2010 Annual School Report
Boolaroo Public School

NSW Public Schools – Leading the way
Our school at a glance

Boolaroo Public School is a small two-teacher school on the northern end of Lake Macquarie.

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.

Students

Our enrolment at the end of 2010 was 45 of which 22 were girls and 23 were boys. The students were organised into two multigrade classes.

Staff

Two full time classroom teachers and one part-time teacher three days per week, support our students. Classes are also supported by the employment of one full time Student Learning Support Officer.

Our School Administrative Manager is employed three and a half days per week. We are also supported by one General Assistant, one day per week. The school also has access to other counseling and support staff on a needs basis.

Significant Programs

Boolaroo Public School is a great small school committed to providing quality programs that improve the educational and social development of all students. Initiatives for 2010 have included:

- Environmental program
- The development of an OOSH centre and Preschool Playgroup at the school.
- The upgrade of school facilities.

The report also contains detailed information on a number of significant programs the school has delivered throughout 2010. These include:

- Comprehensive student welfare programs
- Aboriginal and Multicultural programs
- Student Leadership Program
- Comprehensive Sport Programs
- Technology Program

Student achievement in 2010

Naplan Test protocols and policies for small cohorts of fewer than 10 students prevent me from reporting on some aspects of the results for Year 3 and Year 5.

I am pleased to report that the school continues to achieve excellent results.

Literacy – Naplan Year 3

In Year 3, 100% of students achieved from bands 3 to 6 in reading and writing. In spelling 83% of students achieved band 3 and higher and in grammar and punctuation 83% achieved band 4 and higher. In numeracy 83% achieved band 3 and higher.
Literacy – Naplan Year 5
In Year 5 100% of students achieved from band 3 to 8 in reading, grammar and punctuation. In spelling and writing 100% of students achieved band 4 and higher.

Numeracy – Naplan Year 3
In Year 3 numeracy 83% achieved band 3 and higher.

Numeracy – Naplan Year 5
In Year 5 numeracy 100% of students achieved band 4 and higher.

Messages

Principal’s message
2010 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.

The school is constantly looking for ways to improve our students’ learning, both socially and academically, offering comprehensive programs to address these areas. This report reflects the significant gains our students have made both academically and socially and reflects our school community’s work towards our common goals and values: “Quality education in a caring environment”.

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 has 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 2010, the P&C worked with the school to raise money to support all students who attended the excursion to Canberra and the Year 6 Farewell and arranged the Father’s Day and Mother’s Day stalls.

This year the P&C worked closely with the school to promote a positive school image within the community. The P&C has now taken over the responsibility of the uniform shop.

The P&C also supported the school by providing the funds for two air conditioners.

Most money was raised through our raffles at Easter and Christmas, school BBQs, Lapathon and Chocolate Drive.

Jane Crotty P&C President
Student representatives’ message

On behalf of the students we have much pleasure in providing this report. Our year 6 leadership group has had a wonderful time this year.

We started the year with a trip to the Young Leaders conference in Sydney where we heard from several inspirational speakers. This was also a great opportunity to mix with other year 5 and year 6 students.

We have had the opportunity to be involved in a number of activities that required leadership amongst our peers. We were responsible for the smooth running of assemblies, school tabloids, sports competitions and Peer Support programs held at the school this year. We all agree that being part of the leadership group is a lot of fun, a great experience and a great responsibility. We have enjoyed carrying out our duties at school including leading assemblies, school lines and sport teams.

Caileb Gerrard Captain

Angie Hicks 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

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>26</td>
<td>23</td>
<td>22</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td>27</td>
<td>24</td>
<td>21</td>
<td>21</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. The school regularly informs parents of the requirements of the NSW Department of Education and Training attendance policy.

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 2010 class size audit conducted on Wednesday 17 March 2010.
### Roll Class

<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>K-1-2-3</td>
<td>K</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>K-1-2-3</td>
<td>1</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>K-1-2-3</td>
<td>2</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>K-1-2-3</td>
<td>3</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>4-5-6</td>
<td>4</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>4-5-6</td>
<td>5</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>4-5-6</td>
<td>6</td>
<td>6</td>
<td>23</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 2010. Funding enabled the provision of a support teacher for computer education, environmental education, additional library time and learning assistance.

### Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.084</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>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. All staff at Boolaroo Public School is of a non-indigenous background.

### Staff retention

Mrs. Bailey our School Administrative Manager acquired a full time position at Garden Suburb Public School and Mrs. Janeen Reedman relieved in this position until the end of 2010. All other staff continued to work at the school.

### Teacher qualifications

All teaching staff meets 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>Nil</td>
</tr>
</tbody>
</table>

## Financial summary

<table>
<thead>
<tr>
<th>Date of Financial Summary</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>35,992.28</td>
</tr>
<tr>
<td>Global funds</td>
<td>58,231.74</td>
</tr>
<tr>
<td>Tied funds</td>
<td>74,289.33</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>17,122.40</td>
</tr>
<tr>
<td>Interest</td>
<td>1,823.49</td>
</tr>
<tr>
<td>Trust Receipts</td>
<td>2,570.85</td>
</tr>
<tr>
<td>Total income</td>
<td>154,037.81</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 5,679.03   |
| Excursions                | 5,313.59   |
| Extra curricular          | 9,515.17   |
| Library                   | 822.08     |
| Training & development    | 1,255.80   |
| Tied funds                | 78,111.90  |
| Casual relief teachers    | 8,106.40   |
| Administration & office   | 33,169.78  |
| Utilities                 | 10,083.74  |
| Maintenance               | 2,278.63   |
| Trust accounts            | 2,020.70   |
| Capital programs          | 5,893.57   |
| Total expenditure         | 162,150.39 |
| Balance brought forward   | 27,879.70  |

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and the parent group. Further details concerning the statement can be obtained by contacting the school.

**School performance 2010**

**Achievements**

**Arts**

Boolaroo Public School continues to encourage the artistic abilities of all students as well as expanding the art opportunities available for all students.

During 2010:

All students participated in the school choir. Several students were selected to design and produce an artwork for the NAIDOC art competition. All students participated in class programs that included all aspects of drama, visual arts and music. Several students were selected to design and make an artwork for the Stockland Stars competition.

All students participated in the Easter Hat Parade, Book Week, Education Week and Presentation Day celebrations and performed choral items as well as performing the play ‘Amy Saves the Day’.

All students were invited to design a mural for our school that advertised the key messages of environmental sustainability. Several students were then chosen to complete the mural under the supervision of a specialist art teacher.

**Sport**

Boolaroo School encourages all students to actively participate in the school’s Sporting program. The key message for all our students is participation. We believe with participation our students learn not only to be more skilled physically but also socially and emotionally.

During 2010:

All students participated in the Premier’s Sporting Challenge and as a result the school received $2,200 to provide additional sporting equipment.

The Active After School program continued in 2010. 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.

Students participated in skills clinics in rugby league, netball and soccer.

Students from Years 3 to 6 participated in the Small Schools Swimming Carnival held at Toronto Indoor Swim Centre. One student represented our school at the Zone Swimming Carnival. All students participated in the school cross-country and a team was then sent to represent the school at the Zone Cross Country.

All students participated in the Small Schools Athletics Carnival as well as our own Boolaroo Athletics Carnival. As a result of both carnivals a team then represented the school at the Westlakes Zone Athletics Carnival at the Hunter Centre.

**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 these 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)
Literacy – NAPLAN Year 3
This year, 6 Year 3 students completed the NAPLAN. All students achieved band 3 and higher in Reading and Writing. All students achieved band 2 and higher in Spelling, Grammar and Punctuation. The strongest average skill areas, although slightly below state averages were in Reading, Grammar and Punctuation.

Numeracy – NAPLAN Year 3
All students achieved bands 2 and higher in Numeracy, Number, Patterns and Algebra. All students achieved band 3 and higher in Data, Measurement, Space and Geometry. The strongest average skill areas, although again slightly below state averages, were in Data, Measurement, Space and Geometry.

Literacy – NAPLAN Year 5
This year, 9 Year 5 students completed the NAPLAN. All students achieved band 4 and higher in Reading, Writing and Spelling. All students achieved band 3 and higher in Grammar & Punctuation. The strongest skill area, although slightly below state average, were in Reading and Spelling.

Numeracy – NAPLAN Year 5
In Numeracy all students in Year 5 achieved band 4 and higher in Numeracy, Data, Measurement, Space and Geometry, Number, Patterns & Algebra. The strongest skill area, although slightly below state averages, were in Number, Patterns and Algebra.

Progress in literacy
This year our data showed 9 students were tracked from their Year 3 results in 2008. Of those, 100% have improved in Reading and Spelling, 88% have improved in Writing and 77% have improved in the test aspect of Grammar & Punctuation. The school’s best average growth was in the aspect of Spelling, scoring above state average growth.

Progress in numeracy
Again data showed 9 students were tracked from their Year 3 results in 2008. Of those, 88% have improved in overall numeracy skills. Although the students have shown growth in this aspect the school’s overall average growth is below state average growth.

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above the minimum standard in 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
Aboriginal education is based on the Aboriginal Education Policy. Our school targets the improvement in educational achievement of our Aboriginal students and educates all students about Aboriginal history and culture. The academic progress of indigenous students is monitored and supported through the development of a personalised learning plan that targets Literacy and Numeracy skills. The school respects our Aboriginal heritage by including an Acknowledgment to Country in all ceremonies and flying the Aboriginal and Torres Strait Islander flags on a daily basis. This year the school celebrated NAIDOC with a day of activities that
enhanced our students’ understanding of Aboriginal culture. A dance group from Fennel Bay performed for our students and we learnt more about Aboriginal art from Veronica Whitten who showed us some of her son’s art works and talked about the significance of the drawings and symbols. Again this year our school selected a group of students to design and make an artwork for the NAIDOC Art Competition for Lake Macquarie. Although not prize winners this year the result was a fantastic art work that portrays the theme of Unsung Heroes-Closing the Gap Leading Their Way and this takes pride of place in the Principal’s office.

**Multicultural education**

Boolaroo Public School continues to ensure that all students are aware of the diverse, multicultural nature of our Australian society. The school 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. Annual events of Harmony Day and NAIDOC were again celebrated this year. The focus of these events is community participation, respect and belonging for everyone. A cultural day was also included in the program this year. The students met Tyrone Shema and his mother, refugees from Congo, and heard of this family’s journey to Australia. It touched all our hearts and heightened our students’ understanding of the plight of refugees. The students tasted foods that are included in our Australian diets but originated in other countries and played games that are played in other cultures.

**Respect and responsibility**

At Boolaroo the welfare of all our students is at the core of our teaching and learning. In 2010 the school supported its students with several initiatives that specifically targeted the development of respect and responsibility. We believe that our students need specific instruction in social skills that promote respect and responsibility and should be given the opportunities to practise these skills on a daily basis. The school’s program provides for both areas by teaching social skills in class. Our staff believe strongly in modelling the behaviours we expect from our students and regular discussions were held at assemblies and on an individual basis with our students. The staff attended training in restorative justice practices and implemented these practices when dealing with conflict or inappropriate behaviour amongst our students. Our students attended peer support workshops that developed their understanding of ‘positivity’ and how this can impact on their lives, both socially and personally. The school continues to involve our students in events that promote the values of respect and responsibility. This year our school participated in Clean up Day, Harmony Day, Anzac Day and Remembrance Day. This year the school supported several charities. Our student council raised money for NSW Cancer Council, The Cystic Fibrosis Association and Stewart House. The school rewards students who have displayed respect and responsibility on a regular basis by a comprehensive reward program that includes merit awards, Aussie of the month awards and citizenship awards.
Connected learning

2010 saw the introduction of a connected classroom to the school. The Connected classroom was installed in the K-3 classroom. All staff attended training in the use of the equipment. The staff was trained in the Smart notebook program and learnt about its importance in future learning for our students. It has provided a challenge for staff but a unique opportunity for our students. The immediate access to areas of interest and knowledge is truly amazing. We are all looking forward to the day when all classrooms will have the same equipment on offer for all students.

Progress on 2010 targets

Every year, an agreed decision by teachers, parents & school council is developed to target areas within the school. This section of the report describes the progress made towards achieving these targets as set for 2010.

Target 1: Improve student engagement and learning outcomes in identified literacy areas

Our achievements include:

- Implementing Best Start Literacy to kindergarten students, providing early feedback to parents about ways they can assist in their child’s academic progress.
- Improved access to online literacy resources for students at school and at home particularly in the area of spelling.
- Inclusion of teaching strategies that target weaknesses in literacy using SMART DATA package.
- Students in Year 3 and Year 5 given specific literacy coaching to address weaknesses in literacy skills identified by NAPLAN
- Benchmarking all students Kindergarten to Year 6 in reading and spelling and setting up and maintaining a whole school profiling system.

Target 2: Improved student engagement and learning outcomes in identified areas in numeracy

Our achievements include:

- Improved access to online numeracy resources for students at school and at home particularly in the area of numeracy.
- The systematic teaching of numeracy concepts implemented across the school, based on a carefully planned scope and sequence adopted by the school this year.
- Students in Year 3 and Year 5 given specific numeracy coaching to address weaknesses in numeracy skills identified by NAPLAN
- Implementing Best Start Numeracy to kindergarten students providing early feedback to parents about ways they can assist in their child’s academic progress.

Target 3: Improved commitment to solving environmental issues by the whole school community.

Our achievements include:

- Inclusion of specific environmental lessons delivered weekly to each class.
- Waste audits conducted by students and actions developed by students to reduce, reuse and recycle.
- Improved enthusiasm and commitment by students to engage in environmentally friendly activities such as gardening, recycling and composting waste.
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 2010 our school carried out evaluations of School Culture and Environmental Education.

Educational and management practice

School Culture

Background

This evaluation sought staff, parent and student opinion on the management practices of the school. School culture is a shared feeling of what the school values and the attitudes it reflects. These have significant impact on the students’ learning and the practices the school adopts to achieve improved results.

Findings and conclusions

68% of families and 52% of students responded to the survey. Overall, families and students responded very positively to the survey with a range of 73% to 100% positive responses to all questions. The survey indicated that the highest positive responses by parents and students were:

- The school encourages students to do their best.
- The school encourages everyone to learn.
- The school often praises & rewards students.

The survey indicated that the most negative response by parents, with an average of 23%, responding was:

- School leaders have a positive influence on school culture.

The students gave a negative response, with an average of 27% to:

- Students support what is happening at the school.
- I am proud of my school.
- The school appreciates having me as a student.

Future directions

Conclusions that can be drawn from this data indicate that there is more work required by the school to instil a sense of pride and positivity in our students. Our senior students, in particular, who take leadership roles in our school, need further development in how they view their role within the school and how they have the ability to influence change within the school. The school will further develop its leadership program in the school and develop a code of conduct for all leadership roles to be agreed to by students who take up these positions.

Curriculum

Environmental Education

Background

The school is continually looking for ways to improve the teaching aspects of the curriculum that will educate and prompt change for the better in our society. The school believes environmental education provides a unique opportunity for students not only to expand their knowledge but also to take on responsibilities to bring about change for a better future for all. This survey was undertaken to evaluate our school’s success in achieving these goals.

Findings and conclusions

64% of families and 52% of students responded to the survey. Again, the overall response from families and students was very positive to the survey. The survey indicated the highest positive responses by the parents were:
• Preservation of the environment is important to me.
• My child enjoys learning about the environment.
• My child enjoys environmental activities that are practical like composting and gardening.

The survey indicated the highest positive responses by the students were:
• Preservation of the environment is important to me.
• I have an improved commitment to engage in activities to improve the environment.
• I enjoy learning about the environment.
• I am well informed of everything the school is doing to improve the environment.

The survey indicated the most negative responses by parents with an average of 25% to:
• I am given adequate feedback about my child’s environmental education program.
• I am well informed about everything the school is doing to improve the environment.

The students gave a negative response with an average of 51% to:
• I have improved knowledge and skills to make a difference to the environment.

Future directions

Conclusions that can be drawn from this data indicate that both parents and students value the importance of environmental education. The school needs to improve its communication to parents about the program and invite involvement in the program by the community. The students and parents have indicated a more practical approach to the teaching of environmental solutions that are achievable by everyone. The school will further improve this program by developing practical activities for all students to engage in throughout the year.

Parent; student and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below:

Students

The students indicated from the surveys conducted that they mostly enjoy the school because of its size. They indicated the small school enables them to get to know everyone well and the school is friendly. They also indicated that they feel they get more teacher attention. The senior students responded they really enjoy the sports opportunities the school provides.

Parents

The parents identified the small school as a positive as it allows for more teacher attention. Several parents identified the staff as being helpful and friendly. The sports programs and communication between home and school were also indicated as being a positive for the school.

Teachers

The teachers identified the small school as an advantage as closer relationships with families and students can be developed. New infrastructure in the school that includes the connected classroom and the new library were identified as being strengths. The OOSH was identified as a facility that hopefully will impact on school numbers in the future as a strength to the school.

Professional learning

Throughout 2010 all staff members have been involved in professional learning opportunities. The average expenditure per teacher for professional development was $550.

Professional learning was linked to the school’s targets of literacy, numeracy, environmental education, technology and student support.

All staff received CPR & Emergency Care training. All teaching staff has completed OH&S training requirements.
Professional training focused on technology skills and many workshops were conducted with staff from Argenton and Fassifern Public Schools. The majority of workshops and training were targeting the use of the connected classroom and the integration of the interactive whiteboard resources within the school curriculum. Other professional development was in the area of supporting teachers with behaviour management and environmental education.

Administrative staff attended courses in CPR and Emergency Care and attended the School Administrative Managers Conference providing various subjects including changes in technology and professional management of schools.

School development 2009 – 2011

The school completed the second year of a three-year strategic plan to improve literacy, numeracy and technology, and to develop a sustainable school environment. While these goals remain our focus for 2011 the school plan has been refined to include changes that have occurred during 2010. During 2010 the school turned into a construction site with the building of the new library made possible through the Federal Government’s initiative ‘Building the Education Revolution’ program. Schools under 50 students were eligible for up to $250,000 for building projects. The school community opted to go with the small school’s BER project of a new library. An upgrade of our present facilities was restricted by our financial limit and the location of our buildings to the boundary of the school. Unfortunately the construction was held up by factors that were particular to our site and has taken all of 2010 to complete. The completion of the project is expected early 2011. The completion of the library is expected to impact significantly on the school plan in 2011.

Targets for 2011

Target 1

To improve student engagement and learning outcomes in all areas of literacy

Strategies to achieve this target include:

• provide explicit literacy instruction to individuals who are requiring additional assistance.
• early identification of students who require additional assistance.
• extend connected learning and use of technology into classrooms to engage and challenge all students.
• provide training and development in the area of group work to allow for the targeting of particular literacy skills.

Our success will be measured by:

• 10% improvement of students achieving at or above the national average in all aspects of literacy in their NAPLAN results.
• 10% improvement in students achieving a reading age at or better than their chronological age.
• Increased group work during literacy teaching that specifically targets the groups identified.
Target 2
To improve student engagement and learning outcomes in all areas of numeracy

Strategies to achieve this target include:
• provide explicit instruction to individuals who are requiring additional assistance in numeracy skills.
• early identification of students who require additional assistance.
• extend connected learning and use of technology into classrooms to engage and challenge all students.
• provide training and development in the area of group work to allow for the targeting of particular numeracy skills.

Our success will be measured by:
• 10% improvement of students achieving at or above the national average in all aspects of numeracy in their NAPLAN results.
• improved student engagement measured by a survey of student confidence.

Target 3
To improve the whole school commitment towards developing a sustainable school with a 10% reduction of utilities usage.

Strategies to achieve this target include:
• implement practical activities to enhance environmental awareness amongst students and the school community.
• repeat the 2010 audit of utilities across the school to identify ways to improve our performance.

Our success will be measured by:
• increased engagement of students in environmental teams to monitor waste, water and electrical use in the school.
• further reductions to utility usage throughout the school.
• development of a school vegetable garden and garden club.

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
Jane Crotty P&C President
Don Whiteman Community Representative
Rebekah Wollstein Parent Representative

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: