Our school at a glance

Students

Our enrolment at the end of 2009 was 23, including 17 boys and 6 girls. Students were split into two classes. There were 10 students in the infants class and 13 students in the primary class. Ninety five percent of students attended school on average each school day. This was similar to daily attendance in 2008.

Staff

The school has a teaching principal, a classroom teacher and a part time teacher, teaching 3 days per week.

The schools staff continued there committed to providing students with learning programs that account for individual differences and students’ needs. They aim to provide an environment where students feel safe and happy, free from bullying or discrimination.

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

Administration and Support Staff

The school has a dedicated and capable administrative and support staff.

There is a School Administrations Manager working three days per week and a teacher’s aide four days per week as well as a General Assistant one day per week.

Significant programs and initiatives

The school ran a number of programs in 2009 that supported students’ educational, social and cultural development. These programs were funded and resourced from the school’s global budget as well as from the Priority Schools Program (PSP) and the Country Areas Program (CAP).

In 2009 the school was included on the National Partnerships Low SES program. This program provided funding and support for semester 2 2009 and will continue until the end of Semester 2012.

The programs and initiatives included:

- Quality Improvement
- Individuals & small groups in literacy & numeracy;
- Teacher’s aide employed to support students;
- Kindergarten Orientation;
- Digital Literacy;
- Student Welfare;
- Aboriginal Education; and
- Multicultural Education.

Student achievement in 2009

Literacy – NAPLAN Year 3

In year 3 seven students sat the NAPLAN with results in literacy being below the state average.

As a group the year 3 did better at grammar and writing than they did in reading and spelling.

Numeracy – NAPLAN Year 3

In year 3 seven students sat the NAPLAN with results in numeracy being a little below the state average.

As a group year 3 achieved similar results in all areas of numeracy.

Literacy – NAPLAN Year 5

Due to the small number of students in year 5 who sat NAPLAN in 2009 it is not possible to report on the these results without identifying individual students

Numeracy – NAPLAN Year 5

Due to the small number of students in year 5 who sat NAPLAN in 2009 it is not possible to report on the these results without identifying individual students

Messages

Principal's message

As well as providing a safe happy environment where all students are given the opportunity to succeed academically and socially, our school staff and community prides its self in providing all students the opportunity to be involved in a wide range of activities.

The school community aims to give all students the opportunity to participate in a wide variety of activities and experience success while encouraging students with specific talents to excel in those areas.

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.

Peter Scott
P&C message

The P&C association aims to provide resources to and support the wellbeing of the students attending Bogan Gate Public School.

In 2009 the P&C subsidised a major student excursion to Canberra. The P&C also undertook a number of tasks to beautify and improve the school grounds for the benefit of the students, this included purchasing providing fund to support the construction of the school’s tennis courts.

The P&C also supported the school and students by providing supper for presentation night, as well as assisting with the running of athletics and swimming carnivals.

Student representative’s message

At the start of the year Vince and Brody attended the Young Leaders Conference where they listened to many inspiring speakers.

In second term Lillian, Hudson, Delaney, Brodi, Jake and Will participated in the Lachlan cross country trials.

The infant’s children went to Orange for their excursion to see Shrek and had a special lunch at a great playground. The primary class had a great time on their excursion to Canberra.

We dressed as clowns and took part in the Parkes Christmas Parade. We rode unicycles, juggled and demonstrated poi. We won the prize for the best themed float.

Most of us participated in the swimming and athletics carnivals in Parkes and Forbes throughout the year.

Once again we had a great talent quest and some of the acts were poi, piano, singing, dancing and a clown act.

Our soccer gala day in Parkes was terrific. We played against Bedgerebong, Cornella and Eugowra. We defeated Eugowra and Cornella.

We went to Spring Hill to play touch football. We played The Lagoon and won in a drop off. This meant we got to go to Sydney for the finals. We were beaten by Spring Hill but had a great time.

This year we celebrated Naidoc Day with boomerang painting and throwing, beading, Johnny Cake making and eating and finished the day with a barbecue. We all tried Kangaroo meat which Mr Webb cooked beautifully. Lisa Crawford from Bathurst spoke to us about tribes and traditions.

On behalf of year 6 we would like to thank our teachers and staff for organising all the special occasions during the year.

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

Student attendance profile
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.

<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>K-6</td>
<td>1</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>K-6</td>
<td>K</td>
<td>3</td>
<td>26</td>
</tr>
</tbody>
</table>

Structure of classes

In 2009, to best cater for the learning needs of the students, all grades were based in the one home class with teachers taking responsibility for different areas of the curriculum.

Staff information

Staff establishment

At the commencement of 2009 through the Department of Education and Training our school was given a staff establishment. Staff were also employed through special programs and the schools global funding allocation.

Teaching Staff

<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>1.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Release</td>
<td>0.084</td>
</tr>
<tr>
<td>Part time teacher</td>
<td>0.432</td>
</tr>
<tr>
<td>Total</td>
<td>2.6</td>
</tr>
</tbody>
</table>

Administration and support Staff

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Admin. Manager</td>
<td>0.5</td>
</tr>
<tr>
<td>Teachers Aide</td>
<td>0.7</td>
</tr>
<tr>
<td>Groundsman</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>1.4</td>
</tr>
</tbody>
</table>

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>
<tr>
<td>Postgraduate</td>
<td></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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>77 371.33</td>
</tr>
<tr>
<td>Global funds</td>
<td>46 135.64</td>
</tr>
<tr>
<td>Tied funds</td>
<td>92 848.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>8 603.53</td>
</tr>
<tr>
<td>Interest</td>
<td>3 526.11</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>723.88</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>229 208.49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>7 822.38</td>
</tr>
<tr>
<td>Excursions</td>
<td>3 642.42</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>4 272.96</td>
</tr>
<tr>
<td>Library</td>
<td>1 107.07</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 146.95</td>
</tr>
<tr>
<td>Tied funds</td>
<td>89 656.82</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1 546.81</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>13 913.59</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>10 856.61</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1 623.14</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>502.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>136 090.75</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>93 117.74</td>
</tr>
</tbody>
</table>

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

At Bogan Gate Public School we aim as a school community to give all students the opportunity to experience success as well as giving students the opportunity to excel in areas in which they have particular talents.

Achievements

Arts

During 2009 the students at Bogan Gate Public School were given a number of opportunities to perform and display their art works.

Highlights included the students’ participation in the Parkes Performing Arts Festival, the school’s talent quest and the presentation night performance. All of the school’s students took part in at least one of these performances.

The students also perform at the Bogan Gate Red Cross winter and summer appeals as well as at other community events.

Sport

The school prides itself on giving all students to the opportunity to participate in individual and team sporting activities as well as giving talented students the opportunity to excel in their chosen field.

All students from year two to year six participated in the soccer gala day, the Bogan Gate School and the Forbes Small Schools’ swimming and athletic carnivals as well as a range of other sporting events.

Students played in the Forbes Small School’s soccer and netball teams, while the school’s touch football team travelled to Sydney for the finals of the small schools state knockout.

Several students represented the Forbes Smalls at the Lachlan District swimming and athletics carnival, Lillian Tomlinson and Hudson Scott were both selected in the Western Girls and boys touch teams playing at the state carnival.

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)

Reporting in NAPLAN is done in line with the departments privacy policy.

NAPLAN results indicate that as a whole the students are doing slightly better in writing and grammar than in reading and grammar.

In numeracy students performed similarly in all areas.

The trend in recent years has been for the students to perform better in reading than writing and better in number than in other areas of numeracy.

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.

Students in our school achieving at or above the minimum standard in 2009

A small number of students did not reach the minimum standard in literacy and numeracy in 2009. Three year averages show the school having a higher than state average number of students not achieving the minimum standard in year three but a lower than average number reaching the national benchmark in year 5.
Significant programs and initiatives

Aboriginal education
During 2009 our school programs continued to show an aboriginal perspective especially in our HSIE units.

In 2009 the school invited the parents and community to celebrate NAIDOC with the students.

The Aboriginal Education Consultant visited the school and spoke to the students about aboriginal culture and beliefs. She also assisted the teachers in running a number of activities for the students and visitors including beading, art, boomerang throwing and traditional cooking.

Multicultural education
Our students continued their involvement in the Country Women's Association, ‘Country Study’. In 2009 the country was Mexico.

The primary students researched Mexico and completed projects which were presented to the local CWA members. The students came first in the Oxley CWA group.

Respect and responsibility
The school's values and vision statements are core documents promoting the essential beliefs of the Bogan Gate community.

Weekly assemblies provide opportunity to recognise achievement and reward it through merit certificates and rewards.

Country Areas Program
Country Areas Program (CAP) initiatives included:

- Digital Story Telling – Students and teachers attended a 2 day workshop on producing digital stories. Students finished the workshops with a completed digital story and the skills to use this media to present their work in the future.
- Digital Literacy – Author Paul Stafford helped the students write a movie script which was later turned into a movie. This process enthused students about writing and gave them an insight into how an author plans and writes a text.
- Quality Teaching – During 2009 staff attended a number of training days that helped to develop quality teaching strategies that improve the engagement of student

Progress on 2009 targets

Target 1
80% of students achieve stage outcomes in Literacy
Our achievements include:
Over 80% of infants students reached the reading benchmarks.
Over 80% of students in years 3 and 5 NAPLAN were above the minimum standard in literacy.

Target 2
80% of students achieve stage outcomes in Numeracy
Our achievements include:
School assessment shows over 80% of students achieving appropriate outcomes in numeracy.
Over 80% of students in years 3 and 5 NAPLAN were above the minimum standard in numeracy.

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 Leadership and Mathematics.

Educational and management practice
Background
Each year the school completes an evaluation of educational practice in one of the following: learning, teaching, planning, management, leadership and culture.

In 2009 our school evaluated leadership as part of our cyclic evaluation.

All staff, students in years 5 and 6 and some parents responded to a survey about the schools leadership.

Findings and conclusions
The findings below came from an analysis of the survey:

- Students felt the schools leadership was receptive to new ideas. They indicated they had enjoyed being part of the decision making process and felt that this gave them more ownership of the school.
- Parents indicated that they were happy with the schools response to their suggestions and concerns and felt
comfortable approaching the schools leaders to discuss any issues they had.
- The staff was happy with the input they had into decision making in the school.

**Future directions**
- In general the students, parents and staff were happy with the leadership of the school.
- The staff will continue to strive to improve communication between staff, parents and the community and involve them where appropriate in the decision making for the school.

**Curriculum**

**Background**
Mathematics has been evaluated as part of this year’s annual self evaluation process.
Information was gathered by:
- Surveying students and staff;
- Examining documentation;
- Observing student behaviour;
- Conducting an audit of resources; and
- Analysing NAPLAN results.

**Findings and conclusions**
An analysis of the data by the teachers provided the following findings.
- The majority of students enjoyed mathematics lessons but would like more lessons using concrete materials.
- Parents felt they were well informed through the schools reporting process.
- NAPLAN results remained comparable with other years with no students in band 1.

Further reporting on numeracy outcomes is included in the section on Student Performance.

**Future directions**
In 2009 our school will:
- Continue to evaluate programming and teaching of mathematics.
- Use assessment to identify students not achieving stage appropriate outcomes and provide specific outcomes for them.

**Parent, student, and teacher satisfaction**
In 2009 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
Throughout the year, the school self-evaluation committee carried out a number of surveys and interviews seeking the opinions of parents, students and teachers about the school.
Their responses are presented below.
Students indicated that they perceive the school as fair, interesting and a positive environment. They believe that the school is providing them with great opportunities to develop their abilities.
Parents and teachers indicated that the school environment is extremely positive, with the recognition of achievement and effort a high priority. Both groups saw the need to develop each child’s participation level. The parents also saw a need to widen their children’s learning to incorporate a wider understanding of environmental issues. Parents expressed confidence in the current programs offered by the school.
The Quality of School Life survey indicated a very positive and on-going partnership between the school, parents and the community.

**School development 2009 – 2011**

**Targets for 2010**
1. 80% of students achieve stage outcomes in Literacy
2. 80% of students achieve stage outcomes in Numeracy
3. All parents will agree that the school adequately communicates student progress

**Target 1**
80% of students achieve stage outcomes in Numeracy.

Strategies to achieve this target include:
- Differentiated Learning Program.
- Implementation of a strategic and systematic K-6 assessment program.
- Participation in the Best Start Assessment

Our success will be measured by:
- Targeted groups to show growth at least commensurate with school population.
- Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery.
- Parent surveys indicate high satisfaction with home reading program.
Target 2
80% of students achieve stage outcomes in numeracy.

Strategies to achieve this target include:
- Differentiated Learning Program including
- Implementation of a strategic and systematic K-6 assessment program.
- Participation in the Best Start Assessment

Our success will be measured by:
- Targeted groups to show growth at least commensurate with school population.
- Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery.
- Parent surveys indicate high satisfaction with home reading program.

Target 3
100% of students indicate through Quality of School Life survey that they find lessons enjoyable and engaging at the end of semester 2.

Strategies to achieve this target include:
- Staff attend Dr Rich Allen in-service and following network meetings.
- Teachers training in the use of interactive whiteboards and connected classrooms, through iteach21.
- In school professional development in implementation and programming for white boards and connected classrooms

Our success will be measured by:
- Attendance at Rich Allen in-service and subsequent network meetings
- Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery.
- Student responses to ‘Quality of School Life’ Survey – end Semester 2

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.

Peter Scott Principal
Lynette Britt Teacher
Ron Umbers P&C President

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School Code: 1274

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: