2009 Annual School Report
BOOMI PUBLIC SCHOOL

NSW Public Schools – Leading the way
Our school at a glance

Students
Boomi Public School's enrolment at the end of 2009 was 35 including 19 boys and 16 girls. There were two multigrade classes: one consisting of Kindergarten to Year 2, and the other Year 3 to Year 6.

Staff
Throughout 2009 we had 6 members of staff. This included one full-time teaching Principal, one full-time teacher, one part-time casual teacher and two part-time school administrative and support staff.

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

Messages

Principal's message
Boomi Public School enjoys the strong support of the whole community. The school's mission is for the staff, students and community to work together in creating a stimulating and caring environment that caters for individual needs, interests and abilities.

High expectations and quality programs are key aspects of the school's culture.

Student welfare is a critical feature of the school. The community views the family-like atmosphere and small class sizes as important factors contributing to the high academic standards and positive student behaviours.

The school aims to broaden student’s experiences and overcome barriers of isolation by regularly focusing on culture, sporting and social activities outside the school environment.

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.

John Fisher

P&C REPORT 2009
What an interesting year we have had!

Mid year we farewelled principal and Primary teacher John Fisher and his wife Eloise who had the position as relief teacher.

They had 8 years at Boomi and worked tirelessly with our children. All their work is hugely appreciated and we will miss their expertise, ability and leadership.

Janette McFarland was appointed relieving principal in third term. This brought some challenges for all with new routines and expectations, especially adapting to change after the Fisher's long leadership.

Then, in fourth term, Tracy Ronnfeldt was appointed as relieving principal. Tracy developed a great rapport with the children. She quickly organised the much anticipated primary excursion, which included a sleepover at Underwater World, a visit to Australia Zoo and the Cobb and Co Museum at Toowoomba.

The school also said goodbye to Linda and John McPhail who had put countless hours in to the school and our children for which we are extremely grateful.

Mid year we were very fortunate to have a visit from Phill and Suzanne Higgins, aka “The Flying Scientist”. Phill, with the support of Suzanne gave the children some wonderful hands on science for the day which was a fantastic experience for all.

The P & C had only 3 fundraisers during the year.

First, we catered for the dinner at the Talmoi Races. We held our annual quiz night to raise funds for the primary excursion. Thirdly, we held Christmas raffles at the hotel in early December.

After the Fisher's departure, the P & C donated $7000 towards teacher aides in the primary classroom. We also donated $2000 to the primary excursion. There were farewells for the Fishers, Officers and McPhails. The P & C donated to their present.

On behalf of the P&C I would like to thank all staff at the Boomi School for their wonderful work.

I would also like to thank all the parents who have supported the P&C and our fundraising efforts during the year.

And, last but not least, I would like to thank the Boomi Community for the support and generosity they have given the school and the P&C.

Samantha Hickson

Student representative’s message
In 2009 I was honoured to be girl school captain at Boomi Public School. There were many highlights throughout the year- Anzac Day, Sports carnivals, Open days, concerts, presentation night and visits from neighbouring schools.

One of the major highlights was our excursion to the Sunshine Coast and Toowoomba. We went to the beach, Under Water World and Australia Zoo. When in Toowoomba we went to the Cob and Co Museum and had lunch at Sizzlers. While at the Sunshine Coast we slept at Underwater World in the tunnel under the sharks. At Toowoomba we
stayed at the show grounds. Everyone seemed to enjoy themselves.

It was a privilege being Captain and I was very proud to represent my school and community.

Finally I would like to thank Mr Fisher, Ms McFarland and Mrs Ronnfeldt for a memorable year at Boomi School.

**Maddi Downes**

In 2009 I felt happy to be school captain at Boomi Public School. As a school we took part in a variety of activities such as sporting events, athletics coaching, music with Marty, sharing days with Garah and even a visit by “Figgles the Flying Scientist.

ANZAC DAY is always a special day and we especially enjoy doing our projects on different war topics. This year I got to research one of my relatives.

The primary excursion to Underwater World at the Sunshine Coast was a highlight. We got to sleep in the tunnel with the fish swimming above us. The infants’ class did a day trip to Goondiwindi visiting the bakery and the fire station, followed by a BBQ and sleepover at school. I’m sure they learned lots of new things.

Planning our end of year performance was heaps of fun and everyone got a chance to be on stage.

It was hard for the primary class having three class teachers in one year but I guess life is full of challenges.

I will take some wonderful memories with me from Boomi and have made life long friendships with the other children and adults at the school.

Thank you to all those people who made 2009 at Boomi Public School a memorable year.

**Tom Coward**

**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**

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**Class sizes**

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.
Structure of classes
Boomi Public School has two permanent classrooms which consist of K-2 and 3-6.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
In 2009, our staff included a Principal, a classroom teacher and one casual teacher who shared the part-time, library and teacher release components of our staffing entitlement.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian/Release from Face to Face</td>
<td>.336</td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>.696</td>
</tr>
<tr>
<td>Total</td>
<td>3.032</td>
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</tbody>
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Teacher qualifications
All teaching staff meets the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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A full copy of the school's 2009 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 2009

Achievements

Arts
The curriculum area continues to be an important part of the student’s educational experiences. Highlights in the arts in 2009 include the following events:

- Preparing exhibits for the art, poetry, handwriting and story writing sections for the Mungindi Show;
- Cultural visits with Garah Public School to see performances of “Australian Folklore” and “Shekere Beats”;
- Art lessons provided for years 3-6 by Annette Coward in Term 2;
- Performing plays and singing at school assemblies, open day and presentation night;

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Weekly Music lessons with Marty Roberts in Term 1 for K-6; and
Dance lessons for K-6 with Wendi Carrigan in Term 3.

Sport
Boomi Public School continues to promote an active lifestyle, K-6 through a daily fitness and skills program as well as the promotion of more formal sports events.
• Swimming and Water Safety Skills have improved as a result of the intensive swimming lessons conducted in Term 4;
• K-6 Netball coaching clinic was conducted by NSW Netball coaches;
• Boomi competed with Thallon and Mungindi central for the Eural Shield;
• The school participated in the Baker’s Cup Athletics carnival hosted by Boomi Public School;
• The school participated in the Border Sports Athletics Carnival hosted by Mungindi Central School with students from St Josephs Catholic School, Mungindi Central and Garah;
• Hockey Skills coaching for K-6 conducted by Felicity Ford;
• Netball Gala Day for girls in Moree;
• Two days of Athletics’ Coaching headed by David Sauer; and
• Maddison Downes selected in North West Girls Tennis Team for NSW championship in Canberra.

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 the 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 and 5
In 2009, nine Year 3 students and five Year 5 students took part in the nation-wide literacy assessment program.

Numeracy – NAPLAN Year 3 and 5
In 2009, nine Year 3 students and five Year 5 students took part in the nation-wide numeracy assessment program.

Significant programs and initiatives
In 2009, the school ran several important programs to give students extra educational support and opportunities.
These were:
• Aboriginal Education
• Multicultural Education
• Student Welfare

Aboriginal education
Boomi Public School provides support for Aboriginal students and provides programs designed to educate all students about Aboriginal culture, history and contemporary Aboriginal Australia. These issues are addressed through the Key Learning Area (KLA), Human Society and Its Environment (HSIE) and integrated across other KLSs. This practice has given all students a broader understanding of Aboriginal history and culture.

Multicultural education
The school has maintained a focus on multicultural education in the curriculum, particularly in Human Society and Its Environment (HSIE) by providing learning programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

All students have participated in studies of other cultures as part of programmed units of work in HSIE.

Respect and responsibility
Boomi Public School aims to develop students’ ability to act responsibly in and beyond the school environment by focussing on enhancing social and behavioural skills through programs and policies reflecting these values.

All students have been involved in activities both in and out of the classroom that encourage them to think critically about the nature and sources of the values impacting on them, and their commitment to worthy values.

Other programs
Student Welfare
• The school has developed a comprehensive student welfare policy that stresses the importance of catering for the needs of all children.
Country Areas Program (CAP)
CAP funding in 2009 enabled the school to focus on the following areas:
- More opportunities for Boomi students to interact with a larger peer group in KLA Sharing Days with our nearest school, Garah Public School;
- An opportunity for students K-6 to attend a major excursion;
- A specialist art teacher for years K-6 in term 2;
- Support teacher for Kindergarten transition in Term 1 for 2 hours a day;
- A specialist music teacher for K-6 in Term 1;
- Animation & film K-6;
- A Specialist English teacher for K-6 for Verse Speaking and Poetry Appreciation for Terms 1; and
- K-6 Dance lessons for Term 4

Progress on 2009 targets
Boomi Public School has a School Plan which helps us work out ahead of time how to do our best for every child.

Every year we agree on some important targets for the plan which we will work together to achieve.

This section of the report describes the progress made towards achieving the important targets set in 2009. The targets for 2009 covered improvement in students’ achievement in numeracy and technology.

Target 1
To improve students achievement in Numeracy
Our achievements include:
- Improvement in targeting students’ results in numeracy;
- Observable changes to teaching practice based on analysis of NAPLAN results;
- Teaching programs in numeracy being explicit, well-planned and reflecting the needs of all students;
- School scope and sequence format is being implemented through programming K-6;
- Evidence from teaching programs and student work samples indicating that the strand areas and outcomes are taught; and
- Technology being utilised in classrooms to support numeracy and being evident in teaching programs.

TARGET 2
To improve students’ achievement in Technology.
Our achievements include:
- Staff trained in using interactive whiteboards and in the use of supportive software programs;
- Staff and students demonstrate a variety of skills through the use of various current and new software programs;
- Improved access to the computer network for staff and students; and
- Regular collection of student work samples indicating Stage-appropriate computer skills.

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 2009 our school carried out evaluations of Teaching and Visual Arts.

Educational and management practice
Teaching
Background
Staff, students and parents were surveyed in Term 4, 2009 using the SchoolMap teaching survey. This survey was used to access the perceptions of parents, students and staff towards the quality of culture in our school. Surveys were sent out to parents. Seven of the 17 surveys were returned.

Findings and conclusions
Analysis of surveys indicate:
- Strong support for the current reporting procedures as a way of indicating student achievement;
- Classroom management strongly supports learning;
- Teachers are aware of what students can do and need to learn; and
- Teachers maintain comprehensive data records.

Future directions
Every opportunity needs to be taken to ensure parents and students have a clear understanding of the assessment process. This could be developed through the implementation of Higher Order Thinking Skills and Quality Improvement learning tools.
A greater use of narrative would enhance student understanding of what they are learning and the relevance of their learning.

Curriculum

Visual Arts

Background

As part of our ongoing school and learning evaluations, it was decided to evaluate Visual Arts.

Findings and conclusions

Analysis of surveys indicated:
- The visual Arts curriculum area has been strongly supported across the school over a number of years;
- Parents do feel that Visual Arts is an important subject for their child;
- Both students, parents and staff feel that the school is well equipped to teach Visual Arts; and
- Some parents indicated that they were not that well informed of their child’s program in Visual Arts.

Future directions

- Through the use of professional learning funds and CAP the school will aim to better support the implementation of the syllabus;
- Teachers will keep parents and students informed of strengths and in areas that students need improvement in the Visual Arts.

Other evaluations

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Some of their responses are presented below.

Student Survey:
- I want to get a good result at school;
- I can get good results at school;
- My teachers expect high standards of me;
- The work I do really challenges me to think;
- I can choose school work that interests me;
- I find that learning is a lot of fun; and
- I really get involved in my school work.

Overall the results of this survey indicate that students are motivated to achieve high standards. However, it is apparent that approximately one seventh of the student’s population do not find their school work interesting or learning fun. A focus on Quality Teaching in 2009 should help increase student engagement. It is anticipated that future surveys will show an improvement in some student attitudes to learning.

Parent Questions

1. The school knows about the community that it serves.
2. School leaders have a positive influence on school culture.
3. The students are the school’s main concern.
4. Parents support what is happening at the school.
5. The school appreciates having my child as a student.

The overall results of the survey indicate a positive and constructive relationship between the school and its community.

Professional learning

The school’s professional learning plan and the school plan were closely aligned so that professional learning activities assisted the school in meeting 2009 targets, areas of identified need and staff interests and aptitudes.

The average expenditure on teacher training and development was $3858 per teacher.

School development 2009 – 2011

Boomi Public School has established target areas for 2009 to 2011 with a strong emphasis on improving literacy, numeracy and technology skills and continued enhancement of student knowledge and understanding of Aboriginal education.

Targets for 2010

Target 1

Intended Outcomes:
Increased levels of achievement in Numeracy for students K-6

Strategies to achieve this target include:

Target/s:
- No students in bottom two bands in Numeracy for Years 3 and 5 in NAPLAN;
- Individual student growth in all strands;
Parents better informed on the teaching of Numeracy; and
Reporting to parents to include list of strengths and weaknesses for each student.

Our success will be measured by:
- Reviewing individual students’ NAPLAN results;
- Reviewing the classroom assessments of individual students;
- Offering a CAP parent workshop on Numeracy; and
- Reporting twice a year on student’s strengths and weaknesses.

**Target 2**
Increased levels of achievement in Literacy for students K-6

Strategies to achieve this target include

Targets/s:
- No students in bottom two bands in Literacy for Years 3 and 5 in NAPLAN;
- Individual student growth in all areas;
- Parents better informed on the teaching of Literacy; and
- Reporting to parents to include list of strengths and weaknesses for each student.

Our success will be measured by
- Reviewing individual students’ NAPLAN results;
- Reviewing the classroom assessments of individual students;
- Offering a CAP parent workshop on Literacy; and
- Reporting twice a year on student’s strengths and weaknesses.

**Target 3**
Intended Outcomes:
Increase the opportunities for students to use Video Conferencing

Strategies to achieve this target include

Targets/s:
- Use Video Conferencing regularly throughout the school year;
- Have staff comfortable using Video Conferencing technology; and
- Enable the students and staff to experience a range of opportunities using Video Conferencing.

Our success will be measured by
- Video Conferencing is being used by the whole school throughout the year;
- Staff are comfortable in using Video Conferencing to supplement classroom teaching; and
- Students and staff have experienced a wide range of experiences with Video Conferencing ranging from connected classroom opportunities to conferencing with other schools.

**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.

John Fisher – Principal
Michael Collins - Principal
Matthew Squires - Teacher
Sam Hickson – P & C President

**School contact information**
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School Code: 1307

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: