Booral Public School
Annual School Report 2014
School context statement

Booral Public School is a picturesque primary school located in the rural community of Booral on The Bucketts Way. The school is a focal point of the community and it has serviced the area since 1865.

The school is a proud member of “The Bucketts Way Community of Schools” and “Myall Lakes Community of Schools” as well as the “Teaching Principal’s Collegial Leadership Network”.

Booral Public School enjoys a friendly and welcoming relationship with the local community and is generously supported by the parent body and many local businesses. The school has productive and collaborative links with neighbouring schools in the area.

The attractive grounds and heritage buildings complement the excellent learning facilities. The small class sizes allow teachers to devote more individual time and attention to students, giving students greater access to resources. The ongoing professional development of teachers ensure students are engaged in quality learning programs.

The school is well-resourced with outdoor learning areas, a covered outdoor learning area, a fully networked computer system and a well-maintained library.

Principal’s Message

It is with great pride that I present the 2013 annual school report for Booral Public School. I am extremely proud of the achievements of our students this year and the endeavors of our staff to meet the learning outcomes of students in a constructive, supportive and productive school environment.

As always, we were strongly supported by our hard-working and dedicated P&C, who not only raised funds to supplement our programs and enhance our playground, but also provided catering for our special morning teas, managed and staffed the canteen and supported the school and students in many other ways.

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.

Mr Anthony Pearson

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

In 2014, the students were grouped into three classes; K/1, 1/2/3 and 4/5/6. There were 69 students enrolled; 32 boys and 37 girls.
Student attendance profile

Attendance at Booral Public School in 2013 matched the state average.

Management of non-attendance

Regular school attendance is vital for students’ academic development and assists in social well-being. The school newsletter is used to remind parents of the importance of regular attendance and the correct procedure for reporting their child’s absence. Attendance rolls are maintained by each classroom teacher and student attendance is regularly reviewed by the principal. Parents are contacted if absences remain unexplained. The Home School Liaison Officer may be contacted, where necessary.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>3</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>On Call</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.506</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

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

Booral Public School had 14% of staff identifying as Aboriginal in 2013.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Through professional development at a local level and with our Bucketts Way Community of Schools and our CLN staff focused professional development toward the implementation of the new English and Maths curriculums and refining our knowledge of Literacy and Numeracy continuums.

Staff also completed mandatory professional learning in code of conduct, child wellbeing and CPR.

No staff undertook teacher accreditation.

Beginning Teachers

There were no beginning teachers employed at Booral Public School in 2014.
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$80751.30</td>
</tr>
<tr>
<td>Global funds</td>
<td>$96862.15</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$51377.66</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$20140.95</td>
</tr>
<tr>
<td>Interest</td>
<td>$2327.61</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$2006.98</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$253466.65</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$12901.60</td>
</tr>
<tr>
<td>Excursions</td>
<td>$7392.90</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$10452.15</td>
</tr>
<tr>
<td>Library</td>
<td>$3149.10</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$4716.22</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$32677.97</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$7996.57</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$34741.53</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$12267.28</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$18106.18</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$2575.68</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$25421.61</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>$172398.79</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>$81067.86</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

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

Alternatively:

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Due to the small number of students that sat NAPLAN full results cannot be published. This is consistent with privacy and personal information policies.

All students were at or above minimum standards.

NAPLAN Year 3 - Numeracy

Due to the small number of students that sat NAPLAN full results cannot be published. This is consistent with privacy and personal information policies.

All students were at or above minimum standards.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Due to the small number of students that sat NAPLAN full results cannot be published. This is consistent with privacy and personal information policies.

All students were at or above minimum standards.

**NAPLAN Year 5 - Numeracy**

Due to the small number of students that sat NAPLAN full results cannot be published. This is consistent with privacy and personal information policies.

All students were at or above minimum standards.

**Other achievements**

**Arts**

In addition to regular class programs, our school choir and the Booral School and Community Band performed on a number of occasions, including at assemblies and ANZAC service. Five members of the school band attended BandLink in Newcastle.

**Sport**

In 2014 Booral Public School continued to emphasise the importance of participation and enjoyment in physical activities. Fitness and sporting programs provided opportunities for students to gain self-confidence and develop a variety of physical and social skills.

Students participated in class fitness programs which emphasised fundamental movement skills and team sports. Combined swimming, cross country and athletics carnivals were conducted with Stroud and Stroud Road Public Schools. Many students progressed to district carnivals in cross country and athletics. Teams were entered in state knockout competitions, soccer and league tag gala days.

The whole school participated in the Premier's Sporting Challenge.

**Other**

Throughout 2014, Booral students participated in a variety of competitions, and environmental and community events.

Students in Years 5 and 6 participated in the Newcastle Permanent Building Society Mathematics Competition.

The school student leaders conducted the school’s Anzac service and assisted the P&C with the morning tea for the guests and local community members.

**Significant programs and initiatives – policy**

**Aboriginal education**

Booral Public School had 12 students who identify as Aboriginal in 2013.

Acknowledgement of Country, a protocol which pays respect to the traditional custodians of our land, is featured at school assemblies.

Aboriginal cultural, historical and contemporary issues are investigated by students, predominately in the key learning area of HSIE.
Significant programs and initiatives – equity funding

[Enter text as appropriate for the following heading – refer to the ASR Support Guidelines for further information]

Aboriginal background

The school employed a part time Aboriginal Student Learning Support Office (SLSO) throughout the year to support Aboriginal students across classrooms. The position was funded using NORTA NORTA funding. Learning Support opportunities was funded from Resource Allocation Funding (RAM) for students with Aboriginal backgrounds and school funds.

Overall, our Aboriginal students performed well in the NAPLAN. Aboriginal students in Year 3 and 5 were all above minimum national standards.

Our school has a strong link with the Aboriginal Education Consultancy Group (AECG) which regularly provides support and advice relating to Aboriginal students.

Funds from the Aboriginal background allocation were used to support teachers in collaborative planning, to create units of work that incorporated Aboriginal and Torres Strait Islander perspectives.

Socio-economic background

Funds for socio-economic backgrounds were used to provide a Learning and Support program, student assistance to cover excursion costs, uniform costs and resources.

School planning and evaluation 2012—2014

School evaluation processes

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

- Surveys
- Focus Groups and Forums
- Data from classroom learning, standardized testing and national testing.

School planning 2012-2014:

School priority 1

70% of students achieve or exceed expected learning clusters on the Literacy Continuum for Reading Texts, Comprehension and Aspects of Writing.

Outcomes from 2012–2014

The whole school showed an improvement in the target areas Reading, Comprehension and Writing. Staff actively involved themselves in professional learning and discussion. All students were plotted on the Literacy Continuum for Reading, Comprehension and Writing.

Evidence of achievement of outcomes in 2014:

- Whole school using Literacy Continuum to track student’s progress.
- 10% improvement in students meeting expected clusters.
- 75% of students met expected clusters.

Strategies to achieve these outcomes in 2014:

- Continued tracking of students on Literacy Continuum.
- Professional development programs of L3 and Focus on Reading.
- Professional discussions between staff to support the growth and development of students.

School priority 2

90% of students achieve or exceed NAPLAN National Benchmarks for Numeracy in Years 3 and 5.
Outcomes from 2012–2014
85% of students in Year 3 met or exceeded National Minimum Standards for Numeracy.
100% of students in Year 5 met or exceeded National Minimum Standards for Numeracy.

Evidence of achievement of outcomes in 2014:
• All students in Years 3 and 5 meet or exceeded national minimum standards.
• Teaching and Learning programs reflect age/stage appropriate outcomes are taught to students.
• Students K-2 are plotted on the Numeracy Continuum.

Strategies to achieve these outcomes in 2014:
• Whole school is plotted and monitored on the Numeracy continuum.
• Staff undertake professional learning to support the implementation of the new Mathematics curriculum.

School priority 3
Effective training and implementation of the National Curriculum.

Outcomes from 2012–2014
All staff have undertaken formal training and participated in professional discussions to support the implementation of the new English Syllabus in 2014.

Evidence of achievement of outcomes in 2014:
• All staff have undertaken training.
• All staff have participated in professional discussion within our Buckets Way Community of Schools and CLN groups as well as at a local level.
• Staff have experimented with writing units of work to support the implementation of the new English curriculum.

Strategies to achieve these outcomes in 2014:
• Participation in professional learning and discussions at a local, CLN and community of schools levels.
• Teaching and learning programs reflect the new curriculum.

• Continued supportive professional learning.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
Parents expressed appreciation at the range and variety of activities and experiences available to students at Booral School.
Parents, students and staff agreed that the school provides a safe, caring, stimulating learning environment.
Parents and students agreed that school staff members are friendly, supportive and approachable.
Parents thought communications from the school had continued to improved making it timely and giving better advice about up-coming events.

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

At the end of 2014, a comprehensive process was undertaken across the school to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with data from parent and staff forums and survey data from staff, students and parents. This data was used in the formulation of the new school plan.
Three key strategic directions were identified as a basis for a shared commitment to future developments. These are:

- Inspired learners
- Excellence in teaching
- Engaged community

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.

Anthony Pearson  Principal
Tracey Jacobson  School Admin. Manager

School contact information

Booral Public School
2300 The Bucketts Way
Booral NSW 2425
Ph: 4994 9266
Fax: 4994 9102
Email: booral-p.school@det.nsw.edu.au

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: