Our school at a glance

Students
Booral Public School provides quality education to students from the town and the many small rural farms and communities nearby. The school has strong links with the community. There is an expected enrolment of 70 pupils for 2012 in three classes K-6. This is a fall in the pattern of enrolment compared to the past few years.

Staff
All teaching staff members meet the professional requirements for teaching in Public Schools in NSW. Booral Public School currently employs 4 classroom teachers and another teacher who has the combined role of Library, Support Teacher Learning Assistance (STLA) and Relief from Face to Face (RFF). All staff members have access to ongoing professional learning opportunities. A new principal was appointed and filled the position at the beginning of Term 2.

Significant programs and initiatives
In 2011, the school continued with the implementation of the Positive Behaviour for Learning Program (PBL). PBL complements our existing student welfare and values education programs. The BER Commonwealth Government funded project of a dual classroom upgrade and walkways was completed and has added to our excellent facilities.

Student achievement in 2011

Literacy – NAPLAN Year 3
100% of students met the required national Benchmark in Writing and Spelling with no students in Band 1.
91.7% of students met required national benchmark in Reading

Numeracy – NAPLAN Year 3
100% of students met the required National Benchmark in. No students were in Band 1.

Literacy – NAPLAN Year 5
100% of students met the required national Benchmark in Reading and Writing. No students were in the bottom Band.

Numeracy – NAPLAN Year 5
100% of students met the required national Benchmark. No students were in the lower two bands.

Principal’s message
Booral Public School is the focus of the rural community surrounding the small town of Booral on the southern section of the Bucketts Way. It is a well resourced school, set in well maintained grounds. The school is a proud member of "The Bucketts Way and Myall Lakes Community of Schools", being situated central to both. Booral Public School enjoys a highly productive and supportive relationship with P&C and community organisations.

Our school has a long and proud history and continues to develop and grow to meet the changing needs of the students. This year saw the completion of the BER classrooms and walkways. The P&C will spend substantial funds raised this year to upgrade playground facilities early in 2012.

The focus of the school is on literacy and numeracy and on ensuring that all students are encouraged and supported to achieve to their full potential. Educational, cultural, sporting and student welfare programs were provided for students by dedicated and professional staff.

The students are to be commended for their achievements at all levels in academic, sporting and cultural activities.
I would like to take this opportunity to thank all members of our school community for their interest and support during 2011. In particular I would like to give my genuine thanks to the 2011 P&C Committee, many of whom will finish up this year as their children move onto high school. I look forward to their continued participation and involvement in 2012.

2011 sees a large cohort of Year 6 children move onto high school. With projected numbers for 2012 falling substantially, it was necessary to nominate a transfer to allow for only three classes in 2012. Mrs Regina Fear took the opportunity to take the nominated transfer at the end of the year. Mrs Fear has been a wonderful, professional and dedicated member of the teaching staff for over ten years. I very much thank Mrs Fear for her longstanding dedication and support throughout her tenure at Booral.

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.

Max Labecki  Principal

P & C Message

As in past years our committee has been highly motivated and innovative. Raising funds for the ongoing needs of our small country school has once again been the primary focus. Nevertheless, committee members have found time to lobby government regarding our student’s safety and to ensure that they receive resources equal to that of our city compatriots.

As President of a relatively small organization such as this, it is gratifying to have a team that pulls together in this way. The successful achievements this team has been able to make, not only toward fundraising, but toward the usual demands placed on Parents and Citizens committees have once again been challenging, yet satisfying. Time is arguably the most difficult thing to give for contemporary families, however time is what is needed and was graciously given by many parents and citizens in this hard-working organization. Activities undertaken this year are outlined below:

Sporting Events

Compared to other activities, this undertaking was quieter this year and the P & C catered for the Swimming Carnival.

Annual Events

Every year we host a morning tea for Anzac Day veterans and once again, the conduct of our students made teachers and parents alike proud. Although the Anzac Day once again fell during the school holidays, the day we hosted in-lieu held all the reverence a day such as this warrants.

Our Easter egg hampers and giveaways to the students were made possible by the grateful donations from parents, and to the teachers who added to the spirit of the day. Some money was raised and the students enjoyed a fun-filled day for their Easter celebrations.

The Mother’s Day and Father’s Day Stalls again provided a tremendous array of items available to our students to purchase for their parents. If not for this service, many of our children would not be in a position to take part in this worthwhile tribute to their own parents. It is once again due to the generous contributions made by parents who donate gifts and to Committee members. In spite of their intended function as a service, the P & C makes only a small profit on these stalls and the items for sale are selected to ensure any budget however small, can be met.

More recently was the morning tea for Kindergarten Mums for 2012 as part of the Kindergarten Orientation process.

Canteen

The canteen was able to run every week, thanks to the effective co-ordination by Tammy Devon and Tracey Godfrey. The canteen volunteers have been so numerous and the budget monitored so closely, that we have enjoyed a small profit this year.

Uniforms

At such an isolated school as Booral, access to shops that supply the right uniform requirements can be a very difficult prospect for parents. Fleur Waters is vigilant in her efforts to co-ordinate and administrate this service.

Media

It is imperative our members are made aware of the activities of the P & C. Ensuring we keep members and supporters informed, much effort is made toward the communication of information to the school magazine. Maree Hart has continued in this role from last year, in addition to her role as Treasurer.

Fundraising

This year Natalie Reid and Kim Sepos took the helm and ensured we were all kept busy with
fundraising activities. In addition to the aforementioned sports carnivals and the usual funds raised through uniforms, school canteens, stalls and raffles associated with each event, the P&C have hosted a Bus Shopping Trip including raffles and a food stall for the Stroud Rodeo to name the larger of the events. All these events were hugely successful and the new Committee will be given all the organizational tools to ensure ongoing success in these areas.

**School Band**

Our small but proud school band of students has performed at the Stroud Country Lodge, the BPS Anzac Service, end of year and formal school assemblies to name a few. The standard has improved and we are hoping to attract greater interest from new students in 2012.

**Treasury**

In summary, this years’ movement of funds have seen expenses amounting to $25,316.75. The total income amounted to $26,578.74, with $4,027.42 being raised in various fundraising events by our hardworking P & C members. The total amount of $751.72 was donated by the P&C to the school for excursions, signs for the library and to gain access to a wonderful parenting web site.

Debora Elliott - President

**Student Representative’s Message**

It has been an admirable privilege to be Booral Public Schools 2011 School Captains. With the help of our superb Student Representative Council, we have successfully raised money for; Stuart House, Our sponsor child Efeleo in Malawi, Thank You Morning Tea and victims of Queensland floods. As captains we have had the opportunity to lead Captain’s assembles, the ANZAC Day Ceremony and the Yearly Presentation Night. We also attended the very inspirational Young Leader’s Day in Sydney with our house captains.

We have been very lucky to have had the experience of being school captains. We hope all future leaders of BPS will have just as much fun as we have had.

Laura Cotterill    Bonnie Hay
Captains

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies. Students attending Booral Public School bring a wide range of interests, skills and abilities to the school, which go towards shaping our school culture.

Of our total school population, approximately 8% is of Aboriginal descent.

**Student attendance profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>48</td>
<td>48</td>
<td>45</td>
<td>50</td>
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<tr>
<td>Female</td>
<td>41</td>
<td>40</td>
<td>39</td>
<td>42</td>
<td>39</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

Student attendance has risen marginally this year. Our attendance rate was marginally higher than that of the region and the state. We continue to work with the district home school liaison officer in monitoring the attendance of all students.
### Student Attendance

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
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</tr>
<tr>
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<td>95.1</td>
<td>95.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.8</td>
<td>94.0</td>
<td>95.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>89.9</td>
<td>94.3</td>
<td>94.8</td>
<td></td>
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<tr>
<td>4</td>
<td>95.6</td>
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<td>94.2</td>
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</tr>
<tr>
<td>5</td>
<td>94.4</td>
<td>94.6</td>
<td>92.3</td>
<td></td>
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<tr>
<td>6</td>
<td>88.1</td>
<td>88.0</td>
<td>96.5</td>
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<tr>
<td>Total</td>
<td>94.0</td>
<td>93.8</td>
<td>92.4</td>
<td>95.1</td>
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<table>
<thead>
<tr>
<th>Region</th>
<th>Year</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
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<tbody>
<tr>
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<td>93.3</td>
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</tr>
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<tr>
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<td>92.4</td>
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<td>92.9</td>
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<td>92.2</td>
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<td>92.6</td>
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<tr>
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<td>90.1</td>
<td>93.2</td>
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<table>
<thead>
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<th>State DEC</th>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tr>
<td>K</td>
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<td></td>
<td></td>
</tr>
<tr>
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<tr>
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<td>94.4</td>
<td>94.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td>94.5</td>
<td>94.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.0</td>
<td>94.5</td>
<td>94.3</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>94.0</td>
<td>94.4</td>
<td>94.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td></td>
</tr>
</tbody>
</table>

### 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>9</td>
<td>17</td>
</tr>
<tr>
<td>1_2</td>
<td>1</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>K_1</td>
<td>1</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>1_2</td>
<td>2</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>3_4_5</td>
<td>3</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>3_4_5</td>
<td>4</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>3_4_5</td>
<td>5</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>5_6</td>
<td>5</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>5_6</td>
<td>6</td>
<td>17</td>
<td>22</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.

<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 retention

From 2010 to 2011 the majority of permanent staff members remained at the school. One Principal received a promotion to a higher position and a new principal was promoted to the position in Term 2. One classroom teacher acted as Relieving up to the end of Term 1. One classroom teacher took a nominated transfer at the end of 2011 due to declining enrolments and will not return in 2012.

### 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>80%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</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.
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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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</tr>
<tr>
<td>Global funds</td>
<td>70492.98</td>
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<tr>
<td>Tied funds</td>
<td>17818.25</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>18704.66</td>
</tr>
<tr>
<td>Interest</td>
<td>4059.52</td>
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<tr>
<td>Trust receipts</td>
<td>5054.51</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>206516.99</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>

School performance 2011
Achievements

Arts
• Many students contributed their works to Stroud and Bulahdelah Shows.
• Booral School and Community Band performed at Stroud Village and at the Presentation Night. Some band members attended band/music camps and one member, Harry Wheeler, attended and performed at the Opera House in Sydney as member of the State Wind Band.
• The choir performed at Stroud Carols by Candlelight and at Presentation Night.

Sport
Sport and physical activity continue to be an integral part of life at Booral. Students are given opportunities to actively participate in school sport, sporting teams and fitness activities while developing fundamental movement skills and an understanding of fair play.

In 2011:
Students had the opportunity to participate in swimming, cross country and athletic carnivals Stage 2 and 3 students participated in state knockout competitions:
• Mixed tennis to round 1
• Girls’ touch football to round 3
• Boys’ touch football to round 1
• Small schools’ mixed soccer to round 4

• Forty, Stage 2 and 3 students participated in a local Oz Tag gala day and twenty Stage 3 students participated in two other Australian Rugby League gala days throughout the year.
• A large number of students qualified for both Zone Cross Country and Zone Athletics.
• Four students from Stage 3 participated in the Zone touch football, rugby league and rugby union trials.
• Individual performances were:
  • Loxton Callis competed in the Hunter rugby union team at the State carnival.
  • The school participated in the Primary Sports’ Challenge, achieving an overall Gold award
  • All students participated in a modern dance program during Term 2.
  • Healthy Harold visited the school during Term 2.
  • K-2 students continued to develop skills through the Fundamental Skills Program.
  • Participation in the ‘Learn to Swim’ program from Year 2 – Year 5.
Other
- Students had the opportunity to go to Gloucester to attend the Bucketts of Brains Education Week extravaganza.
- Our school leaders attended the School Leaders Conference in Sydney and the opening of Tea Gardens School Parliament.
- We celebrated the Bookweek program, ‘One World, Many Stories’.

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)
Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 5

Notes: The 'Percentage in Band' and 'School Average' columns are not shown if results are available for less than 10 students.
Numeracy – NAPLAN Year 5

![Percentage in bands: Year 5 Spelling](image)

- Percentage in Band
- School Average 2008-2011
- State DEC % in Band 2011

![Percentage in bands: Year 5 Grammar & Punctuation](image)

- Percentage in Band
- School Average 2008-2011
- State DEC % in Band 2011

![Percentage in bands: Year 5 Writing](image)

- Percentage in Band
- State DEC % in Band 2011

![Percentage in bands: Year 5 Numeracy](image)

- Percentage in Band
- School Average 2008-2011
- State DEC % in Band 2011
Progress in literacy
Average progress in Literacy is at or above State levels. Growth has been higher than the State DEC in Reading and Grammar and Punctuation but Spelling progress has fallen considerably from 2008-2009 levels, to be at State DEC levels in 2012.

Progress in numeracy
There has been a marked improvement in progress in numeracy with 2011 progress being higher than the state levels.

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></th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.7</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>91.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>90.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>90.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Aboriginal education
The school has seven students from Aboriginal and Torres Strait Islander background. An individual education plan has been developed for these students and their progress is regularly monitored. All teachers include Aboriginal perspectives in their teaching programs, thus promoting respect and understanding of Aboriginal cultures. The school held a major NAIDOC Day with organised cultural events on the day. Stroud and Stroud Road schools participated as well.

Multicultural education
Aspects of multiculturalism are integrated across all Key Learning Areas.

Respect and responsibility
Respect and responsibility for self and others underpins the welfare priorities at Booral Public School. Respect is one of our behaviour expectations being introduced as part of PBL. This will include specific lessons being developed to encourage students to show respect for self, others and the environment. The SRC provides students from all classes with the opportunity to take on the responsibility of leading their fellow students.

Targets for 2011
Target 1
To improve percentage of students in Years 3 and 5 achieving National Benchmarks in NAPLAN Literacy, in particular improvement in comprehension in reading. Our achievements include:
- In Year 3: Students achieving in the top three bands in reading increased by 16% compared to 2010.

Target 2
To improve percentage of students in Years 3 and 5 achieving National Benchmarks in NAPLAN Numeracy, in particular improvement in problem solving. Our achievements include:
- In Mathematics, all students reached minimum standard of achievements in both Years 3 and 6.

Target 3
Improved student engagement and wellbeing
- Student survey indicates high levels of satisfaction with the well being of students.
- Attendance rates are above State and Regional levels.
- Continuation of Positive Behaviours for Learning training (PBL).

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 Teaching practices.

Educational and management practice
Staff, students and parents were surveyed via questionnaires and forum questions about “Teaching” using Best Practice Statements. The results were compiled and analysed to assist in guiding our teaching practices and reflecting upon the learning outcomes of all students. All staff and students in Years K- 6 completed the survey.

Findings and conclusions
- All groups believe that what students are asked to learn is important and that teachers provide class activities that are appropriate to meet the student’s needs and abilities.
- Classroom management strategies used by teachers are seen by the students and school community as effective and contributing to student learning.

There were 12.5% less students in the bottom two bands compared to 2010.
In Year 5:
There were no students in the bottom two bands of Reading, 28.9% less than 2010.
• Parents and students would like teachers to explain to students, more often, what they are learning and why and provide more relevant feedback.

• Children in particular commented on the need to provide more playground activities and prevention of bullying in the playground.

• Staff uses assessments to evaluate, develop and refine teaching programs.

Future directions
• The survey showed that the school needs to explain to parents the assessment policy and the tools used to assess the students.
• At the beginning of new units of work teachers need to inform students about the content of the unit, why it is being studied and, what the expected student learning will be.
• Good quality feedback needs to be given to children during and after the learning process.
• Assessment strategies also need to be explained to students.

Curriculum
Background
The evaluation of Literacy was undertaken in order to assist whole school planning and to refine school practice in this area.

Findings and conclusions
• Majority of those surveyed believe that all strands of literacy are important subjects. Parents actively assist their child in their learning in this area, particularly in reading.
• Majority of students felt they were making good progress in the literacy strands.
• Majority of students felt they were supported when encountering difficulties in literacy strands.
• Teachers acknowledge that spelling and grammar/punctuation skills need to improve in line with DEC requirements in writing.
• Parents believe the school has adequate resources and most students agree that they have plenty of opportunities to use computer technology to assist in the learning literacy strands.

Future directions
• Further staff training and development in the systematic and explicit teaching of spelling will be conducted in 2012.
• The survey showed that the school needs to consider having more parent information sessions on the assessment and teaching of spelling.
• We need to incorporate spelling, grammar and punctuation strategies into literacy scope and sequence to be developed for implementation in 2012/2013.

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. Both formal and informal data from small samples was collected through teacher/parent interviews, meetings, staff meetings and general comments. Focus questions were given to randomly selected parents and at P&C meetings to allow views to be discussed and opinions expressed.

• Teachers’ responses indicated that they value the support of parents as classroom helpers, in their support of discipline, learning processes and in providing skills. They perceived teaching and supporting students as their key role. Teachers were appreciative of the school setting, resources and modern classrooms.

• Senior student responses indicated that support of the school was strong especially through sport representation and special events such as ANZAC Day. Having a voice through school SRC was considered an advantage.

• The focus questions responses indicated there was strong support of excursions, staff knowledge of students, sport equipment, home reading, leadership programs, quality of school classroom and resources, sunsafe policy, school newsletter and the access to teachers for interviews.

• Areas for concern were, knowledge of teacher absences for in service or other reasons, rewards and discipline system needed to be more consistent and a strong and supportive transition process for Yr 6 students moving to Yr 7.
Professional learning

The majority of Professional Learning occurred in these areas:

- Best Start – Two staff were trained in Best Start, the Kindergarten literacy and numeracy strategy.
- Numeracy in Action
- Anaphylaxis Training
- Asthma Training
- CPR
- Aboriginal Education Policy and Training Strategy
- Keeping them Safe – a shared approach to child wellbeing.
- COS and Local school Group, Staff Development Day initiatives

All professional learning funds were linked to departmental and school priorities included in the 2009-2011 school plan.

School planning 2012—2014

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

Targets for 2012

Target 1

Outcome for 2012–2014

Students achieve NAPLAN growth rate in spelling equal to or greater than the national average

2012 Targets to achieve this outcome include:

- 100% of Yr 3 and 5 students achieve the minimum spelling benchmark.
- No students in bottom two bands of NAPLAN for spelling.

Strategies to achieve these targets include:

- Data analysis of student work.
- Professional development in explicit teaching of spelling; and
- Incorporation of an ‘across the school’ strategy for spelling.

Target 2

Students achieve NAPLAN growth rate in numeracy equal to or greater than the national average

2012 Targets to achieve this outcome include:

- All students participating in Year 5 NAPLAN will achieve or exceed the state average growth rate in the area of numeracy.
- The percentage of students in Years 3 and 5 achieving National Benchmarks in NAPLAN Numeracy aligns with State averages.

Strategies to achieve these targets include:

- Implementation of the North Coast Scope and Continuum.
- Teachers to continue to train in and develop the use of a balanced numeracy sessions and providing differentiated lessons in the classroom.

Target 3

Transition process to local State High Schools is documented, formalised and sustainable

2012 Targets to achieve this outcome include:

- Smooth transition of students to Bulahdelah, Dungog, Irrawang or Gloucester High Schools.
- Transition process to local State High Schools is documented, formalised and sustainable.

Strategies to achieve these targets include:

- COS approach to orientation.
- COS approach to PBL.
- Involvement in Stage 3 COS events.
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.

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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: