School context statement

Booligal Public School is a K-6 school located in a very isolated rural village 80kms from the town of Hay and has an approximate population of 50 residents. At the end of 2014 the school finished with an enrolment of 8 students after commencing the year with 10 students. All students are from a farming background. Enrolment figures remain reasonably steady with an expected increase in 2015 to 9 possibly 10 students.

The school focuses on individual support to improve literacy and numeracy outcomes for students.

At Booligal Public School we endeavor to always foster student wellbeing and welfare through the promotion of positive holistic learning experiences in an enriching environment which respects where the students and families come from.

I would like to acknowledge the wonderful students of Booligal Public School for a successful year of learning and their enthusiasm and involvement in many activities within and outside the school.

Thank you to all school staff on their professionalism, commitment and support throughout 2014. The school has continued to be a positive and rewarding place to work.

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.

Linda Stewart
Relieving Principal

Principals Message

I am pleased to present the 2014 Annual School Report to the Booligal School community. The school recognises the importance of providing isolated students with opportunities to interact with other students from other schools in the local area. Students enjoy a comprehensive curriculum and have the opportunity to participate in a range of extra-curricular activities, including sporting, cultural, recreational and academic challenges. We take pride in our achievements of all our students in 2014.

We are fortunate to have a hard-working P&C who have committed themselves to provide time, energy and funds for resources to support the school.
P&C Message

In December 2003 we gathered as a community to celebrate the first presentation of the newly reopened Booligal Public School. It seems like just yesterday but here we are tonight, eleven years later still going strong with a wonderful group of students, parents and especially our staff.

It seems hard to believe that this will be report that Sandra and I compile as parents of the school. It has been an honour to be part of this amazing little school over those years and it is a pleasure to deliver my last report as President of the Booligal Parents and Citizens Association.

This year has been another fantastic year for Booligal Public School. Once again our Principal, Linda Stewart, has provided the kind of inspiring leadership that brings out the best in the students, staff and parents. Linda – in just two short years you have been able to create the kind of school that is the envy of all. Her unwavering confidence in each and every one of our children, her ability to find the best in them and her dogged determination to see them succeed is evident to anyone involved in the school. Thank you for always putting the interest of our children first.

This year we welcomed Maryann Headon to the teaching staff. Maryanne’s appointment was a coup for the school. Pip was fortunate to have you as her teacher this year and so I feel I can speak first-hand about the impact she has had on the lives of all the students of Booligal Public School. Her kind, inventive and engaging teaching has produced amazing results for all the students. Her unflappable nature, mothers understanding and love of sport has endeared her to all in the school community.

Linda and Maryanne you are an amazing teaching team and the school is very lucky to have you both.

But of course none of these achievements would be possible without the wonderful support of Sharon Bunyan. Our children have no idea how lucky they are to have someone like Sharon in the SAM position. Sharon is not only an extremely capable administrator she is a caring and devoted presence for the kids. She goes above and beyond any job description written in helping the children - from toasties to homemade jelly, she cares for each of them and for that we thank you.

Thank you for being such an amazing team, for being so dedicated and above all for always being able to have a laugh.

As usual this year we had some great school assemblies and open days where the community was invited to see the children’s work and taste their cooking from their very own garden. It was wonderful to hear positive feedback from the many community members who attended these events.

One of the highlights of the year was the whole school excursion to Canberra, including the Operation Art opening - it is not every school that can say all their students have had an artwork hung in the Art Gallery of NSW.

From all reports, the excursion provided some invaluable learning opportunities and everyone had a fantastic time. As part of the excursion the children went trampolining and rock climbing and visited the Australian Institute of Sport, the National Museum, Questacon, the National War Memorial and Cockington Green.

The P& C contributed $1000 towards the cost of the excursion and it was great to see the children exposed to so many new experiences.

This year the P&C also helped to purchase new equipment for Mrs Headon’s classroom and of course the kitchen garden. The garden has been a great asset to the school and is a wonderful learning environment for
the children. A special thank you to Michelle Spence for her dedication to the project.

2014 was a good year for fundraising for the P&C. Once again we received a donation of $3000 from the Booligal Sheep Races Committee. Thank you to everyone who helped out on the day – your contribution to the sheep races is most appreciated by the students, staff and parents of the school.

We were also fortunate to be invited to cater for the Great Endeavour Car Rally in October 2014. The P&C catered dinner and breakfast for 83 participants and raised $3183. It was great to see so many people in Booligal having a great time. We received some wonderful feedback from the Rally organisers and thanks go to everyone who helped out over the weekend – it was a real team effort.

Although 2014 marks the end of the Ireson family’s involvement as parents and students of the school we look forward to our continued involvement with the school as members of the Booligal community.

Students Representative Message

It has been an honour and a privilege to lead the school for the last 2 years as captain and it will be hard to say goodbye to the other students after being with them for so long.

In 2014 students of Booligal Public School competed in many sporting activities including the annual small schools swimming and athletics Carnivals with the P6 relay teams qualifying for District and then Regional Swimming and Athletics in Albury which was very exciting. It was the first swimming carnival for our year 2 student Dimity Mclean and she swam beautifully.
We competed in the cross country carnival with Hay Public School. Year 2 and 4 ran 2km and finished with great results; Year 6 competed in the 3km run and did extremely well again qualifying for District Cross Country Carnival.

Tom, Lane and Maddie competed in the Trent Barrett shield with St Mary’s In Rugby League and League Tag and I joined in with St Mary’s again for Mortimer Shield where I was voted best player for the team which was a nice surprise.

Our excursion this year was to our nation’s Capital Canberra where we were involved in many fantastic activities such as rock climbing and trampolining as well as attending Questacon, The Australian War Memorial, the AIS, the Australian Museum and Cockington Greens.

We again celebrated book week with all students and staff getting into the Spirit and dressing up as many different characters.

We participated in many fundraising events such as ‘I Wanna Be day’ for Childhood cancer, Footy Colours day and Cupcakes for Cancer cure as well as selling jelly beans to raise awareness of Juvenile Diabetes.

Students again were heavily involved in the Kitchen Garden and it is fantastic to see how far the garden has developed over the last year with the help of our parents.

From This......

To This!

Another highlight for the year was the success of our whole school artwork being selected for the Westmeads Children’s Hospital and getting to attend the official Operation Art Opening at the Art Gallery of NSW in October.

We were lucky enough to participate in again in HOTSHOTS tennis during term 2 and term 4 with Stuart Callaghan and this has lead to great improvement in our tennis skills.

As a senior student I attended a public speaking /debating workshop in Deniliquon with other students from Hay and Deniliquon Public schools which is very beneficial when you are the only year 6 student!

I wish everyone all the best in 2015

Phillipa Ireson School Captain 2015

Student enrolment profile

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Male</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Student numbers increased from 7 in 2013 to 10 in 2014 at the commencement of the school year dropping to 8 in term 3 after 2
students enrolled in Hay Public School for family reasons. Numbers are expected to stabilise at 9 in 2015 and 2016.

Student attendance profile the average daily student attendance rate for 2014 was 96.51% which is significantly above regional and state averages. The slight drop in attendance from the 2013 percentage of 97% to 96.51 was a result of student absence due to family and personal illness. School attendance is monitored daily and recorded on the school’s centralised computer system. Student attendance rates are reported to parents twice per year at the end of each semester.

Management of non-attendance
Throughout 2014 the school actively sought an explanation for all absences. A number of strategies are in place for managing non-attendance, including:

- Personal contact
- Phone contact

Post-school destination
Phillipa Ireson Frenchem Girls High-school Mittagong

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

This year the school had a staffing entitlement of 1.41 teaching positions. This included a full time principal and a part time teacher 4 days a fortnight with existing Learning support, short-term casual and Principal release funds used to employ the second teacher another 4 days a fortnight to provide Learning support for identified students and be full responsibility of Early Stage 1 and stage 3 students.

Teaching staff were supported by a School Administrative Manager 7 days per fortnight The school had the services of a General Assistant one day per week until the position was relinquished at the beginning of term 3 by the existing GA and allocated on a casual basis for the remainder of 2014. The school had a School Counsellor allocation of two days per year.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher P/T</td>
<td>0.084</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.896</td>
</tr>
<tr>
<td>Total</td>
<td>2.206</td>
</tr>
</tbody>
</table>

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

There are no staff members at the school from an Aboriginal or Torres Strait Islander background.

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>

Professional learning and teacher accreditation
All teachers at Booligal Public School are committed to their ongoing professional development. Our professional learning is aligned to our school targets and focuses on the development of quality teaching and learning.

2014 funding was used for courses and staff development days in;

- Principal Inductions and Training in Strategic Financial Management
- Multilit for struggling Readers
Seven Steps to writing success
Stephanie Alexander Kitchen Garden Training.

Expenditure for the year in professional learning was $3,901.81 which includes course fees and travel costs.

Beginning Teachers
Booligal Public School does not have any beginning teachers.

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$46,680.50</td>
</tr>
<tr>
<td>Global funds</td>
<td>44,661.02</td>
</tr>
<tr>
<td>Tied funds</td>
<td>38,380.62</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>5663.54</td>
</tr>
<tr>
<td>Interest</td>
<td>1325.74</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1326.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>91,279.67</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>14,589.95</td>
</tr>
<tr>
<td>Excursions</td>
<td>327.27</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>3,487.06</td>
</tr>
<tr>
<td>Library</td>
<td>536.89</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3,901.81</td>
</tr>
<tr>
<td>Tied funds</td>
<td>41,178.96</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1,143.04</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>15,951.20</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>7,918.64</td>
</tr>
<tr>
<td>Maintenance</td>
<td>8,161.07</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1,026.75</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>98,222.64</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>39,737.53</td>
</tr>
</tbody>
</table>

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

Academic achievements

NAPLAN

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

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

Booligal Public School had no enrolled students in Year 3 and Year 5 in 2014 to participate in NAPLAN.

Other achievements

Achievements in Creative Arts

As in previous years we have continue to provide our students with the opportunity to develop their interests and talents in Creative Arts.

Highlights for 2014 were:

- Our annual Operation Art exhibition in the community of Booligal and the selection our whole school piece ‘The heart of Friends ‘being selected for the permanent art collection at the Westmead Children’s Hospital . The selection of the same artwork by the Deputy Secretary of NSW Education and Communities Janet Davey to distribute as her 2014 Christmas Card. The Selection of Maddie Jones’s individual piece ‘Watermelonostastic’ as part of the permanent art collection at a regional hospital.

- Students enjoying live performances at the Griffith Regional Theatre: ‘Mr. McGee and the Biting Flea’ and the Leeton Roxy Theatre: ‘James Morrison in Concert for Students’.

- Student participation in Operation Art workshops at the Griffith Art Gallery.

- All students submitted work for the local Hay Show with many students receiving the top award in their relevant sections. The school also took out most outstanding sculptural piece at the show with their Rhino’ Booligal Beast’ from Rhino Charge.

- Students each created multiple mosaic pavers to be incorporated into the kitchen garden as part of the ongoing development of the garden.
Achievements in Physical Education and Sport

- All children participate in physical education programs that emphasise fitness, sportsperson-ship, individual and team skills. There is a strong commitment for students to participate in a range of sports with other local schools to ensure the students get to experience stage based team sports to overcome isolation barriers.

- In Terms 2 and 4 all students participated in the HOTSHOTS tennis program with Stuart Callaghan from Hay Tennis Club. This has been an overwhelmingly successful initiative and one which will continue in 2015.

- Creation of Stop Motion short movies ‘What’s the Frequency Kenneth?’ and ‘The school days of Phillipa Ireson’.
• Active After Schools Communities (AASC) program was continued again this year to provide students with structured physical activities outside school hours. Many thanks go to our parents Matt Ireson and Hugh Maclean who generously give their time to conduct the program.

• Stage 2 and 3 participation in Trent Barrett and Mortimer Shield with Hay Public School and St Mary’s Catholic Primary School.

• All children were given the opportunity to participate in small schools carnivals throughout the year. Our year 2, 6 and 6 students competed in swimming and cross country carnivals with all students in K-6 participating in the athletics carnival.

• Our P6 Swimming and Athletics Relay teams qualifying for the Regional Carnivals in Albury and taking out champion school from the Small Schools Athletics Carnival.

Stephanie Alexander Kitchen Garden

The garden has continued to go from strength to strength after the school was accepted into the Stephanie Alexander Kitchen Garden Program. The garden is fulfilling the vision we had of its purpose and productivity which is largely to do...
with the time, support and hard work that has been generously donated by the parents of the school.

We have fully functioning upright garden beds purchased with livelifewell@school, Equity funding and donations from the P&C. In 2014 the garden produced tomatoes, finger eggplant, strawberries, lettuce, cucumber, beetroot, various herbs, cauliflower, cabbage, radishes, broccoli, brocolini, capsicum, snow peas, and sugar snap peas, leeks, spring onions, garlic, carrots sweet corn and Silverbeet.

All KLAs have been incorporated into the kitchen Garden and all children are learning valuable life skills through gardening and cooking experiences.
Students were fortunate to experience Italian Cooking with Theresa Mirabelli from Hay learning the finer aspects of making pasta from scratch and authentic Italian sauces and meatballs. Other recipes incorporated produce from the garden such as Vegetarian Lasagna, Vietnamese Rice Paper Rolls and Apple and strawberry Crumble.
Other Achievements

Extra Activities
During 2014, we participated in a number of extra activities.

- Healthy Harold Life Education
- Responsible Pet Program
- ANZAC day service
- Book week
- Premiers Sporting and Reading Challenges

- Education week incorporating a whole school assembly and various activities celebrating Public Education.

- In 2013 Booligal Public school again implemented Ready Set Kinder a transition program for incoming Kindergarten students for most of term 4. Students accessed a variety of opportunities which were designed to prepare them for school life in 2015.

Fundraising
Students this year have participated in a variety of fundraising events including; Australia’s Biggest Morning Tea, Crazy Hair Day, Cupcake for Cancer Cure, Footy Colours Day, Jelly Beans for Diabetes and Pyjama day, Money raised was donated to the various associated foundations.

Significant programs and initiatives

Policy and equity funding
Public School is a Sun Smart, Asthma Friendly, Crunch and Sip, Live Life Well School and Stephanie Alexander Kitchen Garden School.

Aboriginal education
Aboriginal education is an integral component of the culture of Booligal Public School and is incorporated into teaching and learning programs. Specific initiatives that highlight Aboriginal education and raise awareness of Aboriginal history and culture in Australian society include the celebration of NAIDOC week at school with participation in a variety of activities which endeavor to acknowledge and explore the traditional indigenous customs and culture and “Acknowledgement of Country” by student leaders and teachers at assemblies and special occasions.

Multicultural education and anti-racism
Cultural diversity is acknowledged and celebrated at our school. Multicultural perspectives are incorporated in all Key Learning Areas where appropriate and relevant. Teachers have designed experiences in which students can research their family heritage and cultural backgrounds. We enjoy an inclusive school community and promote a racism-free learning environment.

Aboriginal background
We received no funding in 2014.

Socio-economic background
We received minimal RAM Equity loading for our socio-economic background. Funds were spent on student excursion assistance.
English language proficiency

Booligal Public School did not have any students with English as an Additional Language or Dialect in 2014.

Learning and Support

We received some Learning and Support Funding through RAM Equity and this money was used to support students in Literacy and Numeracy.

Other significant initiatives

Trans Equity Funding

In 2014 the school received Transitional Equity Funding which replaced previous Country Areas Program (CAP) funding. The school used the additional funds to address the effects of geographic isolation and support students in literacy and numeracy.

In 2014 specific initiatives utilising Equity funding have included:

- Expert coaching in Tennis
- Visiting writer’s workshop with children’s author Susan Berran.
- Whole School Excursion to Sydney and Canberra
- Participation at Operation Art Workshop in Griffith for stage 1, 2 and 3 students and excursion to altina wildlife Park for Early Stage 1 students.
- Excursion to Theatre Performance of The Magic Possum in Griffith for all Students.
- Excursion to Leeton for James Morrison Concert.
- Purchase of upright Garden Beds for Kitchen Garden Program.
- Integration at Hay War memorial High school for stage 2 and 3 students.
- Expert tuition in Italian Cooking.
School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:
Staff and parent in-depth discussion and communication.
Whole school survey and evaluation of the outcomes.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014
Most students to be achieving at or above expected stage outcomes in line with Literacy continuum.
Most students consistently produce quality written texts using correct spelling and grammar conventions.
Quality teaching is consistent in classroom literacy teaching and planning.

Evidence of achievement of outcomes in 2014:
Classroom data collection and assessment results indicate;
• Most students have a spelling age equal to or above their chronological age.
• Most students have reading and comprehension levels at or significantly above their chronological age.
• Most students at or above minimal standard for writing.
• Students in all stages were visibly engaged learners in writing and reading activities.

Strategies to achieve these outcomes in 2015
• Employment of quality stage 1 teacher to implement specific phonics programs for Early Stage 1 and Stage 1 students.
• Further explicit teaching of writing skills across all stages
• Further implementation and consolidation of MULTILIT to assist identified students.
• Consistent monitoring and assessment (formal /informal) of student learning to check for levels of improvement and understanding according to the Literacy Continuum.
• Ensure explicit teaching and explanation of learning intentions is occurring.
• Further implementation of Super Six strategies across K-6 to improve and develop reading comprehension skills.
• Targeting areas for improvement and providing intensive teacher intervention.
• Provide access to writing workshops with visiting authors including via the inter- connective classroom.
• Develop a collaborative mentoring program with Hay Public School staff to support teachers in delivering effective literacy lessons with a focus on quality teaching.

• Further implementation of a Time to Talk program in all K-6 classes to develop oral language skills.

• Incorporating Kitchen Garden program more effectively into Literacy.

**School priority 2**

**Numeracy**

**Outcomes from 2012–2014**

• Improved student achievement in all aspects of numeracy.

• Improvement in student mental computation skills.

• Quality teaching evident in all numeracy lessons and enhanced teachers’ content knowledge of numeracy pedagogy.

**Evidence of achievement of outcomes in 2014**

Classroom data collection and assessment results indicate;

• Most students across all stages reached a sound (C) achievement, or higher, in Patterns & Algebra, Measurement, Space and Geometry and in Working Mathematically.

• Most students achieving sound or better in numeracy by the end of 2014.

• Students applying measurement skills successfully when undertaking activities in the Kitchen and Garden.

**Strategies to achieve these outcomes in 2015:**

• Assessing student progress according to the Numeracy Continuum.

• Focus on numerical vocabulary and comprehension skills through problem solving utilising tools such as Newman’s analysis.

• Continue the implementation of Short, Sharp, Frequent activities in K-6 on a daily basis and utilising DENS activities to enhance student deep understanding of mathematical concepts.

• Continuation of a numeracy focus in the Booligal Kitchen Garden program for all students with explicit focus on the development of numeracy skills applicable in everyday life.

• Further professional development in best practice in teaching Mathematics; eg TEN and TOWN programs.

• Collaborative mathematical programming in-line with the National Curriculum implementation with staff from other small schools and schools in the local area.

• Continued individual and small group instruction with intensive intervention where required.
School priority 3
Student Engagement and Quality Teaching
Outcomes from 2012–2014

• Quality Teaching practices used for every student with attention to personalised learning.

Continued opportunities for students to interact with other students from other schools in sporting, cultural and academic based activities.

Evidence of achievement of outcomes in 2014:

• Student attendance rate for 2014 was %96.51 which is significantly above the state average attendance rates.

• Stage 2 and 3 students participating in inter-school sporting and academic competitions and joining Hay Public School on major excursions.

• Ongoing program adaptation across all key learning areas targeting specific student needs evident.

Strategies to achieve these outcomes in 2015:

• Collaborative and ongoing assessment of classroom practices.

• Collaborative programming with continued emphasis on individual student requirements across all Key Learning areas.

• Professional and collaborative learning and mentoring for all teaching staff to build teacher capacity to develop quality teaching programs appropriate for cross stage class-rooms.

• Ongoing organisation of collaborative sporting, cultural and academic opportunities for our students with students and staff from Hay Public school, Carathool Public School and Hay War Memorial High school.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

• Booligal Public School will continue to play an important role in the community in the coming years. The social interaction amongst the students is very important for their development and communication skills.

• The school provides opportunity for education and this has a direct impact on the communities’ ability to attract new families and retain existing families in the area. In that respect the school is vital to the ongoing future of the community.

• Provides a Healthy Safe Environment

• Student happiness and inclusion is evident.

• The school Understands the students capabilities

• Tailored programing

• Innovative and varied teaching methods,

• Interesting and opportunistic extra-curricular activities

• Outward looking

• Booligal Public School has committed teachers and staff who face challenges and responsibilities in a professional, open and honest manner.

Areas to focus on in the future

• More Interactions with other small schools (Mini School days) to enhance social interactions –and where resources can be combined to bring in visiting authors, musicians, etc.
Future Directions
2015-2017 School Plan

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

Our Three Focus Areas are:

- Personalised Student Learning
- Quality Teaching, Quality Leadership
- Positive School Culture

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.