

# 2024 Annual Report

## Boggabri Public School



1276

# Introduction

The Annual Report for 2024 is provided to the community of Boggabri Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## School background

### School vision

Boggabri Public School is a creative and innovative school that produces lifelong learners in a safe, respectful and supportive learning environment through personalised learning anytime, anywhere. The school community is committed to equity and excellence in education and allowing students to achieve their personal goals in a safe and supportive learning environment. Rich and diverse opportunities and a culture of collaboration and partnerships in learning develop, the capacity, confidence and creativity in each student, allowing them to become resilient, compassionate, active and informed citizens.

Underpinning this vision is the development of exemplar teachers who know their content and how to teach it while being supported by collaborative expert Instructional Leaders.

### School context

Established in 1883, Boggabri Public School's attractive, well maintained buildings and generous grounds provide approximately 104 rural and isolated K-6 students with an excellent learning environment. Boggabri is a small town in north-western New South Wales. It is part of the Narrabri Shire and lies between Gunnedah (43km) and Narrabri (57km) on the Kamilaroi Highway. Boggabri has a rich agricultural history which recently has become offset by coal mining operations. The town's name Boggabri comes from the Gamilaraay name *bagaaybaraay*, meaning "having creeks".

Respect, cooperation, honesty and fairness are embedded in all we do and all students are known and valued.

Within our technology smart classrooms, we support and cater for all students, including those with disabilities (2%); and Indigenous students (39%).

Equity funding supports Early Learning programs and programs that further develop literacy and numeracy skills, Quicksmart (literacy and numeracy intervention), Centre of Effective Reading, Multi Lit and Mini Lit compliment classroom teaching and provide enrichment and individualised learning opportunities.

The school has a proud tradition of sporting success at zone, regional and state levels.

Getting along, persistence, organisation, confidence and resilience are skills explicitly taught with outstanding results in both the classroom and playground.

#### Student Attainment

Through an analysis of NAPLAN data, a key issue emerged which showed although there were improvements in reading in years 3 and 5, the same can not be said for numeracy results. Both reading and numeracy will continue to be focus areas for the Strategic Improvement Plan. Boggabri Public School will continue with initiatives that targets literacy and numeracy K-3.

The current baseline target in Reading is 26.5% in the top two bands and 71.6% in expected growth. The school's future Reading target is between 32.3% and 40% in the top two bands with expected growth to rise between 74.1% and 79.1%.

The current baseline target in Numeracy is 14.8% in the top two bands and 48.2% in expected growth. The school's future Numeracy target is between 21.3% and 30% in the top two bands with expected growth to rise between 56.4% and 61.4%.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school has developed processes to review and implement its curriculum provision for students and will move forward with monitoring processes as part of this plan. There will be a focus on ensuring teaching and learning programs are evidence based, explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority.

Student outcomes will be monitored closely with additional resources provided for students requiring additional support.

#### Assessment and Data

Based on the outcome of our Situational Analysis, we have determined that we need to continue to develop our formative and summative assessment practices, along with the implementation of Personalised Learning Plan (PLPs) to

promote learning and well-being growth as well as self-directed learning.

The triangulation of school assessment / work samples need to be more closely aligned to external data, such as NAPLAN and the Check In Assessment. Our internal reading and numeracy work samples / assessments are being aligned within the grades with consistency in analysing and making judgement about assessment data. Running records, reading observations, work samples and PLAN 2 data for teaching and learning are areas that need closer alignment to external data. Data driven practices with differentiated evidence based practices will support students with additional needs and those identified as high potential and gifted students. Learning outcomes will be tracked and monitored closely with additional resources provided to students requiring support.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2024 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

### Purpose

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In order to maximise student learning outcomes for every student in Reading and Numeracy and to build a foundation of academic success for the curriculum areas, all staff plan and program differentiated teaching, use evidence based practices, and be responsive to the learning needs of students.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Highly Effective Evidence Based Teaching
- High Impact Professional Learning
- Attendance

### Resources allocated to this strategic direction

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Small group tuition (SGT)  
Integration funding support  
Aboriginal background  
Socio-economic background  
Low level adjustment for disability  
Professional learning  
QTSS release  
Location

### Summary of progress

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#### Initiative 1: "Evidence-Based Excellence: Enhancing Numeracy and Reading Outcomes"

This year, we launched the "Evidence-Based Excellence" initiative aimed at significantly improving numeracy and reading outcomes for all students. We implemented key activities including fortnightly pre and post unit assessments, explicit teaching sessions based on assessment data, and small group tuition.

We initiated the initiative to address identified learning gaps and enhance student performance in numeracy and reading. By using evidence-based teaching practices, we sought to monitor student progress effectively and adapt our instructional strategies accordingly.

- **Term 1:** We began with fortnightly assessments to establish baseline proficiency and identify learning gaps. This data informed our explicit teaching sessions.
- **Term 2:** We continued assessments and adjusted our teaching strategies, while also starting small group tuition to provide targeted support.
- **Term 3:** We refined our teaching plans based on mid-year data and facilitated professional development for teachers to enhance their data analysis skills.
- **Term 4:** We finalised our assessments to evaluate the initiative's impact on student outcomes and collected end-of-year data to measure growth against 2023 and 2024 baselines.

The initiative has positively impacted student learning outcomes in both numeracy and reading. The regular assessments allowed us to identify individual learning needs, and the targeted instruction helped students improve in specific areas. Evidence from assessment data and student work samples indicates notable progress, with many students demonstrating increased proficiency and confidence in their skills.

Teachers have benefited from the structured approach to using data for instructional planning. The initiative has encouraged them to adopt evidence-based practices in their teaching, leading to improved lesson effectiveness. Professional development sessions provided teachers with tools and strategies to better interpret assessment data, enhancing their instructional planning and delivery.

There has been a clear shift in teaching practices, with a greater emphasis on data-driven instruction. Teachers are now more adept at using assessment results to inform their teaching, leading to more tailored and effective lessons. The collaboration during small group tuition sessions has also fostered a more supportive teaching environment.

In the upcoming year, we will build on the successes of the "Evidence-Based Excellence" initiative by:

- Continuing fortnightly assessments and expanding the use of data to inform teaching practices further.
- Enhancing small group tuition by exploring additional resources and strategies to support diverse learning needs.

- Implementing ongoing professional development focused on data analysis, instructional strategies, and sharing best practices among teachers.

We aim to sustain the progress made and address any remaining gaps in student learning, ensuring that all students achieve their full potential in numeracy and reading.

## **Initiative 2: Professional Learning for Student Growth: Enhancing Numeracy and Reading Outcomes**

This year, we implemented the "Professional Learning for Student Growth" initiative, targeting the improvement of numeracy and reading outcomes for Year 5 students through a structured professional learning program. Key activities included developing a term-by-term scope and sequence for professional learning sessions, engaging Department of Education (DoE) personnel for specialised support, providing researched-based training, and focusing on student needs through data analysis.

The initiative was designed to address the specific learning needs of our students and enhance teacher effectiveness. We developed a comprehensive professional learning calendar that included workshops, collaborative planning sessions, and reflection activities aligned with both staff and student needs. We engaged DoE personnel to leverage their expertise, ensuring that our professional development efforts were informed by the latest educational practices.

- **Term 1:** We launched the professional learning scope and sequence, focusing on explicit instruction and differentiated strategies.
- **Term 2:** We continued with sessions on the Concrete-Pictorial-Abstract (CPA) approach in numeracy and began participating in the APCI community of practice.
- **Term 3:** We facilitated workshops on advanced differentiation and targeted interventions, conducting mid-year evaluations to adjust our approach as needed.
- **Term 4:** We evaluated the overall impact of our professional learning efforts on teaching practices and student outcomes, gathering end-of-year data for analysis.

As a result of the initiative, Year 5 students demonstrated improved outcomes in both numeracy and reading. The targeted professional learning sessions equipped teachers with effective instructional strategies, leading to enhanced classroom practices. Data analysis indicated growth in student performance, particularly in areas where targeted interventions were applied. Students reported better engagement and understanding in their learning.

Teachers benefited significantly from the professional learning opportunities provided throughout the year. They reported increased confidence in using explicit and differentiated instructional strategies, as well as a deeper understanding of how to implement the CPA approach in numeracy. The collaboration with DoE personnel and participation in the APCI community of practice allowed teachers to engage with peers, share experiences, and refine their teaching practices based on feedback and new insights.

The initiative has led to a noticeable change in teaching practices. Teachers are now more focused on data-driven instruction and are actively using assessment results to inform their lesson planning. The emphasis on collaboration and continuous improvement has fostered a culture of professional growth, where teachers feel supported and motivated to enhance their teaching approaches.

In the upcoming year, we will build on the successes of the "Professional Learning for Student Growth" initiative by:

- Continuing to refine the professional learning scope and sequence based on ongoing feedback from teachers and data analysis.
- Expanding our focus on targeted interventions to address specific student needs identified through continuous assessment.
- Increasing collaboration opportunities with DoE personnel and other educational communities to further enhance professional learning offerings.
- Implementing more frequent evaluations of teaching practices and student outcomes to ensure sustained improvement in numeracy and reading.

By maintaining a strong emphasis on evidence-based professional learning, we aim to further improve student outcomes and continue developing our teachers' capabilities in the years ahead.

## **Initiative 3: Attendance Matters: Fostering Engagement and Well-being for Student Success**

This year, we implemented the "Attendance Matters" initiative, aimed at fostering a supportive and inclusive school environment to promote regular attendance and active participation in school activities. Key activities included leasing a bus for extra-curricular activities, implementing a Positive Behaviour for Learning (PBL) token system, providing trauma-

informed practice training for staff, and engaging in the Powering Up PAX workshop.

The initiative was designed to address barriers to attendance and enhance student engagement through targeted strategies. We focused on creating equitable access to enrichment opportunities and cultivating a positive school culture.

- **Term 1:** We successfully leased a school bus to facilitate transportation for students to extra-curricular activities, ensuring all students could participate regardless of their transportation limitations. We also introduced the PBL token system to recognise positive behaviour.
- **Term 2:** Staff underwent trauma-informed practice training using the Berry Street Education Model, equipping them with skills to support students who have experienced trauma. We began monitoring the effectiveness of the PBL token system in promoting positive behaviour and attendance.
- **Term 3:** School leaders and staff participated in the Powering Up PAX workshop, enhancing our implementation of the PAX Good Behaviour Game. We continued to reinforce positive behaviour through the PBL token system.
- **Term 4:** We evaluated the overall impact of the initiative on attendance rates, student engagement, and well-being, making necessary adjustments to our strategies based on feedback and assessment data.

The "Attendance Matters" initiative has positively impacted student engagement and well-being. By providing transportation for extra-curricular activities, we increased student participation in these events, fostering a sense of belonging and community. The PBL token system encouraged students to demonstrate positive behaviours aligned with school values, contributing to a more engaged and respectful school environment. Feedback from students indicated an increased sense of safety and support within the school.

Teachers have reported increased confidence and capability in supporting students, particularly those affected by trauma, due to the trauma-informed practice training. The PBL token system has also provided teachers with a structured way to recognise and reinforce positive behaviour, contributing to a more positive classroom atmosphere. Participation in the Powering Up PAX workshop further equipped teachers with effective behaviour management strategies, promoting consistency across the school.

The initiative has led to a shift in practice among staff, with a stronger emphasis on trauma-informed approaches and positive reinforcement for student behaviour. Teachers are now more aware of the impact of trauma on learning and are implementing strategies to create a safe and supportive classroom environment. The integration of the PBL token system has encouraged a more proactive approach to classroom management.

For the upcoming year, we plan to build on the successes of the "Attendance Matters" initiative by:

- Continuing to monitor and evaluate the effectiveness of the bus leasing program and the PBL token system, making adjustments based on student feedback and participation rates.
- Expanding trauma-informed practice training to include more advanced topics and strategies, ensuring all staff members are equipped to support student needs effectively.
- Enhancing our engagement with the PAX Good Behaviour Game by providing ongoing support and resources for teachers to integrate PAX strategies more deeply into their instruction.

By sustaining successful initiatives and identifying areas for further development, we aim to continue promoting a culture of attendance, engagement, and well-being for all students in the coming year.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Improved numeracy outcomes Whole School Check In Assessment</b> <ul style="list-style-type: none"><li>• Maintain or better the whole school growth (scaled score) against 2023 SSSG of 2.5.</li><li>• Close the gap of Aboriginal and Torres Strait Islander students (scaled score) against 2023 SSSG to demonstrate above expected growth.</li></ul>	The scaled scores for Years 4, 5 & 6 2024 Numeracy as measured through the Check in Assessment and compared to Years 3, 4 and 5 2023 demonstrate that students achieved above expected growth against Statistically Similar School Groups (+5.4) but not against State Averages however we were able to close the gap (+13.1)
<b>Improved reading outcomes Whole School Check In Assessment</b> <ul style="list-style-type: none"><li>• Maintain or better the whole school growth (scaled score) against SSSG of 10.5</li><li>• Close the gap of Aboriginal and</li></ul>	The scaled scores for Years 4, 5 & 6 2024 Reading as measured through the Check in Assessment and compared to Year 3, 4 & 5 2023 demonstrate that students achieved above expected growth against Statistically Similar School Groups (+12.9) but not against State Averages however we were able to close the gap (+14.4)



<p>Torres Strait Islander students (scaled score) against 2023 SSSG to demonstrate above expected growth.</p>	
<p><b>Attendance</b> Increase the percentage of students attending school above the 2023 baseline figure of 86..98%.</p>	<p>In 2024, our school set a goal to increase student attendance above the 2023 baseline figure of 86.9%. We successfully achieved and maintained an attendance rate of 88.1%.</p> <p>To achieve this, we implemented various strategies, including enhanced communication with families, organised school activities, and a focus on creating a conducive learning environment. These measures were aimed at promoting the importance of consistent school attendance.</p> <p>For the 2025 academic year, our goal is to increase the attendance rate by an additional 1.5%, targeting a new rate of 89.6%. We recognise the importance of maintaining high attendance levels for student learning and will continue to prioritise this objective.</p>
<p><b>Wellbeing</b> Increase in the sense of student wellbeing to be at or above the system negotiated target of 89%.</p>	<p>In 2024, we aimed to improve student wellbeing in the NSW Department of Education, targeting a level of 89% or higher. We introduced various programs, such as mental health services and community activities, to support students.</p> <p>While we saw an improvement in wellbeing, we did not reach the 89% target. More students engaged in our programs, but the final percentage remained below our goal. This indicates we need to continue our efforts.</p> <p>Moving forward, we will review and enhance our programs based on student feedback to better meet their needs. We made progress, but not meeting the target shows we must keep working to ensure all students feel supported and valued.</p>

## Strategic Direction 2: Assessment and data

### Purpose

In order to maximise student learning outcomes for every student, all staff will use assessment and data to track and understand the learning needs of students to inform their teaching practice. Students will self reflect on their own learning through the Learning Intentions and Success Criteria and make judgements with teachers as to their future directions in learning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Data skills and use

### Resources allocated to this strategic direction

QTSS release

Low level adjustment for disability

Professional learning

Integration funding support

Socio-economic background

Aboriginal background

Small group tuition (SGT)

Location

### Summary of progress

#### Initiative 1: *Empowering Educators: Mastery of Formative Assessment*

In 2024, we implemented the "Empowering Educators: Mastery of Formative Assessment" initiative, aimed at enhancing teachers' data skills and their use of formative assessment in the classroom. Our goal was to ensure that 80% of staff were sustaining and growing in their practices, with 20% excelling in the flexible and responsive use of formative assessment.

To achieve this goal, we conducted a series of professional development workshops tailored to different proficiency levels, emphasising the principles and practices of formative assessment. We facilitated collaborative planning and reflection sessions to enable teachers to share strategies and engage in peer observations. Additionally, we provided training focused on data analysis and the integration of formative assessment into lesson planning. A mentorship and coaching program was established to support teachers in mastering these practices.

- **Term 1:** We launched the initiative with an introductory workshop, initiated collaborative planning sessions, and provided training on data analysis.
- **Term 2:** We continued professional development workshops and facilitated peer observations.
- **Term 3:** We conducted advanced training sessions on data triangulation and assessed the progress of our mentorship program.
- **Term 4:** We completed a summative evaluation of the initiative's impact and celebrated staff achievements.

The initiative has positively impacted student learning outcomes. As teachers improved their ability to use formative assessment, they became more adept at identifying student learning needs and adjusting their instruction accordingly. Students have shown increased engagement and understanding, as evidenced by improved performance in assessments and greater participation in classroom activities.

Teachers reported significant gains in their confidence and competence regarding formative assessment practices. The professional development workshops and collaborative planning sessions created a supportive environment for sharing best practices, leading to a culture of continuous improvement. By the end of the year, 80% of staff were sustaining and growing in their practices, while 20% demonstrated excellence in their use of formative assessment.

This initiative has led to a fundamental shift in teaching practices. Teachers are now more focused on using data to inform their instruction, integrating formative assessment into their lesson planning and delivery. The emphasis on collaboration and peer observation has fostered a supportive culture where best practices are shared, and continuous learning is encouraged.

In the upcoming year, we will continue to build on the successes of the "Empowering Educators" initiative by:

- Offering advanced professional development that focuses on specific areas of formative assessment and data

analysis to further deepen teachers' skills.

- Expanding collaborative planning sessions and promoting more opportunities for peer observations to strengthen the sharing of effective practices.
- Enhancing the mentorship and coaching program to address specific challenges faced by teachers in implementing formative assessment effectively.
- Conducting regular evaluations of teaching practices and student outcomes to ensure that we are meeting the needs of all students and staff.

By maintaining a strong commitment to empowering educators through effective formative assessment practices, we aim to further improve student learning outcomes and foster a culture of excellence in teaching in the years ahead.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Assessment Techniques</b> Majority of staff are sustaining and growing with a small number of staff excelling in using formative assessment flexibly and responsively as an integral part of daily classroom instruction as indicated by the SEF descriptor and What Works Best (CESE). (school determined uplift from baseline)	<p>In 2024, our objective was to ensure that the majority of staff were sustaining and growing in their use of formative assessment, with a smaller number excelling in its flexible and responsive application as an integral part of daily classroom instruction. This initiative was aligned with the School Excellence Framework (SEF) descriptor and the What Works Best (CESE) guidelines.</p> <p>While we made progress in enhancing teachers' data skills and formative assessment practices, we did not fully meet our target. The majority of staff demonstrated growth in their understanding and application of formative assessment; however, the number of staff classified as excelling was lower than anticipated.</p> <p>Key activities included:</p> <ol style="list-style-type: none"> <li>1. Professional Development Workshops: A series of workshops were conducted to cover the principles and practices of formative assessment, tailored to different proficiency levels. Attendance was consistent, and feedback indicated increased knowledge among participants.</li> <li>2. Collaborative Planning and Reflection Sessions: Regular sessions were held to allow teachers to design, share, and reflect on formative assessment strategies. While participation was strong, the impact on practice varied among staff.</li> <li>3. Data Analysis and Utilisation Training: Training was provided to improve teachers' skills in analysing formative assessment data. This led to some improvements in instructional adjustments based on data insights, but not uniformly across all staff.</li> <li>4. Mentorship and Coaching: A mentorship program was established, pairing experienced teachers with those needing support. Although some positive outcomes were reported, the overall impact on practice was inconsistent.</li> </ol> <p>While the initiative contributed to an increased awareness and application of formative assessment practices, the expected uplift from the baseline was not fully realised. Next year, we will focus on identifying specific barriers to implementation and providing targeted support to enhance the effectiveness of formative assessment across all staff. Continued professional development, peer observations, and a more structured approach to mentorship will be critical in achieving our goals moving forward.</p>
<b>Assessment Driven Programming</b> Most of the classrooms programs use	Throughout this academic year, our school has made significant strides in enhancing our classroom programs by incorporating a diverse range of

<p>an expanding repertoire of formative assessment practices and data to inform students future directions in learning as indicated by the SEF descriptor and What Works Best (CESE).</p>	<p>formative assessment practices. This initiative aligns with the School Excellence Framework (SEF) descriptor and the insights provided by the Centre for Education Statistics and Evaluation (CESE) in "What Works Best."</p> <p>The implementation of varied formative assessment strategies has allowed us to create a more responsive learning environment. Teachers have embraced practices such as peer assessments, self-assessments, and regular feedback cycles, which not only engage students actively in their learning but also provide critical data to inform future instructional directions. This shift toward a student-centred approach has empowered learners to take ownership of their educational journeys.</p> <p>Feedback from teachers highlights a marked improvement in their ability to tailor learning experiences based on the insights gained from these assessments. By analysing student performance data, educators can identify individual strengths and areas for growth, facilitating targeted support and differentiated instruction. As a result, we have observed an increase in student engagement and a deeper understanding of the learning material.</p> <p>Moreover, professional development sessions have focused on the integration of formative assessment strategies into everyday teaching practice. Teachers have shared successful approaches and collaborated to refine their methods, fostering a culture of continuous improvement. This collaborative effort has not only enhanced the skill set of our staff but has also fortified our commitment to providing high-quality education that meets the diverse needs of our students.</p> <p>As we move forward, we will continue to build on this foundation by regularly reviewing our assessment practices and exploring new methods to gather and interpret data. Our goal is to ensure that every student receives the guidance needed to progress in their learning, ultimately leading to improved academic outcomes.</p> <p>In conclusion, our achievements in expanding the repertoire of formative assessment practices have significantly contributed to a more informed and effective teaching and learning environment. We remain dedicated to this journey, recognising that the ongoing use of data-driven insights is essential for fostering student success and enhancing overall educational quality.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$16,330.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Boggabri Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Evidence Based Teaching</li> <li>• High Impact Professional Learning</li> <li>• Data skills and use</li> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The engagement in all learning opportunities presented to our targeted students, thus providing them with academic support and uplift in their learning. Through the success of this intervention, the students had a noticeable increase in on-task behaviour when completing tasks.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The continuation of the employment of multiple School Learning Support Officers as a means to continue the academic and emotional support for our targeted students.</p>
<p>Socio-economic background</p> <p>\$156,212.31</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Boggabri Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Evidence Based Teaching</li> <li>• High Impact Professional Learning</li> <li>• Data skills and use</li> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students with economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> These funds were used to engage a number of staff to run literacy and numeracy programs within the school. This included the operational expenses involved in running our Smart Start Transition program which currently operated three days per week.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The continuation of support that students received to help run Centre for Effective reading and other similar programs have been beneficial in allowing them to close the gap with their peers. Centre for Effective reading will continue into next year.</p>
<p>Aboriginal background</p> <p>\$60,437.70</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Boggabri Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$60,437.70</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Evidence Based Teaching</li> <li>• High Impact Professional Learning</li> <li>• Data skills and use</li> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A greater link between the school and the community via increase events within the school. This also resulted in a larger number of students announcing that they are from Aboriginal heritage as they felt valued and supported. All Aboriginal students now have a Personal Learning Plans, plus there was a greater increase in cultural activities implemented.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will continue cultural identity activities to provide our students with a greater sense of belonging.</p>
<p>Low level adjustment for disability</p> <p>\$56,324.47</p>	<p>Low level adjustment for disability equity loading provides support for students at Boggabri Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Evidence Based Teaching</li> <li>• High Impact Professional Learning</li> <li>• Data skills and use</li> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Through the provision of additional support staff within the school, we were able to target a number of areas of student needs which assisted with inclusion and ensuring that all students were able to obtain some, if not all, their educational goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will continue to use this funding to provide resources for students who require additional support to ensure continued success at school.</p>
<p>Location</p> <p>\$26,892.08</p>	<p>The location funding allocation is provided to Boggabri Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Evidence Based Teaching</li> <li>• High Impact Professional Learning</li> <li>• Data skills and use</li> <li>• Attendance</li> </ul>

<p>Location</p> <p>\$26,892.08</p>	<p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• incursion expenses</li> <li>• subsidising student excursions to enable all students to participate</li> <li>• technology resources to increase student engagement</li> <li>• additional staffing for teaching principal release</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The continuation of our school breakfast program which provides all students with fresh fruit, cereal and toast to help drive attendance. Additionally, this funding has been used to support families experiencing financial hardships to purchase uniforms and attend school excursions that they normally wouldn't be able to attend.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A survey of students indicated that the provision of breakfast has encouraged them to attend school as they would often miss school due to the fact that they had not eaten. By opening this program up to all students, this has removed the feeling of them being isolated and singled out. Support with uniforms and excursion costs will continue on a needs basis at the discretion of the principal.</p>
<p>Professional learning</p> <p>\$15,631.56</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional learning for teachers and school staff procedures at Boggabri Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Evidence Based Teaching</li> <li>• High Impact Professional Learning</li> <li>• Data skills and use</li> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Structure in place for collaborative planning meetings and the design of curriculum that is consistent across the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue the shoulder to shoulder support as it has been having a direct impact on the enhancement of the leadership team and classroom teachers. Continue with collaborative planning and arrange for co-stage release where all teachers have additional time to plan.</p>
<p>QTSS release</p> <p>\$17,519.63</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Boggabri Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Evidence Based Teaching</li> <li>• High Impact Professional Learning</li> <li>• Data skills and use</li> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic</li> </ul>

<p>QTSS release</p> <p>\$17,519.63</p>	<p>Improvement Plan and develop the capacity of staff</p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Mentoring and coaching support by experienced teachers with teachers to ensure ongoing development and improvement of quality teaching practices through the analysis of data and other evidence. Opportunities for teachers to establish and maintain collaborative practice, receive feedback and support to improve teaching practices.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide time for supervisors to support their teachers in their ongoing professional development.</p>
<p>Small group tuition (SGT)</p> <p>\$9,767.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Boggabri Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Evidence Based Teaching</li> <li>• High Impact Professional Learning</li> <li>• Data skills and use</li> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups</li> <li>• employment of educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Providing group tuition cycles in literacy and numeracy to improve student outcomes in literacy and numeracy. Students achieving outcomes in Plan 2.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue the implementation of literacy and numeracy small group tuition using data to support targeted students.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2021	2022	2023	2024
Boys	36	46	47	43
Girls	41	40	39	46

### Student attendance profile

School				
Year	2021	2022	2023	2024
K	91.8	86.5	87.0	88.3
1	82.6	88.3	89.4	88.2
2	84.4	84.7	81.1	88.4
3	93.6	81.4	92.9	90.3
4	89.9	85.1	87.7	91.3
5	86.0	85.4	82.1	89.0
6	90.7	82.5	90.0	84.4
All Years	88.6	85.0	87.0	88.6
State DoE				
Year	2021	2022	2023	2024
K	92.8	87.9	91.1	91.0
1	92.7	87.4	90.5	90.2
2	92.6	87.8	90.8	90.3
3	92.7	87.6	90.9	90.3
4	92.5	87.4	90.6	90.1
5	92.1	87.2	90.3	89.6
6	91.5	86.3	89.8	89.1
All Years	92.4	87.4	90.6	90.0

### Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023/2024, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families was still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.4
Classroom Teacher(s)	3.57
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.23
School Administration and Support Staff	1.51

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2024 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	3.30%
Teachers	3.30%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes six student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 <b>Actual</b> (\$)
<b>Opening Balance</b>	55,433.31
<b>Revenue</b>	1,654,914.98
Appropriation	1,625,876.62
Sale of Goods and Services	7,076.22
Grants and contributions	18,523.17
Investment income	3,438.97
<b>Expenses</b>	-1,632,916.88
Employee related	-1,560,076.45
Operating expenses	-72,840.43
<b>Surplus / deficit for the year</b>	21,998.10
<b>Closing Balance</b>	77,431.41

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2024 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	16,330
<b>Equity Total</b>	272,974
Equity - Aboriginal	60,438
Equity - Socio-economic	156,212
Equity - Language	0
Equity - Disability	56,324
<b>Base Total</b>	1,123,760
Base - Per Capita	14,772
Base - Location	26,892
Base - Other	1,082,096
<b>Other Total</b>	167,950
<b>Grand Total</b>	1,581,014

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Our school utilises data from the Tell Them from Me (TTFM) survey, parent focus groups, and the Student Representative Council to enhance student engagement and wellbeing programs throughout the school, while also informing our future directions.

Our school is dedicated to supporting student learning and fostering their expectations for academic, cultural, and sporting success, alongside a strong sense of belonging within the school community. We achieve this by designing relevant teaching and learning programs and providing wellbeing assistance for students and families, often referred to as wrap-around support.

Expectations of Success for all students in the classroom context refer to the extent to which teachers value academic achievement and maintain high expectations for every student. Every student deserves to experience a sense of achievement and feel valued by teachers, parents, and the wider school community. We accomplish this by creating a safe and secure environment where every student is known, valued, and cared for by our educators.

Our school actively promotes student advocacy by providing wellbeing strategies that assist students in collaborating and forming interpersonal relationships within a safe and supportive environment. Students should be able to identify teachers with whom they can discuss and raise issues that affect them.

In 2023, students from Year 4 to 6 completed internal school surveys. 88% of students indicated they had high expectations for success, while 12% reported low expectations. In terms of advocacy, 85% of students felt they had high advocacy, whereas 15% indicated low advocacy. The data also showed that 80% of students had both high expectations for success and high advocacy.

The data suggests that we must continue to focus on providing high levels of success by re-engaging in extracurricular activities that allow students to participate in a broad curriculum, while also supporting students and families experiencing complex needs.

Survey results from parents through the P&C and parent focus groups indicate that the school excels in:

- Ensuring all students, parents, and visitors feel safe, welcome, and part of the school community.
- Providing diverse opportunities, including academic, sporting, and cultural activities.
- Employing staff who are friendly, helpful, and consistently go above and beyond.
- Offering high-quality resources.
- Guaranteeing that every student is known, valued, and cared for at all times, alongside fair reward and discipline systems.

The school will continue to collaborate with parents to ensure they remain informed about all events in a timely manner.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.