

# Boolaroo Public School Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of **Boolaroo Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding. The Annual Report also describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit:<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Louise Wrightson

Principal

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### Message from the Principal

Boolaroo Public School offers a well-rounded and holistic education through providing for all students' academic, social and emotional needs.

Our school provides a caring and friendly environment fostered by a professional body of committed staff who provide stimulating learning opportunities. Students are empowered to achieve self-reliance and to become resilient, confident, responsible and successful members of their community. There is a strong focus on quality teaching and learning in a safe environment that promotes individual excellence and the achievement of personal best.

At Boolaroo we have a strong focus on:

- striving for excellence in academic, cultural, creative and sporting pursuits
- developing skills for lifelong learning
- providing a nurturing, safe and inclusive school environment which fosters co-operation and acceptance of difference
- promoting a sense of self-worth, integrity and respect for self and others
- strengthening the valuable partnerships between students, staff, parents and the community

Our school is fortunate to have a highly dedicated and caring teaching and administrative staff who are very willing to be actively involved in the life of the school and constantly seek to improve the learning outcomes of our students. During 2016, teachers have developed their expertise further through a range of professional learning opportunities.

Boolaroo continues to strive for excellence in everything we do with the students being our main focus. I extend my thanks to all our staff, students and parents for a successful year and look forward to our many achievements in the future.

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.

## School background

### School vision statement

At Boolaroo Public School we believe all students can achieve academic and personal excellence:

- All Students will exhibit the qualities of successful learners, becoming literate, numerate, creative, resilient and socially confident members of the community.
- Staff set high expectations and provide stimulating and diverse educational programs in a supportive environment that promotes collaboration and reflection.
- Our community works together to establish a learning environment that is inclusive, welcoming and reflective, which allows each child to reach their full potential.

This vision is closely aligned to “Melbourne Declaration on Educational Goals for Young Australians” (December 2008), Declaration, with a 2015 to 2021 lens.

Our mission is to provide ‘Quality Education in a Caring Environment’ and this principle guides our every day school endeavours as we aim to provide an interesting, balanced, challenging and rewarding education that is cohesive, culturally diverse, and that values Australia’s Indigenous cultures.

### School context

Boolaroo Public School is a small school on the northern end of Lake Macquarie. We are a dynamic and caring educational environment providing students with access to quality programs within a varied and balanced curriculum. Our school has 60 students, with an approximate equal number of girls and boys. We have four mainstream multi age classes, and various part-time specialist support teachers and support staff, including an Instructional Leader under Early Action for Success (EAFS). Our Family Occupation and Education Index (FOEI) currently sits at a value of around 141. Twelve percent of our students identify as Aboriginal.

Our current initiatives include the areas of literacy, numeracy, and student wellbeing. Boolaroo Public school has been included in the EAFS initiative for 2015 and is a participant in “L3”, “Focus on Reading (FoR)”, Speech and “TEN” programs. The school has always had a strong community bond and this continues to grow. Each child in the school is seen as an individual and the curriculum is planned accordingly to cater for each child’s needs. Commitment to learning is valued as is commitment to each other’s success. Staff, parents and the community strive to provide a positive learning environment for all students, based on realising each child’s individual potential for learning. Parents elect to enrol their children at Boolaroo because of its small size and the school’s ability to deliver individualised programs that cater for specific needs and the strong emphasis on positive recognition of students.

Due to significant programs being introduced in 2014 with the arrival of our Resources Allocation Model (RAM) funding, our aim in the 2015–2017 plan is to embed and consolidate our improvements through ongoing support for staff and a culture of high expectations of our students. In addition to this we will actively implement new reforms and mandatory processes.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This year, our staff at Boolaroo Public School have discussed the school excellence framework and its implications for informing, monitoring and validating our journey of excellence. Time was allocated via staff planning days to examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. This was a highly valuable opportunity for all staff to contribute to discussions around expectations and performance and to reflect on the progress that we had achieved during the past twelve months. This reflection provides an important overview to ensure our improvement efforts aligned with these high-level expectations.

### LEARNING

In the domain of Learning, our efforts have been focused primarily on *curriculum and learning, learning culture and wellbeing*. The strong performance of the school in creating a positive learning culture through the implementation of our new values program **Positive about Learning (PaL)** has been a key feature of our progress. The importance of wellbeing has been highlighted through the development of our core values; Respect, Responsibility and Excellence and our community have demonstrated their commitment to supporting our directions through engagement and recognition of

our core values. Students have been encouraged to recognise and respect cultural identity and diversity through significant activities coordinated this year.

Under the EAfS initiative a major focus this year was on the explicit skills of Writing and its intentions were supported by professional development sessions on consistent writing strategies which were presented to ensure the consistency of expectations for students using the WILT, WALT and I CAN approach. Additionally, assessment practices in Literacy and Numeracy were also addressed to support the Literacy and Numeracy Continuums and PLAN data.

## **TEACHING**

Our main focus in the domain of Teaching has been on *effective classroom practice, collaborative practice, learning and development and the use of professional standards to guide staff development*. Teachers have worked collaboratively to routinely review content and planning for learning for all students. Importantly, staff are developing evidence-based practice through data analysis to inform decision making and their reflections and evaluations. All classrooms are well managed and the introduction of **PaL** has provided teachers with a reward system to celebrate positives, ensuring the learning environment is productive and students are engaging with minimal disruption. Learning and development is another element that has been a key focus this year for staff. Teachers have participated in professional learning aligned with school priorities and this has ensured that our staff remain up to date with training that will ensure best practice in our classrooms. We have built a culture of high expectations for staff performance, all staff reflected on their own teaching practice to develop professional learning goals that reflected the professional standards as part of the school's performance and development process.

## **LEADING**

In the domain of Leading, our school's main focus has been to improve leadership and management practices and processes. This year we have focused on building leadership capacity in staff to lead school teams and other initiatives to ensure distributed leadership through out the school and promote succession planning for organisational best practice, to create a dynamic school learning culture.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Quality Learning through Innovative Teaching

#### Purpose

Differentiated and innovative personalised learning to improve student engagement and outcomes, while developing competent and creative learners. Teacher capacity is developed through focussed, personalised, evidence based and engaging professional learning.

#### Overall summary of progress

Early identification of student needs has enabled us to achieve significant progress in this strategic direction. By identifying individual student learning needs, tiered interventions for literacy and numeracy become more efficiently implemented. Staff members continue to use 5 weekly data collection to monitor student progress and this drives teaching. Diversity in teaching and learning has provided multiple pathways for students to achieve success. The Instructional Leader has led Professional Learning that has ensured consistent and collaborative analysis of school wide data.

Throughout 2016:

- K–3 staff have been trained in L3.
- K–6 have been trained in TEN.
- Staff have attended EDI training to support the implementation of explicit, systematic lessons.
- Staff have been mentored by the Instructional Leader
- The implementation of specific programs to maximise individual differentiation: Powerful Learning Accountable Teaching (PLAT) 3–6, EAFs, L3, Targeting Early Numeracy (TEN), and the provision of specific feedback related to student performance.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Reduce the number of students 3–6 failing to reach individual benchmarks against PLAT measure, using 2014 continuum data as a baseline.	<p>All students have increased their engagement in the classroom through small group support in reading, writing and numeracy, as well as the development of a LST database and support system to record student learning and student wellbeing. The home reading program has been continued which has resulted in increased home reading participation by most students.</p> <p>All students are showing growth in the areas of reading, writing and numeracy. Students were assessed by a speech pathologist and those identified with special language needs have been supported with intensive programs and have demonstrated individual growth in all areas.</p>	RAM funding – Low SES
Increase the number of students K–2 meeting or exceeding literacy and continuum markers using 2014 continuum data as a baseline.	<p>EAFs results at the end of 2016 show:</p> <p>All Kindergarten Students exceeding Kindergarten end of year benchmarks. Cluster 5 in all three aspects of literacy and exceeding reading level.</p> <p>83% of Year 1 students were at or above expected benchmark levels in Reading, Writing and Comprehension. One student arrived at the beginning of Term 4 and has progressed 4 reading levels in 10 weeks.</p> <p>75% of Year 2 students were at or above expected benchmark levels in Reading, Writing and</p>	EAFs funding

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
	Comprehension.  80%of Year 3 students were at or above expected benchmark levels in Reading, Writing and Comprehension.	
Increase partnerships within LMAC, to form a coordinated focus in STEM and EI.	Transition program has commenced between High School and local partner schools, with all Year 5–6 students attending this program.	

## Next Steps

In 2017 to ensure the continued success of Strategic Direction 1, our main focus will be remain the same and we will extend our data collection and analysis with PLAT.

- Continue whole school 5 weekly PLAN and PLAT data collection.
- Continue tiered interventions for individual students with the focus of moving students from red to amber and amber to green in line with EAfS targets. Monitor students in Year 4 to ensure continued positive growth.
- Tier 2 interventions delivered by Learning and Support teacher, programs reviewed after 5 weeks. Learning and Support team identifies students from whole school discussion around data.
- Students will continue to write learning goals and targets which are regularly reviewed by themselves and their teachers and which reflect the specific identified needs of each student.
- Continued implementation of specific programs to maximise individual differentiation.
- Ongoing professional learning with partner schools. Moderation of work samples to be conducted regularly. With a focus on improving Consistent Teacher Judgement (CTJ).
- EDI (Fleming) will continue across school.
- Focus on Teaching and Learning programs.
- Continue to establish flexible learning spaces.



## Strategic Direction 2

### Quality Systems and Processes

#### Purpose

Embedding quality systems and organisational practices to support the development of all staff to demonstrate innovation and leadership through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.

#### Overall summary of progress

The Learning Support Team (LST) evaluated current well-being practices and a new student welfare program was developed and implemented, creating a positive learning culture focusing on the core values of Respect, Responsibility and Excellence. Our new values program Positive about Learning (PaL) has been a key feature of our progress in this Strategic Direction. Our community have demonstrated their commitment to supporting our directions through engagement and recognition of our core values. This year the school also established a new award system in line with our well-being program.

This Strategic Direction achieved the development of clearly defined office procedures and documentation through restructuring and aligning office practices. The training of the Principal and administration staff has taken place in Learning, Business Management Reform (LMBR) and the school went live in SAP and SALM.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Reduction in the number of high level inappropriate behaviours as measured against 2014 data using SENTRAL.  95% increase in the number of positive behaviours with a focus on 'Resilience' as measured against 2014 data.	Current well-being practices and a new student welfare program was developed and implemented, creating a positive learning culture focusing on the core values of Respect, Responsibility and Excellence.  Awards are consistently applied and award receivers are recognised at whole school assemblies and via our newsletter	
Current administrative practices ensure efficient functioning of the school and promote ongoing improvement.	All office practices have been reviewed, major changes have been made in the areas of finance and organisational procedures.  LMBR was completed and the school went live in SAP and SALM.	LMBR training grant funding.

#### Next Steps

In 2017, to ensure the continued success of Strategic Direction 2, our main focus will remain the same.

- The Learning Support Team (LST) will continue to implement the Positive about Learning (PaL) program into the school and build upon the foundations already set. We will focus on our motto "Everyone needs a PaL". The team will ensure that the program will be consistently implemented into all classrooms K-6. Modifications will be made along the journey to ensure a consistent behaviour system is in place and evident in the school K-6.
- We will also continue to monitor the award system that was established last year and will continue to ensure its effectiveness and consistency of delivery. This will ensure we are rewarding the children who deserve recognition and highlighting them and their behaviour as role models to all at our school.
- We will review and update Wellbeing documents – aligned to the Wellbeing Framework and the School Values.
- Continued implementation and training in Learning, Business Management Reform (LMBR). The school will continue to refine the processes.
- Investigate Kids Matter as Wellbeing strategy for students, staff, parents and the community.

## Strategic Direction 3

### Engaging Community Partnerships

#### Purpose

Promote the school image by creating a shared community identity and fostering partnerships with the Lake Macquarie area Collegiate (LMAc) of schools and other similar small schools.

We will seek to form strong partnerships with others, especially parents, to facilitate innovation, quality educational delivery and consistent, high standard and shared professional practices.

#### Overall summary of progress

We have a strong focus on connecting learning at home and at school by examining different ways in which families and community members can encourage, motivate and reinforce children's learning. In 2016, the school set up a Facebook page which has enabled us to share and celebrate our successes with parents and the wider community. SMS has also proved popular and is valued by families as a way for the school to provide instant feedback and information to families. Our continued focus on the connection between our school and the local community saw many new and exciting programs developed, as well as the consolidation of other programs. The school worked with "Our Community Place" to gain a sustainability grant from Lake Macquarie Council. The grant will be used to build a Sensory Garden at the front of the school. Engagement with the local pre-school and the expansion of transition program saw an increase in the number of students enrolled for 2017.

A multi school professional development calendar saw our school join with two other local schools and participate in fortnightly training and development. These sessions also allowed for peer mentoring across stage groups.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase number of parent and community volunteers in educational programs, informed by visitor sign-on procedures using 2014 data as a baseline.	We have had an increased number of volunteers working in all areas of the school.	
Decrease in the number of local students enrolling outside LMAC using 2015 data as a baseline.	80% of Year 6 students attended the Lake Macquarie HS the local school.  All 5/6 students attended transition and STEM days at the LMHS.  Staff networks established within the LMG ongoing training through combined PL.	TPL funding
Attendance and engagement at educational information sessions and increased knowledge of 'knowing how students learn and how to help them' as per community matrix using 2014 data as a baseline and moving one level.	No educational information sessions were held in 2016.	
The school identifies potential community partners on the basis of their capacity to contribute to student learning opportunities and establishes these links.  The school's partnerships are sustainable and have become an	Parents report that Facebook and SMS messages are great way to seek information and give instant feedback.  Worked with Our Community Place to obtain a sustainability grant from Lake Macquarie Council.	

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
accepted part of the culture of the school community.  Evidence of improved communication with parents and community members		

## Next Steps

The next steps required for 2017 to ensure that Strategic Direction 3 is successfully implemented are;

- The school will work with “Our Community Place” to use the sustainability grant to build a Sensory Garden at the front of the school. We will also work with local Aboriginal Elders to incorporate a Bush Tucker garden and art work.
- Provide more opportunities for parent and community volunteers to be trained in school systems and other courses.
- Improve advertising and special event organisation in order to engage more community stake holders.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>All students have an individual learning plan (ILP) and are making progress across the literacy and numeracy continuums. ILP's were developed, monitored and reviewed in consultation with parents and students. Personal goals were established in literacy and numeracy and the progress towards achievement was monitored.</p> <p>Purchase of culturally specific resources to enhance student understanding and knowledge.</p>	RAM Aboriginal Equity Funding \$3,424
<b>Low level adjustment for disability</b>	<p>Positive growth shown across all clusters by students in Literacy and Numeracy K–6.</p> <p>Targeted interventions at students point of need in Literacy and Numeracy.</p> <p>In class support, team teaching for K–2. Additional SLSO staff employed to work in classrooms.</p>	RAM Low level disability funding \$6,055
<b>Socio–economic background</b>	<p>Additional learning and support teaching time provided individual and small group support to students. This has made a significant difference to the learning progress of these students.</p> <p>Additional support staff have been employed to work in classrooms increasing the number of students gaining individual support in literacy and numeracy.</p> <p>Through participation in the EAfS program we have developed a collegial relationship with other small schools, with whom we work collectively to share our successes and challenges.</p> <p>RAM Equity funding for Low SES was used to ensure the well–being of all students through provision of student assistance funds to attend events and access support. Students were assisted to attend events such as excursions and camps.</p>	RAM LSES funds \$ 58,381
<b>Support for beginning teachers</b>	<p>Beginning teacher was provided with guidance and support structures through meetings with supervisor.</p> <p>Beginning teacher had the opportunity to view professional practice with a focus on EI.</p> <p>Beginning teacher was provided with extra support through additional release time to participate in consistent teacher judgment (CTJ) activities and work with mentor.</p> <p>The Instructional Leader provided additional professional learning centred around L3, EI and Writing.</p>	Beginning Teacher Funds \$13,377
<b>Early Action for Success</b>	Early identification of student achievement and the tailoring of personalised learning	EAfS funds \$8,412

**Early Action for Success**

programs that are responsive to student needs. Quality texts for shared and guided reading have been purchased for the L3.

All K–2 staff trained in Language, Learning and Literacy (L3K and L3 Stage 1) and those in 2nd or subsequent years of training undertook 4 sessions of Ongoing Professional Learning (OPL). All K–6 staff trained in Targeting Early Numeracy (TEN).

Training and Innovation Grant was used to assist with TPL and release required to support L3 and TEN training. Funds also support Speech assessments and intervention. An element of Socio-economic background funding allocation also supported intervention processes embedded within EAFS.

RAM LSES also used



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	20	18	23	27
Girls	23	20	20	25

In 2016 classes at Boolaroo Public School comprised K/1, a Year 2/3 composite class, and a Year 4/5/6 composite class. The school has seen a consistent growth in student numbers over the last twelve months. This pattern is anticipated to continue as residential land continues to be opened up in the school catchment area.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.9	96.7	83.3	90.7
1	96.9	92.9	88.8	86.2
2	95.7	96.4	86.4	94
3	89.2	92.7	87.1	93.8
4	95.1	94.3	77.7	91.9
5	90.3	89.3	90.1	89.8
6	93.3	91.6	75.1	93.2
All Years	94.3	93.5	84.2	91.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Attendance at Boolaroo Public School typically reflects that of NSW norms. The school continues to communicate with parents on a regular basis to support school attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	0.01

\*Full Time Equivalent

Boolaroo Public School has one Aboriginal permanent staff member.

The school has one classroom teacher receiving New Scheme funding. This funding has provided time for in school mentoring. It has also given the new teacher an opportunity to work with more experienced staff on projects of their choice. Many of the projects related to the identified goals in Personal Development Plans.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Boolaroo Public School staff in 2016. This year we spent our professional learning funds on supporting Early Action for Success in our school.

Professional learning activities which staff were involved in included:

- Weekly Professional Learning meetings – all teachers. These meetings were used for curriculum planning and development, data analysis, classroom management, using the Literacy and Numeracy continuums and other teacher identified professional learning needs.
- Language, Learning and Literacy –L3– Early Stage 1 and Stage 1.
- LMaC Professional Learning days.

- Mandatory training including CPR, Child Protection and Code of Conduct– all staff.

All professional development activities were in line with the School Plan and teachers Personal Development Plans(PDP's). All staff are provided with the relevant Professional Learning opportunities to meet the requirements of the Institute of Teachers, Australian Professional Standards for Teachers and our schools Strategic Directions. In total \$3,958 was spent on Teacher Professional Learning for the year.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	248 626.27
(2a) Appropriation	228 934.39
(2b) Sale of Goods and Services	70.00
(2c) Grants and Contributions	19 093.38
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	528.50
<b>Expenses</b>	-165 258.56
Recurrent Expenses	-165 258.56
(3a) Employee Related	-92 204.28
(3b) Operating Expenses	-73 054.28
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	83 367.71
<b>Balance Carried Forward</b>	83 367.71

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	579 862.08
Base Per Capita	2 309.94
Base Location	0.00
Other Base	577 552.14
<b>Equity Total</b>	88 265.01
Equity Aboriginal	3 424.46
Equity Socio economic	58 381.37
Equity Language	0.00
Equity Disability	26 459.18
<b>Targeted Total</b>	9 319.99
<b>Other Total</b>	1 980.21
<b>Grand Total</b>	679 427.29

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### 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. Click on the link *My School* and insert the school name in the *Find a school* and select *GO* to access the school data.



### Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Staff opinion remains very positive. Staff felt that they worked in a supportive team environment and value the opportunities to develop their skills through ongoing professional Learning. Teachers have indicated more confidence in delivering differentiated literacy and numeracy programs, after working shoulder to shoulder with the Instructional Leader.

Parent opinion was also positive. Parents indicated that they felt proud of the inclusivity and differentiation of all learning programs provided by the school to meet individual student needs. Parents also value the opportunities students have to participate in extracurricular activities and agreed that some of our great successes in 2016 focussed around our school

performance and celebration events.

Student feedback suggests they enjoy the new literacy and numeracy strategies, which is also reflected in their results. Students also value the extracurricular activities they have the opportunity to be involved in.



## Policy requirements

### Aboriginal education

This year we commenced our journey with the Stronger Smarter Institute around “High Expectation Relationships” by participating in the Leadership course. This pedagogy encourages leadership that embraces a positive sense of cultural identity and acknowledges partnerships and Indigenous leadership in schools and the community.

Opportunities are provided to integrate Aboriginal perspectives across all stages of the KLA’s of the curriculum. Resources have been purchased to support this.

As part of our NAIDOC celebrations students participated in rotational groups including Dreamtime Stories, Boomerang making, hand prints and dot painting a rainbow serpent. Students researched the significance of the serpent to our local area.



### Multicultural and anti-racism education

The school reviewed its teaching and learning programs and resources to ensure culturally inclusive classrooms and practices are embedded. Our programs are designed to foster students’ understandings of culture, cultural diversity, and active

citizenship within a democratic, multicultural society. Over the year, the school has participated in programs and celebrations that promote respect of other cultures.

## **Other school programs**

### **Interest groups**

During Term 2 on Wednesday afternoon, students had the opportunity to participate in CAPA groups. These included Dance, Drama, Visual Arts and Singing. In Semester 2, on Friday afternoon students had the opportunity to participate in interest groups. They could choose from a variety of activities including dance, yoga, technology, cooking, gardening, construction, knitting and a variety of craft activities. Just to name a few. This allowed students to extend their knowledge in areas of interest. It was lovely to see community members support these groups and volunteer to help the children.

### **Choir**

For the first time in 2016 Boolaroo Public School had a choir. Members of the choir participate in a range of activities, including weekly practices, rehearsals and performances for the school community. The activities in choir have been effective in strengthening peer relationships as members work collaboratively to perform. Community feedback has been very positive, with parents expressing the view that their child's self-esteem has grown through participation in the choir.

### **Sport**

2016 was a highly successful year in sport for Boolaroo Public School, with students and staff enjoying great success in all areas of sport. Throughout the year, a range of sports activities were offered, including Small Schools Swimming, Cross Country and Athletics Carnivals, many students were successful in moving on to Zone from these carnivals and we had two students who represented our school at Regional level in Athletics and Rugby Union. The school participated in the "Sport in Schools Program," which provided all students access to professional coaching in 3 areas, sports included gymnastics, baseball and football.

We had a wonderful year in 2016 and look forward to a dynamic 2017.