Boree Creek Public School

Annual School Report
Our school at a glance

Boree Creek Public School (BCPS) is a small rural school which takes pride in helping each child ‘Achieve to their ability.’ Geographic isolation is overcome through participation in the Greater Kengal Small Schools Network where the children and staff join together for sporting, academic and cultural and professional learning activities. In 2012, BCPS received funding from Priority School Program (PSP) and National Partnerships Low SES (NP Low SES).

Students

During 2012, students had a total of 18 children enrolled with 18% indigenous students.

Staff

The teaching principal is supported by an additional teacher 4 days a week to implement Literacy /Numeracy programs. A PPT/Release teacher is employed one day per week. Administrative staff includes the School Administration Manager 3 and a half days a week and 1 Support Learning Officer 1 day per week.

Significant programs and initiatives

The Priority School Program (PSP) and National Partnerships Low SES (NP Low SES) supplement staffing two days a week to allow Early Stage 1 (ES1) and Stage 1 (S1) to be taught in separate classes from Stage 2 (S2) and Stage 3 (S3).

Regional Initiatives included a PSP funded author visit and follow up Writer’s Camp; Harmony day with a focus on Aboriginal culture; DET/Arts Council Extended Artist Residency; Festival of Instrumental Music and School Musical.

Other initiatives include Targeted Early Numeracy (TEN); Accelerated Literacy; Count Me In Too; Working Mathematically (PSP).

Messages

Principal’s message

2012 saw our community called upon to bare the ravages of a second flood in less than eighteen months. This affected many of our staff and children personally as their homes were inundated. Boree Creek once again pulled together to support each other in this challenging time in many different ways.

In 2012, Boree Creek Public School students were also involved in a number of initiatives. These initiatives gave the students the opportunity to participate in a range of activities which encouraged deeper engagement in learning.

As members of the Greater Kengal Small Schools Network, everyone benefits from the learning community which enables us to share at a deeper level with a wider group.

Stage days give students the chance to learn with a larger similar aged group and staff the opportunity to observe each other teaching with the goal of increasing quality teaching. Science and Creative Arts Days provide exciting activities to challenge learning.

Children have achieved at a higher level in a range of sports through Greater Kengal both individually and as combined teams.

Teachers have continued to undertake professional learning to improve student outcomes as targeted by the school plan.

We have welcomed the Urana Mobile Preschool who is now using our facilities on Mondays. It is lovely to get to know the little ones in our district.

We have had an extremely hardworking P&C who have worked together to provide a wonderful range of benefits for our children. The students wear their new uniforms with pride.

My thanks go to our staff at Boree Creek. They are dedicated and hard working. Our warm and caring school community allows all members to have a safe and caring place to develop “Each to his Ability”.

Jennifer Lumsden

P & C and/or School Council message

Here is a brief overview of the fundraising we have achieved during the year.

*Easter raffle
*Mother’s Day raffle
*Saltbush lamb raffle
*Staff development day catering
* Ball games catering
* Cake stall in Lockhart
* Col and Debbie Richens’ clearing sale
* Musica viva catering
* Presentation Night movie/meal voucher raffle
* Sponsorship from the following businesses on our weekly school newsletter: Bush and Campbell, AGnVET Boree Creek, Ian McLeod and Co. Solicitors Lockhart, IGA Lockhart, Norwood Farm Machinery Lockhart, and the Bendigo Bank Lockhart.

* And last but not least our biggest achievement for the year, through a massive sponsorship campaign, has been the collation and printing of a wonderful little cookbook by the parents and students of BCPS. We have received a lot of positive feedback from the sales and the book is available to purchase tonight. I would like to especially thank Melissa Patey for all her hard work typing and PR with businesses and Cathy Strong for assisting in these efforts.

The money raised from these fundraising efforts was used primarily to purchase new winter uniforms for all the students, as well as special meal days at school, all meals on the Sydney excursion, the medallions the students will receive tonight along with book awards, the year 6 t shirt presented tonight, as well as the end of year lunch treat to be had at the Narrandera pool.

I would like to finish by thanking Jenny Lumsden and all her staff for providing an education that the children will remember for the rest of their lives. Boree Creek is a very special place to go to school.

Mrs Melissa Ratcliffe

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Student representative’s message

I would like to present a report on this year’s activities.

At the beginning of the year, we welcomed four new students-Michael, Lachlan, Tavish and Layla to our school, to add up to a total of eighteen students.

Firstly, we started the year off with the Greater Kengal Swimming Carnival. There was a parent’s relay and Beau went onto compete at the Riverina Swimming Carnival.

We met a few times for Stage Day, to participate in larger class activities with more people in our years. Unfortunately we postponed one of our Stage days, due to heavy rain.

The Bernie O’Connor Football/Netball carnival was a great success. We enjoyed playing games of netball and football, with other students from different schools.
Next we had Harmony Day! It was fun. The group was an Aboriginal Dance group. We were joined by the other Greater Kengal schools for this particular event!

We then enjoyed a visit from the author Phil Kettle. He talked about how he wrote and put his books together.

Beau and Jarrah then participated in the Paul Kelly AFL Football Day at Culcairn.

The first activity back at school in Term 2 was the Greater Kengal Athletics Carnival. Everybody participated and did their best! Jarrah, Beau, Aloura, Sasha and I made it on to Southern Riverina at Albury. Congratulations to everyone that participated.

Next we had Ball Games at Lockhart. It was fun. We had it in the Lockhart Central School Gym.

We then had the Premier’s Spelling Bee. Aloura, Samantha, Ned and I went to Wagga, to represent our school.

And then we had our Local Shire Day. It was great fun! Beau, Samantha and Layla won some money for the school and Beau won overall.

In Term 3 it was our Sydney Excursion. We had an amazing time, it was so fun! We enjoyed playing at the Opera House and had fun participating in all the activities! Congratulations to everyone that participated in the excursion!

We then enjoyed Super 8’s cricket, Bike Safety and Lockhart Show. We also enjoyed participating in Musica Viva from B’tutta.

Our amazing CAD performance was a great night. Mrs Walsh, one of our practice teachers, was there. It looked like she had a good time! We had so much fun! It was amazing!

Jennifer Mills
School Captain
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

Early Stage 1 and Stage 1 children present stories at assembly.

Student attendance profile

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>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Primary Part – Time Teacher</td>
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<tr>
<td>Primary Teacher RFF</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<td>School Administrative &amp; Support Staff</td>
<td>0.886</td>
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<tr>
<td>Total</td>
<td>2.523</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.
There are no indigenous staff members.

Staff retention
School staff have remained the same for the 2012 school 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>
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<tr>
<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<th>Date of financial summary</th>
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<tr>
<td>Income</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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### Expenditure

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<th>Amount</th>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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<tr>
<td>Teaching &amp; learning</td>
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<td>Maintenance</td>
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<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2012 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.

### Aloura, Samantha, Ned and Jennifer represented our school at the Regional Spelling Bee in Wagga.

### School performance 2012

#### Achievements

**Arts**

- **Small Voices Made Loud In Big Spaces.** Students participated in the Arts Council/Department of Education and Communities (DEC) Initiative with the CAD Factory to produce and present a multi arts performance at the Tootool Silos.

- Students from Years 3-6 participated in the NSW Festival of Instrumental Music at the Sydney Opera House.

- Years 3-6 students were part of the Riverina Recorder Ensemble playing at the Wagga Market Place for Education Week.

- Boree Creek PS hosted a Musica Viva performance by the percussion ensemble B’tutta for Greater Kengal Schools.

- Boree Creek PS hosted the Aboriginal dance group ‘Maaliya’ and indigenous artists at the Greater Kengal Harmony Day celebrations.

- All students participated in a Greater Kengal Creative Arts Day including groups in dance, drumming, art and film making techniques.

- All students participated in our extravaganza production of ‘Madagascar’ including drama, dance and singing.

**Sport**

- Representatives from Boree Creek PS progressed to Southern Riverina and Riverina Primary School Sports Association (PSSA) in Athletics, Swimming and Cross Country Trials. Students also have the opportunity to attend trials in football and netball.

- All students participated in the annual Swimming Scheme and improved water skills.

- Students participated in sporting Gala Days including Paul Kelly AFL; Yerong Creek Football Netball Day and Touch Gala Day.

- Greater Kengal Tennis Day

- Daily Fitness lessons are integrated into the weekly timetable.
Beau Routley was Senior Boy Champion and Champion Swimmer at the Greater Kengal Swimming Carnival.

Other Small Voices made Loud in Big Spaces

In this cutting-edge project, two Cad Factory artists worked with children from Boree Creek, Milbrulong, Pleasant Hills and Yerong Creek Public Schools in Regional NSW, to create huge, spectacular projections of the students’ work onto an enormous grain silo in Tootool – using video mapping software.

The performance was shown at a free sunset community event on Friday 26 October 2012 at the Tootool Silo in regional NSW. It was the culmination of an Extended Residency in Schools grant which enabled artists Vic and Sarah McEwan to work for over three months with the students.

This project was funded by an Australia Council initiative known as the Artist in Residency (AIR) program which is a partnership between Arts NSW, the Australia Council for the Arts and the Department of Education and Communities. Delivered through the Arts NSW Young People category (formerly ConnectEd Arts), this funding enabled students to work with professional artists to create new work. Other important objectives of the funding were to provide insights into the working lives of artists and to encourage and develop future artists and arts audiences.

Layla and Stephenee create sound affects at the ‘Small voices made loud in big spaces performance’.

Each school was given a topic relating to their community including living in a remote community, population drift, aging population, the impact of people on nature, and nature’s impact on people. Over eight weeks in Term 3 Vic and Sarah conducted workshops exploring these topics through conversations, drawing, song writing, experimental music making and performance.

Tavish, Ned, Jarrah and Beau waiting to perform.

Vegetable Garden
Parent, Cathy Strong and General Assistant, Phil Baker coordinated the moving of our vegetable garden to a new position away from moisture absorbing trees and nearer to the play area where the children would have easy access.

New raised beds were installed and wick bed gardens established which would survive extended periods of dry weather. The children have enjoyed growing a variety of plants and also harvesting and cooking the produce.

**Academic**

- Ned Routley excelled in UNSW tests in all areas achieving High Distinctions, Distinctions and Credit in all exams attempted.

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)

**Literacy and Numeracy – NAPLAN Year 3 and Year 5**

Due to the small number of students sitting for the NAPLAN tests details of results cannot be reported here as they could identify individual students.

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 and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

Boree Creek PS hosted Harmony Day celebrating Aboriginal Culture with students with all Greater Kengal schools. Aboriginal visitors to our school shared their stories and then conducted workshops to develop students understanding of traditional dance, art and food.

Aboriginal perspectives are applied to all studies in Human Society and Its Environment, to develop an informed understanding of our Indigenous people and their cultures including the importance of the reconciliation process. These programs aim to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

The school leaders acknowledge country at the school assemblies and other significant school events.

A Personal Learning Plan is prepared for all Aboriginal students and shared with the student, family and staff at an interview.

Improved outcomes for Aboriginal students are targeted and evaluated in the School Plan.

**Multicultural education**

Our school endeavors to provide programs that develop in students the knowledge, skills and attitudes required to live in a multicultural diverse society.

In classrooms, students learn about the culture and customs of several countries around the world and also the multicultural make-up of Australia. These studies involve investigating different aspects of the country including cultural and historical issues.

Students are encouraged to develop an understanding of cultural diversity and tolerance.
of people from diverse multicultural backgrounds. These programs and the participation in Greater Kengal Harmony Day activities will further develop student understanding.

National partnership programs

Boree Creek PS receives support from Priority Schools and National Partnerships Low SES Communities Programs. These funds are used to specifically target improvement in literacy and numeracy outcomes through improved teacher quality and student engagement. In 2012 teachers trained in and implemented pedagogy in Accelerated Literacy and Working Mathematically and the understanding of teaching Place Value. Data from student progress was collected and collated at a Regions level to monitor progress. Feedback was returned to the school and used as part of the analysis of the programs successes. All programs showed improved results in the areas studied.

Other programs

Boree Creek Principal fulfilled the role of Best Start Leader for the Greater Kengal Network, attending training days and sharing this information with other staff in the network. Boree Creek staff has trained in and implemented Teaching Early Numeracy (TEN) and have continued to contribute data to the Riverina database monitoring improvement in the area of Early Arithmetic Skills.

Progress on 2012 targets

Target 1

Improve student learning in Literacy.

- All students move forward at least one cluster on the Literacy Learning Sequence.

Our achievements include:

- Explicit teaching of the Super 6 Comprehension strategies
- Explicit teaching text types through all Key Learning Areas
- Explicit teaching of talking and listening in all KLA's
- Students were tracked on the literacy continuum K-6. All students moved forward at least one cluster in the aspect of comprehension
- 100% of students achieved at or above the minimum standards in reading, grammar and punctuation, writing and spelling in the 2012 NAPLAN

Target 2

Improve student learning in Numeracy.

2012 Targets to achieve this outcome include:

- All students will move forward at least one cluster on the Numeracy Learning Sequence.

Our achievements include:

- Implemented TEN program with Early Stage 1 and Stage 1
- All students moved forward at least one cluster on the numeracy continuum
- Consolidate understanding of Place Value across all stages
- 100% of students in year 3 and 5 achieved at or above the minimum standards for numeracy in the 2012 NAPLAN

Target 3

Increased integrated use of ICT in teaching and learning activities

Our achievements include:

- Teachers and students effectively implement technology in all KLA’s.

Our achievements include:

- Increased staff use of Video Conferencing facilities, Smartboard and computer technologies
- Involvement in 15 Video Conferences which included sharing learning with other schools across the state and learning community, BTN quizzes and author workshops
- Integration of iPads and iPods into all KLA’s
The Primary school students played recorder in the Festival of Instrumental Music at the Sydney Opera House.

Target 4
Provision of high quality professional learning within the Greater Kengal Network

- All staff will have a high quality professional learning plan linked to the school plan

Strategies to achieve these targets include:
- Professional Learning plans developed for staff members
- Professional Learning in comprehension, spelling, TEN training

Target 5
Improved learning outcomes for students and increased engagement of parents.

- Improved learning outcomes for Aboriginal students.

Strategies to achieve these targets include:
- Revised school Aboriginal education policy
- Development of Personal Learning Plans for Aboriginal students and implementation plans including family interviews
- “Acknowledgement of country” at school and Greater Kengal functions implemented
- Aboriginal perspective taught across all KLA’s

The Primary students participate in Local shires Week hosted by Urana Shire.

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

Literacy and Numeracy

Background
Staff, students and parents were surveyed about aspects of Literacy and Numeracy engagement. As a focus of the National Partnerships Program, engagement in Literacy and Numeracy is critical to the continual improvement in this area.

Finding and conclusions
Surveys found that:
- Students enjoyed Literacy and Numeracy and felt it is an important subject
- Some students felt they were good at Literacy and Numeracy but some thought they could do better
- Students felt that teachers expected them to do well but not their parents

Future directions
Discussion planned with parents encouraging children to develop confidence in their ability to increase their achievement.

Greater Kengal Stage Days
Background
The Greater Kengal network of small schools has been conducting stage days for the past two years. The purpose of the stage days is twofold. The first purpose being to provide a single stage learning and social environment for the students, while the second aim of the stage days was to provide an opportunity for teachers to observe and be observed by their peers and receive feedback.

Eleven teachers from the network participated in the survey, with eight of the teachers having participated in at least three stage days.

Findings and conclusions
All teachers agreed that their participation in the stage days has led to some improvement in their teaching practice. All teachers also agreed that they received valuable feedback from their colleagues. The teachers felt other valuable aspects of the stage days for them were observing colleagues and gaining new ideas, skills and strategies; professional interaction and reflection and focusing their teaching on only one stage.

All teachers felt that the stage days were valuable for the students as they provided opportunities for the students to socialize with others in the same age group, and participate in a learning environment that only involved one stage. Teachers also stated that the students benefitted from being taught by different teachers for the day.

A suggestion by teachers to improve the planning of the days included sharing of information about students so the teachers can differentiate the lessons to cater for the individual needs of the students.

Future directions
The teachers all value the Greater Kengal Stage Days. They will continue to operate in 2013, being held in Terms 2 and 3. The teachers link their lessons to the National Teaching Standards, Quality Teaching Framework and school plans. They will also share information about individual students to allow differentiation of activities.

In 2012 the school sought the opinions of parents, students and teachers about the school. The school frequently seeks and receives feedback from parents and students on their satisfaction with the school. This feedback is received through both formal channels via the P & C meetings and surveys and interviews as well as informal channels such as conversations with parents or students and correspondence to the school.

Their responses are presented below.

- Staff felt that communication between staff working on different days could be improved. This could be achieved through twice a term whole school staff meetings and a regular staff newsletter.
- Introduction of interviews between the parents, students and teachers could be introduced at the end of Term 1 and 3 to allow the opportunity for sharing of student achievements and areas of concern.
- Introduction of Individual Learning Plans for all students with targeted goals clearly communicated with all members of the ‘learning triangle’.

Professional learning
A total of $2619.97 was spent on professional learning for the year.

In 2012, all staff continued their commitment to participate in a range of quality professional development in the areas of literacy, numeracy, music, visual arts and technology. Attendance at these sessions has enabled staff to implement and continue programs to support students learning through the Accelerated Literacy and TEN programs.

Many of these sessions were conducted after school at Greater Kengal network meetings and School Development Days. Teachers have continued to undertake professional learning to improve student outcomes as targeted by the school plan.

The Principal attended a variety of meetings and essential training days.
Funding is provided annually by the Department of Education and Training for professional learning. The school also provides additional funding for teaching and support staff from the school’s budget.

**Clare and Sasha planting seeds in the new vegetable garden.**

**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 1**

**Outcome for 2012–2014**

Improve student learning in Literacy.

**2013 Targets to achieve this outcome include:**

- All students in Years 1-6 move forward at least one cluster on the Literacy Learning Sequence in the aspect of Comprehension Strategies to achieve these targets include:
  - Explicit teaching of the Super 6 Comprehension strategies in all KLA’s
  - Professional Learning to develop deep knowledge to teach, assess and track students in the aspect of comprehension
  - Teachers to use Best Start data to plan for teaching individual students
  - Professional Learning on developing debating skills. Expose students to debating and public speaking

**School priority 2**

**Outcome for 2012–2014**

Improve student learning in Numeracy.

**2013 Targets to achieve this outcome include:**

- All students in Years 1-6 will move forward at least one cluster on the Numeracy Learning Sequence in the aspect of Place Value.

Strategies to achieve these targets include:

- Consolidate TEN program with Early Stage 1 and Stage 1
- Consolidate understanding of Place Value across all stages
- Use combined Greater Kengal data for future planning

**School priority 3**

**Outcome for 2012–2014**

Innovation in the use of interactive technologies for learning, teaching and for teacher professional learning and administration.

**2013 Targets to achieve this outcome include:**

- Teachers and students effectively implement technology in all KLA’s

Strategies to achieve these targets include:

- Develop and ICT skills continuum linked to the Australian Curriculum
- Share common Talking and Listening task between Greater Kengal School Network using Video Conferencing
- Attend relevant virtual excursions through the connected classroom
- Greater Kengal Schools to share skills at network meetings and Staff Development Days

**School priority 4**

**Outcome for 2012–2014**

Strengthened leadership and management capacity of teachers and principals to drive school improvement.
2013 Targets to achieve this outcome include:
- All staff will have a high quality professional learning plan linked to the school plan.

Strategies to achieve these targets include:
- Develop Professional Learning plans for staff members
- Professional Learning on new curriculum documents

School priority 5
Outcome for 2012–2014
Deep understanding of the DEC Aboriginal Education Policy by all staff

2013 Targets to achieve this outcome include:
- Improved learning outcomes for Aboriginal students.

Strategies to achieve these targets include:
- Review and revise school Aboriginal education policy
- Identify areas in KLAS suitable for teaching an Aboriginal perspective
- Implement Personal Learning Plans and parent interviews for all Aboriginal students.

Samantha, Clare and Stephenee act as 'Penguins' in the school musical "Madagascar".

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.

Jennifer Lumsden Principal
Wendy Patey School Administration manager
Elissa Routley Classroom teacher

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School Code: 1318

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: