2009 Annual School Report
Boolaroo Public School

NSW Public Schools – Leading the way
Messages

Principal's message

Boolaroo Public School staff and parents continue to work together to provide a happy, supportive environment for all students.

I am enormously proud of the achievements of our school community. Our dedicated staff continues to work hard to deliver quality education to all our students with excellent results that are evident in our students academic achievements, their behaviour and level of enthusiasm and participation.

Our dedicated parents/caregivers have worked tirelessly to support their children’s learning and improve the school’s resources with their fundraising and support for the school throughout the year.

Our banner statement, ‘Quality Education in a Caring Environment’ is truly reflected by the school’s achievements this year and it is with great pride that we present the following report.

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.

Heather Lewis

P&C message

The partnership between the school and the community remains integral to the many successful programs within the school. The P&C has worked hard to help our families and their children access excursions and school events and provided much needed resources within the school.

Again this year we have achieved all our support for the school through community donations and various fundraising events. Our achievements are a reflection of the enormous generosity of the Boolaroo community.

In 2009, the P&C worked with the school to raise money to support all students who attended the Camp at Point Wolstencroft, the Year 6 Farewell, the Father’s Day Stall and the Mother’s Day Stall.

This year the P&C worked closely with the school to promote a positive school image within the community and provided funds for a school community noticeboard, new school uniform and school emblem.

The P&C also supported the school by providing funds to purchase new computers for the Computer room upgrade.

Most money was raised through our raffles at Easter & Christmas, Bunnings BBQ, School BBQs, Lapathon and Chocolate Drive.

I would like to thank the P&C members for their contributions throughout 2009 and look forward to working with the teachers and supporting our wonderful school throughout 2010.

Jane Crotty P&C President

Student representatives’ message

The Student Council provides our students with the opportunity to give feedback into what happens at Boolaroo Public School.

This year the Student Council has organised many activities to raise funds for needy causes. We raised money for the Victorian Bush Fire Victims, SIDS Foundation and Tatts and Tiaras,

The school leaders had the opportunity to attend Leadership Days both in Sydney and at Lake Macquarie High School. The school leaders were responsible for the smooth running of assemblies, school tabloid sports competitions and Peer Support programs held at the school this year.

All students had input into the design of our new school emblem and we helped the Year 6 raise money for the new School Banner. Our Year 6 was proud to present the new school banner to the school at presentation day this year.

We are proud of the input and activities we have been involved in this year. We have appreciated the opportunity to contribute to the school.

Denny Cox - School Captain

Hayden Clancy – School Vice - Captain
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

![Enrolments chart]

Student attendance profile

Attendance rates were slightly above state and region averages for 2010.

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<td>92.3</td>
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<td>3</td>
<td>91.0</td>
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<td>93.6</td>
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<td>Total</td>
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<td>93.9</td>
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<td></td>
<td>Total</td>
<td>93.9</td>
<td>93.7</td>
<td>91.5</td>
</tr>
<tr>
<td>State</td>
<td>K</td>
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<td>Total</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
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</table>

Management of non-attendance

Boolaroo Public School students will continue to be encouraged to attend school regularly. The school rewards students with 100% attendance each term and annually.

Students are required to provide absent notes for non-attendance and the Principal provides regular reminders to parents of attendance requirements either through the school newsletter and/or phone contact.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

Structure of classes

<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>4-5-6</td>
<td>4</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>4-5-6</td>
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<td>21</td>
</tr>
<tr>
<td>4-5-6</td>
<td>6</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>K-1-2-3</td>
<td>1</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>K-1-2-3</td>
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<td>5</td>
<td>16</td>
</tr>
<tr>
<td>K-1-2-3</td>
<td>3</td>
<td>5</td>
<td>16</td>
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<tr>
<td>K-1-2-3</td>
<td>K</td>
<td>3</td>
<td>16</td>
</tr>
</tbody>
</table>

Staff information

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

The school retained two full time teaching positions throughout 2009. Funding enabled the provision of a support teacher for computer education, additional library time and learning assistance.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.168</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
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<tr>
<td>Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>0.696</td>
</tr>
<tr>
<td>Total</td>
<td>3.032</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

All staff at Boolaroo Public School are of a non-Indigenous background.

**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>0</td>
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</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.

**Date of financial summary:** 30/11/2009

**Income**

- Balance brought forward $50,152.13
- Global funds $59,843.33
- Tied funds $89,317.40
- School & community sources $23,099.67
- Interest $1,821.24
- Trust receipts $3,156.30
- Canteen 0.00

**Total income** $227,390.07

**Expenditure**

- Teaching & learning
  - Key learning areas $13,935.40
  - Excursions $4,995.46
  - Extracurricular dissections $4,519.67
- Library $1,060.21
- Training & development $1,719.99
- Tied funds $107,745.67
- Casual relief teachers $8,791.32
- Administration & office $31,794.62
- School-operated canteen 0.00
- Utilities $11,697.99
- Maintenance $1,920.81
- Trust accounts $3,216.65
- Capital programs 0.00

**Total expenditure** $191,397.79

**Balance carried forward** $35,992.28

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

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**School performance 2009**

**Achievements**

**Arts**

Boolaroo Public School continues to offer excellent opportunities for our students in creative arts.

A highlight for 2009 was the involvement of every student in the design for the new school emblem. All students contributed and provided feedback about what should be included in our new school emblem.

Throughout 2009 all students were involved in a number of performance opportunities. All students contributed to our School Musical ‘Super Kids’ performed for our school community during Education Week. The students also performed items from the musical to a larger audience at Lake Macquarie High School. The "Little Vegemite Jars" were a great hit. It is a great achievement of the school when our students are keen to perform and willing to participate enthusiastically in all performances.

**Sport**

Boolaroo School provides a comprehensive Sport program. The school promotes sport with the aim to promote health, fitness, friendship and social skills. Boolaroo School promotes participation at all levels in Sport.

The past year has seen the school present a wide variety of sporting opportunities for children to develop the skills necessary to be proficient in sport.

Skills clinics were held in rugby league, soccer, and rugby union.

The school joined with neighbouring schools for swimming and athletics carnivals at local venues.
4 students represented our school at the zone carnival in swimming. 19 students represented our school at the Zone athletics and 1 went on to compete at Regional level.

As a result of the school cross-country competition, a team participated at zone level.

1 student was chosen in the Westlake’s Zone team for both Rugby League and Cricket.

Children from Years 3 & 4 participated in the Westlake’s Zone Junior Netball Gala.

Children from Years 3 to 6 participated in a Rugby League Tag day held at a neighbouring school and run by Helene O’Neill.

The Active After School program continued in 2009. The students participated in several high quality sports activities as well as a Gala Day that was fully funded by the program and gave the students the opportunity to be part of a large gathering of schools across the Hunter Region.

**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)

This year the school has strengthened our academic programs as evidenced in our strong performance in the NAPLAN.

**Literacy – NAPLAN Year 3**

This year, 5 Year 3 students completed the NAPLAN. 100% of our students achieved band 4 and higher for overall literacy. All students achieved band 4 and higher in reading, band 2 and higher in writing, band 4 and higher in grammar & punctuation, band 3 and higher in spelling and band 4 and higher in grammar & punctuation. The school’s averages were above state average and Like School Groups averages (LSG) in reading, writing, spelling, grammar & punctuation.

**Numeracy – NAPLAN Year 3**

100% of our students achieved band 2 and higher in numeracy. Of that 100%, 60% of our students achieved bands 4 and higher. This compares to the state average of 64% achieving band 4 and higher. The schools’ average in numeracy was at the state average and slightly above Like School Groups (LSG).

There was little difference in performance between the three areas of numeracy, number patterns & algebra, and measurement, data, space & geometry. There was a slightly better overall performance in measurement, data, space & geometry.

**Literacy – NAPLAN Year 5**

This year 5 Year 5 students completed the NAPLAN. 100% of our students achieved band 6 and higher for overall literacy. All students achieved band 6 and higher in reading, band 5 and higher in writing, band 5 and higher in spelling, and band 6 and higher in grammar & punctuation. The school’s averages were above state average and Like School Groups (LSG) averages in reading, writing, spelling, grammar & punctuation.

Our strongest performance was in grammar & punctuation with 60% of our students achieving band 7 and higher as compared to the state average of 39% achieving band 7 and higher.

**Numeracy – NAPLAN Year 5**

100% of our Year 5 students achieved band 5 and higher in numeracy, number patterns & algebra, measurement, data, space & geometry. The school’s average was well above state averages and Like School Groups (LSG).

There was little difference in performance between the three areas of numeracy, number patterns & algebra, and measurement, data, space & geometry. There was a slightly better overall performance in number patterns and algebra.

**Progress in literacy**

This year our data only showed two students on the school’s tracked growth from year 3 to year 5. Both students have shown improvement in overall literacy from year 3 to year 5. (No graph added cohort of less than 10)
Progress in numeracy

Again our data only showed growth for two students out of the five students who sat for NAPLAN this year. Both students have shown improvement in their numeracy results tracked from Year 3 to Year 5.

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.

Significant programs and initiatives

Aboriginal education

At Boolaroo P.S Aboriginal education is based on the Aboriginal Education Policy. Our school program targets the improvement in educational achievement of our Aboriginal students and educates all students about Aboriginal history and culture.

The school targets the educational needs of our aboriginal students and works with the students and their families to develop personalised learning plans to improve their learning outcomes.

Our programs include aspects of Aboriginal Culture in all Key Learning Areas. All ceremonies and gatherings begin with the Acknowledgement of Country and all three flags, the Australian, Aboriginal and Torres Strait Islander flags are flown daily and are on permanent display in the school hall.

This year the school was fortunate to have the opportunity to attend NAIDOC celebrations on Toronto foreshore. The students joined the march through the main street of Toronto, saw excellent performances and enjoyed the festivities.

This year the school won second prize again in the National Aborigines and Islanders Day Observance Committee (NAIDOC) Art Competition for Lake Macquarie Area. A group of students contributed to the collage celebrating...
honouring our elders, nurturing our youth’. The school won $300.00 that will be put towards purchasing Aboriginal resources within the school. The Art Work takes pride of place in the area near the school office.

Multicultural education

The Multicultural Program aims to ensure an inclusive school community with a racism-free learning and work environment. The school has an elected, trained Anti-Racism Officer to fulfil the responsibility of ensuring practices within the school adhere to the Anti-racism policy. Multicultural perspectives are integrated into the Key Learning Areas and in whole school events.

An annual event that was again celebrated by the school this year was ‘Harmony Day’. The day’s focus is a celebration of community participation, respect and sense of belonging for everyone. It is a celebration of cultures that make Australia great and promotes an environment in which all people participate in Australia’s future. The students celebrated with a walk to Speers Point Park and a games afternoon.

The students also attended a performance from the Watoto Children’s Choir. The stories and music the choir members shared with our students were amazing and appreciated by our students.

A highlight for the school this year was a visit from Japanese University students. Our students played games played by Japanese students.

Respect and responsibility

Boolaroo P.S holds strongly to the values of respect and responsibility.

In 2009 the school supported its students with several initiatives that specifically targeted the values of respect & responsibility.

This year the school undertook a program that educated our students and families about Anti-bullying. Our students attended Peer Support workshops with an Anti-bullying message. A new school policy was developed for the school and an information pamphlet was developed for our students and their families. Parents, students and teachers completed a school survey and the results have guided our directions for future plans to eradicate this problem. The school has a strong belief that everyone has a responsibility towards making our school free of bullying.

The school believes in involving our students in events that promote values of respect and responsibility. This year our school participated in Clean up Day, Harmony Day, Anzac Day & Remembrance Day, and two student representatives attended the service at Civic park for the United Nations 64th Anniversary and Flag Raising.

The school leaders attended community services for Anzac Day and Remembrance Day and were involved in raising money for many charities. Our school raised $308 for charities this year and $417 was raised for the Victorian bush fire victims who touched all our hearts in 2009.

The school believes that all students need recognition for displaying respect & responsibility. The school provides a comprehensive reward program that is achievable for all its students.

Other Programs

Promoting the school

The school undertook an intensive program to promote the school positively within the community with the aim to increase enrolments.

A school promotion team was formed and several strategies were developed. These included:

• the school’s website was upgraded.
• all print material, newsletters, certificates of appreciation, school invitations, letters and reports were improved with the development of a new letterhead and logo.
• a school brochure was developed and distributed to local preschools, and a letterbox drop was completed.
• the school handbook was updated and published in a more professional format.
• a playgroup for preschool students and their families began with the aim to begin early transition to school.
• an Out of School Hours facility was secured for the school to begin in 2010.
• a new uniform was designed for students, to be phased in throughout 2010.
• a new school banner was purchased for the school.
• a new school noticeboard has been installed and improved signage was also installed around key areas of the school.

This has been an enormous and expensive task for the school. I especially thank the P&C, students and parents who have supported this initiative in the school. A special thank you to Mrs Bailey who was instrumental in gathering quotes, designing and updating print material, our website and the careful management of funds throughout this process.

Progress on 2009 targets

Every year, as agreed by a combined decision of parents, teachers and School Council, some improvement targets are made for the school and a School Management plan is collated, written and worked towards achieving throughout the year.

This section of the report describes the progress made towards achieving these targets as set for 2009. Targets covered the areas of:
1. Improved literacy & numeracy skills for all students,
2. Improved skills in the use of technology for all students
3. Evidence of improved knowledge of environmental issues among students and the school community and an increased commitment to improving the environment.

Target 1
Improve Literacy and numeracy skills of all students

Our achievements include:
• evidence of a high overall improvement in literacy and numeracy standards across the school, particularly in reading, grammar & punctuation
• implementation of the Best Start Assessment and Best Start teaching strategies in Kindergarten
• analysis and identification of areas of weakness in literacy and numeracy using the Department of Education & Training SMART DATA package
• inclusion of activities in homework and class work that targeted areas of weakness in numeracy & literacy and mirrored the NAPLAN format

Target 2
Improving students’ skills in the use of technology

Our achievements include:
• the upgrade of the computer room to include 20 computers, enabling all students in each class to access a computer at the one time
• analysis and identification of areas of need in technology skills of our students
• development of stage based checklists, for teacher use, of basic technology skills to be included in the teaching programs
• teacher attendance at quality workshops on computer skills and Smartboard use

Target 3
Students and school community will demonstrate improved knowledge of environmental issues and an increased commitment to improving the environment will be evident

Our achievements include:
• professional learning for teachers in the area of environmental sustainability for schools.
• development of a Sustainable Environmental Management Plan (SEMP) for the school.
• development of waste audits to be implemented in 2010 by students.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Science & Technology and Leadership.
Educational and management practice

Leadership

Background

The school is continually looking for areas to improve the learning outcomes for all students. We believe that with focussed evaluations of our practices in management and curriculum delivery we can improve the overall performance of the school to deliver quality education to all our students.

We surveyed all families, students and teachers to identify successes and weaknesses the school has in the area of leadership.

In this survey, leaderships refers to the school leaders as being the Principal, staff and student leaders and it includes the identification of the school's ability to deliver programs for all students to aspire to leadership roles and learn leadership skills.

Findings and conclusions

51% of families responded to the survey.

The survey indicated 81% of families and 72% of students responded positively to:

- the school is always looking towards improving what it does
- the school involves all groups within the school in decision-making
- staff, parents & students are encouraged to take leadership roles at the school

64% of families and 53% of students responded positively to:

- the school ensures that everyone is treated fairly
- school leaders inspire and motivate learners
- school leaders are open to new ideas

53% of families and 66% of students responded positively to:

- school leaders understand the school and get the best from staff and students
- school leaders value the contributions of individuals & groups
- school leaders accept responsibility for the quality of student learning
- school leaders discuss ways to improve my child’s learning

Future directions

Conclusions that can be drawn from this data indicate the school leaders need to work towards improving communication to our parents about the value of their contributions, improving reporting to parents about their child’s learning, and developing better ways to get the best from our students.

The school needs to ensure that all students are treated fairly in the eyes of our students. Our leaders should be good role models who inspire and motivate others and school leaders should be open to new ideas.

Curriculum

Science & Technology

Background

The school is continually looking for ways to improve the teaching of Key Learning Areas. This year we are investigating ways we can improve the teaching of Science & Technology. We believe student engagement and interest in science education will improve for all students if the school can identify ways to improve the teaching program in this area.

Findings and conclusions

51% of families responded to the survey.

The survey indicated 100% of families and 82% of students responded positively to:

- Science & Technology is an important area of study
- the students have improved investigating skills
- the students have improved designing and making skills
78% of families and 81% of students responded positively to:
• the students enjoy Science & Technology tasks
• the students receive adequate assistance in Science & Technology
• the school is always looking towards improving the teaching of Science & Technology

46% of families and 66% of students responded positively to:
• the students and parents are well informed about the way Science & Technology is taught in school
• the students and parents receive useful feedback/reports about progress in Science & Technology

Future directions

Conclusions that can be drawn from this data indicate parents and students value and enjoy Science & Technology teaching and the students have improved skills in Science & Technology.

The school needs to improve communication to parents and students about the way Science & Technology is taught at school and improve feedback /reports to students and parents about student progress in Science & Technology.

Parent, student and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students

The students identified the small school as being advantageous for more teacher attention, getting to know everyone in the school better, it’s easier to make friends and it gives everyone more opportunity to be selected for team sports. They identified the large playing field, set up of the playground and the amount and variety of sports equipment as a strength of the school.

Parents

The parents identified the small school as an advantage as it allows social inclusion and more teacher attention is given to each student. Also excellent playground facilities and staff friendliness and approachability was also identified as strengths.

Teachers

The teachers identified the small school as an advantage as smaller class sizes enable teachers to give more attention to individuals. The improvement to the computer room facilities and extensive fitness and sport opportunities are identified as strengths as well as the supportive environment for parents and students.

Professional learning

Throughout 2009 all staff members have been involved in professional learning opportunities. The average expenditure per teacher for professional learning was $800.00.

Professional learning was linked to the school’s targets of literacy, numeracy, technology, building a sustainable school and student support.

All staff received CPR & Emergency Care training. All teaching staff has completed OH&S training requirements.

Professional training focussed on technology skills, and many of the workshops attended throughout the year were aimed at learning about new developments and integrating technology into all Key Learning Areas. Other professional development was in the areas of supporting students with special needs, Aboriginal Education and Environmental Sustainability.

Administrative staff attended courses in CPR and Emergency care, School Administration Managers Conference, School Learning Support Officers Conference, Autism and Aspergers training and Environmental Sustainability.
School development 2009 – 2011

The school completed the first year of a three-year strategic plan to improve student literacy, numeracy, technology and the development of a sustainable school. This remains our main focus for 2010 and the school plan has been refined to identify specific strategies to work towards during 2010.

This year also saw the introduction of the Australian Government Initiative ‘Building the Education Revolution’. The school received physical improvements of painting, new cupboards installed in the office area and several repairs to the main building. The school will receive a new school library. The building of the library will begin, and hopefully be completed, in 2010.

Targets for 2010

Target 1

Improved student engagement and learning outcomes in identified literacy areas

Strategies to achieve this target include:

• facilitate a range of professional learning in the areas of teaching writing and spelling strategies.
• analyse individual student’s needs and teach explicit lessons to address their needs
• focus teaching on higher order thinking strategies and problem solving
• integrate technology into literacy lessons

Our success will be measured by:

• evidence of improved literacy of all students through careful analysis of student achievement
• a higher level of engagement and motivation demonstrated in our student attitude towards learning
• an increased use of computer technology by teachers and students

Target 2

Improved student engagement and learning outcomes in identified areas of numeracy

Strategies to achieve this target include:

• facilitate a range of professional learning in the areas of teaching space & measurement and number
• analyse individual student’s needs leading to the teaching of explicit lessons to address their needs
• implement a school scope & sequence in maths to cover all areas of the curriculum
• focus teaching on higher order thinking strategies and problem solving
• integrate technology into numeracy lessons

Our success will be measured by:

• evidence of improved numeracy skills of all students through careful analysis of student achievement
• a higher level of engagement and motivation demonstrated in our students’ behaviour towards learning and improvement
• an increased use of computer technology by teachers and students

Target 3

Improved commitment to solving environmental issues by the whole school community with evidence of a 10% reduction of utilities

Strategies to achieve this target include:

• audit of utilities across the whole school
• development of the School Environmental Educational Plan
• implementation of an environmental education program K-6
• implementation of classroom practices and procedures for the reduction of utilities & waste management
• engagement of the school community in recognised environmental days eg ‘Clean Up Australia Day’

Our success will be measured by:

• reduction in waste, water usage and an increase in recycling programs within the school
• increased interest and knowledge of how to improve the school’s environmental carbon footprint
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.

Heather Lewis Principal
Megan Meek Teacher Representative
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Rebekah Wollstein Parent Representative
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School contact information

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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: