SCHOOL CONTEXT

Boomi Public School is a small school located in a rural setting. Our students travel from areas surrounding Boomi as well as from the village. The school was established in 1901.

Boomi Public School is committed to developing student potential in all areas of the curriculum. We endeavor to empower students to take responsibility for their learning and to always try their best. We also encourage students to follow the school motto and “Be a Good Citizen”.

Students are well catered for in a variety of curriculum areas which are relevant to their stages of learning. The curriculum is comprehensive and innovative with a strong emphasis on literacy, numeracy, technology and the arts.

Our school has a warm, caring, family environment where all students are valued. Through commitment and professionalism the staff aims to create a stimulating learning environment which is safe and gives students confidence and the experiences necessary to adapt to new situations.

PRINCIPAL’S MESSAGE

Boomi Public School has enjoyed a productive, settled and progressive year. I am extremely proud of our school and community. The positive relationship enables many wonderful things to take place at our wonderful school.

I have been the Principal of Boomi Public School for the past five years and will be moving to Warialda Public School in 2015. I am proud to have played a part in the many positive changes and improvements that the school has undertaken over the past five years.

I will miss the fantastic students and community of Boomi and will forever have fond memories of all that we have achieved together.

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.

and is a balanced and genuine account of the school’s achievements and areas for development.

Mick Collins

P & C AND/OR SCHOOL COUNCIL MESSAGE

Boomi School P&C Report 2014

2104 has been another busy year for the Boomi School P&C.

This year the P&C has assisted the school by purchasing new school hats, readers for the K-1-2 classroom, a hitting wall for the children and a hot water system for the tuckshop. The P&C also made a contribution toward sending the Year 3-6 class on excursion to the Gold Coast.

The P&C has been able to contribute to the school in this way by organising raffles, catering at Bakers Cup athletics, BATS and the mini school.

Donations of a fridge, sand and hay for the school have been organised by several parents.

Parents have also volunteered to make Mothers Day gifts with the children, build bag racks for the Year 3-6 classroom, spread sand on the oval, cater for three big events, organise tuckshop and run the uniform shop.

I would personally like to thank all of the parent volunteers this year.

On behalf of the P&C I would like to congratulate Mr. Collins on his promotion to Warialda Primary School and we wish him all the best for the future.

Ruth Hickson (P&C President 2014)

STUDENT REPRESENTATIVE’S MESSAGE

Boomi Public School has been a wonderful experience for us all and we have progressed so much both academically and socially. We would like to thank Mr. Collins and the staff of Boomi PS for the wonderful opportunities they have given us. Boomi PS is a special place and one we will never forget.

School Captains 2014

Lilly Lindberg, Alissa Brady and Nicola Marchant.
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>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10</td>
<td>18</td>
<td>11</td>
<td>12</td>
<td>18</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>17</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>22</td>
<td>23</td>
</tr>
</tbody>
</table>

STUDENT ATTENDANCE PROFILE

In 2014 the attendance rate has been 94.3% across the whole school. This is an improvement on the 2013 rate of 93.7%.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>91.3</td>
<td>94.8</td>
<td>90.1</td>
<td>86.8</td>
<td>89.3</td>
<td>96.8</td>
</tr>
<tr>
<td>1</td>
<td>97.1</td>
<td>92.6</td>
<td>93.9</td>
<td>92.2</td>
<td>87.6</td>
<td>92.8</td>
</tr>
<tr>
<td>2</td>
<td>95.6</td>
<td>96.6</td>
<td>94.4</td>
<td>93.4</td>
<td>96.4</td>
<td>93.2</td>
</tr>
<tr>
<td>3</td>
<td>90.0</td>
<td>96.1</td>
<td>na</td>
<td>94.0</td>
<td>95.2</td>
<td>93.7</td>
</tr>
<tr>
<td>4</td>
<td>92.4</td>
<td>91.1</td>
<td>97.1</td>
<td>75.9</td>
<td>96.6</td>
<td>93.7</td>
</tr>
<tr>
<td>5</td>
<td>96.8</td>
<td>95.5</td>
<td>91.2</td>
<td>96.0</td>
<td>95.5</td>
<td>94.7</td>
</tr>
<tr>
<td>6</td>
<td>95.3</td>
<td>94.6</td>
<td>93.7</td>
<td>90.8</td>
<td>97.9</td>
<td>97.0</td>
</tr>
<tr>
<td>Total</td>
<td>93.1</td>
<td>93.6</td>
<td>93.2</td>
<td>91.5</td>
<td>93.7</td>
<td>94.3</td>
</tr>
</tbody>
</table>

MANAGEMENT OF NON-ATTENDANCE

Management of non-attendance at Boomi Public School is supported by the Home School Liaison Officer who assists with identifying students with high absenteeism. Parents are made aware of their responsibilities to ensure their children attend school through regular communication including notices in the school newsletter, telephone calls and individual letters.

CLASS SIZES

The students at Boomi Public School are grouped in two multi-aged classes. The infant’s class has Kindergarten to Year 2 which consists of 19 students and the primary class has Years 3 to 6 consisting of 22 students.

WORKFORCE INFORMATION

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

WORKFORCE COMPOSITION

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher -RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.20</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>Total</td>
<td>3.164</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. There are zero Aboriginal staff employed at the school on a permanent basis.

TEACHER QUALIFICATIONS

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>127,168.89</td>
</tr>
<tr>
<td>Global funds</td>
<td>66,842.51</td>
</tr>
<tr>
<td>Tied funds</td>
<td>70,624.17</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>31,018.17</td>
</tr>
<tr>
<td>Interest</td>
<td>3,918.86</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>48,478.77</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>348,051.37</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
  Key learning areas       | 12,761.21  |
  Excursions               | 5,197.26   |
  Extracurricular dissections| 12,615.25 |
Library                    | 3,166.00   |
Training & development     | 0.00       |
Tied funds                 | 60,290.02  |
Casual relief teachers     | 3,441.70   |
Administration & office    | 22,912.34  |
School-operated canteen    | 0.00       |
Utilities                  | 5,536.54   |
Maintenance                | 9,949.64   |
Trust accounts             | 41,155.86  |
Capital programs           | 21,150.00  |
Total expenditure           | 198,175.82 |
Balance carried forward    | 149,875.55 |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

SCHOOL PERFORMANCE 2013
ACADEMIC ACHIEVEMENTS
NAPLAN
In 2014 Boomi Public School had 4 students in Year 3 and 9 students in Year 5 sit the NAPLAN tests. The actual results are not able to be reported on due to the small size of the group.

The school is unable to produce the results if the cohort is less than 10 students. The parents concerned have received a copy of their child’s results and discussed them with the teaching staff.

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)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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.

<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>
### Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th></th>
<th>100.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
</tbody>
</table>

### OTHER ACHIEVEMENTS ARTS

This curriculum area continues to be an important part of the student’s educational experience. Highlights in the arts in 2014 include the following events:

- Preparing exhibits for the art, poetry, handwriting and story writing sections for the Mungindi Show;
- Cultural visits to see School Performance Tours;
- Performing plays and singing at school assemblies, open day and presentation night;
- Woodwork and craft workshops at our 2014 Mini School;
- Winning the Moree Regional “Weeds” Photographic competition and Road Safety Competition;
- Having one book selected for publication in the Cotton Australia and CMA Write a Reader Competition;
- Having many items selected for publication in the ‘Jetsetter’ Magazine.

### SIGNIFICANT PROGRAMS AND INITIATIVES

#### 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 KLA’s. 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 [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.
Evidence

Strategies

The

2012—2014

OUTCOMES

To

SCHOOL

2014

SCHOOL

EVALUATION

PRIORITY

1

To continue the overall improvement in growth and performance for Numeracy

OUTCOMES FROM 2012–2014

- Overall improvement in growth and performance for Numeracy;
- Increased percentage of students at or above region and state average;
- Increased and updated supply of numeracy resources in the K-2 classroom; and
- Increased opportunities for infant’s staff in Best Start.

Evidence of progress towards outcomes in 2014:

- All year 5 students achieved individual growth in NAPLAN results and school average was above the national average;
- Classroom resources were updated in both classrooms;
- LAST teacher employed a day a week to offer extra support to students in need;
- Infants teacher had professional learning opportunities in Best Start; and
- New numeracy text book implemented throughout K-6 to be in line with the new curriculum.

Strategies to achieve these outcomes in 2014

- Offer extra support to students who show indications of being below state and regional average in NAPLAN;
- Implement the use of a new numeracy text book throughout the school in line with the new curriculum; and
- Focus on the explicit teaching of the times tables to improve the areas of multiplication and division.

SCHOOL PLANNING 2012—2014: PROGRESS IN 2014

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:

- paper surveys; and
- general meetings.

SCHOOL PLANNING 2012—2014: PROGRESS IN 2014

SCHOOL PRIORITY 2

To continue the overall improvement in growth and performance for literacy

OUTCOMES FROM 2012–2014

- Overall improvement in growth and performance for literacy;
- Majority of students will be reading at their expected chronological reading age; and
- Jolly Phonics will be introduced to the infants’ classroom to strengthen phonemic awareness.

Evidence of progress towards outcomes in 2014:

- All year 5 students achieved individual growth in NAPLAN results and school average was above the national average;
- LAST teacher has been employed one day a week to offer extra support to students in need;
- All students have been assessed and know their individual reading level;
- Jolly Phonics was being used in the infants’ classroom;
- Staff have had professional learning opportunities to develop a deeper understanding and to implement the new syllabus;
- Percentage of students participation in home reading has increased; and
- Resources have been purchased to improve students’ comprehension levels.
Strategies to achieve these outcomes in 2014:
- Develop a deeper understanding of the new English syllabus;
- Increase home reading participation; and
- Work towards improving students comprehension levels.

SCHOOL PRIORITY 3
Student Engagement

OUTCOMES FROM 2012–2014
- Community Relationships are strong as indicated by satisfaction surveys;
- New opportunities are created for students; and
- Student behavior is of high standard.

Evidence of progress towards outcomes in 2014:
- Satisfaction surveys indicate a high level of parent and community satisfaction;
- A large variety of learning opportunities were available for students including increased music, sport and drama;
- Behavior standards were outstanding and no suspensions took place;
- School reports have been updated and improved; and
- Increased learning opportunities have been made available for students by integrating the use of technology into Quality teaching.

Strategies to achieve these outcomes in 2014:
- Update the school reports;
- Offer a variety of learning opportunities to cater for a variety of interests; and
- To increase opportunities to ‘connect’ students with learning through integrating the use of technology into Quality teaching.

The school’s professional learning plan and the school plan were closely aligned so that professional learning activities assisted the school in meeting 2014 targets, areas of identified need and staff interests and aptitudes.

The average expenditure on teacher training and development was $1996.49 per teacher.

PARENT/CAREGIVER, STUDENT, AND TEACHER SATISFACTION

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Student Questions

1. I want to get good results at school.
2. I have friends at school.
3. My teachers expect high standards of me.
4. The work I do challenges me to think.
5. I achieve high standards in my school work.
6. There are lots of interesting opportunities offered by the school.
7. I find that learning is a lot of fun.
8. I like coming to school.

Overall the results of the survey indicate that students enjoy coming to school and that they are motivated to learn and achieve in their learning. Students are very happy with the range of activities and experiences on offer but would like to have more music, sport, drama and craft opportunities.

Parent Questions

1. BPS is an attractive and well-resourced school.
2. The school is connected to its community.
3. Parents are encouraged to contact the school to discuss concerns relating to their child.
4. The school is friendly and is tolerant and accepting of all students.
5. The students are the schools main concern.
6. The school has supportive welfare programs.
7. The school offers challenging programs for its students.

8. The school maintains a focus on literacy and numeracy.

9. The school teaches and promotes core values.

10. BPS has competent teachers who set high standards of achievement.

11. There is good student access to computers and strong technology programs and resources.

12. The school promotes a healthy lifestyle.

13. Fair discipline exists in the school.

14. The school promotes its uniform policy.

Seventeen out of twenty three families responded to the survey. [74%] The overall responses were very positive with all responses indicating strongly agree or somewhat agree except two families.

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.

Mick Collins - Principal
Gerri Oates - Teacher
Daphne Carrigan - SAM
Brock Dewberry – Relief Teacher
Ruth Hickson – P and C President

SCHOOL CONTACT INFORMATION

Boomi Public School
Werrina St Boomi 2405
Ph: 02 67535221
Fax: 02 67535332
Email: boomi-p.school@det.nsw.edu.au
Web: http://www.boomi-p.schools.nsw.edu.au
School Code: 1307

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:
http://www.schoo