Our school at a glance

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

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

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 2011 was “the next step is ours”. 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) coordinated by Kirstin, RJ and Harry from Macksville Public School.

Bush Tucker tasting was another highlight of NAIDOC Week. Students enjoyed learning about different medicine and bush Tucker plants. Taste testing kangaroo meat and various jams including lilli pilli, finger lime, rosella, desert quandong and rainforest plum was popular. The jams were all delicious spread on top of wattle seed pancakes!

Respect and Responsibility
Boambee Public School promotes a strong code of behaviour and has high expectations for all students and staff. The school introduced a Positive Behaviour for Learning (PBL) framework in 2011.

The core values or rules are:
- Be resilient
- Engage in learning
- Show respect
- Think safety and sustainability

During 2012 students will experience lessons in each of the values and the language of Boambee Best will be embedded within the school culture.

All members of the school community take on the responsibilities associated with the core values of the school to ensure a positive and high functioning learning environment is maintained.

Student leadership is fostered through collaborative decision making within the Student Representative Council and Peer Support programs.

Students enjoy fundraising and environmental programs as part of the school’s leadership programs.

Connected Learning
During 2011 Boambee School continued to build resources and teacher capacity ensuring a well-equipped interactive learning environment is
established to support student learning for the 21\textsuperscript{st} Century. By the end of 2011 all permanent classrooms were equipped with interactive whiteboards. In addition a connected classroom has been established with teachers using video conferencing as a source of professional learning on a regular basis. The school’s Techno Link Centre is a hub for whole class ICT learning with an upgrade of multimedia computers arriving in Term 1.

An extensive upgrade of cabling and switches within the school was completed during 2011 ensuring a high quality data network across the school.

The future of learning is an exciting challenge and the school is proactive in looking for ways to engage and extend student learning. Professional learning for teaching and administration staff is critical to the advancement of student outcomes. All members of staff are committed to ongoing professional learning improving skills and knowledge to better integrate technology as tools for learning.

Reading Recovery
The Reading Recovery Program has now been operating for three years at Boambee Public School. Reading Recovery is an early intervention program that supports students’ reading and writing skills in Year 1. It aims to accelerate students’ progress to the average level of their grade so they can function independently in the classroom.

Students identified in the bottom 20% of their class are tested. Selected students participate in 30 minute, daily individualised reading and writing lessons for up to 20 weeks. In 2011 the progress of individual students was outstanding. Former Reading Recovery students are monitored to ensure their level of reading has been maintained or improved.

Suzanne Davis Reading Recovery teacher

Student achievement in 2011

Naplan 2011 assessed aspects of literacy and numeracy for Years 3 and Year 5. The school had 42 Year 3 and 48 Year 5 students complete the tests. Highlights from 2011 Naplan include:

Year 3 boys improved by 37 scale scores from the 2010 data in the test aspect of grammar and punctuation.

Year 5 girls are 16 scale scores above the state average growth in the test aspect of reading.

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.

Premier’s Reading Challenge
The Premiers Reading Challenge attracted over 50 students in 2011. All students received a certificate from the NSW Premier, 10 students received a special gold certificate for completing the challenge for 4 consecutive years.

UNSW’s International Competitions and Assessments for Schools had excellent results with 28 students awarded Credit and Distinction.

Language, Learning, and Literacy L3
In 2011 Kindergarten teachers embarked on a professional learning journey with the introduction of a Language, Learning and Literacy program for Kindergarten students. Teachers worked under the guidance of a North Coast Region L3 facilitator and the reading and writing results for 2011 Kindergarten students were outstanding.

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. The experienced and dedicated staff has worked collaboratively to create a positive, happy and safe learning centre for all.

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

Achievements

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 a new school administration block, with funding contributed by the BER initiative has significantly enhanced the physical environment of the school. The P&C have continued contributions to the purchase of interactive whiteboards and digital cameras to enable a higher level of engagement and quality education for our children.

Sponsoring students and teachers is priorities of the P&C. Contributions were made to students participating in State level sporting and cultural activities. Sponsorship was made to enable students to attend the ‘International Kids Teaching Kids River Conference’ in Adelaide. 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.

The purchase of musical instruments to enabled the launch of a whole school music program giving every child an opportunity to learn and have fun with music. This has been a highly engaging and successful initiative.

The purchase of outdoor seating at the front of the school has added contemporary aesthetics to the school entrance. Redevelopment of the school vegetable garden has continued to engage students in quality real life experiences.

The Valley Challenge Fun Run saw the resurrection of an event that has been on the school’s calendar in the past. 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 school canteen is led by our manager Terri, who has continued to research and investigate healthy food options for our children.

Thanks to the efforts of the volunteers the P&C has been able to continue the school’s most successful fundraising initiative, Bingo. This initiative each Tuesday night brings much needed funds to the school. We appreciate the time and continued effort of our volunteers.

The P&C values the close working relationship with the school and looks forward to supporting new initiatives in 2012. Initiatives that the P&C will sponsor and support in 2012:
The development of a school master plan to enable identification of high priority projects, with a focus on development of an outdoor learning space will be a priority in 2012.

Support for the school’s technology initiatives will continue by updating all classrooms with interactive whiteboards to ensure our school is able to deliver quality technology learning for all students.

Continued focus on fundraising projects such as the Valley Challenge Fun Run and expanding the range opportunities that the P&C can pursue to raise funds offer exciting opportunities for parents to be involved in the school community.

The P&C will continue to support and contribute towards promoting excellence in education through initiatives including excursions, sporting and cultural events.

Support the school staff with their plan to establish a whole school swimming program and pursue the implementation of a school banking program in 2012.

The P&C looks forward to working in partnership with the school community and continuing to build a positive school culture in 2012.

P&C President Sheena McTackett

Student representative’s message

2011 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.

Students organised a fundraiser for the Queensland flood disaster with a total of $431.20 being raised. This money went to help support the rebuilding of schools destroyed by the flood and cyclone early in 2011.

Peer Support and Better Buddies are two peer support programs run by Year 6 students at Boambee School.

The Better Buddy program helps kindergarten students feel safe and get to know an older friend who they can depend on in the playground.

Peer Support in 2011 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 special assembly for the Boambee Stars. These students are selected because they: strive for excellence, exhibit enthusiasm and participate energetically in all class learning.

The 2011 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. This will go towards the purchase of another interactive whiteboard for a lucky classroom.

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

2011 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>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>170</td>
<td>150</td>
<td>148</td>
<td>149</td>
<td>153</td>
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<tr>
<td>Female</td>
<td>165</td>
<td>138</td>
<td>138</td>
<td>134</td>
<td>134</td>
</tr>
</tbody>
</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.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Structure of Classes

Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1/2C</td>
<td>1</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>1D</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>1/2C</td>
<td>2</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3/4M</td>
<td>3</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>3TS</td>
<td>3</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3/4M</td>
<td>4</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>4/5JP</td>
<td>4</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>45JP</td>
<td>4</td>
<td>10</td>
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<td>4B</td>
<td>4</td>
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<tr>
<td>45JP</td>
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<td>5/6F</td>
<td>5</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>5/6F</td>
<td>6</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>6H</td>
<td>6</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

Student attendance profile

![Student attendance rates graph]
Staff information

An experienced and dedicated staff ensures that students at Boambee School enjoy and thrive in a quality school environment.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<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>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>

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

Boambee School did not have an indigenous member of staff during 2011.

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>86</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>14</td>
</tr>
</tbody>
</table>

Financial summary

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

Date of financial summary: 30/11/2011

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>173 274.03</td>
</tr>
<tr>
<td>Global funds</td>
<td>159 537.52</td>
</tr>
<tr>
<td>Tied funds</td>
<td>154 170.39</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>105 939.37</td>
</tr>
<tr>
<td>Interest</td>
<td>8 785.78</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5 872.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>607 579.69</strong></td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 16 829.35
- Excursions: 36 650.47
- Extracurricular dissections: 47 501.76

Library: 2 961.20
Training & development: 5 046.26
Tied funds: 153 967.93
Casual relief teachers: 29 804.94
Administration & office: 39 102.20
School-operated canteen: 0.00
Utilities: 38 772.99
Maintenance: 15 113.60
Trust accounts: 8 485.70
Capital programs: 42 469.26

**Total expenditure**: 436 705.66

Balance carried forward: 170 874.03

A full copy of the school’s 2011 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 2011

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

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

Arts

School Music Program
Each week students look forward to music lessons with Mr Singh. 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 new percussion instruments. It is fabulous to see such a high level of engagement of students during music lessons and the quality of performances.

Footsteps Dance
Dance was a focus across the school in 2011. Students participated in a week of dance lessons with specialist teachers from Footsteps Dance Company.

Bongil Bongil Community of School Band
The school’s band students attended workshops with students from the Bongil Bongil Community of Schools during 2011. These workshops brought together students from the seven schools within the Bongil Bongil Learning Community. Workshops were conducted by Nicola Fraser and members from the Conservatorium of Music.

Visual Arts
Teachers at Boambee value visual arts learning and the contribution it makes to the development of creative skills and appreciation. Art lessons are integrated across the curriculum and the International year of forests was a perfect stimulus for developing art works. The school received many awards in the NSW Forestry competition.

Learning for Sustainability

Waste Audit
Learning about the environment and ways we can act for a more sustainable future is a priority at Boambee. In 2011 students had many opportunities to engage in real life learning through hands on investigation. Year 5 worked with staff from Cascade Environmental Education Centre to complete a waste audit of our school. The students worked on collecting, sorting, weighing, recording and writing up results. Some of the findings indicated that we could do better at managing the waste that is generated at school each day. The best way is to NOT bring any packaging to school at all in our lunch boxes.

Youth Environment Council
The Youth Environment Council is an initiative coordinated by Mid North Coast teachers and the Cascade Environmental Education Centre. The aim is to bring students together from across the region to share the work they are doing in their schools and to build a network of professional support for students and teachers.

National Tree Day
National Tree Day falls on 31st of July each year and schools around the nation were involved in planting trees within the school grounds and community.

Ms Donoghoe’s class enjoyed working with Bunnings to plant trees and shrubs in our garden to attract birds.

Vegetable Gardens
The school vegetable garden was a stage 3 learning project in 2011. Students researched, planned, and maintained a highly productive garden patch. Produce was sold or used in the school canteen.

Boambee students and Costa worked together to build a no dig vegetable garden. This was a very entertaining and fun experience for everyone.
International Kids Teaching Kids

Seven Boambee students represented the school at the International Kids Teaching Kids River Conference in Adelaide in November 2011. Congratulations to Courtney Miley, Ella Shaw, Taylah Hoskins, Marcella Doyle, Jake Wilkinson and Daniel Glover on their workshop presentation.

The 40 minute presentation involved a movie showing the highlights of their research along the Bellinger River, a play titled The Water Pollution Fairy and a rap to focus the audience on the important messages about maintaining river health. Thank you Veolia Water for supporting the school.

Becoming Waterwise

The Waterwise Schools program is collaboration between Coffs Harbour City Council and the NSW Department of Education and Communities through Cascade Environmental Education Centre since mid-2007. Boambee School began its Waterwise journey in 2011. Teaching and learning targeted the precious nature of water, sources of our local water and catchment areas. Boambee is a Waterwise school.

Sport

PSSA Sporting Events

Each year Boambee School holds very 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 the school participates 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 2011 the school had four student representatives at the NSW PSSA Swimming Championships. Kate Murray gave her best performance at the state cross country.

Sporting success continued in athletics in 2011 with 10 students representing the school at the North Coast carnival. Remi Ferguson and Corey Warrn were both successful in qualifying for the State Athletics.

Our sporting stars also include Sam Crampton who reached state trials for basketball, and Emma Lowe who qualified for the North coast netball team.

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

Gala Days

Gala Days provide the opportunity for students in Years 3-6 to participate in a variety of school community sporting 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.

Other

eGATS

eGATS is an elearning classroom across the North Coast Region attended by selected students for a 10 week program. Luke Mallia joined the elearning classroom with another 85 North Coast primary and secondary students.
Luke’s research task focused on the link with technology and sporting performance. Being part of eGATS was a rewarding experience and it is hoped that more students have the opportunity over the coming years.

Stage 3 students had the opportunity to be part of the Bongil Bongil Community of Schools Enrichment Program. Students worked with teachers from Toormina High School once a week in areas including: creative writing, mathematics, visual arts, science, industrial arts and music. Twenty five students from Boambee participated in the program in 2011.

Excursions
Excursions are an integral part of classroom planning and provide a high level of engagement for student learning. Taking learning outside the classroom extends the learning environment and provides a range of experts to support learning for students.

Whole School Excursion – Bongil Bongil National Park

Bongil Bongil National Park provided the perfect venue to introduce teaching biodiversity of our local area. Over three consecutive days each stage of learning visited the park to meet with elders and staff from cascade Environmental Education Centre. It was an excellent outdoor learning program that connected our students to ‘country’.

Lake Ainsworth Camp

Each year Stage 3 experience a major excursion. In 2011 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.

Technopush Challenge

Year 6 students participated in the Technopush Challenge for the first time in 2011. The final day of competition at Raleigh Raceway was the culmination of science investigations around braking systems, steering, wheels and motion. Students worked in teams to design and make a pushcart from recycled materials. This was a highly engaging learning experience with the final day of racing being very competitive between ten schools from the North Coast.

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.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

Literacy – NAPLAN Year 3

Year 3 achieved sound reading results with an increase in the number of students in Band 6 compared to 2009 and 2010. In Year 3 writing 48% of girls were in the top two bands. The percentage of students in the top two bands for grammar and punctuation increased from 39% in 2010 to 45% in 2011.
Numeracy – NAPLAN Year 3

Numeracy results indicate that the majority of students achieved national outcomes with 57% being in the top 3 bands in 2011. The number of students achieving in the top two bands was disappointing. Overall results showed that 97% of students were at or above national proficiency level. The area of space and geometry will be a focus for investigation and professional learning in 2012.

Numeracy – NAPLAN Year 5

Numeracy results were disappointing in 2011 with no students achieving Band 8 in 2011. Overall achievement was satisfactory with 96% reaching national minimum standards and the majority of students attaining Band 5 or Band 6. A focus to extend the top 25% of students is a priority for 2012.

Literacy – NAPLAN Year 5

Year 5 reading results were disappointing with 87% achieving above national minimum standards and 19% of students in the top two achievement bands. In writing 96% of Year 5 students were at or above national minimum standards with 20% in the top two bands.
Progress in literacy

The growth of matched student reading results from Year 3 2009 to Year 5 2011 was sound with 43.5% making equal to or greater than expected growth of 2 skill bands.

Progress in numeracy

All students demonstrated progress in Numeracy with 40% of matched students improving two or more skill bands.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Progress on 2011 targets

A number of innovative strategies were developed and implemented into class programs to enhance student engagement.

Target 1

Reading Target 1a:
To increase the percentage of Year 3-5 students achieving equal to or greater than state expected growth in reading between 2009 and 2011.

Reading Target 1b:
To have 70% of Kindergarten students reading at or above Reading Recovery Level 8 by November 2011.

Our achievements include:

- Percentage of Year 3-5 students showing growth increased from 69.8% between 2008 – 2010 and 71.1% between 2009 – 2011.
- School growth data for reading 2009 – 2011 above that of all students in NSW Department of Education and Communities.
- 76% of Kindergarten students reading at or above Reading Recovery Level 9 by December 2011.

Target 2

To increase the percentage of Year 3-5 students achieving equal to or greater than expected growth in numeracy between 2009 and 2011.

This target was not achieved with 79.8 % of students achieving equal to or greater than expected growth compared to 95.8% of students across the state.

Our achievements include:

- The Introduction of Newman’s Problem Solving strategy K-6
- An increased level of engagement and confidence during mathematics lessons indicated through student surveys.
- Excellent growth of matched students from 2009 Year 5 to 2011 Year 7 with 67.9% of students attaining equal or above expected growth of 2 skill band levels. Within this group 39.29% of students were in the top and above percentile band.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Learning and Personal Development, Health and Physical education (PDHPE)

Educational and management practice

Learning

Background

Surveys of parents, staff and students were completed on school satisfaction and learning in 2011. Focus questions included access to equipment and resources, level of student engagement and pride in work, expectations of student achievement and professional learning of staff.

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 always provide learning opportunities within a stimulating and secure environment
- The majority of staff provide a balance between individual and group learning
- 80% of staff use interactive technology as a tool to engage students in learning

Future directions

- Continue focus on developing student responsibility for own learning
- Promotion and increased opportunity for students to try new things
- Increase opportunities for collegial planning and professional learning through lesson study

Parent surveys were completed with four key questions analyzed. A total of 103 families responded to the survey which is 50% of the school community.

Findings and conclusions:

- 75% stated that students have good access to equipment and experiences
- 79% stated the school always has high expectations of student learning
• 68% indicated that their child/ren always take pride in their work; and
• 64% stated that they were aware and respected the level of professional learning by teachers in the school

Future directions

• Continue open communication with parents through school newsletters and parent information sessions
• Continue to promote the school as a quality learning environment within the wider community
• Work with parents to foster and increase student pride and engagement in learning

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 has for learning and valued the opportunity for both individual and group learning experiences. Students value the time spent with teachers and 87% stated that their teachers help to find new ways to understand a challenging concept.

Future directions

• A school focus on implementing a highly engaging K-6 curriculum as outlined in 2012-2014 School Plan
• Increased focus when planning on balanced lessons incorporating individual and group work
• Focused lessons through PBL and Rock and Water

Curriculum

Background

In 2011 teachers were surveyed in order to gauge the effectiveness of the school’s PD/H/PE and Sport programs.

Findings and conclusions

• Boambee PS needs to develop a whole school plan for teaching PD/Health/PE and Sport.
• There is a need to have a whole school focus on Interpersonal Relationships to support student learning and behaviour.
• Our school has quality resources to support skills development programs.

• Teachers need Professional Learning to effectively engage students through explicit skill development.

Future directions

In 2012 the school will:

• Develop a whole school PD/H/PE and Sport program
• Teachers will have access to Professional Learning to support the development of the fundamental movement skills through explicit teaching and teaching games for understanding
• Launch the Positive Behaviour for Learning framework (PBL) with teachers explicitly teaching/modeling Respect, Resilience and Think and be Safe to develop student skills in Interpersonal Relationships
• Introduce a talent identification program for junior tennis

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

A simple 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>12</td>
<td>10</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Parents</td>
<td>103 families</td>
<td>70</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>Students</td>
<td>132</td>
<td>62</td>
<td>62</td>
<td>8</td>
</tr>
</tbody>
</table>

Professional learning

Professional learning in 2011 focused on Literacy, 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 in Stage teams ensured the collegial development of a 2012 – 2014 School Plan. 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:
- Language, Learning and Literacy (L3) for Kindergarten teachers
- Focus on Reading Years 3-6
- Positive Behaviour for Learning (PBL)
- Rock and Water training for four staff members
- Moving on with technology integration, K-6 team training
- Curriculum integration to include environmental perspectives – Waterwise training K-6 staff.
- Leadership including Great Teams, Great Leaders, Great Results

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 Targets 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 2013. REPORTED in 2013 ASR

Writing:
- 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. REPORTED in 2013 ASR

Strategies to achieve these targets include:
- School Literacy Team plan with consultant to develop and implement a whole school balanced English lesson framework to ensure quality teaching and learning opportunities are planned for all students. Delivered Term 3 SDD
- Build the capacity of school Literacy Leaders in order to implement and sustain effective professional learning K-6
- Whole school training in SMART data analysis and use of resources to inform and support teaching, learning and improvement of student outcomes
- Professional development of staff – whole school participation in Prioritising Grammar workshop

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 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 Targets to achieve this outcome include:

- To increase the percentage of students in proficiency bands in data, measurement, space and geometry from 20% in Year 3 2011 to 30% in Year 5 in 2013. **REPORTED in 2013 ASR**

Strategies to achieve these targets include:

- Design a three year professional learning framework based on Numeracy in Action (NINA) with regional in school support.

  **NINA – Numeracy in Action is a lesson study model.**

  Focus areas:

  2012 Data, Measurement, Space and Geometry

  2013 Fractions and Decimals

  2014 Patterns and Algebra

- Design and implementation of a whole school balanced numeracy lesson framework

- Whole school training in **SMART data analysis** to inform teaching and learning planning and programs

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.

Kathryn Puddey Principal

Michael Hepi Assistant Principal

Carolyn Jones Assistant Principal

Wendy Donoghoe Assistant Principal

Tracey Ferguson Student Representative Council

Sue Davis Reading Recovery Teacher

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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: