2009 Annual School Report
BOORAL PUBLIC SCHOOL

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

Students
Our students come from a predominately rural area. Students are on the whole, well behaved most of the time. Students enjoy a variety of programs and extra – curricula activities including sport, dance and choir.

Staff
The staffs are a great mix of youth and experience. They are dedicated to providing a caring environment, a challenging curriculum and high expectations for all students. All teaching staff meets the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
- Our 2009 NAPLAN result in literacy were well above State and Regional average growth in Years 3 and Year 5.
- Participation in the Lower North Coast Public Speaking Competition, The Premier's Reading Challenge, and the Premier's Sporting Challenge
- An opportunity for all students to learn the skill of tennis through our tennis clinic program.
- Whole school participation in the Australian schools Values in Education Program that is promoted in all aspects of school life.
- Successful sporting teams in Touch Football and Soccer.
- Intensive Learn to Swim Program K-6, where all students have the opportunity to learn swim and survival skills.
- GAT programs provided through: extension Maths and Literacy groups, external testing and Bulahdelah Central Schools GAT projects.

Messages

Principal's message
It is with great pride that I present to you the 2009 annual school report for Booral Public School. I am extremely proud of the achievements of our students this year; and the endeavours of our staff to meet the learning outcomes of students in a constructive, supportive and productive school 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.

Rebecca Langdon

P&C message
The P&C is an integral member of Booral Public School community. In 2009, a highly motivated and eager band of members made significant efforts to raise funds for the ongoing needs of our small country school. The successful achievements this team has been able to make, not only toward fundraising, but toward the usual demands placed on P&C committees have been extremely challenging, yet satisfying this year. The P&C fund raising activities included; a canteen for the swimming carnival, catering for the National Servicemen's dinner, Mothers and Fathers Day Stall, Catering for The Vintage Car Rally, Bus Shopping Trip, Fortnightly Canteen, Uniform Shop, Cinema Night. In 2009, monies raised from the fundraising events have contributed to beautifying the school, subsidising excursions, school resources, uniform items and there will be funds to carry over into 2010 for future investments to benefit our students. P&C parents manage all these activities. I thank you for all your efforts

Debora Elliot, President

Student representative's message
The 2009 SRC is made up of two students from each class, and the school captains. We represent all the students. We organise fun fundraising events for charities, serve at morning tea functions, participate in Special Assemblies and represent the school at various in the wider school community. We decide what to buy for the school with any money rose. As captains, we have enjoyed representing our school at: assemblies, morning teas, town functions, on excursions and at Presentation Night.

We have been proud school captains of Booral Public School during 2009.

Harrison Reid and Alyssa Pustolla

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 attendance profile

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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>2_3</td>
<td>2</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>2_3</td>
<td>3</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>5_6</td>
<td>5</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>5_6</td>
<td>6</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>K_1</td>
<td>1</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>K_1</td>
<td>K</td>
<td>11</td>
<td>22</td>
</tr>
</tbody>
</table>

Structure of classes

Classes are structured and organised to provide the optimum learning environment for all students. Due to the size of certain grades, this sometimes necessitates the formation of composite classes.

Staff establishment

The school had 4 classroom teaching positions allocated for 2009. This included a Teaching principal position. A teacher was employed to teach Kindergarten/ Year 1, this allowed the Principal to teach GATs, STLA, RFF and Library. With this teaching load it enables flexibility and enables the Principal to address specific literacy and numeracy needs of students.

<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>3.0</td>
</tr>
<tr>
<td>Support Teaching Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher Part Time</td>
<td>0.168</td>
</tr>
<tr>
<td>Total</td>
<td>4.732</td>
</tr>
</tbody>
</table>

Staff attendance

Staff has access to leave entitlements such as sick leave. In 2009 the average daily attendance rate for staff, as determined by the Department, was 98%.

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>0 %</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.
Date of financial summary: 30/11/2009

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$89,414.80</td>
</tr>
<tr>
<td>Global funds</td>
<td>$69,709.62</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$34,112.39</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$26,060.09</td>
</tr>
<tr>
<td>Interest</td>
<td>$3,158.21</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$4,392.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>$226,847.76</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>$15,969.35</td>
</tr>
<tr>
<td>Key learning areas</td>
<td></td>
</tr>
<tr>
<td>Excursions</td>
<td>$13,775.82</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$9,279.43</td>
</tr>
<tr>
<td>Library</td>
<td>$2,274.16</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$5,556.21</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$66,606.46</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$4,679.25</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$24,152.22</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$13,252.77</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$3,734.45</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$4,403.77</td>
</tr>
<tr>
<td>Capital programs</td>
<td></td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>$163,683.89</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>$63,163.87</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 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 2009**

**Achievements**

**Arts**

Booral Public School creates a diverse variety of opportunities for all students in the areas of the arts. We are fortunate to have a school band. Our band master, John Lock assists with the tutoring of students with their elected musical instruments and building towards a larger school band for the future.

All students K-6 participated in Public Speaking in their classrooms with two students from each class. From the school competition in Term 3 those finalists were invited to attend the district Public Speaking Competition at Tuncurry PS, in Term 4. They performed credibly, but were unplaced.

**Sport**

All Booral Public School students participate in PE on a weekly basis. The PE program encompasses all aspects of the PE syllabus. Sports covered this year were soccer, Rugby League Blitz Day, League Tag, softball, tennis and touch football.

The students participated in an Intensive Learn to Swimming Scheme Program and a Jump Rope for Heart Activity Day. Students also participate in swimming, cross country and athletics carnivals.

We have continued our successful whole school Healthy Eating program and implemented the Premier’s Sporting Challenge initiative from K-6. All children received a certificate at the completion of the 10 week program and our school benefited from the new sporting equipment purchased with grant money.

In 2009, a number of students represented in zone and regional levels in Cross Country and Athletics.

**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 the 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**

Eleven Year 3 students sat for the 2009 National Assessment Program in Literacy.

In overall literacy 68% of Year 3 students were placed in the top three bands compared to 78% of like school groups and 68% of the state.

20% of students from our school were in the lowest bands 1 or 2 compared with 22% like school groups and 11% of the state.

The school’s results were better in Reading than Writing.
Numeracy – NAPLAN Year 3

Eleven Year 3 students sat for the 2009 National Assessment Program in Numeracy.

In numeracy 46% of Year 3 students were placed in the top three bands compared to 50% of like school groups and 64% of the state.

18% of students from our school were in the lowest bands 1 or 2 compared with 26% like school groups and 16% of the state.

Literacy – NAPLAN Year 5

Thirteen Year 5 students sat for the 2009 National Assessment Program in Literacy.

In overall literacy 38% of Year 5 students were placed in the top three bands compared to 53% of like school groups and 64% of the state.

31% of students from our school were in the lowest bands 1 or 2 compared with 25% like school groups and 16% of the state.

The school’s results were better in Reading than Writing.
Thirteen Year 5 students sat for the 2009 National Assessment Program in Numeracy.

In overall numeracy 54% of Year 5 students were placed in the top three bands compared to 43% of like school groups and 58% of the state.
23% of students from our school were in the lowest bands 1 or 2 compared with 25% like school groups and 16% of the state.

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 and above minimum standard in 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
</tr>
</tbody>
</table>

Significant programs and initiatives

- Revised behaviour and discipline school policy
- Values in Education Program implemented and embedded throughout school culture
- Crunch and Sip – Healthy Eating Program
- School Canteen functioning every second week with a revised ‘Healthy Food Canteen’
- Building in Education and NP for C21st maintenance and building federal and state government program
- ANZAC Day Service – with return servicemen from Raymond Terrace, Stroud, Dungog and Karuah attending school ceremony.
• 33 students participating in the NSW Premier’s Reading Challenge. Increase by 50% in participation for 2009.

Aboriginal education
Booral Public School is a ‘Dare to Lead’ school and is aware of the recommendations from the review of Aboriginal Education and associated policy.

An ‘Acknowledgement of Country’ speech is made at the beginning of each school event and assembly.

The school has a personal learning program (PLP) for each of our 5 Aboriginal students. Learning plans are embedded into daily tasks as well as a tutorial program based solely on literacy and numeracy.

Aboriginal perspectives and studies of contemporary and traditional Aboriginal society and culture are covered in Visual Arts, HSIE, Science and Technology and English curricula.

Multicultural education
Booral Public School recognises the need to integrate multicultural education into all curriculum areas, especially Human Society and its Environment, Visual Arts and English.

Respect and responsibility
Booral Public School is respected by the community for providing students with a learning environment that is both safe and caring.

Our staff and parents consider student welfare to be a vital component of all activities.

We have strong policies and procedures which support the equitable access to learning and the positive management of student behaviour. School playground and classroom data shows decreasing numbers of students exhibiting inappropriate behaviour.

Clear and consistent expectations, immediate parent notification are simple processes that allowed teachers to be proactive and consistent in their behaviour management decisions.

Professional Learning
All teachers participated in a range of professional learning activities. There is regular program evaluation, observations and discussions as professional dialogue and staff meetings which provide training identified in a Professional Learning Plan.

In 2009 the following have been focus areas:

• Literacy and numeracy Accelerated Literacy, Quality Teaching, Syllabus Implementation, Welfare & Equity, Computer Technology, IWB.

All staff participated in professional learning in the following areas: Child Protection, CPR.

Selected staff participated in professional learning in the following area: Positive Behaviour Learning (PBL), Best Start, SMART Data, NAPLAN writing and numeracy skills, Merit Selection training.

Progress on 2009 targets
Target 1
To improve student performance in Year 3 and Year 5 so that 75% of students will achieve stage outcomes in reading, spelling and language and in Year 3 and Year 5 they will match or better the national benchmark

Our achievements include:

• Planning and implementation of Scope and Sequence including Spelling and Grammar;
• All teachers benchmarking their students in reading each term;
• Implementing the “Best Start” program in Kindergarten;
• Literacy consultancy support improving classroom teachers’ understanding of SMART data in reading and writing;
• Our ‘Learning Support’ programs identify students in each class requiring additional work in reading and writing and ensure their needs are met;
• A greater emphasis placed on reading programs and learning support

Target 2

Increase numeracy achievement across the school and in both Year 3 and Year 5 to match the national benchmark standards.

Our achievements include:

• Whole school professional learning in Mathematics, involving workshops and joint planning, with an emphasis on number, and open ended questioning and problem solving;
• Use of SMART data to identify areas for development and to inform teaching and learning programs;
• The initial implementation of a whole school mathematics program which
supports contemporary teaching in mathematics.

- Performance Bands are more discrete in the NAPLAN Assessment program; however for both years 3 and 5, more than % of students appeared in the top band. These results exceeded the school’s target.

**Target 3**

Teaching and learning will be enhanced through the use of Smart board technology.

Our achievements include:

- All staff are confident and are becoming knowledgeable to use a Smart Board;
- Professional development has increased the staffs’ knowledge of this resource. Student engagement is evident in the classroom format;
- A resource bank of websites and resources are shared and developed among staff;

**Target 4**

Implement a merit system K-6 that celebrates achievement, effort and success and rewards positive behaviour.

Our achievements include:

- A collaborative behaviour management and discipline system based on Values Education and aspects of Positive Behaviour Learning has been implemented;
- Students have a clearer understanding of the behaviour system and the merit system built into this new school policy;
- School community, students and P&C all had opportunities to evaluate and have an input into its design;
- Informed tracking tool, reflective processes and data collection has developed;
- With the implementation of this new school policy consistency of behaviour and discipline has developed within the school environment;

**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 2009 our school carried out evaluations of school planning PD/H/PE.

**Educational and management practice**

School planning at Booral has undergone change during the past year due to a new principal and numerous principals over a number of years.

**Background**

- The evaluation reviewed earlier planning strategies at the school, the formulation of school budget, expenditure processes and responsibilities, and the nature of parent participation in school planning and budgeting.
- The evaluation included financial consequences of planning, budgeting and expenditure processes.
- The value of including staff and parents in forward planning was explored.
- Practices of the past three years were evaluated in light of the changes in staffing and the effect on student learning and meeting the ongoing needs of the school.
- Structures to assist in school planning were assessed in order to identify those that would be successful at Booral.

**Findings and conclusions**

- It was found that the earlier model of school planning, whilst meeting student needs in certain areas, was at times not comprehensive or inclusive.
- The views of parents and some members of the teaching staff were not necessarily canvassed in planning processes.
- School budgeting and expenditure was not necessarily closely linked to school planning.
- As a result there were instances of expenditure that were unnecessary, leading to an avoidable drain on school funds.

**Future directions**

- School planning will involve all members of staff, to identify and cater for needs.
The parent body will be involved in this planning; reviewing plans before they are implemented.

Budgets will be formulated to meet the needs of school planning, and expenditure will be within these budgets.

The Principal remains the person who takes final responsibility for school planning.

Curriculum

PD/H/PE was the curriculum area chosen for review during 2009 school year.

Background

Current PD/H/PE programs and practices have been in operation for some years. During these years, the school has rightly placed much emphasis on the key areas of literacy and numeracy to raise student standards and school performance. A review of PD/H/PE practices was identified as necessary to focus on the current situation at Booral with regard to this area of the school program.

Findings and conclusions

- It was found that in some classes, daily PE/fitness is sometimes not evident.
- PD teaching and learning units are in need of review and upgrade in the light of needs, both at state and school level.
- Key components of the school PD/H/PE program are in need of redevelopment.

Future directions

- Planning and implementation of daily PE and fitness activities will be undertaken during the life of this Strategic Plan.
- PD teaching programs will be reviewed and updated K-6 to include contemporary practice in this area. These programs will address issues of nutrition, healthy eating and the importance of an active lifestyle

Parent, student, and teacher satisfaction

Parents

Parent survey responses indicated very high satisfaction with the school in all areas. Parents felt that the school provided an appropriate curriculum in a safe and happy learning environment. They indicated that they felt welcome at the school, and were comfortable with contacting the school over any issue. Parents also believed their concerns were respected regarding issues affecting their children. They also commented favourably on communication processes used by the school as well as student welfare programs operating in the school.

Students

Students also indicated very high satisfaction with the school, where they felt safe and protected. While some students indicated that they had a bullying episode at school, all indicated that there was an adult at the school whom they believed would listen to their concerns, and whom they were comfortable to approach. Student responses supported parent opinions regarding Booral as a safe and happy school.

Staff

Staff responses indicated that Booral was a school in which they enjoyed working. Some survey items brought varied responses, with a small number of staff indicating concern over internal communication and collaborative processes. The school environment received positive comment. The teaching program of the school was seen as strength and most indicated that they felt successful in performing their role at Booral.

School development 2009 – 2011

The 2009-2011 school plans were devised to address specific school needs as identified through data analysis and surveys.

Targets for 2010

Target 1

Improve outcomes in Literacy through implementation of quality teaching and learning programs.

Strategies to achieve this target include:

- Planning and implementation of Scope and Sequences in Text Types, Grammar and Spelling;
- Teachers focusing on reflection, analysis, planning and redesigning activities for increased student engagement in Literacy;
- Professional learning for teachers focusing on the implementation of Accelerated Literacy;

Our success will be measured by:

- SMART data analysis evident in each teachers’ program and benchmarking is completed;
- Improved reading and writing scores in the 2010 NAPLAN results; and
- Teachers identifying and explicitly teaching reading and writing skills, in
areas where student achievement is below state average.

**Target 2**

**Improve numeracy outcomes for all students**

Strategies to achieve this target include:

- Specific timetabling of when numeracy occurs at school.
- Incorporation of Numeracy across all Key Learning Areas
- Provision of resources to implement enrichment activities and opportunities to students in Stage 2 and 3 students.
- Learning support for students experiencing difficulties in Mathematics.
- Analysis of SMART data to determine specific areas of development in numeracy for classroom focus

Our success will be measured by:

- Improved numeracy scores in the 2010 NAPLAN results;
- SMART data evident in each teacher’s program; and
- Teachers are identifying and explicitly teaching numeracy concepts, in areas where student achievement is below state average.

**Target 3**

**Increase student attendance and engagement in learning**

Strategies to achieve this target include:

- Implementing an active campaign promoting the importance of regular full day attendance;
- Establish an up to date Student Welfare and Discipline Policy with an emphasis on Positive Behaviour Learning and Values in Education;

Our success will be measured by:

- Analysis of data will indicate regular full time attendance of all students will increase by 1 %
- Quality systems will be established and surveys will indicate an increase in active student participation in their own learning;

**Target 4**

**To develop and implement Aboriginal educational perspectives across all areas of the schools teaching and learning continuum.**

Strategies to achieve this target

- Develop partnerships with Dare To Lead
- Fund new resources to assist in the understanding of Culture and Heritage;
- Source regional Aboriginal Consultants
- Review the new Aboriginal Education Policy and Strategy Initiatives.
- Participate in the Aboriginal Cultural Education Program;

Our success will be measured by:

- An increase in students awareness of Aboriginal Perspectives in the curriculum
- The schools Aboriginal students - leadership opportunities.
- Increased classroom engagement
- 100% PLPs being completed

**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.

Mrs Rebecca Langdon - Principal
Mrs Debora Elliott – P&C President
Mrs Gail Campbell – Classroom Teacher
Master H. Reid & Miss A. Pustolla - Student
School contact information
Booral Public School
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Ph: 49949266 Fax: 49949102
Email: Booral-p.school@det.nsw.edu.au
Web: Booral-p. school@det.nsw.edu.au
School Code: 1311

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: