School context

Boree Creek Public School is a rural PP6 school located 84 kilometres west of Wagga Wagga in the Riverina. The school is an integral part of the local community and is supported by an enthusiastic and committed P and C.

In 2014, Boree Creek had 15 students attending from Kindergarten to Year 6. Staffing structures include 1 full time teaching (acting) principal; 2 part time temporary teachers.

Emphasis is placed on providing a learning environment where every student is encouraged to achieve their individual potential. Small class sizes, a coherent data driven learning and assessment cycle help enable this.

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 Pleasant Hills Public School, Yerong Creek Public School and Lockhart Central School where the students, parents and teachers are able to share sporting, academic, cultural, social and Professional Learning activities.

Principal’s message
There is much to celebrate at Boree Creek Public School.

We have a strong school and broader community, who work together to plan for, decide on, and implement learning that is most authentic and meaningful to our students.

Being a small school makes us mobile and able take our students to venues and places that offer rich learning and socialisation experiences. We have a strong linkage of small schools working together in the Greater Kengal Network(GKN). The GKN is known and respected for its highly developed structures and innovations for planning and support between rural and remote schools.

Each student is being closely monitored to ensure we are meeting their needs as academic, social and emotional learners. Individual Learning Plans are developed to set goals and implement strategies at specific targeted points of need.

Our school is supported by an amazing array of teaching and support staff all of whom work hard for the collective good of our school and student outcomes. I value and respect all staff contributions and I know our students wouldn’t be where they are today without them.

P&C message

Good evening Ladies and Gentlemen;
Welcome family and friends to this year’s presentation night.

This year has been another productive year with our fundraising for the children; starting with six new sponsors on our weekly school newsletter. We would like to thank all
our sponsors: Cango Sheds; Landmark, Lockhart; Elders, Lockhart; Delta Ag, Lockhart; Intuition of Lockhart; Lockhart Chemmart Pharmacy; AG n VET, Boree Creek; Bush & Campbell, Lockhart; Bendigo Bank, Lockhart; IGA, Lockhart; Ian McLeod & Co Solicitors, Lockhart; Billabong AG, Oaklands & Urana; Almondvale Sheep Stud, Urana and Narrandera Gourmet Meats.

Our other fundraising efforts included;

- Gerard O’Malley’s Clearing Sale
- Easter raffle
- Staff development day catering
- Catering for Lockhart Shire Council meetings
- Mother’s Day raffle
- Ball games catering
- Musica Viva catering
- Science Day catering
- Pastora Field Day catering and
- Tonight’s movie/meal voucher raffle

The money raised from this fundraising was used to cover the food costs when the primary students went on their Sydney excursion and the infants trip to Noah’s Ark and Jump n’ Putt in Wagga; we also purchased new educational toys in the infants room; the TV in the library; the book awards the students have received tonight; the year six t-shirt presented tonight and we contributed towards Phil’s new ride-on lawn mower and the computer desk to go in the infants room over the holidays; as well as the end of year lunch for the children at Wagga next week.

We have also reintroduced our P&C lunch day for the children each term.

I would like to thank all the P&C parents and their families 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 Elissa, Gayle, Wendy, Judy and all the teachers who have come throughout the year, once more you have provided a learning environment for our children that we can all be proud of. Thank you for your dedication to our children.

We have only one family leaving us this year after nine years of baking cakes, cooking BBQ’s and selling raffle tickets; it has all come to an end for Elissa and Grahame Routley. Thank
you for all your time and commitment to the P&C. You will be sorely missed and we wish you both and Beau and Ned all the best.

And last of all, we would like to congratulate Elissa on your new position of Boree Creek Principal. We look forward to a bright future together.

I would like to wish everyone a happy and safe Christmas and new year.

Thank you and enjoy the rest of your evening.

**Student representative’s message**

Welcome to a summary of 2014.

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. Yerong Creek were champion school and Luke Westblade won Junior Boy Champion.

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 won junior boy and girl Champion, then represented Greater Kengal at the Southern Riverina Cross Country at Jindera. Hannah made it on to Riverina level.

Next in sport we had the GK Athletics carnival. Congratulations to all of those who came first, second and third and well done to everyone who tried. Congratulations to Luke, Hannah, Clare, Samantha and Ned 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’s team came fourth out of all of her games. Eligh joined Greater Kengal boys for the AFL knockout in the Paul Kelly Cup. We all participated in Ball games at LCS. The primaries had the Super 8’s cricket competition at Culcairn, as well as the GK tennis competition at Yerong Creek. Ned Routley and Royce Hunter won Pool A Champion pair.

The other educational events of Boree Creek PS in 2015 were:

- GK Video Conferences
- Clean Up Australia Day
- Visiting a working Shearing Shed
- GK Harmony Day
- Bike-a-thon Fundraiser
- ANZAC Day
- Car Wash Fundraiser
- GRIP Leadership Conference
- GK Stage Days
- Festival of Instrumental Music
Sydney Excursion
Book Week
Urana Court Museum
Urana Shire Day
GK Spelling Bee
GK Science Day
Musica Viva concert
GK Maths afternoon
Mini Fete fundraiser
Healthy Harold
Remembrance Day school service
Drumming Workshop
Entering items in Lockhart Show
Borambola Excursion Day (Years 3-6)
Wagga Library and Noah’s Ark (K-2)
Clay Craft workshop with Kath Powderly

During the year our school has done some truly amazing things and best event of all is our Presentation Night which includes our play and supper.

Ned Routley, Samantha Mills, Clare Ratcliffe, Eligh Alchin.

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

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**Student enrolment profile**

![Student enrolment profile graph]

**Student attendance profile**

![Student attendance profile graph]

**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.
Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Part –Time Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>Support Teacher Learning</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Priority Schools</td>
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<tr>
<td>School Administrative</td>
<td>0.886</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2.523</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
<tr>
<td>NSW Institute of Teachers</td>
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</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><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>72945.45</td>
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<tr>
<td>Global funds</td>
<td>46509.81</td>
</tr>
<tr>
<td>Tied funds</td>
<td>71721.39</td>
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<tr>
<td>School &amp; community sources</td>
<td>11870.64</td>
</tr>
<tr>
<td>Interest</td>
<td>2301.47</td>
</tr>
</tbody>
</table>

**Expenditure**

- **Teaching & learning**
  - Key learning areas | 17018.85 |
  - Excursions         | 7017.06  |
  - Extracurricular dissections | 1855.45 |
- **Library**         | 1916.73  |
- **Training & development** | 1000.00 |
- **Tied funds**     | 56045.04 |
- **Casual relief teachers** | 4677.70 |
- **Administration & office** | 16865.16 |
- **School-operated canteen** | 0.00    |
- **Utilities**       | 9934.51  |
- **Maintenance**     | 3758.59  |
- **Trust accounts**  | 1654.50  |
- **Capital programs**| 771.82   |

**Total expenditure** | $122,920.43 |

**Balance carried forward** | $84,082.83 |

A full copy of the school’s 2014 financial statement is available for further information. Details concerning the statement can be obtained by contacting the school.

**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.

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 (GKN) harmony day at Pleasant Hills. Here they watched performance, heard stories, created artwork of cultural relevance, and cooked food from Turkey. The students also demonstrated their national dress and dances and games. Another GKN initiative is involvement in the Premier’s Multi Cultural Public Speaking, and associated workshops leading up the event.

Transitional Equity Funding

Boree Creek PS 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.

Equity funding for Aboriginal and Socio Economic Background was used to:

- to employ an experienced teacher for four days per week to provide opportunities to teach students in Early Stage 1/Stage 1 and Stage 2/Stage 3 groups. 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.
- Boree Creek Public did not receive any funding

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.
• Host school demonstrate ICT tool/skill

**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: Dyslexia
• Focus on Reading phase 2
• 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.

2015-17 School Plan- Future Directions

- **STRATEGIC DIRECTION 1**
  
  Students will be successful learners.
  
  - To provide a learning environment that is positive and engaging where high expectations are set to achieve students’ full potential.
  
  - To inspire and challenge students to ensure they become resilient, life-long learners that embrace life’s challenges.

- **STRATEGIC DIRECTION 2**
  
  Staff will be high performing and collaborative.
  
  - To demonstrate a commitment to consistent, high standard educational practices and engage in professional learning that is structured, based on evidence and is purpose driven.
  
  - To build a culture of collaboration through the Greater Kengal Network that enhances professional learning for all staff.

- **STRATEGIC DIRECTION 3**
  
  - Our school community will be inclusive, informed and engaged.
  
  - To develop authentic, mutually beneficial partnerships between school and community that empowers all to engage and contribute positively to the school and support student learning.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, 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 schools 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 - Principal
Gail Alexander - Classroom Teacher
Melissa Patey - President P&C

**School contact information**

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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: