2010 Annual School Report
Old Bonalbo Public School

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

Staff

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

Messages

Principal’s message

Old Bonalbo Public School enjoys strong support from its parents and community. The school provides quality learning experiences for students in all Key Learning Areas (KLA’s). Students are encouraged to do the best they can in all school activities. Our school is located in a small rural community 85 kms north-west of Casino and 30km south of the Queensland border. Our school receives funding from the National Partnerships Program (NP), the Country Areas Program (CAP) and the Priority Schools Program (PSP). I would like to congratulate all students on their achievements this year. Our students are making consistent progress in numeracy and literacy. Achievements in the performing arts and sport have been particularly pleasing. I would like to thank the parents and community members of our school who provide strong support to our school. Your support is greatly appreciated by our staff and students.

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.

Michael Gray - Principal

P & C and/or School Council message

Midway through this year our new infant’s room was completed. This new building was built through the BER (Building The Education Revolution). The P&C purchased the curtains to cover the windows and a blind for the door which was a requirement for lockdown procedures. Mrs. Williams and the students all love the new spacious classroom and the new facilities including a new smart board. The Annual ‘Fireworks Spectacular ‘was once again a great success thanks to the many parents and community members who helped with all the preparations. The evening was enjoyed by many local families as well as people from Lismore to Brisbane. The P&C purchased 2 crock pots to keep food hot and a new BBQ to be used to cook the many kilos of sausages and rissoles. For the second time running Old Bonalbo School qualified to compete in the State Small Schools Touch Football competition held in Sydney. The P&C helped with funding to assist the students in years 3-6 get to Sydney. Our students played exceptionally well winning their first game ever at State level. Our school came 5th in the state. We as a school and community are very proud of their achievement. The ‘Tooty Fruity’ lunches and ‘Inthya’ morning teas continued throughout the year and were well received by the students.

Rhonda Barrett - President

Student representative’s message

This year our Student Representative Council held fun days like The Easter Egg Guessing Competition and a Hat Parade, ‘D’ Day, a Disco, a Bush Dance and many more fun activities. Each student brought a gold coin donation to participate in these events. All the money raised went to our sponsor child Inthya who lives in Kenya.

Madeleine Barrett & Joshua Weston
SRC Representatives

‘D’ Day - Kindergarten
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.

Management of non-attendance

Our students attend regularly. We focus on maintaining positive student engagement in all school activities. This positive measure fosters regular school attendance.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tbody>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>3/4/5/6</td>
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<td>17</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>K12</td>
<td>K</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>K12</td>
<td>1</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>K12</td>
<td>2</td>
<td>5</td>
<td>11</td>
</tr>
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Note: Class size data are as provided by schools in the annual class size audit.
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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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Enter a statement describing the Indigenous composition of the school workforce. Principals are strongly advised to refer to the Support Document for further information.

Staff retention

Our staff for 2010 were Mr Gray, our Principal and Yr 3-6 teacher, Mrs Williams, K-2 teacher, Mrs Lawrence, RFF and Librarian and Mr Pierce, Literacy and Numeracy – National Partnerships.

Teacher qualifications

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

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<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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Beef Week Parade

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>30/11/2010</th>
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<tr>
<td>Balance brought forward</td>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
<td>4586.36</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td>2157.38</td>
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<tr>
<td>Training &amp; development</td>
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</tr>
<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
<td>4586.36</td>
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<tr>
<td>Capital programs</td>
<td>529.44</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>118504.04</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>81128.40</td>
</tr>
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A full copy of the school’s 2010 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 2010

Achievements

Arts

School assemblies continue to be one of the highlights of our school. These assemblies were held each term and parents and community members were personally invited by students. Students presented plays, musical items, displays of schoolwork and received awards for their efforts at school. Students served afternoon tea and conducted tours of classrooms. These assemblies were strongly supported by parents and community members. Students in Year 3-6 participated in the Casino/Kyogle Performing Arts Festival. They presented a rock and roll dance and took part in the massed choir. Interest Afternoons were held in Term Two. Parents organized craft, scrap booking, kites, photography, keyboards & handicrafts.

Senior Citizens Week

Sport

Our school again qualified for the Small Schools PSSA Touch Football Finals in Sydney. This team received strong support from our parents and were placed 5th in the state. Our school community is very proud of this achievement. Our students participated in the Special Swimming Scheme. All students demonstrated improved swimming skills due to this scheme. Students took part in the Upper Clarence (PSSA) swimming, cross country and athletics carnivals. Our school was champion school at the cross country carnival. A number of students also represented our school in the Northern Rivers Zone Carnivals. All students took part in the Premier’s Sporting Challenge receiving gold certificates for their efforts.

Other

Students in K-2 moved into their new classroom this year. This classroom was constructed by the Building the Education Revolution Program (BER). The building was officially opened in term three by Janelle Saffin, Member for Page, at a special assembly. The Tooty Fruity Program continued this year with parents and students preparing healthy meals three times each term. The school continued to support our Kenyan foster child this year. Parents organized weekly morning teas which were purchased by students and staff. Scotland was this year’s CWA Country of Study. Special guests presented first hand recounts of their experiences living in Scotland and performing at the Edinburgh Military Tattoo. Students completed and presented posters and performed musical items and students, parents and community members enjoyed a sumptuous supper prepared by CWA members. Students took part in excursions to Brisbane, Sydney, Kyogle, Casino & Tenterfield. Students participated in the Beef Week parade in Casino. A parent provided a truck for the float and parents & students decorated the float in the Wild West theme. Students took part in the ANZAC service at Old Bonalbo and the ANZAC march at Bonalbo. Students conducted the Remembrance Day ceremony at school. Ten students took part in the Premier’s Reading Challenge and received certificates for their achievements. Five students attended the Lake Ainsworth Sport & Recreation Centre in term three. They took part in marine studies, sailing, canoeing, archery, rock climbing, BMX riding and the ropes course. All students had a great time at this camp.

Academic

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

The achievement scale represents increasing levels of skills and understandings demonstrated in 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 – NAPLAN Year 3**
Students achieved better results in writing than reading. Grammar and punctuation are areas where students will receive lots of assistance in 2011.

**Numeracy – NAPLAN Year 3**
Students achieved higher results in data, measurement and shapes than number, patterns and algebra.

**Literacy – NAPLAN Year 5**
Students achieved higher results in writing than reading. Grammar and punctuation are areas where students will receive lots of assistance in 2011.

**Numeracy – NAPLAN Year 5**
Students achieved higher results in data, measurement and shapes than number, patterns and algebra.

**Progress in literacy**
Progress in literacy between Year 3 and Year 5 was excellent. In reading, writing and spelling student growth was well above state average.

**Progress in numeracy**
Progress in numeracy between Year 3 and Year 5 was very pleasing. Student growth in numeracy was above the state average.

**Minimum standards**
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

Due to the small number of students taking part in the NAPLAN, comparison with the minimum standards cannot be given.

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

Due to the small number of students taking part in the NAPLAN, comparison with the minimum standards cannot be given.

**Significant programs and initiatives**

**Aboriginal education**
Our School includes Aboriginal Education strategies in all KLA’s. Students learnt how important stories from ‘The Dreamtime’ are in Aboriginal Culture. They also learnt how Aboriginal people cared for the natural environment. Students attended NAIDOC Day celebrations at Tabulam Public School along with a number of Upper Clarence schools. They planned and painted a banner based on ‘Unsung Heroes’ and marched behind this in the NAIDOC Day march. Students painted boomerangs and canvas bags, played traditional Aboriginal games, and listened to an elder of the Bundjalung Nation telling Aboriginal stories.

**Multicultural education**
Our school values respect and acceptance of different cultures. These values are taught and implemented at our school. Students studied Scotland as The CWA Country of Study this year. They researched Scotland and presented posters at the International Night. Guest speakers spoke about living in Scotland and their experiences performing in the Edinburgh Military Tattoo. Students, parents and community members shared in a Scottish supper. Students also participated in a Multi-Cultural day at Bonalbo. Students and parents were able to sample food and watch items from different countries.

**Respect and responsibility**
Respect and responsibility are spoken about and implemented on a daily basis at our school. Students regularly perform roles that require these skills. Inviting, speaking with and showing guests around our school require these skills. All students address each other on a first name basis and are regularly commended for their good manners. School and class roles are referred to
regularly and a student of the week is announced at our Friday assembly.

**National partnership programs**

The report on our National Partnership Program is contained in the Other Programs section.

**Connected learning**

In term one 2011, the Connected Classroom will be installed into our new BER classroom. An interactive board, camera and video conferencing equipment will allow our staff and students to interact with staff and students across Australia. Staff have been trained in the use of the interactive boards and we look forward to this exciting innovation in 2011.

**NAIDOC Day - Tabulam**

**Other Programs**

**Priority Schools Program**

**Background**

The Priority Schools Program (PSP) aims to improve student outcomes in literacy and numeracy and strengthen home, school and community partnerships. This year PSP funds were used to help our students achieve the literacy and numeracy targets in our school plan and to assist all students in improving their outcomes in literacy and numeracy.

**Findings and conclusions**

PSP funds were used to allow teachers to identify the individual needs of students in literacy and numeracy. All students were benchmarked in literacy and numeracy in February and November. PSP funds assisted in employing an extra teacher in order to create smaller class sizes better enabling the individual needs of students to be met. Student engagement increased due to smaller class sizes. All students made satisfactory progress in literacy and numeracy as measured by school benchmarking. NAPLAN results in growth from Year 3 to Year 5 supported the results of school benchmarking. Quality Teaching strategies were used to support these PSP funded initiatives. PSP funds were also used to purchase literacy and numeracy resources. This led to increased student engagement in these areas. Parents fully supported the PSP funded initiatives. Parents and teachers conducted regular interviews that kept parents up to date with their child’s progress and how they could best support their child’s learning at home. Seventeen of our students took part in the Holiday Reading is RAD program. This PSP funded program helped engage students in their reading in the school holidays.

**Future directions**

School based assessment data and NAPLAN results indicate all students are making progress in literacy and numeracy. This data also indicates students could further improve their outcomes in literacy and numeracy. Next year PSP funds will continue to be used to improve student outcomes in literacy (grammar and punctuation) and numeracy. Parents fully support this initiative. Individual student needs will be better met through smaller class sizes and Quality Teaching strategies. Students will be benchmarked in February and November. New literacy and numeracy resources will be purchased using PSP funds in order to support these initiatives. Parents will be kept fully informed of their child’s progress through regular parent teacher interviews. Strong home, school and community partnerships will continue to be a feature of our PSP.

**Athletics Carnival - Tabulam**
National Partnership Program

Background

This year, 2010, was our first year of involvement in the National Partnerships Program (NP). We are a low SES NP school. Our school completed a Situational Analysis involving all families in term 4, 2009 in order to determine how our National Partnerships funds would be spent. Parents and staff agreed that our National Partnerships funds should be spent on improving student outcomes in literacy and numeracy. This is our core business and it would fit into our two main targets for 2010. Specifically, it was decided to employ a teacher for 2 days a week. This teacher became part of a restructure. The time was used for 3 mornings each week to organise our students into 4 groups. Early Stage 1, Stage 1, Stage 2 & Stage 3 each with their own teacher. This meant groups of 6 to 7 students with each teacher. Individual students requiring assistance were identified and targeted. All students received extra support in literacy and numeracy. National Partnership funds also allowed the Principal to attend a 2 day school leadership course. The principal was trained in how to implement school improvement modules at the school. This process began in term 3 of 2010.

Findings and conclusions

School based assessment, including benchmarking of students in February and November, and NAPLAN results indicate students are achieving age appropriate syllabus outcomes. Student growth from Year 3 – Year 5 in literacy and numeracy was above the state average.

The restructure of our classes for three mornings a week, using National Partnership funds, has allowed individual student needs to be indentified and met. Students indicated in their meeting that they thought the restructure had helped them with their schoolwork. At a meeting held with parents as part of the Situational Analysis process, parents were very supportive of the results students had achieved as part of the restructure. They were particularly pleased that students were receiving more individual attention under the restructure. Teachers thought the School Leadership modules they had completed had assisted their understanding of teamwork and achieving set goals. These modules were funded under the NP program.

Future directions

Parents, students and teachers were very pleased with the improvement students had achieved in literacy and numeracy under the National Partnerships restructure. School based assessment and NAPLAN results indicate some students could make further improvement in order to achieve age appropriate outcomes. Parents, students and teachers agreed that NP funding in 2011 should be used to maintain the restructure in order to best meet the needs of all students at our school. Teachers agreed to continue working on the School Leadership modules in 2011.

NAIDOC Day Activities

Country Areas Program

Background

The Country Areas Program (CAP) provides funding to our school in the areas of teacher professional development, technology, tangible items (resources) and excursions.

Findings and conclusions

Staff were able to attend professional development courses in the use of ‘i-Pod Touch’ technology and new software available to assist student learning. One, teacher, one parent and two students attended the Student Technology Camp at Copeton Dam. Our students, teacher and parent learnt new technology skills they were able to pass on to their peers on their return to school. CAP funding was also used to support excursions to Brisbane and Sydney. All of our students attended a performance of ‘Disney on Ice’. Student and parent enthusiasm for the performing arts, in particular dancing, was greatly
enhanced. Students experienced firsthand learning experiences from these excursions. Improved technological skills and first hand experiences have improved student outcomes in all KLA’s. Teacher skills in technology have been enhanced due to professional development courses. Parents are very supportive of the learning experiences children have received due to CAP funding.

**Future directions**

In 2011 CAP funding will be spent on teacher professional development, technology, parent courses, tangible items and excursions. Professional development courses in technology for teachers will be critically important next year with the Connected Classroom operational for the first time. Students will be given every opportunity to improve their technology skills. Providing stimulating, first-hand experiences for students from excursions will be a priority. All of these initiatives have the support of parents.

**Progress on 2010 targets**

**Target 1**

*No Year 3 or Year 5 students to finish in the bottom two bands in literacy in the 2010 NAPLAN.*

Our achievements include:

All Year 3 students achieved band 3 or higher in writing in the NAPLAN. All Year 5 students achieved band 5 or higher in Writing in the NAPLAN. Our students achieved excellent growth from Year 3 to Year 5 in the NAPLAN. In reading the State Growth was 83, our students achieved 100. In writing the State Growth was 66, our students achieved 82. In spelling the State Growth was 82, our students achieved 114. School based assessment data indicates most students are achieving age appropriate outcomes in literacy. Strong parent support for our reading and writing programs. Staff, students and a parent have attended a Technology Camp. Quality Teaching strategies have been implemented in all literacy activities. All students regularly contribute writing to our School Newsletter. School funding has been used to assist students requiring extra support in literacy.

**Target 2**

*No student in Year 3 or Year 5 to finish in the bottom 2 bands in numeracy in the 2010 NAPLAN.*

Our achievements include:

All Year 5 students achieved band 5 or higher in numeracy in the NAPLAN. All Year 5 students achieved band 6 in data, measurement and space. Students achieved pleasing growth from Year 3 to Year 5 in numeracy. The State Growth was 88, our students achieved 95. School based assessment data indicate most students achieved age appropriate outcomes in numeracy. Parents strongly support the school’s numeracy program and homework activities sent home on a weekly basis. Quality Teaching strategies have been implemented in all numeracy activities. School funding has been used to support students requiring extra assistance in numeracy.

**Target 3**

*To provide students and staff with the opportunity to improve their technology skills.*

Our achievements include:

Staff have attended initial training courses for the interactive whiteboard. Staff, students and a parent have attended a Technology Camp. Skills learnt at this camp have been passed on to peers. All students in Year 3 – Year 6 can independently write and publish articles for our School.
Newsletter. Quality Teaching strategies have been implemented in all technology lessons. Parents and community members are very supportive of the school’s technology program.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Culture – Home, School and Community Partnerships.

Educational and management practice
Culture – Home, School and Community Partnerships

Background
Our school greatly values the support it receives from parents and the community. This support is prevalent in all school programs and our school is keen to see this support continue.

Findings and conclusions
Parents and community members continued to support our school by attending important meetings eg Situational Analysis for National partnerships, providing transport for cultural and sporting excursions, participating in ANZAC Day and Remembrance Day ceremonies, interest afternoons, supporting and attending school assemblies, special swimming scheme, CWA International Night, senior citizens days, P&C Fireworks Spectacular and listening to students read. This year parents made costumes, helped to organise a rock and roll dance troupe and provide transport to the Casino/Kyogle Performing Arts Festival. Parents attended the excursion to Sydney for the State Finals of the Small Schools Touch Football Knockout. Parents attended semester parent/teacher interviews and maintained regular contact with teachers with regard to their child’s progress at school. The School Newsletter kept parents and community members informed about school events. All teachers strove to maintain a welcoming atmosphere at school that encouraged parents and community members to attend our school.

Future directions
It is essential for our school to maintain the strong support it receives from its parents and community members. Our staff and students will continue to involve parents and community members in school activities. Our school will continue to be a partnership between students, staff, parents and community members. This cohesive partnership will ensure the best possible outcomes for students.

Curriculum
Writing

Background
In recent years our students have achieved pleasing results in writing. It was decided to evaluate how writing was being taught in order to determine why student results have been very good and to maintain this standard.

Findings and conclusions
In the 2010 NAPLAN tests students achieved higher results in writing than in reading and numeracy. This has been a consistent trend for the past 3 years. Explicit teaching focusing on structure, paragraphs, punctuation and independent publishing has been a feature of teaching practice in writing. This approach, along with high teacher expectations has created a culture that lends itself to producing quality writing. This approach is implemented across all stage areas. All students contribute writing to our School Newsletter and parents and community members look forward to seeing student writing in the Newsletter. Most students believe they are good writers. They listed writing as a strength of our school in student meetings.

Future directions
Our school is determined to build upon the progress we have made in writing. Explicit and consistent teaching of writing skills is essential and will continue to be the basis for writing at our school in the future. Regular meetings with parents to keep them informed of their child’s progress and how parents can help at home will continue. All students will continue to contribute writing to the School Newsletter on a regular basis.
Other evaluations
Parent, student, and teacher satisfaction

In 2010 the school sought the views of parents, students and teachers about the school. Meetings held as part of the Situational Analysis of the National Partnerships Program also provided valuable feedback.

Students particularly enjoyed activities organised by the SRC. The Easter Egg guessing competition, school disco and bush dance were very popular. All students thought they were making good progress in literacy and numeracy. Students really enjoyed organising a rock and roll dance for the Performing Arts Festival and participating in the State Finals of the Small Schools Touch Football Knockout. Parents are very supportive of all school programs. They thought participating in the Performing Arts Festival, the State Finals of the Small Schools Touch Football Knockout and school assemblies were valuable experiences for their children. The excursion to Disney On Ice in Brisbane proved popular.

Parents were very pleased with the above state average growth achieved by Year 5 students in literacy and numeracy. Teachers were pleased with the tone of the school, the manners, attitude and behavior of students. Teachers were particularly pleased with the strong support our school receives from parents and community members.

Interest Afternoons – Digital Photography group

Professional learning

In 2010 the school spent $7781 on Professional Learning. Funding came from CAP $4842 and from Professional Learning Funds - $2939. The focus areas for Professional Learning this year were Technology and Quality Teaching. One staff member attended the North Coast Quality Teaching Conference. Strategies learnt at the conference were passed on and implemented by all staff. A staff member, parent and two students attended the CAP Technology Camp.

School development 2009 – 2011

Targets for 2011

Target 1

All Year 3 students to achieve band 3 or higher in grammar and punctuation in the 2011 NAPLAN.
All Year 5 students to achieve band 5 or higher in grammar and punctuation in the 2011 NAPLAN.

Strategies to achieve this target include:

- All Year 5 students to achieve band 5 or higher in grammar and punctuation in the 2011 NAPLAN.
- Students will achieve age appropriate syllabus outcomes in grammar and punctuation.
- Students writing will contain syllabus appropriate outcomes in grammar and punctuation.

Our success will be measured by:

- School based assessment data and NAPLAN results indicate improved student outcomes in grammar and punctuation.
- Increased student engagement and outcomes in grammar and punctuation lessons.
- Increased parental support and student outcomes in grammar and punctuation.
- Increased teacher enthusiasm and professional dialogue for QT practices.
- Increased teacher enthusiasm for the teaching of grammar and punctuation.
- Increased student enthusiasm for grammar and punctuation following purchase of new resources.
- All kindergarten students benchmarked according to Best Start program.
Target 2

All Year 3 students to achieve band 3 or higher in numeracy in the 2011 NAPLAN. All Year 5 students to achieve band 5 or higher in numeracy in the 2011 NAPLAN.

Strategies to achieve this target include:

- All teachers use SMART data to analysis NAPLAN to determine trends in student strengths and weaknesses in Stage appropriate syllabus outcomes.
- Additional teacher employed 2 1/2 days per week to alter literacy structure to better meet individual needs of students.
- An additional teacher employed ½ day per week to create smaller class sizes and explicit teaching of grammar and punctuation skills.
- Identify students requiring extra support in grammar and punctuation and working closely with them and their parents.
- QT Strategies embedded in all grammar and punctuation activities. Two teachers to attend North Coast Quality Teaching Conference.
- Professional Development courses for teachers in grammar and punctuation.
- New grammar and punctuation resources purchased to support school programs.
- Best Start program to continue.

Our success will be measured by:

- Greater student enthusiasm for Numeracy following purchase of new resources.
- All kindergarten students benchmarked according to Best Start program.

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.

Michael Gray - Principal
Sandra Williams – Classroom Teacher
Rhonda Barrett – P&C President
Sandra Elliot – Parent Representative – PSP & CAP

School contact information

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School Code: 2800

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: