School context statement

Boolaroo Public School is a small school on the northern end of Lake Macquarie. We are a dynamic and caring educational environment providing students with access to quality programs within a varied and balanced curriculum. Our school has 40 students, with an approximate equal number of girls and boys. We have three mainstream multi age classes, and various part-time specialist support teachers and support staff, including an Instructional Leader under Early Action for Success (EAFS). Our Family Occupation and Education Index (FOEI) currently sit at a value of around 162. 12 percent of our students identify as Aboriginal.

Our current initiatives include the areas of literacy, numeracy, and student wellbeing. Boolaroo Public School has been included in the EAFS initiative for 2015 and is a participant in “L3”, “Focus on Reading (FoR)” Speech and “TEN” programs. The school has always had a strong community bond and this continues to grow. Each child in the school is seen as an individual and the curriculum is planned accordingly to cater for each child's needs. Commitment to learning is valued as is commitment to each other's success. Staff, parents and the community strive to provide a positive learning environment for all students, based on realising each child's individual potential for learning. Parents elect to enroll their children at Boolaroo because of its small size and the school's ability to deliver individualised programs that cater for specific needs and the strong emphasis on positive recognition of students.

Due to significant programs being introduced in 2014 with the arrival of our Resources Allocation Model (RAM) funding, our aim in the 2015-2017 plan is to embed and consolidate our improvements through ongoing support for staff and a culture of high expectations of our students.

Our mission is to provide ‘Quality Education in a Caring Environment’ and this principle guides our every day school endeavours, as we aim to provide an interesting, balanced, challenging and rewarding education that is cohesive, culturally diverse, and that values Australia’s Indigenous cultures.

Student information

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>22</td>
<td>16</td>
<td>21</td>
<td>25</td>
<td>24</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>Female</td>
<td>24</td>
<td>21</td>
<td>21</td>
<td>25</td>
<td>28</td>
<td>23</td>
<td>20</td>
</tr>
</tbody>
</table>

Student attendance profile

The school will continue to encourage students to attend regularly. The school rewards students with 100% attendance. Non-attendance is managed in the following ways:

When a student is absent for two days but no reason has been received, the classroom teacher contacts parents and requests an explanation for the absence. This is followed by a letter from the school if necessary. The school regularly informs parents of the requirements of the NSW Department of Education and Training’s attendance policy.

At Boolaroo Public School, we strive to develop strong partnerships with parents and caregivers to maximize student attendance and comply with the Attendance at School policy.
Student Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>97.5</td>
<td>94.1</td>
<td>93.1</td>
<td>97.0</td>
<td>95.9</td>
<td>96.7</td>
</tr>
<tr>
<td>1</td>
<td>83.7</td>
<td>93.9</td>
<td>92.3</td>
<td>94.1</td>
<td>96.9</td>
<td>92.9</td>
</tr>
<tr>
<td>2</td>
<td>96.0</td>
<td>86.7</td>
<td>97.4</td>
<td>91.7</td>
<td>95.7</td>
<td>96.4</td>
</tr>
<tr>
<td>3</td>
<td>94.7</td>
<td>94.6</td>
<td>91.2</td>
<td>96.9</td>
<td>89.2</td>
<td>92.7</td>
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<tr>
<td>4</td>
<td>95.6</td>
<td>92.0</td>
<td>95.4</td>
<td>83.3</td>
<td>95.1</td>
<td>94.3</td>
</tr>
<tr>
<td>5</td>
<td>92.3</td>
<td>88.7</td>
<td>91.7</td>
<td>96.3</td>
<td>90.3</td>
<td>89.3</td>
</tr>
<tr>
<td>6</td>
<td>91.0</td>
<td>93.5</td>
<td>86.6</td>
<td>95.0</td>
<td>93.3</td>
<td>91.6</td>
</tr>
<tr>
<td>Total</td>
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<td>91.9</td>
<td>92.0</td>
<td>93.9</td>
<td>94.3</td>
<td>93.5</td>
</tr>
</tbody>
</table>

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.252</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>3.416</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are no employees working in the school who have identified as being Aboriginal.

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>

Professional learning and teacher accreditation

The major priorities for teacher professional learning as detailed in the School Plan during 2014 were to strengthen the capacity of all teachers to improve student learning in literacy and numeracy, successfully implement the new English Curriculum and up skill teachers to provide quality technology programs. Throughout 2014 all staff members have been involved in professional learning opportunities.

Professional training focused on implementation of the Australian National Curriculum for Numeracy NSW syllabus. Other professional development was in the area of:

- Focus on Reading
- Multimodal texts
- NCCD
- Core Financial

Beginning Teachers

Boolaroo Public School did not have any beginning teachers employed in 2014.
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 30/11/2014

Income
Balance brought forward 46579.71
Global funds 72979.56
Tied funds 78711.91
School & community sources 14168.96
Interest 1888.55
Trust receipts 2687.00
Canteen 0.00
Total income 217015.69

Expenditure
Teaching & learning
Key learning areas 6777.47
Excursions 1286.97
Extracurricular dissections 2863.14
Library 310.63
Training & development 1592.30
Tied funds 69773.72
Casual relief teachers 10220.45
Administration & office 17745.99
School-operated canteen 0.00
Utilities 16181.17
Maintenance 10134.37
Trust accounts 2613.31
Capital programs 6466.00
Total expenditure 145965.52
Balance carried forward 71050.17

A full copy of the school’s 2014 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 2014

Academic achievements

NAPLAN
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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Other school based assessments
All school staff have analysed Smart Data and classroom assessment to identify areas for development, create individualised learning plans to assist individual students improve outcomes and to extend students who show aptitude in specific aspects of their learning. This analysis and explicit teaching will be reflected in 2015 student performance.

Other achievements

Sport
2014 was another highly successful sporting year Boolaroo Public School. Our students participated in school, combined schools and zone competitions in swimming, athletics and cross country.

Most students participated in a 10 week dance program ran by a local dance school culminating in an end of term concert.

Students from Year 2 to 6 also completed a 2 week intensive swim program in Term 4.

Premiers Sporting Challenge
All students participated in the Premier’s Sporting Challenge for the fifth consecutive year. This challenge involved students recording daily their personal physical activity levels encompassing
both in-school and out-of-school times for ten weeks. The common purpose of this challenge is to have more students, more active, more of the time.

Premiers Reading Challenge
All students participated in this challenge with 98% securing their set reading goal. The school is extremely proud of each student’s efforts in achieving their set goal.

This program continues to achieve personal learning rewards and enjoyment for students far beyond initial expectations.

Groups Activities
Each Friday students participated in six engaging and exciting activity groups. Students rotated after a 4 week period. Groups were mixed in ages K—6 to encourage and foster interaction and socialisation between all students. Peer support was a focus. Groups included: technology/ipads, Science/ mathematics, cooking, construction and creative arts.

Reading Beyond School
Building upon and enriching all students' beyond school reading resources, was identified as a high priority for 2014. The 'Books in Homes' program continues to be the perfect vehicle for further fostering a genuine love of reading and ultimately to improve literacy skills across the whole school community.

In 2014, our school was sponsored in this program by the administration staff from the Seventh Day Adventist church. Through this program each student received a minimum of nine self-selected high quality books from over 140 titles with a minimum of 25% of books being written or illustrated by Aboriginal people. Books are presented at a special assembly once a term.

Significant programs and initiatives – Policy and equity funding
Aboriginal education
The Boolaroo Public School staff and community demonstrate a strong commitment to maximising educational outcomes for all Aboriginal and Torres Strait Islander (ATSI) students. Our school continues to provide programs that educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

A strong home school partnership is promoted through regular meetings to review the progress of all ATSI students. A Personal Learning Plan (PLP) is developed for each student and closely monitored to ensure that goals are achieved and evaluated. The PLP's are developed for each student in consultation with parents/caregivers, the student and their teacher.

Boolaroo Public School celebrated NAIDOC Week in Term 3 with a full day of celebration. All students participated in activities relating to bracelet making and shared Dreamtime stories Indigenous games and arts.

Multicultural education and anti-racism
A focus on Multicultural perspectives occurs through the Connected Outcomes Groups (COGs) units and other Key Learning Areas. As part of Harmony Day celebrations in Term 1, classes were involved in activities which culminated in a whole school display of artwork.
The implementation of the new English Syllabus and National Curriculum has driven the purchase of further multicultural resources to enhance our teaching and learning programs. We have begun to purchase resources that focus on the Asian perspectives elements which are interwoven in all key learning areas. Our teaching programs ensure there is understanding and acceptance of cultural diversity.

Aboriginal background

The equity loading for Aboriginal students is a funding allocation to support NSW public school to meet the learning needs of Aboriginal students. This is the first year this loading has been provided to schools through the Resource Allocation Model (RAM). Every NSW public school with Aboriginal student enrolments received funding. Boolaroo Public School with an Aboriginal enrolment of 4 received a total of $2000. Funding was used to improve the quality of teaching and learning for Aboriginal students through the purchase of quality literacy resources.

Funding was also provided to strengthen partnerships and to promote collaboration in celebrations such as NAIDOC Week.

Socio-economic background

Students from low socio economic backgrounds often face additional educational challenges. The equity loading for socio economic backgrounds provides funding to schools to address the additional learning needs of these students.

The way this funding is used will be based on local needs. Some funding may go to support whole school programs and strategies or individual students.

At Boolaroo Public School, initiatives for 2014 included the employment of an additional teacher to support the implementation of quality literacy and numeracy programs, to address specific learning needs of Stage 2 students. Various programs that enhanced the students’ access to a wider range of curriculum learning experiences such as science, technology and fundamental movement skills were also part of these initiatives.

School planning of 2015-2017 will see this funding continue to support these initiatives, as well as help subsidise additional time for the interventionist working on the Early Action for Success initiative.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Examination of student data with all teaching staff to analyse student achievement and student needs in relation to school targets.
- Survey staff, students and parents in relation to school targets and program evaluations.
- Staff meeting discussions, student work samples, student standardized tests and NAPLAN data.
School planning 2012-2014:

School priority 1
Increase levels of overall literacy achievement for students in line with state and regional targets, specifically focusing on reading comprehension.

Outcomes from 2012–2014
The continuums of Literacy and Numeracy are tracked by staff and students to consolidate, instruct and extend outcome achievement, protecting the continuity of teaching from K-6.

Evidence of progress towards outcomes in 2014:

• All teaching staff have commenced training in Focus on Reading.
• All students were plotted on the Literacy continuum and teaching and learning activities were designed to move students forward.

Strategies to achieve these outcomes in 2014 were:

• All teachers implemented the new NSW English syllabus during Semester 1.
• All teachers participated in professional learning.
• Regular and whole school consistent assessment data to maintain currency of students’ tracking on continuum and drive programming.
• Focus on Reading 3–6 strategies were included in teaching and learning programs. With an emphasis on Making Connections aspect to improve inferential comprehension.
• Promoting and rewarding reading across the school by changing the culture of reading within school. Promotion of the Premier’s Reading Challenge for all students.

School priority 2
Increase levels of overall numeracy achievement for all students in line with state and regional targets, specifically in multistep processes, mental computation and in working mathematically.

Outcomes from 2012–2014
Maths teaching programs will clearly reflect a focus on multi-step problem solving strategies and Working Mathematically skills.

Evidence of progress towards outcomes in 2014:

• Anecdotal information shows an increase in student engagement in problem solving activities.
• Teaching and learning programs reflect planned lessons relating to problem solving strategies for 3-6.

Strategies to achieve these outcomes in 2015 were:

• Clear evidence of increased skills with problem solving (Working Mathematically) in all classes, K-6.
• Developing problem-solving skills using Newman’s prompts to help decode questions.
• Regular meetings for small schools to share methods and programs, this sharing of knowledge will enable the students to access a broader curriculum using proven methods through teacher collaboration.
• Increasing the range of ‘hands on’ activities to support numeracy work with concrete materials.

School priority 3
Enhanced levels of positive behaviour to support effective learning for all students.

Evidence of progress towards outcomes in 2014:

• The explicit teaching of expected positive behaviour across all settings at school (Kindergarten to Year 6)
• A decrease in the number of students receiving classroom behavior notifications from the previous year.

Strategies to achieve these outcomes in 2014

• The consolidation of the Boolaroo ‘Can do Award’ for the student who has successfully applied a set value throughout the week.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The best things about Boolaroo Public School are:

- The friendliness and family feel of the school, its sense of community and security;
- Excellent resources;
- Attractive grounds;
- Communication between school and home; and
- Technology teaching.

In the future, the school community would like to see:

- An on-going and increased focus on technology for learning;
- The continued development of quality teaching practices focusing on individual needs; and
- Increased community support and fundraising to better support school initiatives.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The Boolaroo Public school new school plan has 3 key strategic directions

1. Quality Learning through Innovative Teaching

Purpose

Differentiated and innovative personalised learning to improve student engagement and outcomes, while developing competent and creative learners. Teacher capacity is developed through focused, personalised, evidence based and engaging professional learning.

2. Quality Systems and Processes

Purpose

Embedding quality systems and organisational practices to support the development of all staff to demonstrate innovation and leadership through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.

3. Engaging Community Partnerships

Purpose

Promote the school image by creating a shared community identity and fostering partnerships with the Pondee Konara community of schools and other similar small schools.

We will seek to form strong partnerships with others, especially parents, to facilitate innovation, quality educational delivery and consistent, high standard and shared professional practices.

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.

Louise Wrightson Principal
Melanie Jones Class Teacher
Doreen Bridges Class Teacher
Janet Craggs School Office Manager
Rediena Barrett P&C Treasurer

School contact information

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Web: www.boolaroo-p.schools.nsw.edu.au
School Code: 1302

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: