score Growth</th>
<th>Growth in</th>
<th>Scaled score</th>
</tr>
</thead>
<tbody>
<tr>
<td>State (All Students)</td>
<td></td>
<td>83.2</td>
</tr>
<tr>
<td>NSW DEC (All Students)</td>
<td></td>
<td>85.7</td>
</tr>
<tr>
<td>School (All Students)</td>
<td></td>
<td>106.0</td>
</tr>
</tbody>
</table>

Strategies to achieve these outcomes in 2014

- Assessment criteria made explicit to all students
- Teachers providing timely feedback

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.

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.

Evidence of progress towards outcomes in 2013:

- Stage teams plan, implement and monitor balanced numeracy sessions
- Professional learning and implementation of Numeracy Continuum as an assessment tool
- Early Stage 1 and Stage 1 focused inclusion of Count Me In Too strategies
- Focus on problem solving and explicit teaching of the language of mathematics K-6

Outcomes from 2012–2014

Growth data of students from Year 3 2011 to Year 5 2013 in number, patterns and algebra.

<table>
<thead>
<tr>
<th>Average Scaled Score Growth</th>
<th>Growth in</th>
<th>Scaled score</th>
</tr>
</thead>
<tbody>
<tr>
<td>State (All Students)</td>
<td></td>
<td>88.5</td>
</tr>
<tr>
<td>NSW DEC (All Students)</td>
<td></td>
<td>89.7</td>
</tr>
<tr>
<td>School (All Students)</td>
<td></td>
<td>98.3</td>
</tr>
</tbody>
</table>

Strategies to achieve these outcomes in 2014

- Continued focus on problem solving
- Continued focus on the use of hands on material in early Stages of learning

Professional learning

Professional learning in 2013 focused on building teacher capacity in teaching of Literacy as part of the National Partnership (ILNNP) program. Unpacking the Australian Curriculum English and Science syllabus was also a school priority ready for implementation in 2014. Ongoing professional learning supported the integration of technology across the curriculum as tools for learning.

The school leadership team was part of a National Partnership Principal Development initiative. The team worked within a community of schools including; Bonville, Kororo, Narranga and Sandy Beach Public Schools. Professional learning focused on leading whole school change and development of leadership capabilities. The team engaged in the Great Teams, Great Leaders, Great Results workshops and Leading Curriculum Change.
Professional learning priorities included:

- Literacy:
  - implementation of balanced literacy framework in each classroom
  - implementation of Focus on Reading Super 6 comprehension strategies across curriculum
  - implementation of Focus on reading vocabulary phase
  - development of understanding of Literacy continuum K-6
  - Language, Learning and Literacy (L3) for Kindergarten teachers

- Leadership training for aspiring leaders
  - Great Teams, Great Leaders, Great Results
  - Leading Curriculum Change ATSIL module
  - School vision process

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

The survey asked how likely they would be to recommend the school to a close friend or relative.

Their responses are presented below.

<table>
<thead>
<tr>
<th>Survey group &amp; Number</th>
<th>Extremely likely</th>
<th>Likely</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents 66 families</td>
<td>57</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Teachers 25</td>
<td>24</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Students 84</td>
<td>77</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

Comments included:

- My children are very happy and have experienced high quality teaching
- I would recommend this school to anyone. The teachers are the best and the school does everything to help the students and parents
- Teachers build positive partnerships with families

Program evaluations

Leadership

Surveys of parents, staff and students were completed on school satisfaction and learning in 2013. Focus questions included gaining information about the school’s leadership capacity to:

- shape school culture and enhance the quality of the school
- build relationships based on trust, collegiality and mutual respect
- optimize learning and account for student outcomes
- effectively implement change resulting in improved student learning outcomes

Findings and conclusions

Staff and parent response summary:

- Teachers stated that they have a good understanding of the school context and needs of the community. Through professional learning and leadership opportunities, a culture of self-reflection developing the expertise and performance of themselves and others has led to clear focus on student engagement and achievement.
- Teachers are committed to collaborative leadership and professional development. A high level of consultation and collaboration is evident within the leadership team and Stage team
management. Stage Managers have built positive relationships with their staff and students. The leadership team inspires and supports professional growth by providing quality school based training and development for every teacher.

- Teachers are encouraged to use innovative and creative solutions to improve student learning. School leaders have established a positive response and commitment to change by clearly explaining purpose.

**Future directions**

- Build capacity of Leadership Team through ongoing professional learning and action research into Visible Learning.
- Develop a shared school framework for professional learning and continue focus on team building and leadership of Stage Managers with a focus on improved student outcomes.
- To build a shared vision of effective teacher practice and desired student learning outcomes in 21st Century.
- Professional learning through 2014 ready for implementation of K-6 Mathematics in 2015.

**Curriculum**

**English**

**Background**

In 2013 teachers were surveyed to gauge readiness for the implementation of the Australian Curriculum English.

**Findings and conclusions**

- Teachers have a beginning understanding of objectives, outcomes, content and structure of the new syllabus.
- Teachers most confident to support and lead others in the differentiation of work for a range of learners.
- Teachers were most in need of support in integration of ICT and multimodal texts.
- Teachers requested support with the development of quality assessment tasks and providing feedback to improve student learning.

**Future directions**

In 2014 the school will:

- Implement English and Science syllabus.
- Professional learning to be based on a coaching model to support teachers in classrooms in Terms 1 and 2.
- Teachers released in Stage teams to collaboratively plan using Backward design and 5E Model for unit writing.
- Leadership team will engage in action research of Visible Learning with the view to implement in 2015.

**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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School Leadership Team
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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: