Our school at a glance

Students

In 2012, the students were grouped into three classes; K/1, 2/3 and 4/5/6. Although numbers varied throughout the year, in December, there were 61 students enrolled; 33 boys and 28 girls, with the majority of students in the lower grades.

Staff

All teaching staff members meet the professional requirements for teaching in public schools in NSW. Booral Public School currently employs 3 classroom teachers, including a teaching principal, and another teacher who has the combined role of library, learning support and Relief from Face to Face (RFF).

All staff members have access to ongoing professional learning opportunities, in face to face learning situations and group or individual on-line experiences.

Significant programs and initiatives

Throughout 2012, a number of programs were implemented to support and enhance student learning and engagement.

Some of these were;
- Best Start
- Targeting Early Numeracy
- Student led video conferences
- Stage 2 and 3 e-learning programs
- Introduction of tablet computers
- Young Leaders’ Conference
- Premier’s Reading and Sporting Challenges
- PSSA Sports
- Gymnastics
- Band
- Choir

Messages

Principal’s message

Once again, it has been a year of change for Booral Public School and once again, the students, staff and parents have taken it in their stride, working together to ensure that disruptions to students was minimal.

We started the year with three, rather than four classes, for the first time in many years, as a result of a very large group heading off to high school.

During the year, our Principal, Mr Max Labecki, retired from teaching and a current staff member filled the role as relieving principal. A new principal will be appointed for the beginning of the 2013 school year.

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.

Sue Parsonage

P & C message

I would like to thank all P&C members for a very successful 2012. As my first year as P&C President it was fantastic to have the support of a small, yet highly motivated committee. I would also like to thank the teachers and staff and acknowledge their support of the P&C over the past 12 months. Thanks also go to the students of Booral Public School who support the P&C initiatives and appreciate the benefits that a successful P&C can provide.

The success of our fundraising activities, which include the canteen, Mother’s/Father’s Day stalls, Easter/Christmas raffles and the shopping bus trip allowed us to make significant financial contributions to the school this year. We donated over $8,000 for the soft fall for the back playground, funds to purchase android tablets and subsidised excursions, the gymnastics program and the school band. We also purchased a new refrigerator for the canteen.

Thank you to Kim Sepos and Juanita Ross for coordinating the canteen this year. It is a great
service to offer the students and staff and provides additional funds for the P&C.

Fleur Waters once again ran the uniform shop very efficiently and successfully. Thank you Fleur! 2012 also saw the P&C research, select (after parent/student consultation) and implement a new gold and royal blue polo shirt to replace the current pale blue polo shirt. The new shirts will be available to wear on the first day of the 2013 school year, and we are confident the students will look fantastic!

Kim Sepos’ hard work again paid off, with a very successful shopping trip held again this year. Thank you, Kim for all of your time and effort, and congratulations on such a successful event. Our Christmas and Easter Raffles raised almost $1,000, and the Mother’s Day and Father’s Day stalls were also very successful. We thank all of those who kindly donated items for the raffles and stalls.

The schools ANZAC Day service was a credit to Booral Public School, as the students once again impressed our visitors and parents with their outstanding behaviour. The ANZAC assembly is a great way to commemorate this important day, and I would like to extend my thanks to the students, teachers, SRC and P&C members who made the assembly and morning tea such a success. We get such positive feedback from the VIPs that attend our service.

The P&C continues to support the great work of John Locke and the Booral School and Community Band. While only a small group, they represent our school community proudly. We look forward to continuing our support, and hope that we can attract some new members in the future.

2013 will be another year of change and adjustment, with the retirement of our Principal, Max Labecki. We wish Max all the best with his retirement, and look forward to working with our incoming Principal, Anthony Pearson. I would like to take this opportunity to thank Sue Parsonage for stepping in as the Acting Principal, as she has done on so many occasions, and allowing the school to continue operating without disruption.

Mrs Dayanna Finch

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**Student Representatives’ message**

In 2012 the Student Representative Council worked with Ms Parsonage and Miss Davies to support the students at Booral School. We organised a number fund raising activities to support our selected charities, Stewart House and our sponsor child, Efelo, in Africa.

Mitchell and Nathan

**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**

![Enrolments](image)

**Student attendance profile**

 Attendance at Booral Public School is just below the state average.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.1</td>
<td>90.4</td>
<td>96.9</td>
<td>91.7</td>
</tr>
<tr>
<td>1</td>
<td>96.1</td>
<td>95.1</td>
<td>95.0</td>
<td>95.5</td>
</tr>
<tr>
<td>2</td>
<td>94.8</td>
<td>94.0</td>
<td>95.1</td>
<td>95.9</td>
</tr>
<tr>
<td>3</td>
<td>89.9</td>
<td>94.3</td>
<td>94.8</td>
<td>96.5</td>
</tr>
<tr>
<td>4</td>
<td>95.6</td>
<td>91.8</td>
<td>94.2</td>
<td>94.8</td>
</tr>
<tr>
<td>5</td>
<td>94.4</td>
<td>94.6</td>
<td>92.3</td>
<td>92.1</td>
</tr>
<tr>
<td>6</td>
<td>88.1</td>
<td>88.0</td>
<td>96.5</td>
<td>88.7</td>
</tr>
<tr>
<td>Total</td>
<td>93.8</td>
<td>92.4</td>
<td>95.1</td>
<td>93.9</td>
</tr>
</tbody>
</table>
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.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no indigenous staff members at Booral School.

Staff retention

In September 2012, the Principal, Mr Max Labecki, retired from teaching. A member of the permanent teaching staff took on the principal’s role in an acting capacity and a temporary teacher was employed to cover Mr Labecki’s teaching role. A new principal will be appointed to start at the beginning of the 2013 academic year.

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></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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>73321.08</td>
</tr>
<tr>
<td>Global funds</td>
<td>84450.19</td>
</tr>
<tr>
<td>Tied funds</td>
<td>17294.74</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>21088.32</td>
</tr>
<tr>
<td>Interest</td>
<td>2947.07</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5360.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>204461.85</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning        | 18285.09  |
| Key learning areas         | 18285.09  |
| Excursions                 | 1044      |
| Extracurricular dissections| 8084.80   |
| Library                    | 2188.03   |
| Training & development     | 1577.99   |
| Tied funds                 | 26910.48  |
| Casual relief teachers     | 9781.23   |
| Administration & office    | 23885.63  |
| School-operated canteen    | 0.00      |
| Utilities                  | 12948.79  |
| Maintenance                | 28903.34  |
| Trust accounts             | 6160.25   |
| Capital programs           | 0.00      |
| Total expenditure          | 139769.63 |
| Balance carried forward    | 64692.22  |

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
**School performance 2012**

### 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, The Bucketts of Talent and at Stroud Carols.

Two of our band students, Mitchell and Harry, attended the Myall Music Camp and Harry went on to secure a place in the Hunter/Central Coast Wind Ensemble.

#### Sport

In 2012 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 and league tag gala days.

The whole school participated in the Premier’s Sporting Challenge in which students achieved gold and platinum awards.

A developmental gymnastics program was conducted in Term 2 and a successful ‘Learn To Swim’ program, involving all students, ran during Term 4.

### Other

Throughout 2012, 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, with Mitchell in Year 6 and Ben in Year 5 receiving merit certificates.

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.

With assistance from parents, Kindergarten and Year 1 students re-established the vegetable garden and acquired chickens for eggs. This enabled us to provide some home-grown morning tea for the Kindergarten Orientation.

### 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)

#### Reading – NAPLAN Year 3

In Year 3 reading, 70% of the students were in the top 3 Bands. The school average of 415.6 is only slightly below the State average of 419.6 and above the Statistically Similar Group of schools (SSG) of 392.5.

#### Numeracy – NAPLAN Year 3

In numeracy, no Year 3 students were in the bottom 2 bands. Most students (80%) achieved Bands 3 and 4. On average, Year 3 students at Booral School performed below students in the state, but above students at statistically similar schools.
Year 5 NAPLAN

Only four students sat for the Year 5 NAPLAN assessment. To maintain students’ privacy, results can not be discussed in any way that may reveal individual student’s results.

Reading – NAPLAN Year 5

In reading, students in Year 5 at Booral School achieved just below State level on average, but considerably higher than students at statistically similar schools.

Numeracy – NAPLAN Year 5

On average, Year 5 students scored below State and similar schools’ levels in numeracy.

Progress in reading

Results for students who sit for the NAPLAN assessment in year 3 and year 5 at the same school can be compared, to show student growth.

As in other years, students at Booral School made above average growth in reading, as compared to the growth at other schools.

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

Progress in numeracy

Students at Booral School made above average growth in numeracy, as compared to the growth at other schools.

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

Minimum Standards

The Commonwealth Government sets minimum standards for reading, writing, grammar & punctuation, spelling and numeracy for years 3, 5, 7, 9. The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

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

No students at Booral Public School were exempted from the NAPLAN assessments.

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.

Significant programs and initiatives

Aboriginal education

Booral Public School has 7 students who identify as Aboriginal in 2012. 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. A whole-school excursion to investigate traditional Worimi locations, customs and activities, run by the National Parks and Wildlife Services, was enjoyed by students and helped to bring Worimi culture alive for students.
Multicultural education

Key understandings and appreciation of the multicultural nature of contemporary Australian society are studied and interwoven into class HSIE units. Our students are developing an awareness of the contribution that people from different cultural backgrounds have made and continue to make to our society.

Technology

Booral Public School has continued to keep pace with modern technology this year. All classrooms are fitted with interactive whiteboards which are used across all key learning areas.

Selected students from stage 2 and stage 3 participated in e-learning projects designed to extend their learning. They participated in exhibition days at Gloucester with other students from the Bucketts Community of Schools.

The K/1 class participated in a number of student-led video conferences with four other schools across the state, using the connected classroom.

The K/1 class developed a class blog to display their work to parents and family, providing an authentic audience for their work.

With the assistance of the P&C, 12 tablet computers were purchased for the 2 junior classes. These have been used to enhance learning and practice basic skills.

Respect and Responsibility

Respect and responsibility underpin the welfare priorities at Booral Public School. They are two of our behaviour expectations, introduced as part of PBL, and students are encouraged to show respect for self, others and the environment. The values are displayed around the school and regularly referred to, and used to promote and reinforce positive behaviours and attitudes among the students.

The SRC provides students from years 1 to 6 with the opportunity to take on extra responsibilities of leading their fellow students and provide good role models.

Students from each class are awarded merit certificates at weekly assemblies. A student who has been exemplified the school values is selected to be ‘Student of the Week’, and other students who have displayed school values are awarded Booral Blues and go in a draw to win a canteen voucher. All students who achieve awards are recognised in the weekly school newsletter.

Booral students constantly receive acclaim from members outside the school community for their outstanding behaviour and attitude towards each other and others.

Progress on 2012 targets

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, 100% of the students achieved at or above the national benchmark in all areas of literacy.
- In Year 5, 100% of the students achieved at or above the national benchmark in all areas of literacy, except spelling.

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 Year 3, 100% of the students achieved at or above the national benchmark in all areas of numeracy.
- In Year 5, 100% of the students achieved at or above the national benchmark in all areas of numeracy.
- Teachers of early stage 1 and stage 1 completed training in Targeting Early Numeracy (TEN) and tracked student progress using TEN and Best Start data.
- Stage 2 and 3 teachers participated in professional learning about the delivery of balanced numeracy sessions.
Target 3
Improved student engagement and wellbeing.
Our achievements include:

• Student surveys indicate high levels of satisfaction with the well-being of students.
• A decrease in student detentions and suspensions showed a higher level of engagement.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of writing.

Writing
Background
A random sample of parents, students and staff were surveyed to ascertain their opinion of the school’s writing program.

Findings and conclusions
The survey responses indicated that the school community agreed that writing was an important and valued skill. They indicated that they were satisfied with how the school taught and the information about student progress was communicated when looking at writing.

The parent surveys indicated they would like further information on how the school teaches writing and how they can support the development of writing skills at home.

Future directions
In 2013 the school will continue to focus on the development of writing and offer information to parents explaining how writing is taught and how they can support at home.

Parent, student, and teacher satisfaction
In 2012 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.

Some parents thought communications from the school need to be improved, to make it more timely and give better advice about up-coming events.

Professional learning
In 2012 staff participated in a variety of professional development related to the school targets.

Two teachers participated in Targeting Early Numeracy training, which enabled them to closely monitor student progress in early number development, of students in kindergarten to year 2.

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.

School Priority - Literacy
Outcome for 2013–2014
70% of students achieve or exceed expected learning clusters on the Literacy Continuum for Reading Texts, Comprehension and Aspects of Writing.

2013 Targets to achieve this outcome include:

• School based data will show each student demonstrating growth in relation to stage outcomes for Literacy.
• Each student will have their learning growth for Literacy mapped on the Literacy Continuum.
Development and implementation of a schedule of school based data collection and monitoring of student performance and growth in Literacy.

Strategies to achieve these targets include:
- Staff develop knowledge of the Literacy Continuum.
- Student achievement matched and recorded on the Literacy Continuum.
- Development of a whole school assessment schedule.

School Priority - Numeracy

Outcome for 2013–2014

90% of students achieve or exceed NAPLAN National Benchmarks for Numeracy in Years 3 and 5.

2013 Targets to achieve this outcome include:
- School based data will show each student demonstrating growth in relation to stage outcomes for Numeracy.
- Each student will have their learning growth for Numeracy mapped on the Numeracy Continuum.
- Development and implementation of a schedule of school based data collection and monitoring of student performance and growth in Numeracy.

Strategies to achieve these targets include:
- Staff develop knowledge of the Numeracy Continuum.
- Student achievement matched and recorded on the Literacy Continuum.
- Development of a whole school assessment schedule.

School Priority - Leadership

Outcome for 2013–2014

Effective training and implementation of the National Curriculum.

2013 Targets to achieve this outcome include:
- All staff will undertake formal training to support the implementation of the National Curriculum.
- Staff will revise current scope and sequences of learning and update these to support the implementation of the National Curriculum.

Strategies to achieve these targets include:
- All staff undertake formal training and professional discussion regarding the National Curriculum.
- Teaching and Learning programs reflect the National Curriculum.

School Priority - Management

Outcome for 2013–2014

A documented schedule for review of school policies and procedures is developed and implemented.

2013 Targets to achieve this outcome include:
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.

Sue Parsonage  Relieving Principal
Tracey Jacobson  School Admin. Manager
Gail Campbell  Teacher
Dayanna Finch  P & C President
Nathan and Mitchell  School Captains

School contact information

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2300 The Bucketts Way
Booral NSW 2425
Ph: 4994 9266
Fax: 4994 9102
Email: 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: