

Annual Report 2024



proud history ... great future

PRINCIPALS ADDRESS

With the Boulder Primary School Board members and President Janet Hill, I am very pleased to present the 2024 Annual Report. This Annual Report is the culmination of the key strategies outlined in the 2022 to 2024 Business Plan and outlines the amazing success and achievements during this period.

With Literacy and Numeracy being priority areas, Boulder Primary School implemented a whole school approach to the MultiLit program, a tiered literacy intervention model. Successfully implementing a model of explicit and direct instruction for three years has witnessed a closing of the gap between school performance and the state school average in the On Entry Assessment. With the second priority being Social Emotional Learning, Boulder Primary School has successfully implemented our pillars for student health and wellbeing which are as follows, TRIBES, Zones of Regulation, PBS and Protective Behaviours. Supported by quality teaching these programs have developed students' resilience and equipped them to self-regulate. Building the Capacity of Staff, as a priority, has ensured a high standard and quality of teaching. Our approach to staff development is supported by a Professional Learning Coordinator and has ensured all staff had access to Professional Learning which enabled them to effectively deliver whole school programs.

Boulder Primary School prides itself on Quality Teaching. Supported by a Curriculum coordinator we have established a culture of reflection utilising observation and feedback. Staff are also supported by coaches with 11 coaches trained in the Growth Coaching model. The Learning Environment has been a significant focus over the three years, establishing a positive school culture, climate, and environment. This has ensured a safe, inclusive, and welcoming learning environment, catering for all. Developing future leaders and providing careers pathways for staff has seen the appointment of staff to principal and deputy principal positions and Level 3 teachers. We effectively utilised the schools' resources to provide professional learning, create an amazing outdoor learning environment in the Early childhood area to foster gross and fine motor skill development, leasing laptops to support our STEM program, paint and carpet for the classrooms, air conditioning for the undercover area and hall and a new science room. As Boulder Primary School continues to build positive relationships with all stakeholders, we celebrated the 125th Anniversary with the Boulder community by holding a fete, the School Choir performed at several public events and the School Board introduced a new school uniform including faction shirts.

With the 2025 to 2027 Business Plan complete, we now look forward to building on this amazing work and wonderful achievements.

David Callow
Principal



2022 – 2024 BUSINESS PLAN

2024 is a significant year as it concludes the 2022 - 2024 Business Plan. Over the course of three years Boulder Primary School has worked towards continual improvement, focusing on the three priority areas:

- Building Staff Capacity
- Social and Emotional Learning
- Early Intervention

With these areas providing direction for the school, we have seen improved student outcomes and some success in achieving the targets set in the business plan. Throughout our journey we have reviewed the effectiveness of strategies outlined in the business plan, making judgements about our performance using evidence that includes both academic and non-academic data.

Moving into 2025, we will remain committed to improving student outcomes. Our new business plan was developed after an extensive consultation period with staff and the school board. The business plan continues to align to the domains of The Standard – Public School Review, ensuring the greatest impact on students' achievement and progress, including the school improvement framework.



PRIORITY AREAS

BUILDING STAFF CAPACITY

At Boulder Primary School we know that building staff capacity contributes to improved student outcomes. We pride ourselves on our robust distributed leadership model that enables our teaching staff to build their leadership capacity. We use a growth coaching model to support the performance development and pedagogical framework of all staff, with 9 trained teachers and 2 Allied Professional as coaches. From 2022 - 2024, \$116,867 was allocated to Professional Development (PD) with staff participating in a range of PD including Leading School Improvement, Growth Coaching, InitialLit, Origo, Gate Keeper, CMS, and Cultural Awareness.

SOCIAL AND EMOTIONAL LEARNING

Social and Emotional Learning (SEL) has played a key role in establishing and maintaining a learning environment where students can succeed both academically and non-academically. Through the implementation of our five SEL pillars; Zones of Regulation, Tribes Learning Communities, Positive Behaviour Support (PBS) and Protective Behaviours, students develop knowledge, life skills and attitudes which improves their social and emotional competence.

EARLY INTERVENTION

At Boulder Primary School we understand that high quality teaching is a pre-requisite for improving student outcomes. We continue to offer a broad approach to Literacy using evidence-based programs. Our early intervention programs are delivered on top of whole class literacy and include Language Lift from Kindergarten to Year 2, MiniLit from Pre-Primary to Year 2 and MacqLit from Year 3 to 6. Three trained Allied professionals are employed to deliver the intervention programs ensuring every student who requires intervention can access it.

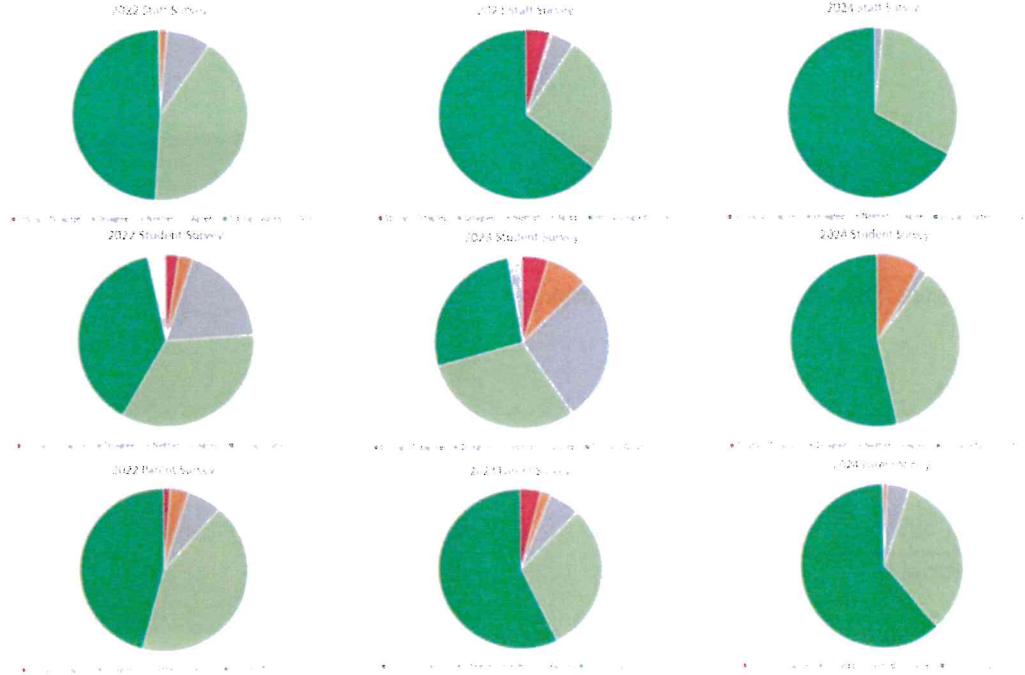
2022 - 2024 BUSINESS PLAN TARGETS AND ACHIEVEMENT

Target	2022 Achievement		2023 Achievement		2024 Achievement	
	NAPLAN measurement changed from Bands to Proficiency		NAPLAN measurement changed from Bands to Proficiency		NAPLAN measurement changed from Bands to Proficiency	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
80% of all students to be above the National Minimum Standard in NAPLAN	The following number of students achieved above the National Minimum Standard	The following number of students achieved above the National Minimum Standard	The following number of students achieved above the Strong Proficiency	The following number of students achieved above the Strong Proficiency	The following number of students achieved above the Strong Proficiency	The following number of students achieved above the Strong Proficiency
	<ul style="list-style-type: none"> 55% of students in Numeracy 45% of students in Reading 69% of students in Writing 52% of students in Spelling 58% of students in Grammar & Punctuation 	<ul style="list-style-type: none"> 45% of students in Numeracy 47% of students in Reading 51% of students in Writing 54% of students in Spelling 52% of students in Grammar & Punctuation 	<ul style="list-style-type: none"> 31% of students in Numeracy 22% of students in Reading 50% of students in Writing 33% of students in Spelling 24% of students in Grammar & Punctuation 	<ul style="list-style-type: none"> 40% of students in Numeracy 46% of students in Reading 42% of students in Writing 44% of students in Spelling 23% of students in Grammar & Punctuation 	<ul style="list-style-type: none"> 31% of students in Numeracy 24% of students in Reading 48% of students in Writing 34% of students in Spelling 14% of students in Grammar & Punctuation 	<ul style="list-style-type: none"> 43% of students in Numeracy 50% of students in Reading 31% of students in Writing 53% of students in Spelling 29% of students in Grammar & Punctuation
80% of all students to be above the Decile 5 Median Score in Year 2 On-Entry	The following number of students achieved above the Decile 5 Median Score in Year 2 On-Entry		The following number of students achieved above the Decile 5 Median Score in Year 2 On-Entry		The following number of students achieved above the Decile 5 Median Score in Year 2 On-Entry	
	<ul style="list-style-type: none"> 31% of students in Reading 43% of students in Writing 39% of students in Mathematics 		<ul style="list-style-type: none"> 41% of students in Reading 32% of students in Writing 45% of students in Mathematics 		<ul style="list-style-type: none"> 54% of students in Reading 61% of students in Writing 41% of students in Mathematics 	
The attendance rate to be above 95%	The Semester 1, 2022 attendance rate was 79.3%		The Semester 1, 2023 attendance rate was 84.9%		The Semester 1, 2024 attendance rate was 86.5%	

SURVEY DATA

Seeking valued feedback from staff, students and parents remains a critical component in our continued journey of school improvement.

In 2024 no parent indicated that they strongly disagreed with any statements in the survey, demonstrating the positive connections parents have with Boulder Primary School.

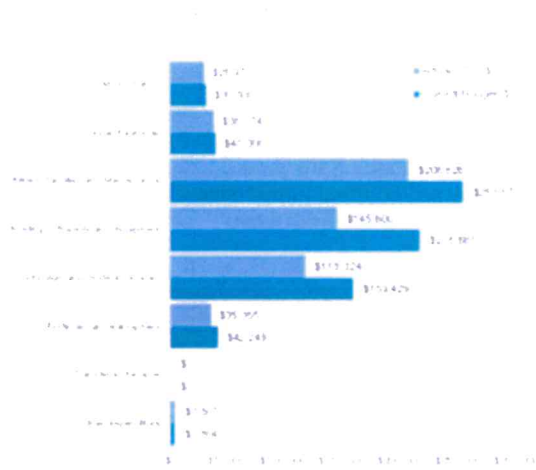


FINANCIAL SUMMARY

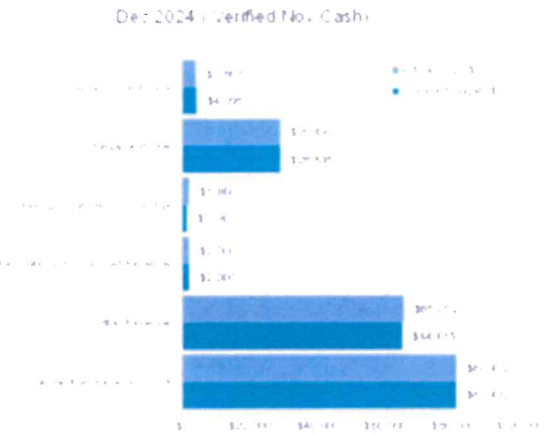
At Boulder Primary School we strategically allocate resources. We know that targeting our resources through school improvement planning enables student achievement. Boulder Primary School is funded by state and Commonwealth Government, and this is calculated on the Student-Centred Funding Model. Funding is based on a per-student allocation as well as school characteristics. Funds go towards staffing, facilities, and teaching and learning resources.

The financial summary graphs pictured outline Boulder Primary School's budget compared to actual expenditure.

Goods and Services Expenditure - Budget vs Actual

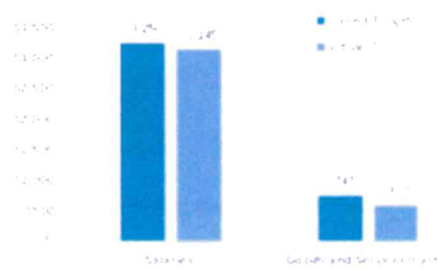


Locally Generated Revenue - Budget vs Actual




Goods and Services vs Salary Expenditure

Dec 2024 (Verified Nov Cash)




ENDORSEMENT

We endorse this Annual Report as an accurate report of the school.


Janet Hill, School Board Chair

11/12/24
Date

 on behalf of
David Callow, Principal

11/12/24
Date

