School context

Boree Creek Public School is a rural school 84 km west of Wagga Wagga. It is an integral part of our local community and is supported by an enthusiastic and committed P and C. Boree Creek is supported by Low SES School Communities National Partnership funding. In 2013 Boree Creek has had 15 students attending from Kindergarten to Year 6. Staffing structures include 1 full time teaching principal; 3 part time teachers. Emphasis is placed on providing a learning environment where every student is encouraged to achieve their individual potential. Boree Creek PS overcomes its isolation through a rich and varied learning program. It is a member of the Greater Kengal Small Schools network along with Milbrulong, Pleasant Hills, Yerong Creek and Lockhart Public Schools where the students, parents and teachers are able to share sporting, academic, cultural, social and Professional Learning activities.

Principal’s message

In 2013, Boree Creek Public School has continued to be a centre for quality and individualized learning. Children needs are carefully assessed and learning strategically targeted for improvement. Our dedicated and experienced staff are central to this effective practice along with close engagement with families to ensure successful outcomes.

Boree Creek PS provides many enriching activities to ensure living in a rural community offers the best possible opportunity to grow into healthy, happy adults contributing successfully to society.

Boree Creek PS continues to be an active member in the Greater Kengal small Schools Network. Staff participates in many professional learning activities and the students in many sporting, cultural and learning days.

I would like to thank our Parents and Citizens Association for their continued work and support for our children.

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.

Jennifer Lumsden

P & C message

Welcome family and friends to this year’s presentation night. As president of the P&C for 2013, I will now deliver my speech on the year’s events that occurred on our calendar, starting with a brief overview of the fundraising we have done during the year;

- Easter raffle
- Staff development day catering
- Mother’s Day raffle
- Ball games catering
- Father’s Day raffle
- Science Day catering
- Westblade’s Ram Sale catering
- Spirit of the Land jumping castle
- Tonight’s movie/meal voucher raffle
- Sponsorship from the following businesses on our weekly school newsletter: AGnVET, Boree Creek; Norwood Farm Machinery, Lockhart; Bush & Campbell, Lockhart; Bendigo Bank, Lockhart; IGA, Lockhart; Ian McLeod & Co Solicitors, Lockhart; Almondvale Sheep Stud, Urana; Billabong AG, Oaklands & Urana and Narrandera Gourmet Meats.

The money raised from this fundraising was used to purchase more winter uniforms and new winter jumpers; cover the food costs when the primary students went on their snow excursion and the infants trip to see the Flying Fruit Fly Circus; the medallions the students have received tonight along with book awards; the year six t-shirts presented tonight, as well as the end of year lunch for the children at Narrandera pool next week.

I would like to thank all the P&C parents for all their hard work over the past year, without your efforts the children wouldn’t have the opportunities that we are able to give them.

To the staff at Boree Creek Public School, once more you have provided a learning environment for our children that we can all be proud of. Thank you for all your hard work.

And last of all, the most important thank you goes to Jenny Lumsden, for all your hard work.
and long hours you have given the children at Boree Creek Public School over the last 4 years. Our children will be forever grateful for your dedication to their education. Boree Creek will miss you. Thank you and enjoy the rest of your evening.

Mrs Melissa Patey
P and C President

L-R: Hannah Patey (BCPS), *Kennedy and ** at the Southern Riverina District Cross Country at Jindera.

Student representative’s message
Welcome to a summary of 2013. We will be summing up what we have done.

For sport in term one Boree Creek Public School has participated in lots of activities which include:

The Greater Kengal Swimming Carnival: This is always a fun event; it is annually held at Henty Swimming Pool and is a fun way to show our swimming skills. There are lots of strokes including: breast stroke, freestyle, butterfly and backstroke.

Another sporting event we did in term one is the Greater Kengal Cross Country. This is an extremely challenging event where the senior kids run 3km and the juniors run 2. It is annually held at the Wagga Wagga Educational Environmental Facility. Luke and Hannah represented Greater Kengal at the Southern Riverina Cross Country at Jindera. After the kids run they do several educational games. The special and educational events B.C.P.S participated in are: Anzac Day. This is an event most of the community participates in, the students march from the park to the hall and enjoy the ceremony honouring the brave men and women who risked their lives in times of war. Greater Kengal Harmony Day is another annual event which is held at a different school each year. It is an event where we learn about peace and we also do fun activities. My favourite event of term 1 was definitely the swimming carnival because I loved how you can earn points just by trying!

This year in sport first we had the Athletics carnival. Congratulations to all of those who came first, second and third and well done to everyone who tried. Congratulations to Luke and Hannah and Clare for making it on to the Southern Riverina Athletics carnival. Next we had netball knockout thank you Stephenee for going and representing our school. Steph went she came fourth out of all of her games. Eligh joined some of the other Greater Kengal boys for the AFL knockout. The four things I enjoyed most about this year where the Shell Questacon at Urana, GRIP leadership day, stage day and Christmas in June. I would like to thank all the people who taught at the Questacon and at GRIP leadership I learnt a lot about leading and I had fun at stage day getting to know others in my stage but the most fun thing was the Christmas in June. Thank you all the parents who came. Thank you for listening to my speech.

In term 3 we went to lots of places including Altina Wild Life Park, Falls Creek for an alpine excursion, Life Education Van, Leeton Eisteddfod and Local Shires Day at Urana. We went to the the Greater Kengal Ball games at Lockhart, Bernie O’Connor Football/Netball Day and the Science day at Yerong Creek Public School. Ned, Steph and Clair went to the South Wagga PS for the Premiers Spelling Bee and Ned came 3rd in the region. For Gene for Jeans day we set up a little arcade of different games. Last term the we entered lots of items in the Lockhart show.
During the year our school has done some truly amazing things. During term 4 we have gone to the Super 8’s cricket at Henty on the 11th of October and have also been to the tennis day at Yerong Creek on the 18th of October. Week four we welcomed somebody very special person into our school and that very special person is Miss Jayde Hounsell was our practice teacher and we enjoyed having her here. We visited Pleasant Hills for Musica Viva on the 29th of October. It was a great day for all the students and staff to join in with some African Music. On the 11th of November the primary students participated in the ceremony of Remembrance Day. While we were standing in the rain remembering those who had fought for our freedom the infants were in Albury at the Flying Fruit Fly Circus learning how to do backflips and somersaults. On the 19th of November the year 5 and 6’s went to the Wagga Wagga Museum for Courage to Care where we listened to homograft and best event of all is our Presentation Night which includes our play and supper.

Ned Routley, Samantha Mills, Stephenee Hines, Eligh Alchin.

Clean Up Australia Day.

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

Management of non-attendance

Students are required to provide written notification if a child is absent. If this is not provided, follow up letters are sent to parents requesting a reason for absence.

Workforce information

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

[Enter text here.]

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<td>Primary Part – Time Teacher</td>
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<td>Primary Teacher RFF</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<td>Teacher Librarian</td>
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<tr>
<td>Primary Priority Schools Funding</td>
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<tr>
<td>School Administrative &amp; Support</td>
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<tr>
<td>Total</td>
<td>2.523</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

At present no staff members are of Aboriginal origin.

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.

<table>
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<th>Date of financial summary</th>
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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<td>Total income</td>
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</table>

<table>
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<th><strong>Expenditure</strong></th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<tr>
<td>Balance carried forward</td>
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</tbody>
</table>

A full copy of the school’s 2013 financial statement is available for further information. Details concerning the statement can be obtained by contacting the school.

We farewell the Niklas, Cathy, Oliver and David.

School performance 2013

Academic achievements

UNSW Tests: Ned Routley excelled in UNSW tests in all areas achieving High Distinctions, Distinctions and Credit in all exams attempted.

Premiers Spelling Bee: Ned Routley, Stephenee Hines and Clare Ratcliffe qualified to participate in the Regional Premier’s Spelling Bee at South Wagga Public School. Ned came third in the senior section.

ARTS

Students participate in a range of events to broaden their experience of Creative and Practical Arts.

Weekly visual art lessons are taught by our experienced artist and teacher Mrs Alexander. Children have developed the knowledge of a range of skills to produce wonderful mixed media. An extensive body of work is entered into the Lockhart show.

Leeton Eisteddfod: This year students entered the Leeton Eisteddfod in Choral Poetry, reciting
two poems and coming first in the Small Schools section.

Instrument lessons: Primary students have learnt the guitar and infants students have learnt the ukulele. The children performed items at the school assembly for an appreciative audience.

Musica Viva: Pleasant Hills PS hosted a Musica Viva performance by the African ensemble Teranga for Greater Kengal Schools.

Creative Arts Day: All students participated in a Greater Kengal Creative Arts Day including groups in dance, drumming, art and film making techniques.

Presentation Night: Every year the students and staff create a spectacular song, dance a drama production for our Presentation night. This year was no less with Mrs Routley writing a play ‘Totally Live with Jack’ including a range of Fairytales into a modern day talk back show. This highlight of the year gives every child the opportunity to perform on stage.

Sport
Representatives from Boree Creek PS progressed to Southern Riverina and Riverina Primary School Sports Association (PSSA) in Athletics, Swimming and Cross Country Trials. Students also have the opportunity to attend trials in football and netball.

All students participated in the annual Swimming Scheme and improved water skills.

Students participated in sporting Gala Days including Paul Kelly AFL; Yerong Creek Football Netball Day and Touch Gala Day.

Greater Kengal Tennis Day
Daily Fitness lessons and sport are integrated into the weekly timetable.

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)

Due to the small number of students sitting for the NAPLAN tests details of results cannot be reported here as they could identify individual students.

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 and enter the school name in the Find a school and select GO to access the school data.

Other achievements

Significant programs and initiatives

Aboriginal education
Aboriginal perspectives are applied to all studies in all Key Learning Areas to develop an informed understanding of our Indigenous people and their cultures including the importance of the reconciliation process. These programs aim to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

The school leaders acknowledge country at the school assemblies and other significant school events.

A Personal Learning Plan is prepared for all Aboriginal students and shared with the student, family and staff at an interview.

Improved outcomes for Aboriginal students are targeted and evaluated in the School Plan.

Multicultural education

Our school endeavors to provide programs that develop in students the knowledge, skills and attitudes required to live in a multicultural diverse society.

In classrooms, students learn about the culture and customs of several countries around the world and also the multicultural make-up of Australia. These studies involve investigating different aspects of the country including cultural and historical issues.

Students are encouraged to develop an understanding of cultural diversity and tolerance of people from diverse multicultural backgrounds.
All students participated in the Greater Kengal harmony day at Pleasant Hills. Where they watched performance and heard stories from indigenous people from Bhutan and Togo. They demonstrated their national dress and dances and games. They shared their enthusiasm for Australia and how much they appreciated the freedom and acceptance people have showed them here.

Transitional Equity Funding
Boree Creek received Transitional Equity funding which enabled us to employ a teacher one day per week to focus on targeted Literacy and numeracy programs. Children are able to be divided into Early Stage 1/Stage 1 and Stage 2/Stage 3. It also supported the purchase of levelled class reading texts which will be used for reading groups.

National partnerships and significant Commonwealth initiatives (participating schools only)
- Funding was used to employ an experienced teacher for two days per week to provide opportunities to teach students in Early Stage 1/Stage 1 and Stage 2/Stage 3. This allowed explicit teaching of reading and comprehension skills.
- Staff trained in Literacy, language and Learning (L3) and Focus on Reading to improve Literacy outcomes. Teachers commented that the training has deepened their knowledge and understanding of teaching Literacy. Students showed improved outcomes in reading fluency and comprehension.

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:
- Analysis of student assessments.
- Surveys to obtain student, staff and school community engagement.

School planning 2012—2014: progress in 2013

School priority 1
Literacy
Improve student learning in Literacy.

Evidence of progress towards outcomes in 2013:
- Teachers showing planning for explicit teaching of comprehension skills in teaching programs.
- Students have shown an increased use of comprehension skills in all Key Learning Areas.
- Students are showing improvement in comprehension in class assessments.

Strategies to achieve these outcomes in 2014
- Training and regular review in use of the ‘Super 6 comprehension strategies have shown increased uptake as a learning strategy in teacher programs.
- Staff professional development in ‘Focus on Reading and ‘Language, Learning and Literacy L3” to ensure explicit teaching by teachers.
- Training and implementation of the Literacy Learning continuum to monitor and plan student progress.

School priority 2
Numeracy

Outcomes from 2012–2014
Improve student learning in Numeracy.

Evidence of progress towards outcomes in 2013:
- Teachers are familiar with the Numeracy Continuum and use it for the planning of focused teaching.
- Teachers accurately track student learning. Ideas are shared at network meetings
- [Enter text here.]

Strategies to achieve these outcomes in 2014:
- Training in use of the numeracy continuum in place value and teaching
ideas are carried out at professional learning network meetings.

- Teachers provided with time to review student progress and plan new targets.
- TEN is timetabled into teaching and learning program giving students regular practise in developing early numeracy and place value concepts.
- Teaching and learning programs show evidence of explicit teaching of place value and early numeracy strategies.
- Teachers discuss progress in goal setting meetings with increased knowledge of the continuum.

**School priority 3**

Greater Kengal Network Professional Learning

**Outcomes from 2012–2014**

Provision of high quality professional learning within the Greater Kengal Network

**Evidence of progress towards outcomes in 2013:**

- Staff participates in high quality professional learning opportunities.
- Teachers use collegial feedback to improve their teaching practice.
- Staff increases their use of the GK Wiki page.
- Staff is familiar with the Australian Curriculum.

**Strategies to achieve these outcomes in 2014:**

- Provision of high quality professional learning within the Greater Kengal Network
- Develop PL goals for all staff members, which reflect the school needs and principals of quality teaching. Staff evaluates goals at network meetings.
- Continue to share developed units of work and resources via the Greater Kengal Wiki.
- Evidence in class programs that programming has been informed by student learning data
- Staff utilise networks beyond their own school and beyond their own learning community to support teacher professional learning.
- Induction programs for staff developed. Provision of high quality professional learning within the Greater Kengal Network

**School priority 4**

- Greater Kengal Network Professional Learning
- Outcomes from 2012–2014
- Provision of high quality professional learning within the Greater Kengal Network

**Evidence of progress towards outcomes in 2013:**

- Teacher programming showing evidence of regular use of technology in all KLA's.
- Increased confidence available from anecdotal classroom records.

**Strategies to achieve these outcomes in 2014:**

Teacher and students have:

- Developed an ICT skills continuum linked to Australian Curriculum.
- Explicitly taught students effective technology skills.
- Host school shared skills at network meetings and SDDs.
- Production of monthly GK technology newsletter on wiki.
- Shared common tasks between GK school network using Video Conferencing.
- PL Use of the Connected Classroom.
- Students shared learning across between GK school network via VC each term.
- Apps are integrated into effective teaching and learning.
- PL in the effective use of Web 2.0 tools in the classroom.
- Web 2.0 tools utilized by students in their learning programs.
- PL in the use of Edmodo in teaching and learning.
Professional learning

Professional learning is included as a priority in the school plan. It is explicitly linked to the improvement of student outcomes.

In 2013 staff participated and integrated strategies into teaching and learning programs in:

- Inclusion Online: autism
- Focus on Reading phase 1
- Literacy language and learning – L3.
- Effective use of Web 2.0 tools in the classroom.
- Development of public speaking and debating skills.

Teachers have shown integration of strategies from Professional learning programs into their teaching and learning and everyday classroom progress. This has resulted in improved student engagement and surveys of students showed high levels of confidence that their teachers believe they can achieve success in literacy and numeracy.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Surveys were sent to the school community and they were able to respond online.

Their responses are presented below.

Parents, staff and students showed a high level of satisfaction with the school's response to their.

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.

Elissa Routley Relieving Principal
Gail Alexander Classroom Teacher
Melissa Patey President P&C

School contact information

Boree Creek Public School
Namoi St, Boree Creek. NSW. 2652.
Ph: 0269271478
Fax: 0269271476
Email: boreecreek-p.school@det.nsw.edu.au
Web: www.boreecreek-p.school.nsw.edu.au
School Code: 1318

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: