Our school at a glance

Students

Bogan Gate Public School enrolment at the end of 2008 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 seven percent of students attended school on average each school day. This was similar to daily attendance in 2007.

The students are committed and enthusiastic learners who enjoy a rich and thought-provoking curriculum. The students are caring, considerate and encouraging of one another.

( Details of actual class and year are sizes provided on page 6)

Staff

There were no changes to the teaching staff from 2007 to 2008 or during 2008.

The school’s 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 met 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 three days per week and a teachers 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 2008 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 Country Areas Program (CAP).

The programs and initiatives included: Quality Improvement; Support for individuals and small groups in literacy; Kindergarten Orientation; Digital Literacy; Student Welfare; Aboriginal Education; and Multicultural Education.

Student achievement in 2008

Literacy – NAPLAN Year 3

In 2008 three year 3 students sat the NAPLAN literacy assessment. These small numbers make it difficult to compare the schools results to state averages.

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

Numeracy – NAPLAN Year 3

In 2008 three year 3 students sat the NAPLAN numeracy assessment. These small numbers make it difficult to compare the schools results to state averages.

As a group the year 3 did best in number, receiving similar results in other areas.

Literacy – NAPLAN Year 5

In 2008 six year 5 students sat the NAPLAN literacy assessment. Results overall in literacy were similar to like schools and a little below the state average.

As a group year 5 did better at reading and writing than at grammar and spelling. Year 5 made very good progress in reading since they sat the NAPLAN in year 3.

Numeracy – NAPLAN Year 5

In 2008 six year 5 students sat the NAPLAN numeracy assessment. Results overall in numeracy were similar to like schools and a little below the state average.

As a group year 5 did better at number and measurement than in other areas.
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 and/or School Council message
The P&C association aims to provide resources to and support the wellbeing of the students attending Bogan Gate Public School.

In 2008 the P&C subsidised a major student excursion to Burrendong Sport and Recreation camp. 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 outdoor seating and resources to build new garden at the schools entrance.

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

Ron Umbers
P&C President

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 Vince, Lillian, Hudson and Brody went to cross country, Vince went on to district cross country.

This year we started a program called fish. It is helping us become better citizens because we are trying to live by their 4 principles which are Make someone’s day, Play, Be there for others and Choose the right Attitude.

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 at Burrendong Sport and Recreation Camp for their excursion.

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.

Bogan Gate Students taking part in the Parkes Christmas Parade
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, Corinella and Eugowra. We defeated Eugowra and Corinella.

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.

Brody MacDonald and Vince Umbers
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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>3_4_5_6</td>
<td>4</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>3_4_5_6</td>
<td>6</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>3_4_5_6</td>
<td>3</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>3_4_5_6</td>
<td>5</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>K_1_2</td>
<td>1</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>K_1_2</td>
<td>2</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>K_1_2</td>
<td>K</td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

Structure of classes
The students were split into two classes in 2008, with 10 students in the K, 1 and 2 class and 12 students in the 3, 4, 5 and 6 class.

Each class received one hour of literacy support each day for three days per week along with support in mathematics.

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

Staff establishment
At the commencement of 2008 through the Department of Education and Training our school was given the following staff either as an 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>1.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1 day per month</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>2 hrs per week</td>
</tr>
<tr>
<td>Counsellor</td>
<td>4 days per year</td>
</tr>
</tbody>
</table>
Staff retention
There no changes to the teaching staff between 2007 and 2008 nor during the year.

Staff attendance
Staff have access to leave entitlements such as sick leave.

For privacy reasons, information about average daily attendance rate for staff is not to be reported for P5 and P6 schools.

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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>56 994.80</td>
</tr>
<tr>
<td>Global funds</td>
<td>39 565.91</td>
</tr>
<tr>
<td>Tied funds</td>
<td>61 244.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11 010.29</td>
</tr>
<tr>
<td>Interest</td>
<td>5 994.63</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>198.73</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>175 008.36</strong></td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 6 175.90   |
| Excursions                 | 5 025.24   |
| Extracurricular dissections| 3 136.76   |
| Library                    | 1 975.41   |
| Training & development     | 330.62     |
| Tied funds                 | 55 999.24  |
| Casual relief teachers     | 1 729.61   |
| Administration & office    | 11 186.62  |
| School-operated canteen    | 0.00       |
| Utilities                  | 7 444.81   |
| Maintenance                | 4 492.99   |
| Trust accounts             | 140.00     |
| Capital programs           | 0.00       |
| **Total expenditure**      | **97 637.20** |
| **Balance carried forward**| **77 371.16** |

A full copy of the school's 2008 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 2008
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 they have particular talents.

Achievements

**Arts**
During 2008 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 a number of school assemblies.

Students also participated in the western Challenge debating and the CWA public speaking competitions.

**Sport**
All students are given the opportunity to participate in the Bogan Gate School and the Forbes Small Schools' swimming and athletic carnivals.

2008 swimming champions. (Vince Umbers, Alisha Smith, Lillian Tomlinson, Hudson Scott, Delaney Scott and Travis Harvey)

Several students represented the Forbes Smalls at the Lachlan District swimming and athletics carnival. Vince Umbers went on to represent Lachlan District at the Western Areas cross county carnival.

The students participated in a soccer gala day as a part of the state small school's touch football knockout and joined with other small schools in
the Forbes Small Schools to play in the state soccer, softball, netball knockouts.

**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**

In 2008 three year 3 students sat the NAPLAN literacy assessment. These small numbers make it difficult to compare the schools results to state averages.

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

**Numeracy – NAPLAN Year 3**

In 2008 three year 3 students sat the NAPLAN numeracy assessment. These small numbers make it difficult to compare the schools results to state averages.

As a group the year 3 did best in number, receiving similar results in other areas.

**Literacy – NAPLAN Year 5**

In 2008 six year 5 students sat the NAPLAN literacy assessment. Results overall in literacy were similar to like schools and a little below the state average.

As a group year 5 did better at reading and writing than at grammar and spelling. Year 5 made very good progress in reading since they sat the NAPLAN in year 3.

**Numeracy – NAPLAN Year 5**

In 2008 six year 5 students sat the NAPLAN numeracy assessment. Results overall in numeracy were similar to like schools and a little below the state average.

As a group year 5 did better at number and measurement than in other areas.
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.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>67</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>67</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83</td>
</tr>
<tr>
<td>Writing</td>
<td>83</td>
</tr>
<tr>
<td>Spelling</td>
<td>83</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>83</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Aboriginal education

During 2008 our school programs continued to show an aboriginal perspective especially in our HSIE units.

In 2008 the school invited the parents and community to celebrated 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 2008 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.

Significant programs and initiatives

Country Areas Program

Country Areas Program (CAP) initiatives included:

Quality Improvement – by providing students with the skills to set criteria for there work and be a part the assessment process they were able to set goals and be motivated to reach higher standards.

Digital Literacy – Author Paul Stafford helped the students write a movie script which was later turned into a movie.

Target 1
To improve literacy outcomes for all students

Our achievements include:

Better than state average improvement in NAPLAN reading results.

Benchmarking results compared to regional standards showed more than a years growth for 90% of students.

Target 2
To improve numeracy levels.

While below the state average growth in NAPLAN results did show that students did make substantial growth from year 3 to year 5.
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 2008 our school carried out evaluations of teaching and.

Educational and management practice
Teaching

Background
Each year the school evaluates and reports on one component of educational and management practice. In 2008 we chose to report on the aspect of Teaching. Our school has had a major focus on providing quality teaching for all students. The whole staff have undertaken a range of professional learning activities to promote the provision of quality teaching to all students. Staff meetings have focused on professional development designed to assist teachers to systematically examine their practices. Collaborative reflection and evaluation has been utilised to gain a better understanding of student learning.

Findings and conclusions
Teaching was evaluated via a Parent survey. Sixty percent of the families in the returned the survey. Overall parents were very pleased with the standard of teaching their child was receiving.

Areas of teaching that were seen to be of an outstanding or high standard across the school included:

- displays curriculum knowledge
- is approachable and encourages students to ask when they don’t understand
- develops relationships with parents
- communicates clearly- explicit teaching
- encourages social development and responsibility

Areas of teaching where opinion was divided between being outstanding/ high to sound/basic included:

- manages time and task completion
- maintains active student engagement
- manages behaviour

Most comments were very positive with the majority of parents expressing their gratitude for the education their child receives at Bogan Gate.

Future directions
Our school will continue to actively focus on professional learning related to quality teaching.

In 2009 we will:

- Focus on the element of student engagement in a quality learning environment
- Communicate assessment policy clearly to the parent community.
- Review the School Welfare and Discipline Policy and link into Values teaching at the school.
- Once again, ensure all permanent staff take part in a range of training opportunities and discussions around Quality Teaching.
- Heighten our understanding and explicit teaching of the Intellectual Quality dimension by focusing on two elements at a time and ensuring they are identified and explicitly taught in our class programs.
- Ensure that we utilise the professional development resources made available to us such as Quality Teaching – Sustaining the Focus, Leading Professional Learning via Quality teaching and The Quality of Teaching DVD at Staff Development Days and in the Professional Learning segment of our weekly staff meetings.
- Ensure our strategic direction is clearly linked to improving student learning and the quality of our teaching.

Curriculum
English

Background
Literacy has been a major focus of the school in recent years. Teachers have recently trained in Reading To Learn and have implemented this into the classroom.
Findings and conclusions
Data was collected at a Parent Forum on Future Directions for the school. After the initial introduction from the school staff, parent members of the school council presided over two forums without staff presence to allow for honest and open feedback. Overall, the teaching of Literacy was considered to be of a high standard by the 34% of families at the forum.

- Talking and Listening ranged from High to Sound.
- Reading ranged from Outstanding to High.
- Writing ranged from Outstanding to High

Comments from parents in areas of literacy teaching seen to be Outstanding to High included:

Talking and Listening
- students being confident to speak in a variety of situations
- student able to communicate effectively with adults

Reading
- students are encouraged to reach their full potential wherever they are on the scale.
- consistent expectations of regular reading within class and at home
- wide range of reading level catered for by reading groups
- promotes love of reading
- allows all children the flexibility to work at their own level and move ahead at a rate they find challenging
- strong emphasis on reading at school
- parent participation is a very positive aspect in the teaching of reading at the school

Writing
- informed of different types of writing
- taught to use appropriate grammar and vocabulary
- promote ideas for children to use their imagination and love of writing
- children seem to have considerable skills in creative writing

Future Improvements
Areas seen by parents where further improvements could be made in the area of Literacy included:

Talking and Listening
- give choice in topics and promote more local topics and those related to current affairs
- ensure children who have missed out in previous class experience are given the support needed- public speaking in groups

Reading
- more interesting reading material- particularly the home readers
- regular advice to the parents after reading levels have been assessed
- consistent procedures for checking of home reading across the whole school

Writing
- consistency in completion of work
- important that handwriting is emphasised- more uniformity in expectations

Future directions
- Purchase a greater range of interesting home readers particularly for the early years.
- Draw up a proforma to be sent home to parents explaining how reading levels are assessed and child’s current level.
- As a staff write a Home Reading Policy which ensures consistency of procedures.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Through a survey parents were given the opportunity to say where they feel the school is now and to provide input for future direction.

100% of the parents who returned the surveys expressed a very positive attitude towards the school and the general quality of teaching their students were receiving.

Positive Responses
- Incorporation of aboriginal culture and history in the classroom curriculum encourages tolerance, understanding and a sense of identity.
- Small group projects within the school are great for social and community involvement.
- Choice of homework options in the grid and extra activities for Gifted and Talented students is appreciated.
• Students feel very comfortable and safe within the school environment.
• Very high standard of teaching and care of our children.
• Very responsive to requests or concerns from parents.

Areas for Change or Improvement
• Encourage high standard of presentation of all work.
• More teaching of music and drama, including a consistency of language across these areas.
• Greater focus on topical issues for younger students.

Professional learning
In 2008 all professional learning was focused according to our key areas for development; quality teaching, literacy and numeracy, assessment, ICT and building leadership capabilities.

All staff participated in professional development programs funded through the Tied Funds dissection, Teacher Professional Learning (TPL) funds and through the Country Area Program (CAP).

During the year a number of major training initiatives were undertaken. Teachers participated in the Reading to Learn training which included eight days of in servicing as well as teachers implementing the program into their teaching.

School development 2009 – 2011
The school's long term goals include literacy, numeracy and home/school congruence.

The school will aim to educate parents about how they can assist their children in literacy and numeracy and run preschool activities with the aim of improving children's literacy and numeracy skills. The school will continue to make Literacy a focus in professional learning, teaching and learning.

Improving the relationship between home and school is an important goal for the school and for the Priority Schools Program which the school is a part of. This will see parents better able to assist their students throughout their school life.

Targets for 2009
Target 1
To improve literacy outcomes for all students.

Strategies to achieve this target include:
Identifying students at risk in reading through 2007/8 BST, classroom assessment and regional benchmarking;

Developing learning plans for these students and implementing learning plans.

Our success will be measured by:
2009 BST results;
Improvement from year 3 to year 5 in BST results
Regional benchmarking; and
Regular in school testing.

Target 2
To improve numeracy levels.

Strategies to achieve this target include:
Identifying students not achieving outcomes in numeracy through 2007/8 BST and classroom assessment;
Develop capacity matrix for number outcomes and place students on a continuum

Developing learning plans for individual and small groups of students; and
Implementing learning plans 3 days per week starting week 4 term 1.

Our success will be measured by:
2009 BST results;
Improvement from year 3 to year 5 in BST results;
And;
Regular in school assessment.
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
Rachelle Moore- Classroom Teacher
Lynette Britt- Classroom
Ron Umbers- P&C President

School contact information

Bogan Gate Public School
Bogan Street, Bogan Gate
Ph: 02 6864 1124
Fax: 02 6864 1046
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:
