2008 Annual School Report
Boolaroo Public School

NSW Public Schools – Leading the way
Principal's message

Boolaroo Public School staff and parents work together to provide a happy, supportive environment for all students. Our small size makes for a great school spirit amongst students, families and teachers.

Our banner statement, ‘Quality Education Through Community Cooperation’ is the cornerstone upon which everything we do is built. Our teamwork is strong and focussed on enhancing the learning experiences of all students. We do this through effective teaching, a positive environment, and good discipline and community participation.

The school is proud of this year’s successes and achievements and it is with great pride 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 P&C remains integral to many successful programs within the school.

In 2008, the P&C worked closely with the school to raise money to support all students on the Year 5/6 Excursion to Canberra, the Year 6 Farewell, the Father’s Day Stall and the Mother’s Day Stall. We raised money through raffles for Easter and Christmas, Bunnings BBQs, School BBQs, a Trivia night, Pie Drive and Lapathon. Thanks to the kind donations of our community, we raised $7035 throughout 2008.

Our vision for 2009 is to promote the school within the wider community and support the upgrade of the computer room.

I would like to thank the P&C members for their contributions throughout 2008 and look forward to supporting Boolaroo Public School in 2009.

Jane Crotty P&C President

Student representative's message

The Student Council provides our students with the opportunity to have their say in what happens at Boolaroo Public School.

This year the student council has organised many activities that have raised funds for needy causes. We raised money for ICEE – Sunnies for Sight, Footy Fun Day – Cancer research and Cystic Fibrosis.

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

It has been a busy year for the student council but it has been a great honour to have the opportunity to contribute to the school.

Mackenzie Wilson – School Captain

Jemma Ashenhurst – 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
Student attendance profile

Although attendance rates were slightly above state and region averages for 2008, Boolaroo Public School will continue to remind parents of the importance of regular attendance at school. Students will continue to be rewarded for excellent attendance during each term and annually.

Class sizes

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

Structure of classes

<table>
<thead>
<tr>
<th>Roll</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4-5-6</td>
<td>3</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>6</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>5</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>4</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>K-1-2-3</td>
<td>3</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>K-1-2-3</td>
<td>1</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>K-1-2-3</td>
<td>K</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>K-1-2-3</td>
<td>2</td>
<td>8</td>
<td>22</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.

Due to falling enrolments the school had 2 classroom teaching positions allocated in 2008. Funding enabled the provision of a support teacher in computer education, learning assistance and dance.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</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>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Itinerant Primary Teacher of Behaviour Disorders</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>3.336</td>
</tr>
</tbody>
</table>

Staff retention

The Principal and one full time teacher were retained this year. The Principal’s position was made permanent after two years.

Mrs Bailey filled the School Administrative Manager (SAM) position. The school’s entitlement in office hours dropped due to falling enrolments from five days per week to a nine day fortnight.

Staff attendance

Staff has access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was: N/A. The attendance rate is reported as N/A if the school has less than 3.4 staff members.

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>
</tr>
</tbody>
</table>
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$229,103.20</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>36,178.56</td>
</tr>
<tr>
<td>Global funds</td>
<td>56,941.95</td>
</tr>
<tr>
<td>Tied funds</td>
<td>105,013.61</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>15,502.43</td>
</tr>
<tr>
<td>Interest</td>
<td>4,185.44</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11,281.21</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>229,103.20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>9,753.31</td>
</tr>
<tr>
<td>Excursions</td>
<td>6,994.03</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>2,783.36</td>
</tr>
<tr>
<td>Library</td>
<td>1,103.43</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>457.95</td>
</tr>
<tr>
<td>Tied funds</td>
<td>96,190.64</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>6,990.44</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>29,031.14</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>12,902.10</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1,757.58</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>10,987.09</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>178,951.07</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>50,152.13</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts
Booleano Public School has a comprehensive arts program that caters for creative arts and performance.

One highlight of 2008 was winning second prize in the National Aborigines and Islanders Day Observance Committee (NAIDOC) Aboriginal Art Competition. A group of students contributed to the collage celebrating Advance Australia Fair. This provided a great way of raising awareness of Aboriginal culture to our students. The prize of $300.00 was put towards a wonderful resource for the school - a DVD pack of Aboriginal Dreamtime stories.

The school performed two dance items at the East Lakes Cultural Festival. The level of participation (almost 100%) in this activity is one of which everyone should be very proud. It is an example of great school spirit and pride.

The highlight of our performance program had to be the School Musical held on Presentation Day 2008. ‘Mikey’s Christmas’ was a great hit and there were several very strong performances from individual students. Again this effort highlighted the great teamwork between students, staff and parents.

Sport

Sport is an integral part of the school’s learning program. Sport promotes health, fitness, skills and friendships. Booleano 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 sports.

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

This year, for the first time, our school joined with a neighbouring school for a swimming carnival at the local pool. This proved very successful and we plan to continue this practice.

Two students represented our school at the zone swimming carnival.
As a result of the school cross-country competition, a team participated at zone level.

As a result of the school athletics carnival held in the school grounds, a team participated at the Westlakes Zone Athletics carnival at the Hunter Sports Centre.

Students from Year 3 to 6 participated in a World Cup Challenge Day held in conjunction with the Rugby League World Cup. During the day members of both the New Zealand and English teams made visits.

The school held an Olympic Sports Day to raise awareness of the Olympic Games but also to showcase some of the new sports equipment the school has purchased over 2008. The school is committed to building the very best range of engaging sporting equipment to ensure all students engage in physical activities not only in organised sport and physical education lessons but also at lunch and recess.

The Active After School program continued in 2008. Again this program provided the opportunity to promote healthy activity amongst our students as well as the opportunity to practise social skills in a supportive environment.

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 we have further strengthened our academic programs as evidenced in our strong performances in the NAPLAN.

Literacy – NAPLAN Year 3

This year 10 Year 3 students completed the NAPLAN. 60% of students achieved band 5 and higher for overall literacy. All students achieved band 3 and higher for writing, grammar & punctuation. The school’s average marks were above state average in grammar, punctuation & reading.

Numeracy – NAPLAN Year 3

100% of our students achieved band 3 and higher in numeracy. Of that 100%, 60% achieved bands higher than band 4. This compares to the state average of 89.4% achieving band 3 and higher.

There was little difference in performance between numeracy and number, patterns & algebra and our strongest results were in measurement, data, space & geometry.

Literacy – NAPLAN Year 5

100% of our students achieved band 4 and higher in overall literacy. This compares to 96% of students state wide achieving band 4 and higher.

Our strongest performance was in writing with all students achieving band 5 and higher. The state average for students achieving band 5 and higher was 84.9%.

Numeracy – NAPLAN Year 5

All students achieved band 4 and higher in numeracy. The state average of students achieving band 4 and higher was 94.9%.

Year 5 had similar results to Year 3 as there was little difference in performance between numeracy and number, patterns & algebra and our strongest results were in measurement, data, space & geometry.
Progress in literacy

The average growth for all Year 5 students in overall literacy was 84.3 compared to the state growth of 80.7 for all Year 5 students. Our strongest performance was in writing with a growth of 116.4 as compared to the state growth of 68.6. Our students performed extremely well in this area. The results are the best we have seen in the last three years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>40.1</td>
<td>44.6</td>
<td>36.2</td>
</tr>
<tr>
<td>LSG</td>
<td>85.4</td>
<td>90.8</td>
<td>83.5</td>
</tr>
<tr>
<td>State</td>
<td>87.6</td>
<td>87.5</td>
<td>86.8</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Reading</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Reading</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>75</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>75</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

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 of educational achievement of our Aboriginal students and educates all students about Aboriginal history, culture and current Aboriginal Australia.

We include aspects of Aboriginal culture in all Key Learning Areas. Whole school activities have included the integration of Acknowledgement of Country in all ceremonies and gatherings held at the school. The three Australian flags, including the Aboriginal and Torres Strait Islander flags, are now displayed permanently in the school hall as well as on the flagpole daily. Cultural awareness activities are included in all special events held at the school.

All educational programs are written targeting individual needs of our students and monitored for progress.
Multicultural education

The school’s Multicultural Program aims to ensure an inclusive school community with a racism-free learning and work environment. A trained Anti-Racism officer was elected in 2008 to fulfil the responsibility of ensuring that practices within the school adhere to the Anti-racism policy.

Multicultural perspectives have been included in all key-learning areas and in whole school events. ‘Harmony Day’ was celebrated at the school and emphasis was on the celebration of difference.

Respect and responsibility

Boolaroo P.S has a strong student support program that promotes the values of respect and responsibility.

In 2008 the school supported its students with several initiatives that specifically targeted the values of respect & responsibility.

All students participated in the Peer Support program where the values of Care, Friendship, Respect, and Rights and Responsibilities, were the focus of discussions and activities.

Participation in events such as Clean Up Day and Harmony Day, and ceremonies such as Anzac Day and Remembrance Day, reinforced respect and responsibility in the wider community.

Our school leaders were involved in a range of experiences that developed responsibility and citizenship. They attended Community Services for Anzac Day and Remembrance Day, organised and led school assemblies, organised fundraising events within the school and were responsible for Student Council meetings.

All students were taught explicit lessons in social skills that reinforced our school expectations of safe play, respect and responsibility. Visual reminders are provided for the students in all classrooms and in the playground. The school supported several students by delivering a program that helped develop strategies when dealing with grief and loss.

The school provides a comprehensive reward program that recognises students weekly, at School Assemblies, for responsible and respectful behaviour.

Progress on 2008 targets

Every year, as agreed by a combined decision of teachers, parents and the School Council, some improvement targets are made for the School Management Plan.

This section of the report describes the progress made towards achieving these targets as set for 2008. Targets covered the areas of reading comprehension, problem solving in mathematics and students capacity to utilise technology as a tool for learning.

Target 1

To improve comprehension and higher order thinking strategies

Our achievements include:

- inclusion of a range of comprehension strategies in all class programs.
- focus on developing comprehension questions and worksheets that include a similar format to the NAPLAN reading test.
- development of criteria based assessment tasks in reading.
- focus in class programs on comprehending a variety of text types and interpretation using visual cues.
- specific focussed lessons delivered to Year 3 and Year 5 to address reading comprehension levels.
Target 2
To improve student ability in working mathematically and problem solving
Our achievements include:
- development of criteria based assessment tasks in problem solving.
- purchase of teacher reference material for problem solving activities.
- establishment of a small schools network between neighbouring small schools: activities include the development of assessment tasks across all three schools and discussions held to develop consistent teacher judgement based on the A-E assessment scale.

Target 3
To improve student capacity to utilise technology as a tool for learning
Our achievements include:
- increased opportunities for all students to develop computer and technology skills.
- improved percentage of students achieving computer skill levels that match their stage.
- increased enthusiasm and interest in computer technology.
- development of school plan to improve school infrastructure in computers.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of school management and technology.

Educational and management practice
School Management
Background
The school is continually looking for areas to improve the learning outcomes for all students. We believe that with focussed evaluation of our practices and management strategies we can develop more explicit teaching and learning programs that address our students’ needs.

Findings and conclusions
78% of families responded to the survey. The survey results were very positive with all parents, teachers and students agreeing that the school is continually looking for ways to improve its performance.

The survey indicated that 69% of parents agree that:
- the school regularly measures the success of its programs.
- the school values its staff and supports the staff’s welfare needs.
- teachers undertake extra training to improve their classroom teaching.
- the school is well organised.

An average of responses indicated that 90% of students agree that:
- the school continually makes changes to its programs to improve what it does.
- the staff at the school is valued and supported.
- the school is well organised.
- the school communicates effectively with students and parents.
- the school cares about the students and the discipline is fair.

Future directions
The survey results indicated that 9% of parents and 15% of students thought that only sometimes the school meets the educational needs of students. Even though this is a small percentage, it does give an indication that more focus needs to be targeted towards this goal in the future.
Curriculum
Technology
Background

The school is continually looking for ways to integrate and implement the use of technology across all Key learning areas. We believe that student engagement and learning will improve with increased access to quality tasks using technology. School developed surveys were used to gather data.

Findings and conclusions

Students

- 100% of students indicated that their teachers explain why they are doing a technology task.
- 95% of students believe technology is important.
- 90% of students indicated their technology skills have improved and that they enjoy using technology.
- 82% of students indicated they have improved Internet research skills.
- 77% of students indicated that they have improved word processing skills and the computer helps them to improve reading.
- 42% of students indicated that their teacher tells them how they can improve their technology skills and only 40% of students indicated that their teacher helps them to use technology.

Parents

- 100% of parents indicated they believe technology skills are important for their child and their child’s word processing skills have improved and that their child/ children enjoy using technology.
- 96% of parents indicated that their child uses technology mainly for small screen recreation and 95% of parents believe the school keeps them well informed about the way technology is used at school.
- 83% of parents believe their child’s Internet skills have improved and 79% indicated that their child is given adequate assistance with technology at school.
- 72% of parents indicated that they are provided with useful reports about their child’s progress in technology and 70% of parents indicated they believe the computer has helped their child’s reading to improve.

Teachers

The teacher survey results indicate that most agree on the importance of the use of technology and believe that improving technology teaching is a priority. However, most agree they need more training and development and there is a need to develop focussed assessment providing more detailed information on their students’ progress in technology.
**Future directions**

In 2009, as indicated in the school management plan, the computer room infrastructure will be upgraded to allow better access for all students while working in the computer room.

The Technology scope and sequence will be reviewed and updated as the scope of activities and applications of computers expands within the school.

Teachers will continue to be provided with training and development. The school recognises that training and development in the area of technology is an ongoing process and provisions are planned for annually in the school management plan.

**Parent, student and teacher satisfaction**

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

**Students**

The students identified highly skilled teachers, strong parent support, the school’s positive reputation, excellent technology resources, effective programs for gifted & talented students and students with learning difficulties, a well resourced library and friendly staff, as the schools’ strengths.

**Parents**

The parents responded very positively to most statements in the survey and identified highly skilled teachers, the school’s positive reputation, excellent technology resources, staff responsiveness to parent enquiries and the courteous welcome to visitors, as the schools’ strengths.

**Teachers**

The teachers identified the positive happy atmosphere, supportive learning environment and courteous welcome to visitors as the school’s strengths.

**Professional learning**

Throughout 2008 all staff members have been involved in professional learning opportunities. The average expenditure per teacher for professional learning was $1000.

Professional learning was linked to the school’s targets of literacy, numeracy, student welfare and quality teaching.

All staff received CPR, Asthma and Emergency Care training. All teaching staff received OH&S training.

The school was involved in the first round of training for Kindergarten teachers in the ‘Best Start’ initiative. Best Start network meetings were held at Boolaroo P.S to support Kindergarten teachers in the implementation of the program throughout 2008.

Staff and a parent representative attended the four day course “Communicating with your school community” leading to a number of initiatives to promote the school which will be implemented throughout 2009.

The school has maintained links with neighbouring small schools and the staff has attended regular professional learning activities.

The staff received training in ‘The Good for Kids’ Program that led to the introduction of ‘Fruit Break’ and an improved Physical Education and Sport program within the school.

Administrative staff attended courses in CPR and Emergency Care, Preparing the Annual Financial Statement, Enrolment and Registration Number and “Communicating with your school community”.

10
School development 2009 – 2011

This year a review of our past successes, needs, current educational, environmental and financial climate have helped us develop a strategic plan for the next three years. The plan aims to further improve the performance of students in literacy, numeracy and technology. The promotion of the school, raising environmental awareness and implementing strategies to improve the environment have been identified as the school’s priorities over the next three years.

Targets for 2009

Target 1
Improve literacy and numeracy skills of all students

Strategies to achieve this target include:
- Identify individual student needs and provide appropriate support.
- Provide professional learning for teachers in numeracy and literacy.
- Develop class programs that focus on tasks that promote higher order thinking and problem solving.

Our success will be measured by:
- Improvement in literacy and numeracy teaching programs.
- Improvements in literacy and numeracy achievement data.

Target 2
Improve students’ skills in the use of technology.

Strategies to achieve this target include:
- Review and update a K-6 scope and sequence for computer skills.
- Develop programs that integrate computers into all Key Learning Areas and classroom routines.
- Our success will be measured by:
- Improvement in students demonstrating proficient word processing skills when assessed using Stage appropriate technology skills.

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

Strategies to achieve this target include:
- Improvement in attitudes towards current environmental issues.
- Development of class programs that include environmental education.
- Development of a Sustainable Environmental Management Plan (SEMP) for the school.
- Our success will be measured by:
- Reductions in waste, water usage and an increase in recycling programs within the school.
- Increased interest and commitment of staff, students and parents in improving the environment.

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
Jane Crotty P&C President
Don Whiteman School Council Member
Denis Rae Community Representative
Rebekah Wollstein Parent Representative

School contact information
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Fax: 02 4958 2208
Email: Boolaroo-p.school@det.nsw.edu.au
School Code: 1302

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: