Messages

Principal’s message

Boolaroo School has had a highly successful year of learning and achievements. The dedication and commitment of the staff, parents and community are truly outstanding and are evident by the achievements of the school throughout 2011.

We are most fortunate that through the spirit of tolerance and cooperation Boolaroo staff, parents, students and community members work together. Together the best facilities, resources, and educational programs are made available to all students through purposeful planning, teamwork and enthusiasm.

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

Every year at Boolaroo I am very proud of the achievements and successes of the school but this year it is a mix of pride and sadness as this year will be the last I experience observing the growth and development of our students throughout the year. It is always a joy and one that I will miss. I will also miss the camaraderie of my colleagues and the wonderful partnerships I have built with our parents and community members. I leave feeling happy and satisfied with the knowledge the school is in a good position to face any new challenges ahead. Thank you to all for your wonderful support over the years.

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 to 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 2011, the P&C worked with the school to raise money to support all students who attended the excursion to Aussie Bush Camp and the Year 6 Farewell and arranged the Fathers’ Day and Mothers’ Day stalls.

This year the P&C worked closely with the school to promote a positive school image within the community and donated money to construct a large sign on the school. The P&C has taken over the responsibility of the uniform shop.

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

We are an active P&C that would welcome new members in 2012.

Jane Crotty
P&C President

Student representative’s message

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

We started the year with a trip to the Impact Leadership Day in Newcastle where we heard from several inspirational speakers and participated in some great activities. This was also a great opportunity to mix with other Year 5 and 6 students.

We have had the opportunity to be involved in a number of activities that required leadership amongst our peers including running the ANZAC service at the school and laying a wreath at the service at Speers Point Cenotaph.

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 the school including leading assemblies, school lines and sports teams.
As captains we made a pledge to do our job and make our school better. We know we have done that job well because we have sorted out problems, helped the teachers and students and kept our promise to be good captains.

Charlotte Redman  Simone Warby
Captain  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

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’s attendance policy.

Class sizes

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 2011 Class Size Audit conducted on Monday 21 March 2011:
<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</td>
<td>K</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>K-1</td>
<td>1</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>2-3-4</td>
<td>2</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>2-3-4</td>
<td>3</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>2-3-4</td>
<td>4</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>5-6</td>
<td>5</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>5-6</td>
<td>6</td>
<td>9</td>
<td>16</td>
</tr>
</tbody>
</table>

Staff information

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

The school retained three full time teaching positions throughout 2011. 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>2.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.126</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.206</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>4.868</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 Janet Craggs was selected through the process of Merit Selection for the position of School Administrative Manager in a full time capacity for 2011. We welcomed offering Mr Keith Harris the position of our third full time teacher for 2011. Miss Allen left the school for maternity leave and was replaced by Ms Dianne Cronan for Terms 3 and 4. Mrs Megan Meek retired at the end of Semester 1 and continued to work a three day week sharing the 5/6 with Mr Knight for Semester 2. 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

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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>27879.70</td>
</tr>
<tr>
<td>Global funds</td>
<td>59220.77</td>
</tr>
<tr>
<td>Tied funds</td>
<td>65187.77</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>14265.86</td>
</tr>
<tr>
<td>Interest</td>
<td>2033.30</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5833.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>174421.30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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 2011

Achievements

Arts

Boolaroo School provides opportunities for all students to participate in artistic activities. This allows them to develop their natural abilities and to discover new interests and talents.

During 2011 all students participated in singing with the whole school choir and performed learnt songs at special school occasions such as Education Week. Class programs relating to visual arts, dance, drama and music was planned and implemented. A group of students learnt to play the recorder and also performed at school and community events.

Groups of students worked together to design and produce an artwork for the NAIDOC Week Art Competition as well as decorating a star for the Stockland Stars competition.

All students participated in the Easter Hat Parade, Book Week, Education Week and Presentation Day celebrations. Students created their own kites and flew them on Harmony Day.

Participation, enjoyment and pride in achievement are key messages for students.

Sport

Participation is the core value of the School’s Sport Program. All students are given opportunities to participate in a comprehensive sport program that promotes physical health, fitness and social interaction. Values of fair play and social skills of taking turns, encouragement and tolerance are the rationale of the School’s sport program.

During 2011:

- students in Years 3 to Year 6 participated in the Small Schools Swimming Carnival and one student represented the school at the Zone Swimming Carnival and later at the Regional Swimming Carnival;
- all students participated in the school’s Friday sports program;
- students participated in skills clinics in rugby league, netball and soccer. All students participated in the school cross-country and a team was sent to represent the school at the Zone Cross-Country Carnival;
- all students participated in the Small Schools Athletics Carnival as well as our own Boolaroo Athletics Carnival. As a result, a team was chosen to represent the school at the Westlakes Zone Athletics Carnival at the Hunter Sport Centre; and
- other opportunities were offered to several of our students to participate at the Zone Soccer Gala and Zone Rugby League gala days. Student participation was excellent and behaviour was exemplary at every opportunity.

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.

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)

Students received their 2011 NAPLAN results at the end of Term 3. It must be remembered that with our small numbers the school average is affected greatly if one or more students from the group performs poorly. This would have the effect of adjusting the school average down considerably or in the event that one or more students from the group performed exceptionally well, this would have the effect of inflating the school average considerably.
What we have found is that students who have been in the school since Kindergarten did a lot better than those who have arrived in recent years, which indicates that the school’s teaching programs are on target, providing quality teaching that addresses students’ needs. This result has been consistent for several years.

This year we received no growth rate on writing (no information about improved writing skills for Year 5 students). This was due to the change in text type tested in 2011. Persuasive texts cannot be compared to Narrative texts.

**Literacy – NAPLAN Year 3**

This year, five Year 3 students completed the NAPLAN. Three students were placed in Band 3 or higher for writing and three students achieved Band 4 or higher in grammar and punctuation. In reading, two students achieved band 4 and two students achieved Band 2. In spelling, three students were placed in band 3 or higher.

Areas for future focus are aspects of spelling, inferences, text conventions, contractions, verbs and exclamations.

**Numeracy – NAPLAN Year 3**

In numeracy, the highest band achieved was band 4 with no students placed in band 1. All five students were placed lower than Band 5 in number, patterns and algebra and 4 students were placed in Bands 3 or 4 in data, measurement, space and geometry.

Areas for future focus are patterns, aspects of 3D shapes, calculating the value of a selection of coins, addition & subtraction and calculating area.

**Literacy – NAPLAN Year 5**

This year, six Year 5 students completed NAPLAN. In reading, four students were placed in band 4 and the highest band achieved was band 8. In spelling and grammar & punctuation, no students were placed lower than band 5. In writing, three students were placed in band 6 and in each of the aspects, students were placed in Band 8.

Areas for future focus are forming inferences, using common punctuation marks, suffixes, identifying redundant words in sentences and the characteristics of pronouns. No Year 5 students were placed below NMS in literacy.

**Numeracy – NAPLAN Year 5**

All students achieved Band 5 or higher in numeracy. All students were placed in Band 4 or higher in number, patterns and algebra and all students were placed in Band 5 or higher in data, measurement, space and geometry. No students were placed in band 3 in either aspect of numeracy this year.

Areas for future focus are decimals, fractions, symmetry, multi-step problems involving multiplication and division, determining area using grids and understanding orientation. No Year 5 students were placed below NMS in numeracy.

**Progress in literacy**

The average progress in literacy from Year 3 to Year 5 for the six Year 5 students was 10.13 points better than that for the state this year. Compared to the state, the area with the largest average growth was grammar and punctuation with 85.86 which is better than the state average growth of 82.16. The area of least growth was reading with an average growth of 36.54.

**Progress in numeracy**

The average progress in numeracy from Year 3 to Year 5 for the six Year 5 students was 91.56 compared to the average growth of the state of 94.3. Even though below state average, 50% of students improved their numeracy results well above state average growth. The strongest area of average growth was data, measurement, space and geometry, with an average growth of 96.2.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar & punctuation, spelling and numeracy for Years 3 and 5.

The performance of the students in our school in the National Assessment Program – Literacy and
Numeracy (NAPLAN) 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 (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>80.0</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>60.0</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>80.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>80.0</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>100.0</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal Education at Boolaroo School follows the Aboriginal Education Policy. All students are given opportunities to learn about Aboriginal history and culture. 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 Harmony Day and NAIDOC. This gives them the opportunity to understand and appreciate the Aboriginal culture. Students ‘Shared a Book’ and donated books from home and funds to this program through School Aid.

As in previous years, the school worked with students to design and produce an artwork for the NAICOC Art Competition for Lake Macquarie. This year’s theme was *Change - The Next Step is Ours* and working together produced a beautiful piece of art that won third prize.

**Multicultural education**

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

In 2011 there were a small number of students in our school from a Language Other Than English (LOTE) background. Harmony Day continued to be an important celebration of multiculturalism and acceptance within our school community.

**Environmental education**

Boolaroo School has been working together towards developing a sustainable school environment. The acquisition and use of a composting bin has been one practical activity for the students to become more engaged in understanding the importance of recycling for our environment.

Classroom monitors have had the task of turning off lights, fans and air conditioners when students are not in a room. This will cut electrical use in our environment. The school updated the air conditioner in one classroom to make it more efficient.

Planning for the school vegetable garden is underway. This will make good use of the compost provided by the bin.

**Respect and responsibility**

*You Can Do It*

Our school continued to provide values education in a planned and systematic way, where values are incorporated into school policies and teaching programs across Key Learning Areas (KLAs). Within the *You Can Do It* (YCDI) program, the core values are identified and taught specifically through the ‘Program Achieve’ lessons. The values are:

- confidence;
- persistence;
- resilience;
- getting along;
- organization; and
- responsibility.
Our school assemblies positively reinforce the program by recognizing children from each class who have successfully applied a set value throughout the week. Their names are published in the school newsletter.

Progress on 2011 targets

**Target 1**

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

Our achievements include:

- The average of the school’s Year 5 growth over the past three years being exceeded in the 2011 Year 5 NAPLAN for all but one aspect of literacy;
- 10% improvement in students achieving a reading age at or better than their chronological age; and
- increased group work during literacy teaching that specifically targeted at risk students identified.

**Target 2**

To improve student engagement and learning outcomes in all areas of numeracy.

Our achievements include:

- The average of the school’s Year 5 growth over the past three years being exceeded in the 2011 Year 5 NAPLAN for all but one aspect of numeracy; and
- improved student engagement and understanding measured by a survey of student confidence.

**Target 3**

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

The school community attempted to be more discerning when using electricity and water within the school. Children were encouraged to turn off lights and air conditioners when not required to conserve electricity and to ensure taps were turned off fully to avoid costly drips. An energy audit was conducted to gain knowledge of use and allow for future conservation planning.

Our achievements include:

- 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; and
- development of a school vegetable garden and garden club.

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 2011 our school carried out evaluations of Management and Numeracy.

Educational and management practice

**Management**

**Background**

Teachers, parents and students were surveyed in early Term 3 2011 using surveys from SchoolMap. Seventy three completed surveys were gathered from the school community. The aim of this collection of surveys was to determine the school community’s view of the management of the school.

**Findings and conclusions**

The evaluations indicated that:

- the parents considered that the school is continually looking at ways to improve its performance;
- the school makes minor changes from time to time to improve what it does;
- parents felt that the educational needs of the students were being met by the school;
- the school communicates effectively with students and parents;
- 100% of students felt happy and safe at school;
- the students felt that the school cares about the students and the discipline is fair;
- the parents and students considered the school was well organized;
- the staff considered that the monitoring and evaluation of the school’s plans, policies,
programs and practices are planned and ongoing;

- the allocation of money and other resources is managed effectively;
- assessment procedures are ongoing and provide information on students’ strengths and weaknesses; and
- assessment and tracking of student learning outcomes is used to evaluate, develop and refine teaching programs.

Future directions
Ways to encourage more community involvement into the management and operation of the school are to be pursued in 2012.

Curriculum

Numeracy

Background

The school self-evaluation process included:

- completion of student Numeracy Surveys;
- completion of parent Numeracy Surveys;
- completion of teacher Numeracy Surveys; and
- analysis of National Assessment Program - Literacy and Numeracy (NAPLAN).

Findings and conclusions

- 95% of students identified Mathematics as an important subject;
- 88% of students indicated that the school expects them to do their best;
- NAPLAN results overall indicated that the school is underperforming relative to the state in terms of numeracy (Years 3 and 5) but improvement compared to targets is positive;
- parents understood maths but not numeracy and wanted assistance to help their child;
- students indicated that teachers who help them best use a variety of approaches and support them; and
- staff professional knowledge of numeracy teaching has been enhanced and is evidenced in teaching.

Future directions

- hands-on learning activities, and whole class, group and individualized teaching;
- identification and support of at-risk and proficient students;
- additional parent numeracy workshops; and
- review of the school’s scope and sequence.

Parent, student and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Students

The surveys indicated that the students enjoy the school because of its size. They indicated that a smaller school enabled them to get to know everyone more readily and that school was a friendly place. They also felt that they got more teacher attention. Most of the senior students responded that they really enjoyed the sports opportunities that the school provides.

Parents

The parents identified that being a small school was a positive because it allowed for more teacher attention, a more personal approach and a more collaborative atmosphere. 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 that the small school was an advantage as it encouraged closer relationships between the families and the school. They felt that the smaller class sizes provided for more positive interactions between the student and the teacher and a more personalised learning approach. The OOSH was identified as an important facility that will hopefully impact on school numbers in a positive way.

Professional learning

Ongoing professional learning for staff was undertaken throughout the year to support
target achievements, ensure effective delivery of
the curriculum and to fulfill mandatory
Departmental training requirements. This year
professional learning for staff included training on:

- child protection, emergency care and cardio
  pulmonary resuscitation;
- Best Start;
- leadership;
- numeracy;
- literacy;
- writing;
- interactive whiteboard use;
- fundamental movement skills;
- spelling; and
- quality teaching.

**School planning 2012—2014**

The school planning policy provides direction for
the preparation and implementation of school
plans including the identification of priority areas,
tended outcomes and targets that are
consistent with the NSW State Plan and the
Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

Increased levels of overall literacy achievement
for all students in line with state and regional
targets, specifically focusing on reading
comprehension.

**2012 Targets to achieve this outcome include:**

- 75% of Kindergarten students will achieve Cluster 4 in each of the literary aspects (2011 46% achieved Regional Target);
- 75% of Year 1 students will achieve Cluster 6 in each of the literary aspects (2011 50% achieved Regional Target);
- 75% of Year 2 students will achieve Cluster 8 in each of the literary aspects (2011 50% achieved Regional Target);
- increase the three year average of 398.4 in literacy in Year 3 NAPLAN to State average of three years: 416 by 2012;
- increase the three year average of 516.3 in literacy in Year 5 NAPLAN to 520 by 2012 (State average of three years: 496.5);
- strive for a minimum of two Year 3 students achieving Band 4 or higher in reading, spelling, grammar & punctuation in 2012; and
- strive for a minimum of five Year 5 students achieving Band 5 or higher in reading, spelling, grammar & punctuation in 2012.

**Strategies to achieve these targets include:**

- analyse NAPLAN data for Years 3 and 5 to identify learning areas of need;
- reading progress (accuracy, fluency and comprehension) tracked K–6;
- differentiated learning programs for at-risk students; and
- benchmark data collected and used to inform programs and groupings of students in reading.

**School priority 2**

**Outcome for 2012–2014**

Increased levels of overall numeracy achievement
for all students in line with state and regional
targets, specifically in multistep processes and in
working mathematically.

**2012 Targets to achieve this outcome include:**

- 75% of Kindergarten students will achieve in numeracy: Level 4 (1A), Level 3 (1B), Level 2 (1C), Level 2 (EAS), Level 2 (P&NS) and Level 1 (M&D);
- 75% of Year 1 students will achieve in numeracy: Level 5 (1A), Level 4 (1B), Level 3 (1C), Level 3 (Counting on and back EAS), Level 4 (P&NS) and Level 2 (M&D) (2011 50% achieved Regional Target);
75% of Year 2 students will achieve in numeracy: Level 5 (1A), Level 5 (1B), Level 3 (1C), Level 4 (Facile - EAS), Level 5 (P&NS) and Level 1 (PV) and Level 5 (M&D) (2011 50% achieved Regional Target);

• increase the three year average of 369.2 in numeracy in Year 3 NAPLAN to State average of three years: 398.5 by 2012;

• increase the three year average of 484.7 in numeracy in Year 5 NAPLAN to State average of three years: 495.6 by 2012;

• strive for a minimum of two Year 3 students achieving Band 4 or higher in numeracy in 2012; and

• strive for a minimum of five Year 5 students achieving Band 5 or higher in numeracy in 2012.

Strategies to achieve these targets include:

• an evaluation of the K–6 scope and sequence in mathematics based on semester exit indicators;

• analyze NAPLAN data for Years 3 and 5 to identify learning areas of need;

• the K–2 teacher to complete training in Best Start and TNT maths strategies;

• Best Start, sena 1 and sena 2 testing of all children K–3;

• embed the meta-language of maths into teaching programs K–6; and

• survey parents to determine levels of current syllabus understanding. Develop information sessions as required.

School priority 3

Outcome for 2012–2014

Improve student participation in learning, specifically through the purposeful and sustained engagement of students in school, classroom and home learning activities.

2012 Targets to achieve this outcome include:

• a decrease student behavior referrals from the current three year average of 26 to 13 referrals per year; and

• an increase in attendance from 92% in 2011 to 94% in 2012.

Strategies to achieve these targets include:

• review current anti-bullying school policy and discipline policy to refine and orient new staff members and adjust as necessary;

• establish You Can Do It program and review the reward system; and

• liaise with pre-schools and partner schools to increase the quality of transition programs K–7.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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 2011
Megan Meek Teacher
Doreen Bridges Teacher
Jane Crotty P&C representative
Steve Baker Principal 2012

School contact information

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Web: www.boolaroo-p.schools.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: