School context

Boolaroo Public School is a small school on the northern end of Lake Macquarie. It currently has an entitlement of 2 full time teachers, including a teaching principal, a teacher librarian and part-time teacher, a senior administrative manager, a student learning support officer and a general assistant and cleaner completing the staff.

Boolaroo Public School offers quality education in a caring, supportive environment. Staff, parents and the community of Boolaroo have a strong commitment to improving the educational and social development of all students.

Parents elect to enrol 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.

Student achievement in 2013

In 2013, Boolaroo PS has continued to improve student outcomes across the six Key Learning Areas. We are proud of our students’ achievements and continue to strive to provide the best possible education for all our students. Our continued commitment has been to improving all student outcomes in reading. Our Year Three to Six students have engaged with new reading strategies focused on improving comprehension, vocabulary and fluency. Our students have again excelled in sport, dance, and art.

Messages

Principal’s message

2013 has been a highly successful year of learning and achievements. The dedication and commitment of the staff, parents and community are truly outstanding and make me very proud to be Principal of such a wonderful school.

Boolaroo staff, parents, students and community members work together to provide the best facilities, resources and educational programs for all students through purposeful planning, teamwork and enthusiasm.

I would now like to give a very special thank you to our teachers and support staff. Without these people and their hard work and dedication Boolaroo would not be the fantastic school it is. I thank them and have enormous respect for their contributions to our school and our students.

To our students who make the school such a wonderful place to be – keep up the wonderful work that you do.

This year the school maintains its structure of two classes. Next year with additional national funding we will be running some very exciting programs. We will have three classes running for half a day to further develop our literacy and numeracy success and further challenge our students to extend themselves.

This year saw the installation of WiFi and an additional Interactive whiteboard to further develop our student’s technology skills. Next year we will be implementing a designated scope and sequence in Technology to up skill our students in all computer programs. This will ensure they are equipped with the skills they will need as 21st century learners ready for all that lies ahead.

The school continues to work closely with its community. The P&C have continued to provide great support for the school this year. I would like to thank the P&C for their tireless work throughout the year. They have done an amazing job, often these tasks fall on a few dedicated people and on behalf of all members of our school community I would like to thank them.

I would like to farewell Mr Baker and I wish him every happiness in his retirement and whatever future endeavours he pursues.

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.

Louise Wrightson
Acting Principal
**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 has provided much needed resources to the school.

This year the P&C has had a very successful year, we have run several fundraising events such as the Mother’s Day Stall, Easter Raffle, Thompsons Pie Drive, Father’s Day Stall and our major fundraiser for this year was our Carols by Candlelight. Our fundraising has allowed us to provide funds towards outfitting the school for WiFi.

Our achievements are a reflection of the enormous generosity of the Boolaroo community.

We are an active P&C that would welcome new members in 2014.

**Reidena Barrett**

P&C Treasurer

**Student representative’s message**

On behalf of Year 6 we would like to thank staff, parents and fellow students for helping us to fulfil our duties as Captain and Vice-Captain to the best of our ability in 2013.

We started the year with our Induction Day where we were honored with our badges and made our pledges to the whole school community. Justis and I believe we fulfilled the promises made throughout the year that followed.

As the year went by, we attended many excursions and special days such as Bathurst, Anzac day, sport carnivals and a whole school excursion to Taronga Zoo.

We have represented our school in cross country, swimming, small schools carnival and zone.

On the 13th of November our 5/6 students went on an excursion to Bathurst. We were given the opportunity to glance back to the hard life endured by our ancestors as well as being given a brief look at the natural wonders of the area. This included the Jenolan Caves, Mount Panorama race track, Three Sisters, Scenic railway, Hartley village and were given the experience to go back in time to the gold fields.

We are going to miss Boolaroo public school and the teachers and students as well.

We would like to thank the P&C for their effort in getting the WiFi for the school for the Easter raffle, the mothers and father’s day stall and for doing the canteen. Thank you for all your support thought out this year. We have sorted out many problems, helped students and teachers and kept our promises to be good school captains. We will miss Boolaroo Public School.

Sianna Hitchin and Justis Gerrard
Student information

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

Student enrolment profile

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2013 Class Size Audit conducted on Monday 21 March 2013:

<table>
<thead>
<tr>
<th>Class Sizes</th>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2-6</td>
<td>2</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>K-2</td>
<td>1</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>K</td>
<td>9</td>
<td>25</td>
</tr>
</tbody>
</table>

Management of non-attendance

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 maximise student attendance and comply with the Attendance at School policy.
Workforce information

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

<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></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous 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.

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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>48080.81</td>
</tr>
<tr>
<td>Global funds</td>
<td>55338.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>21724.96</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>16625.14</td>
</tr>
<tr>
<td>Interest</td>
<td>1733.76</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1506.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>96929.06</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>10324.97</td>
</tr>
<tr>
<td>Excursions</td>
<td>4932.47</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>6683.02</td>
</tr>
<tr>
<td>Library</td>
<td>427.73</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>20121.99</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>13663.86</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>16746.93</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8463.15</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1978.52</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>15087.52</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>98430.16</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>46579.71</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the P&C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

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.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.
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)

At Boolaroo PS all Year 3 and Year 5 students sat all 2013 NAPLAN tests in Literacy and Numeracy at their appropriate year levels. Therefore, in accordance with DEC guidelines the school is not able to publish NAPLAN graphical or tabular data due to each cohort having less than ten students and individual students may be identified through such statistical data.

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 and enter the school name in the Find a school and select GO to access the school data.

Significant programs and initiatives

Aboriginal education

Our school continues to provide programs that educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. An Aboriginal perspective is included in all connected outcomes units (COGS).

As well, Indigenous students are monitored and supported through the targets to improve literacy and numeracy skills.

Students at the school participated in activities relating to NAIDOC. This gave them the opportunity to understand and appreciate the Aboriginal culture.

Multicultural education

The school maintained a focus on multicultural education in all areas of the curriculum by providing multicultural perspectives in units of work. This focus allows the students to fully participate in a culturally diverse society.

Respect and Responsibility

You Can Do It

“You Can Do It” (YCDI) is an integral part of student wellbeing and is embedded in our school culture. It aims at strengthening the social and emotional capabilities of our students.

The five foundations of this program are confidence (social and academic), persistence, organisation, getting along and emotional resilience. These values are on the keys at the end of the administration block.

“You Can Do It” lessons are completed regularly in each classroom with the whole school focusing on one of the foundations each week.

Our school positively reinforced this program by recognizing students displaying a specific value and issuing Keys for Success to be entered into our lucky draw. One student per week is recognised at our school assemblies for who has successfully applied a set value throughout the week. This is our ‘Can Do It Award’

The language of YCDI has been adopted by the students and their confidence and belief in them is growing.
Peer Support

In Term Four of 2013 the whole school participated in the Peer Support Program. The students worked on developing skills in the area of:

- Values
- Relationship building
- Assertiveness
- Decision making

Students learnt to work together in small groups with senior student taking responsibly as leaders and completed a six week program where topics included

- Respect
- Cooperation
- Consideration
- Acceptance
- Loyalty

The student group as a whole learnt how to cooperate, accept differences, respect and share.

Transition programs

Teachers of our local schools continued to meet throughout 2013 to share information and to promote positive transition for all Kindergarten children into Boolaroo Public School and for all Year 6 children into their designated high school. The Kindergarten transition process included meetings with the local preschool staff, an introductory information meeting with parents and a six weekly program for enrolled children to experience Kindergarten. High school transition in 2013 followed extensive discussion between staff from our school and our partner high school, Lake Macquarie High School. Year 6 students from this school also attended Glendale Technology High School and Warners Bay High School.

In 2013 BPS participated in an extensive transition to High School program with our feeder school, Lake Macquarie High School. This was a huge success, with all students enjoying the variety of activities that the high school offered. This included two GATS days per term as well as a number of fun days.

Arts

Boolaroo had 3 children join with Teralba PS to perform in Star Struck 2013 at Newcastle Entertainment Centre. Children participated in performing two matinee and two evening shows. This was a fantastic opportunity for our children.

Sport

Boolaroo Public School is highly involved in all school sports at all levels including School, Zone, Regional and State with Sports Coordinator Mr Lowrey continuing in his role as the Hunter PSSA AFL Convener and Hunter State AFL Teams Manager and Trainer.
This year Boolaroo Public School has been involved in many exciting sporting activities, with students achieving sound results.

In 2013 all students had the opportunity to participate in;

- Zone Sporting Trials for selection in the Hunter Primary Schools Sports Association PSSA Representative Teams from Zone to State levels.
- ARL Development Rugby League and Newcastle Jets Women’s Soccer League clinics.
- Launchpad Gymnastics Program.
- Small Schools Swimming and Athletics Carnival.
- Combined Cross Country Carnival.
- School Swimming Scheme.
- Paul Harragon Cup Rugby League.
- Interschool’s Sports Gala Days.
- Jump Rope for Heart Disease.
- Weekly School PE and Sports days.

Boolaroo Public School again participated in the NSW Premiers Sporting Challenge. This program encouraged all staff and students to record their daily physical activities in their personal sports log.

Awards of Encouragement, Bronze, Silver, Gold and Diamond were received by staff and students.

Year 5 and 6 began their NSW Premiers Sporting Challenge Leadership Course at Lake Macquarie High School. This provided students with an opportunity to undertake sports leadership training with other Pondee Konara Primary Schools. Students were then able to lead their home schools in an array of fun and exciting sporting activities at weekly school sport.

The Department run swimming scheme is a very valuable program. This year we had 25 students ranging from Kinder to Year 4 participating in the program. We caught a bus to Speers Point pool every day for two weeks. The children were taught water safety, stroke correction, and were tested on their ability at the beginning and end of the program. Impressive improvement was noted.

Years K, 3 and 6 participated in “A Matter of Seconds-Water Safety Program” conducted by Lake Macquarie Council in conjunction with Council’s Surf Lifeguards. This program teaches the students how to behave around water as well as basic rescue strategies.

**Excursions**

All students across the school had the opportunity to attend excursions in 2013. Excursions broaden students’ knowledge of the world and of their local area.

Year 5 and 6 attended an excursion to Bathurst with Fassifern and Teralba Schools, it was a great opportunity for our students to build friendships while learning about our golden past.
The whole school attended an excursion to Taronga Park Zoo in Sydney. This excursion supported student learning in HSIE and Science.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out two evaluations—one related to reading and the other related to community involvement.

Literacy- Reading

Curriculum
The school seeks to continually improve on its current level of achievement. One curriculum area is identified for review each year. The area reviewed this year was the teaching of reading. A school designed survey was completed by staff, students (3-6) and parents. Naplan, Best Start and school based data were also assessed.

Background
The school identified a number of focus areas for improvement during 2013. One area selected for improvement was reading. Whilst we have been pleased with student progress in this area, we continue to strive for even better results. The survey provided the school with information regarding;

- Parent understanding of how reading is taught at Boolaroo PS.
- Parent understanding in the assessment and reporting procedures for reading.
- Ongoing staff professional learning requirements in reading and
- Student’s ideas about their own development in reading.

These conclusions have been drawn from the following percentage of surveys returned: 62% parent, 100% student and 100% teacher.

Findings and conclusions:
- 96% of students enjoyed learning to read.
- 84% of students felt that what they are learning in reading is important.
- 67% of students knew their teachers expectations during reading lessons.
- 96% of students stated that teachers use a variety of resources when teaching reading.
- 96% of students stated they thought they had improved their reading skill since the beginning of the year.
- 90% of students indicated that teachers assisted them during reading lessons.
- Many parents surveyed were not sure how reading was taught or assessed and also indicated a misunderstanding or dissatisfaction with the way reading achievement was reported on. They were unclear about how their child’s reading skills compared to the age/Stage expectations and
- Teachers surveyed indicated a desire to continue professional learning around enhancing their teaching of writing.
Future directions

The school is going to focus on encouraging parents to take a more active role in reading to and listening to their children read at home. One strategy will be to share with parents some of the benefits of reading to children at home and some of the benefits of listening to them read, even if the children are capable readers. Teachers are to use the Literacy Continuum to track individual student achievement and to provide ongoing feedback and goal setting for students. All staff will participate in ongoing professional learning around the new English Syllabus content and will plan, program, assess and report using the new document. The school has successfully applied for participation in the Focus On Reading program for 2014 and 2015.

Educational and management practice - Community involvement

Background

The Evaluation report indicated that school and community partnerships as measured against the Reflection and Planning Matrix showed that the school was predominately at level 1 ‘involvement’ in the areas of parents helping their children to learn and parents learning about children’s learning.

Findings and conclusions

• School newsletter communications reported more regular and an increased number of positive school and community engagement activities.

• Responses from staff and parent surveys indicated a better understanding of the importance of school and community partnerships, and that the school had been effective in improving the image of the school and engaging the community with school events.

• Attendance at school events such as the NAIDOC and Book Week Celebrations demonstrate the Boolaroo Public School setting. While there has been significant improvements in community partnerships across the year as identified by parent and staff surveys, when mapped against the PSP Community School Partnership Matrix and a deeper analysis of parent responses there is a need to involve:

• Parent/careers, students and community members in developing and publishing a shared vision and purpose for the school.

• Supporting cultural programs within the school, including the implementation of an Aboriginal education Committee to oversee the embedding of Aboriginal perspectives across all areas of the curriculum and to enhance community connection.

There needs to be follow up surveys with students, parents and carers to ensure that the school continues to improve and that all parents feel welcomed at school.

Future directions

To improve the parent and community understanding of student learning and promote student achievements a school direction includes; introducing workshops to develop parents and careers understanding of what is taught in the classroom. to enable them to support their students learning at home.

To ensure the long term sustainability of the community partnership goals it is important they are seen as ‘everybody’s responsibility. By building all staff capacity, with authentic input from the community, quality systems, processes and practices around community partnerships will become embedded into the culture of the school and school planning.

The introduction of 3 way conferences and individual student goal setting will further enhance parent involvement in the identified areas of parents helping their children to learn and parents learning about children learning. For our Aboriginal students the refinements planned in the PLP process will support stronger partnerships with Aboriginal families.

The school looks into giving at least 4 weeks’ notice of an upcoming event that requires
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 2013:
• Teaching staff were trained in and use the continuum of Literacy to plot students and design teaching and learning to move students forward.
• Staff capabilities strengthen in being equipped to implement the new NSW Syllabuses for the Australian Curriculum commencing 2014 by delivering NSW Curriculum modules.

Strategies to achieve these outcomes in 2014
• All teachers are implementing the new NSW English syllabus during Semester 1.
• All teachers are participating in professional learning and are planning, programming and teaching in English.
• Collect regular and whole school consistent assessment data to maintain currency of students’ tracking on continuum and drive programming.

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 2013:
• Anecdotal information shows an increase in student engagement in problem solving activities.
• Teaching learning programs reflect planned lessons relating to problem solving strategies 3-6.

Strategies to achieve these outcomes in 2014:
• Clear evidence of increased skills with problem solving (Working Mathematically) in all classes, K-6.
• Staff capabilities strengthen in being equipped to implement the new NSW Syllabuses for the Australian Curriculum commencing 2015 by delivering NSW Curriculum modules.
• 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.

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

Evidence of progress towards outcomes in 2013:
• 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 introduction of the Boolaroo ‘Can do Award’ for the student who has
successfully applied a set value throughout the week.

- The celebration and reward days for students who demonstrate ‘Can do it’ behavior.

**Professional learning**

Professional learning is valued and recognised as a major contributing factor for improving the learning outcomes of students. Teaching and non-teaching staff are committed in their endeavour to undertake on-going professional learning that develops skills, knowledge and understandings in support of improving student learning outcomes. Throughout 2013 all staff members have been involved in professional learning opportunities.

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

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

Professional training focused on implementation of the Australian National Curriculum for English NSW syllabus. All teaching staff completed the first registered DEC courses designed to assist the implementation of the English curriculum. Other professional development was in the area of supporting teachers with behaviour management.

**Parent, student, and teacher satisfaction**

In 2013 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Of the families surveyed, 62% responded to this survey. This response in itself showed a positive response from parents.

The survey focused on the areas of taking pride in learning, caring for students’ individual needs and accessibility and receptiveness of the school.

Of the parents who to responded to the survey, 91% thought their child took pride in their learning, while 100% believed the school expected children to learn to the best of their ability. 94% believed the school understood the individual need of their child. 96% of parents felt that the teachers were approachable and available. 100% of staff responded positively to the areas surveyed.

All students were surveyed 3-6. 95% of students said they take pride in their learning and 98% believed that they did their best. 96% of students felt the school caters for their learning needs.

**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 Acting Principal
Doreen Bridges Teacher
Janet Craggs SAM
Melanie Jones Teacher
Reidena Barrett P&C Representative

**School contact information**

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Fax: 0249 582 208
Email: boolaroo-p.school@det.nsw.edu.au
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: