Bogan Gate Public School

Annual School Report
Our school at a glance

Students

Our enrolment at the end of 2011 was 29, including 17 boys and 12 girls. Students were split into two classes. There were 13 students in the Kindergarten to Year 3 class and 16 students in the primary class.

Staff

The school has a teaching principal, a classroom teacher and a part time teacher, teaching 3 days per week. The schools staff continued their commitment to education by 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.

There is a School Administration Manager working three days per week and a SLSO 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 2011 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 Area Program (CAP). The school continued to be included in the National Partnerships Low SES program. The programs and initiatives included: Quality Improvement Individuals & small groups in literacy & numeracy; SLSO employed to support students; Kindergarten Orientation; Student Welfare; Aboriginal Education; and Multicultural Education.

Messages

Principal's message

Our vision statement, "We Learn and Grow Together" reflects the strong community focus of the school. Students are encouraged to develop positive attitudes which contribute to their academic, emotional, creative, social and physical development. Our school aims to provide an effective learning environment for every child where teachers, parents and students have high expectations and all students are given opportunities to experience success and maximise achievement of outcomes.

A varied range of teaching and learning strategies are used to develop each student's skills, knowledge and understandings. Student goals are negotiated between students, teachers and parents to ensure teaching and learning programs cater for individual learning needs.

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.

Helen Corke (Relieving Principal)

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 2011 the P&C subsidised a major student excursion to Sydney. 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.
Year 6 Student message

At the start of the year the year 6 students attended the Young Leaders Conference where they listened to many inspiring speakers.

Bogan Gate Public School had representatives in the Lachlan District PSSA swimming including Cody White and Hannah Webb.

The Small School Soccer team included Brodi Gavin-Rossiter, William Evans, Joshua Evans, Bryce Gavin-Rossiter, Jake Magill, Cody White and Charlie Umbers.

Cody White represented Bogan Gate in PSSA Cricket in the Western team at Dubbo.

We also participated in the Parkes Performing Arts Festival where we played a variety of marimba items.

Year six students attended the Kids teaching Kids at Forbes in term 2. Students studied the Bush Stone Curlew and then presented it at Forbes in front of other students.

In second term Charlie Umbers, Jake Magill, Joshua Evans, Bryce Gavin-Rossiter, Chloe Sieler, Delaney Scott and William Evans participated in the Lachlan cross country trials.

The PSSA Netball players from Bogan Gate included Brittany Sams, Chloe Sieler, Erica Stevenson and Norma Stevenson.

The P6 relay was successful at Lachlan and Delaney, Jake, Erica and Lilyanne represented the school at the Regional PSSA at Dubbo.

Bogan Gate’s Touch Football side travelled to Cargo to play 2 qualifying games. Bogan Gate won both games then travelled to Sydney to compete in the state finals, winning 2-3 games and placing 3rd in NSW for Smalls Schools.

The infant’s children went to Forbes for their excursion to visit McFeeter’s Motor Museum and the Super Bee shop.

The primary class had a great time on their excursion to Sydney. All students enjoyed the Hyde Park Barracks, Sydney tower, Aquarium, Wildlife Park, Maritime Museum, 4D Imax theatre and many other fantastic experiences along the way.

We also had some fun filled days such as ‘talk like a pirate day’, ‘crazy hair day’ and supported causes such as the Daniel Morcombe Foundation by dressing in red.

Charlie Umbers competed in the State Finals of the Multicultural Perspectives Public Speaking competition after previously winning both the local final and the Riverina-Western final earlier in term two and three. Charlie also won a silver medal in the Board of Studies writing competition.
Students have continued to participate in the development of the garden and cooking activities. A visit from Net-waste in term 3 encouraged students to develop composting and a worm farm.

In the last term we held a Video Conference with two other Small Schools and developed our own School Environmental Management Plan.

Students enjoyed being part of the bike and scooter day activities. The police officers from Parkes instructed the school on road safety and conducted checks on bikes and scooters to see if they were safe for the road.

The School applied for an NRMA grant and was successful. The school will use the money to purchase car seats for student excursion travel and bike helmets for unicycle riding and Active After School.

On behalf of year 6 we would like to thank our teachers and staff for organising all the activities and for making it such a great year.

Year 6 2011.
**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**

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>20</td>
<td>16</td>
<td>19</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>6</td>
<td>10</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>

Anticipated enrolments for 2012 is 25.

As the data shows the school continues attendance averages greater than that of the state. This provides a continuity of learning that is a contributing factor to our excellent results.

**Management of non-attendance**

The school’s attendance policy ensures quick follow up with families around attendance concerns.

**Class sizes**

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>25</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>K-6</td>
<td>K</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>

**Structure of classes**
Bogan Gate Public School is classed as a P6. In semester 2 this year the school engaged a temporary teacher until the end of 2011. The school will return to a one teacher position in 2012 with the employment of a SLSO and part time teacher to support the school learning programs.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.320</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Temporary semester 2</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>0.9</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Staff retention
Bogan Gate staff are stable with some staff holding their positions for several years.

Teacher qualifications
All teaching staff met 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>66%</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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>55 195.16</td>
</tr>
<tr>
<td>Global funds</td>
<td>44 989.32</td>
</tr>
<tr>
<td>Tied funds</td>
<td>37 799.05</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>7 945.71</td>
</tr>
<tr>
<td>Interest</td>
<td>3 985.76</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>507.86</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>150 422.86</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
- Key learning areas: 7 078.04
- Excursions: 8 545.05
- Extracurricular dissections: 5 022.59

Library: 1 654.85
Training & development: 2 764.75
Tied funds: 33 716.87
Casual relief teachers: 1 324.03
Administration & office: 14 530.50
School-operated canteen: 0.00
Utilities: 9 648.10
Maintenance: 4 342.78
Trust accounts: 355.25
Capital programs: 6 357.74

Total expenditure: 95 340.55

Balance carried forward: 55 082.31

Of the balance carried forward a large percentage is put aside for asset replacement.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the Bogan Gate Parents and Citizens Association Annual General Meeting. Further details concerning the statement can be obtained by contacting the school.

School performance 2011
Achievements
Arts
During 2011 the Schools’ Marimba group performed at a variety of school and community venues such as the Red Cross Winter and Summer Appeals, participated in the Parkes Performing Arts Festival as well as at school assemblies and presentation night.
All students are encouraged to take part in at least one of these performances throughout the year.

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

Students participated in the Bogan Gate School and the Forbes Small Schools’ swimming and athletic carnivals.

Students played in the Forbes Small School’s tennis 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 Small Schools at the Lachlan District swimming and athletics 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 these 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
On average students performed below the National standards in all areas of Literacy.

Numeracy – NAPLAN Year 3
On average students performed below the National standards in all areas of Numeracy.

Literacy – NAPLAN Year 5
Student growth for Literacy between year 3 and year 5 demonstrated individual growth for students. This growth was below the state average.

Numeracy – NAPLAN Year 5
Student growth for Numeracy between year 3 and year 5 demonstrated individual growth for students. This growth was below the state average.

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.

Minimum Standards data

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>75.0</td>
<td>85.7</td>
</tr>
<tr>
<td>Writing</td>
<td>75.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
<td>85.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
<td>85.7</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
Aboriginal education
Aspects of the Aboriginal Education and Training Policy and the associated Aboriginal Education and Training Strategy 2009-2012 are addressed in school activities and programs to develop cultural awareness and sensitivity.

Aboriginal students at the school work on an individual learning plan to support their learning.
**Multicultural education**

Multicultural perspectives are embedded into the school curriculum especially in the Human Society and Its Environment curriculum. This included in 2011 participating in the CWA Country of Study Competition and International Food Day.

**National partnership programs**

National Partnership Programs have provided financial support for improved learning programs and professional learning priorities.

Key projects included:

- Deep analysis of student performance leading to individualised learning plans.
- Employment of a SLSO to support individual and small group learning programs.
- Employment mentor working across schools in support of data analysis and leadership development.
- Due to these successful programs students have had improved learning outcomes.

**Other programs**

The CAP initiative provides additional support for remote schools. CAP focuses on developing curriculum, student engagement, connected learning and parent and school community participation.

In 2011 the main programs included staff attending the Hawker Brownlow Conference in Victoria, maintaining Small School contacts and developing initiatives from Rich Allan projects from 2010.

**Progress on 2011 targets**

**Evaluation**

<table>
<thead>
<tr>
<th>Target 1: Increase by a minimum of 5 PM Reading Benchmark levels all K to 2 students by November 2011.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progress:</strong> Semester 2 results indicated that 30% of students did not achieve an improvement in their benchmark level. The target has been revised to a more realistic target in line with Western Region.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target 2: Increase by a minimum of 2 PM Reading Benchmark levels all 3 to 6 students by November 2011.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progress:</strong> As at Term 3 2011, all 3 to 6 students had achieved at least 2 levels of improvement since the beginning of 2011. 93% of students increased their PM reading level by 2 or more. The same target has been chosen as realistic for 2011 cohort of 3-6 students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target 3: In 2011 all students in year 3 and 5 achieve a NAPLAN band level in data, space and measurement at or above their band level in number.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progress:</strong> 25% of year 3 students achieved a NAPLAN band of 4 or above for numeracy. 42% of year 5 students achieved a NAPLAN band of 5 or above for numeracy. Target revised because there are insufficient numbers sitting the year 3 and year 5 NAPLAN for this to be a realistic data source for measurement of student progress.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target 3: Target 4: All teachers will use connected learning strategies in teaching and learning activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progress:</strong> Connected Learning Coach was employed for two days in Term 3 2011 to develop VC, i-pod and i-pad training. Basic training has been provided to some staff with follow up in Term 4. Video conferencing equipment, however, is yet to have a significant. Original target was not written as a SMART target.</td>
</tr>
</tbody>
</table>

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 2011 our school carried out evaluations of...
Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Professional learning

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1: Literacy

Outcome for 2012–2014

By 2014 there will be a 5% increase of student reading levels at National minimum standards (literacy and numeracy).

2012 Targets to achieve this outcome include:

- 1.1: To increase from 10% 2011 to 80% 2012 students K-2 reaching regional benchmark for their grade.
- 1.2: Increase by a minimum of 2 PM Reading Benchmark levels all 3 to 6 students by November 2012.
- 1.3: All students K-3 increase their scores in writing progressively through 2012 against a grade based writing criteria rubric.
- 1.4: 2012 Year 1-6 students to achieve age and/or stage appropriate results in the South Australian Spelling Test and in school Grammar assessment tasks.

Strategies to achieve these targets include:

- Join with other schools to release a person at PH2 level to support leadership development programs, provide training in analysis of data and coordinate professional learning networks
- Employ a high quality teacher 0.2 FTE a week to support a variety of SMP strategies.

Student feedback

Generally students are happy at the school and are challenged and engaged in their work.

A small percentage of students expressed that teachers did not tell them what they were learning and why.

Future Directions

Continue to integrate the Fish Philosophy into all aspects of teaching and learning and playground activities.

Use PDSA Cycle and Quality Improvement Tools with students to give them ownership and to show their input is valued.

Parent and community

The survey indicated that parents and carers were pleased with the courteous and responsive staff.

Also the efficiency in responding to parents/carers regarding sick children was appreciated.

Parents/carers identified the importance of a reward system in the school.

Parents/Careers indicated 25% were concerned about not being contacted about behaviour concerns

Future Directions

Continue to ensure that the school has community commitment and responds to needs.

Maintain current awards, implement PBL into the school.

Ensure parents/carers are involved in decisions about their child’s behaviour.

School Culture

Findings

Educational and management practice

Parent, student, and teacher satisfaction

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Strategies to achieve these targets include:

- Join with other schools to release a person at PH2 level to support leadership development programs, provide training in analysis of data and coordinate professional learning networks
- Employ a high quality teacher 0.2 FTE a week to support a variety of SMP strategies.
- Grade based rubrics in writing and establish regular collection of writing samples throughout the year.
- Relieve classroom teachers 1 day in semester 1 to write rubrics.
- Employ a SLSO 0.8 FTE a week to support student learning individually and in small groups.
- Use NAPLAN, achievement of outcomes, standardised testing, in school assessment and PM reading benchmark to develop Individual Education Plans (IEP’s) in specific targeted areas. Support team meetings held with parents of students not achieving outcomes, require extension and out of home care students to set goals for IEP’s. Students who are behind the Western Region benchmark level will be benchmarked at the end of each semester. All other students benchmarked annually until they reach level 30.
- Relieve classroom teachers 2 days per semester to write and meet with parents/carers and students to set and evaluate achievement of goals and 2 days for Best Start Assessment.
- Purchase literacy resources – PM books, Jolly Phonics dictionaries

School priority 2: Numeracy
Outcome for 2012–2014
By 2014 there will be a 5% increase of student reading levels at National minimum standards (literacy and numeracy).

2012 Targets to achieve this outcome include:
- 2.1: Increase from 30% to 70% the number of students in years 2 – 6 achieving at or above their chronological age in school based Maths Facts testing.
- 2.2: All year 1-6 students will develop their knowledge and skills in Working Mathematically as evidenced by monthly school based assessment, in school based assessment, Working Mathematically assessment tasks.

School priority 3: Community Partnerships
Outcome for 2012–2014
By 2014 Bogan Gate Public School has a significant community partnership as an educational provider pre-6 within the drawing area of Bogan Gate. This is evidenced by 100% of students attending Bogan Gate Public School, school facilities available for use by community groups, by positive conversations about the school abundant in the community. Provision of a School Readiness Program for children and parents and appropriate transition programs to public high school.

Target 3.1: By 2012 Bogan Gate Public School has a significant community partnership as an educational provider pre-6 within the drawing area of Bogan Gate with 100% of students attending Bogan Gate Public School in the Kindergarten class and transitioning to public high schools.

3.2: Development and implementation of Aboriginal Education in school teaching and learning programs with an increased awareness as evidenced by school based survey results showing a 70% increase in understanding and knowledge base of Aboriginal culture using pre and post data.

Strategies to achieve these targets include:
- Use NAPLAN, achievement of outcomes and standardised Maths testing to develop Individual Education Plans (IEP’s) in specific targeted areas.
- Hold learning support team meetings with parents, of students not achieving expected outcomes or who require extension and out of home care students to set goals and responsibilities for IEP’s
- Employ a teacher’s aide to support students not achieving outcomes as indicated by NAPLAN, Best Start and classroom assessment. (refer strategy 1.2)
  - Purchase technology resources.
  - Develop Working Mathematically school based assessment tasks.
Strategies to achieve these targets include:

- Improve school readiness for students entering kindergarten in 2012 through provision of a School Readiness Program.
- Provision of high school transition program in consultation with local feeder high schools.
- Improve and develop community partnerships with the school.
- Liaise with community groups, Red Cross, CWA, Memorial and Golf Club regarding inclusion of information on the School’s website and use of school facilities.
- Include community pages in the school website.
- Liaise with Aboriginal community and agencies to develop programs and assist with the implementation and organisation of an Aboriginal culture day involving students and the wider school community. Involvement of other small schools to develop cultural awareness.
- Develop and implement survey of pre and post knowledge of Aboriginal culture.
- Employ Art/Music Teacher to further develop Art skills.

School priority 4: Student Welfare and Engagement
Outcome for 2012–2014

By 2014 Bogan Gate Public School will have a welfare policy promoting the safety and well being of students. An increase use of ICT in all areas of learning.

Target 4.1: By November 2012, 85% of students and parents as indicated by the student and parent welfare surveys will indicate they are happy to be members of the Bogan Gate School Community. Demonstrated by an increased student engagement, settled and respectful playground and classroom behaviour and strong commitment by the staff and wider school community to the schools welfare.

4.2 By November 2012 all K-6 students will have an 80% increase of knowledge and skills in Connected Learning Technology demonstrated by a pre and post assessment of skills using a school based computer checklist.

Strategies to achieve these targets include:

Train teachers PBL 8 days.

- Purchase of related PBL resources and support material
- Join with other schools to release a Connected Learning position at AP/HT level to facilitate professional learning focussed on the effective integration of interactive technology into classroom practice. Use of connected learning coach.
- For video conferencing equipment to be used on a weekly basis to improve teaching and learning opportunities for staff and students
- In school training in the use of technology, VC, IWB, and interactive computer programs in teaching and learning programs.

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.

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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: