2008 Annual School Report
Booligal Public School

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

Students

Booligal Public School is a small isolated rural school situated 76 km north of Hay, on the Cobb Highway. In 2008 the school had an increase in population, to ten students: six girls and four boys.

Staff

Booligal Public School has one teaching principal, and one temporary part-time relief teacher. The teaching staff is also supported by a part-time School Administrative Manager, one part-time Learning Support Officer and a part-time General Assistant.

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

Student achievement in 2008

Literacy – NAPLAN Year 3

The two students in Year 3 achieved satisfying results in the 2008 NAPLAN tests as shown in the graphs in the report.

Numeracy – NAPLAN Year 3

The two Year 3 students showed proficient results in numeracy

Literacy – NAPLAN Year 5

There were no students in Year 5 in 2008

Numeracy – NAPLAN Year 5

There were no students in Year 5 in 2008

Messages

Principal's message

Booligal Public School is a small school, where student welfare is of utmost importance. Students are provided with a safe and caring learning environment, where they are encouraged to develop as individuals. Personal achievement is important, and is celebrated by the school community.

The physical isolation of the school is overcome by the children having many opportunities to integrate with other schools. Booligal Public School has a close relationship with Carrathool Public School and Hay School of the Air. Many activities, such as the Sydney Excursion and Athletics Carnival, were organised collaboratively between the schools. Such events allow the students to have the opportunity to socialise with other children, whilst participating in these important learning experiences.

Booligal Public School is staffed by a dedicated team of employees, who strive to provide a high standard of education for the students in the school. Professional learning opportunities are provided so that all staff members continue to be progressive and up to date with their teaching methods and office practices. This, in turn, ensures that the high level of education is maintained in the school.

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.

Catherine Drady 2008

P&C message

The P&C has once again lucky to work with the great staff of Booligal Public School.

This year we were able to help send the whole school on an excursion to Sydney. We applied for and were successful in gaining a grant for updating the reading resources, and we hosted both a ‘Ladies Day’ and a ‘Men’s Night’ for the local community.

It has been great working with the staff and the community of Booligal and we thank them for their support in 2008.

Michael Booth
P&C President

Student representatives’ message

In 2008 we had a very interesting year. We went on an excursion to Sydney for a week with Hay School of The Air and Carrathool Public School. We also participated in many other excursions, which included: going to Hay to see a Questacon Show; and to Griffith Regional Theatre to see the ‘Fruit Fly Circus’, ‘Cinderella’ (an operatic performance), and ‘Milli, Jack and the Dancing Cat. In addition to this, we had four gala writing days with Hay School of The Air and Carrathool Public School. Michael Wagner, a visiting author, came to two of these days. We were very lucky to be able to go to Hillston to attend a sports day, hosted by Hillston Central School. We played Rugby League and Netball, while the juniors played AFL, cricket and Rugby Union.

Edward Booth and Andrea Dye, Year 6 students
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

In 2008, there was a substantial increase in the school population, with ten children enrolled. Of these, six were girls and four were boys.

Student attendance profile

The attendance rates of our students decreased by 2.9% in 2007 to 93.9%. This is slightly below the state average, however it is still above the region's average.

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 2008 class size audit conducted on Tuesday 25 March 2008.

Structure of classes

In 2008, Booligal Public School had one multi-age class. This class consisted of six girls and four boys, ranging from Kindergarten to Year 6.

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

Booligal Public School has one teaching principal and a casual relief teacher. The teaching staff are supported by a part-time School Administrative Manager, a part-time Learning Support Officer and a part-time General Assistant.

Staff retention

The newly appointed Principal commenced this role at the beginning of 2008 and has continued to hold this position. The relief teaching position was filled by two staff members during the year. The first of these resigned early in 2008, with the second relief teacher replacing her for the remainder of the year. The School Administrative Manager (SAM) accepted a transfer during Term 1, and was later replaced by a new SAM at the beginning of Term 3.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was not applicable. This is because the school has fewer than three staff members.

Teacher qualifications

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

The Principal has a Bachelor of Systems Agriculture (Agribusiness), a Bachelor of Primary
Qualifications | % of staff
--- | ---
Degree or Diploma | 100%
Postgraduate | 50%

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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>83 388.80</td>
</tr>
<tr>
<td>Global funds</td>
<td>41 428.89</td>
</tr>
<tr>
<td>Tied funds</td>
<td>24 030.69</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>17 019.73</td>
</tr>
<tr>
<td>Interest</td>
<td>5 941.84</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>832.46</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>172 642.41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>12 255.69</td>
</tr>
<tr>
<td>Excursions</td>
<td>11 471.60</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>1 283.46</td>
</tr>
<tr>
<td>Library</td>
<td>1 865.96</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5 976.57</td>
</tr>
<tr>
<td>Tied funds</td>
<td>51 175.69</td>
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<tr>
<td>Casual relief teachers</td>
<td>301.71</td>
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<tr>
<td>Administration &amp; office</td>
<td>16 713.60</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4 915.13</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1 634.53</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>799.96</td>
</tr>
<tr>
<td>Capital programs</td>
<td>3 289.73</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>111 683.63</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>60 958.78</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2008 financial statement is tabled at the annual general meeting of the School P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts
Booligal Public School is committed to providing students with a rich performing and creative arts program. Highlights of the 2008 program include:
- a whole school excursion to Sydney with Carrathool P.S. and Hay School of the Air;
- Students performing at the Investing in Our Schools opening;
- Students performing plays, reciting poetry and singing songs for Presentation Night;
- Several excursions to the Griffith Regional Theatre to watch “Flying Fruit Fly Circus”, “Milly, Jack and the Dancing Cat” and “Cinderella”

Sport
Booligal Public School values physical education and promotes students’ involvement in a variety of sporting activities.

The students have an extensive range of sports equipment which is used regularly during recess and lunchtime, developing skills and promoting social interaction. Students also participate in regular PE and Sports lessons, and have experienced a range of sports, including: soccer, (modified) AFL, (modified) soccer, T-ball, cricket, netball, tennis and general athletic training. In addition to these activities, the students have also:
- participated in swimming lessons during Term 4
- received Athletics coaching from a qualified coach
- attended Small Schools Swimming and Athletics Carnivals
- participated in Jump Rope for Heart
- participated in Hillston Central School’s inter-school Sports Day

Booligal Public School also commenced the Active After Schools program in 2008. This program is Federally funded, and provides opportunities for students to participate in safe, fun and inclusive activities for seven afternoons each term.
Other

All students in Stages 2 and 3 participated in the University of NSW Maths, English, Spelling, Writing and Computer competitions. The students achieved a range of awards including participation, credit and distinctions.

In 2008 Booligal Public School students competed in the Premier’s Spelling Bee for the first time. Two students travelled to Deniliquian to compete in the District final, and both performed extremely well.

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

The small number of students (2) makes statistical comparisons between years impossible to validate.

Numeracy – NAPLAN Year 3

As for NAPLAN Literacy

Progress in literacy and numeracy

There were no Year 5 students in 2008 so progress is not shown in the data sheet

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.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

There were no Year 5 students in 2008

Significant programs and initiatives

Aboriginal Education

Although there are no Aboriginal students currently enrolled at Booligal Public School, Aboriginal Education is highly valued. During Term 4, the students studied an in-depth unit focused on Aboriginal Studies. The unit culminated with a two day excursion to Toogimbie Station and Hay to supplement the students’ learning.

Multicultural Education

Students once again received Indonesian lessons with a qualified teacher, via telephone link-up. This initiative was funded through the Country Area Program. During the lessons students developed an understanding and appreciation of Indonesian language and culture.

During Term 3, the school hosted Saki Yumishati, a Japanese volunteer, for two weeks. During her time at the school Saki introduced the students to Japanese language, culture and food. The students also enjoyed sharing their Australian culture with Saki.

Country Area Program (CAP)

Booligal Public School receives funding through the Country Area Program (CAP). During 2008 CAP funding enabled the students to continue receiving Indonesian lessons, which contributes greatly to the students’ global perspective.

Improved educational outcomes in literacy were supported by our CAP funded early childhood program, paying the salary of a Learning Support Officer for six hours each week.

CAP funding also assisted with meeting travel costs associated with visits to Hay for swimming lessons.
Progress on 2008 targets

Target 1
To ensure students develop an integrated range of skills and strategies when reading and interpreting texts

Our achievements include:

- Introduction of a Guided Reading Program which has been stimulating and interesting for students
- Introduction of “Jolly Phonics” for Early Stage 1 which has developed improved reading skills
- School and NAPLAN tests showing improvement in reading and comprehension skills

Target 2
To ensure all students have sound writing skills.

Our achievements include:

- School and NAPLAN results showing improved writing skills
- Increased enjoyment in writing provided through activities such as Gala Writing Days
- Students engaged in journal writing activity using a variety of text types

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 2008 our school carried out evaluations of School Leadership and the Mathematics curriculum implementation.

Educational and management practice

School Leadership

Background

With a new principal having completed her first year at the school it was felt appropriate to evaluate the effect that leadership was having on the performance of the school.

Findings and conclusions

The School Map Survey was used to gain insights into staff and parent perceptions of the impact of leadership on the school.

The survey results and other discussions indicate:

- Strong support for the school leadership team and their commitment to continuous improvement in the school
- A common commitment to providing high quality teaching catering for the different learning needs of all students
- The development of relationships based on trust in the school

Future directions

- Continuation of the leaderships focus on improving student learning outcomes
- Continuing involvement on an organised basis of the community in school planning and activities

Curriculum

Mathematics

Background

Considerable effort has been placed on providing Mathematics activities which better engaged students in interactive learning. It was felt appropriate to evaluate the effectiveness of the approach being taken.

Findings and conclusions

Discussions with staff, students and parents indicate that students are showing a more positive approach to their mathematics lessons.

The use of mathematical Learning Objects has been a major success and has led to students showing improved skills and attitudes in working mathematically.

Daily practice has led to a better knowledge of tables and the use of number.

Future directions

The implementation of new programs Maths ‘In Composite Series’; ‘Maths in a Box’; and ‘Maths on the Net’ will provide increased opportunities for student engagement.

More professional learning will be undertaken with teachers from nearby schools to ensure greater consistency of teacher judgement in measuring against outcomes criteria.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and staff about the school.

Parents, students and staff were in agreement that the School is a good school, where the students are the school’s main concern. Everyone agreed that the School is staffed by competent
teachers who teach their students well, and that fair discipline exists within the School. Parents, students and staff also agreed that the school is always looking for ways to improve what it does, and that the School leaders introduce changes that are good for the students. In the future the school will strive to further strengthen the connections with the community and will continue to involve the community in school events and activities.

Professional learning

In 2008, the School spent close to $6,000 on professional learning. This was primarily used for the teaching Principal, but was also utilised for the casual teacher, School Administration Manager, Teachers’ Aide and General Assistant. This includes course fees, travel, accommodation and casual salaries. Booligal Public School also participated in School Development Days at the beginning of Terms 1, 2 and 3.

Some of the professional learning during 2008 included: Principals’ Conferences, Principals’ Induction in Sydney; CAP Conference, Financial Management, Covey ‘Seven Habits of Highly Effective People’, Senior First Aid / CPR, Child Protection and Quality Teaching.

School development 2009 – 2011

Targets for 2009

Target 1
To ensure 100% of Year 3 students achieve at least Band 4 and 100% of Year 5 students at least Band 6 in NAPLAN Writing

Strategies to achieve this target include:

- Explicit modelling of writing conventions to Early Stage 1 students
- Participation in Bush Boys Writing Camp and Technology camp
- Establishment of criteria for quality writing with other schools

Our success will be measured by:

- Students achieving desired targets in NAPLAN tests
- School assessments showing progress towards targets
- Student enjoyment of writing increased from improved skill and attitude development

Target 2
100% of Year 3 students achieve at least Band 5 and 100% of Year 5 students achieve at least Band 6 in NAPLAN numeracy tests.

Strategies to achieve this target include:

- Establish criteria for consistent teacher judgement by working with local schools
- Implement ‘Maths in a Box’ program to increase hands on activities and focus on working mathematically
- Use Quality Teaching Framework as the basis for the delivery of maths programs

Our success will be measured by:

- Students achieving desired targets in NAPLAN tests
- School assessments showing progress towards targets
- Increased enjoyment by students participating in hands on mathematics activities

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.

Catherine Drady Principal
Michael Booth P&C President

School contact information

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School Code: 1303

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: