2009 Annual School Report
Old Bonalbo Public School

NSW Public Schools – Leading the way
Messages

Principal's message

Old Bonalbo Public School is located in a small, isolated rural community 85km north-west of Casino and 30km south of the Queensland border. The school enjoys strong community support. It provides quality learning experiences for all students in all Key Learning Areas (KLAs).

Our students are encouraged to do the best they can in all school activities.

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

P&C and/or School Council message

The P&C purchased a new hot water Urn for use at our many assembly afternoons and our annual Fireworks night. For the first time we participated in the annual Beef Week Celebrations. All students had the opportunity to take part on a float in the street parade, which was themed ‘Carnivale’. The students had a wonderful time. Our Fireworks was a very successful night – one of our biggest.

The students in Year 3-6 took part in the Casino Performing Arts Concert which was also a first for our school. Our students performed several items on the recorder and also took part in the mass choir. The students had a wonderful evening which they will remember for a long time.

Years 3-6 also took part in the small schools Touch Football competition and played very well ending up in the finals in Moorebank, Sydney in late October. Our school ended up coming 4th in the state which was a fantastic effort from our students. We are all very proud of their achievement. While in Sydney we took in many wonderful sights including the Opera House, Taronga Park Zoo, Paddy's Markets, Imax Theatre, Naval Ship the 'Destroyer' and the Manly Ferry to name a few. The P&C helped with the funding for this trip.

Tooty Fruity & Inthya morning tea once again proved to be very popular among the students thanks to all the wonderful mums who are rostered on weekly to make this all possible.

Rhonda Barrett
P&C President

Student representative's message

This year the SRC have organised an Easter Hat Parade, an Easter Egg Hunt and an Easter Egg Guessing Competition. We have also had a Pyjama Day. Even the teachers and President of the P&C joined in. Money raised from these activities was donated to Inthya our sponsor child in Kenya.

The SRC also organised the activities for the last day of school.

Madeleine Barrett
SRC Secretary

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

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15</td>
<td>14</td>
<td>11</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>15</td>
<td>14</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

Note: Enrolment rates for central schools are for K-6.
Management of non-attendance

Where non-attendance of students becomes an issue the school contacts parents and carers seeking an explanation for absences.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3456G</td>
<td>3</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>3456G</td>
<td>4</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>3456G</td>
<td>5</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>3456G</td>
<td>6</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>K/1/2W</td>
<td>1</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>K/1/2W</td>
<td>2</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>K/1/2W</td>
<td>K</td>
<td>4</td>
<td>13</td>
</tr>
</tbody>
</table>

Note: Class size data are as provided by schools in the annual class size audit.

Structure of classes

Our class structure for 2009 was K-2: 13 students, Years 3-6: 15 students.

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>
</tr>
</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>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>2hr p w</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 (SASS)</td>
<td>0.7</td>
</tr>
</tbody>
</table>

Total

We have no Indigenous staff working at our school.
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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Excursion to Sydney

Gymnastics Course

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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>98 705.23</td>
</tr>
<tr>
<td>Global funds</td>
<td>43 068.39</td>
</tr>
<tr>
<td>Tied funds</td>
<td>36 225.75</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>10 480.71</td>
</tr>
<tr>
<td>Interest</td>
<td>3 478.10</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3 434.17</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>195 392.35</td>
</tr>
</tbody>
</table>

| **Expenditure**           | $          |
| Teaching & learning       |            |
| Key learning areas        | 11 739.60  |
| Excursions                | 4 225.70   |
| Extracurricular dissections| 2 359.00  |
| Library                   | 2 870.00   |
| Training & development    | 0.00       |
| Tied funds                | 61 329.16  |
| Casual relief teachers    | 3 016.86   |
| Administration & office   | 17 657.93  |
| School-operated canteen   | 0.00       |
| Utilities                 | 5 084.78   |
| Maintenance               | 3 680.92   |
| Trust accounts            | 3 434.17   |
| Capital programs          | 5 354.82   |
| **Total expenditure**     | 120 752.94 |
| **Balance carried forward**| 74 639.41 |

A full copy of the school's 2009 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 2009

Achievements

Arts
Students in Yr3-6 took part in the Kyogle/Casino Performing Arts Festival. Our recorder troupe played a number of songs and students participated in the massed choir.

School assemblies were one of the highlights of the year. Parents and community members were personally invited by students. Students presented displays of schoolwork, musical items, plays and received awards for their schoolwork.
Students served afternoon tea and conducted guided tours of their classrooms for our visitors.

Students entered various Art Competitions including the West of The Range Australia Day Art Competition and the Upper Clarence Peace Poster Competition.

**Sport**

This year our touch football team took part in the State Finals of the Small Schools PSSA Touch Football Competition in Sydney. Our team reached the semi-finals finishing 4th in the state. This is an achievement our school community is very proud of.

Students took part in the Upper Clarence Primary Schools Sports Association (PSSA) swimming, cross-country and athletics carnivals. A number of students took part in the Northern Rivers Zone PSSA carnivals.

Students took part in inter-school sporting events with Urbenville Public School in athletics, ball-games, soccer, touch football and continuous cricket.

Students took part in an 8 week gymnastics course run by Kelly Sports and the Special Swimming Scheme.

![Touch Football Finals in Sydney](image)

**Other**

Our students took part in the Premier’s Reading Challenge and were regular borrowers from the school library and the Richmond Valley Mobile Library.

The Tooty Fruity- Kids in the Kitchen program provided students with the opportunity of preparing and serving healthy food 3 times a term. Parental support for this program was very strong with 2 parents assisting the students for each meal.

The CWA Country of Study was Egypt. We were very lucky to have Walid from Egypt living in our village this year. Students were able to hear first hand experiences about life in Egypt and use this information on their posters.

Students conducted the Remembrance Day ceremony at school. They also took part in the ANZAC service at Old Bonalbo and the ANZAC march at Bonalbo.

Our school continued to sponsor a foster child in Kenya. Weekly morning teas were organised by parents and supported by students.

Students and parents enjoyed excursions to Byron Bay, Bonalbo and Sydney.

Students took part in the Beef Week procession in Casino. A parent provided a truck for the float and students and parents decorated the float.

Eighteen of our students took part in the Premier’s Reading Challenge.

**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 the 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)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**Literacy – NAPLAN Year 3**

Four students took part in NAPLAN this year. Students achieved higher results in writing than in reading.

**Numeracy – NAPLAN Year 3**

Students achieved higher results in measurement, data, shapes and graphs than in number, patterns and algebra.

**Literacy – NAPLAN Year 5**

Three students took part in NAPLAN this year. Students achieved higher results in writing than reading.

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

**Progress in Literacy**
Results from the NAPLAN indicate all students improved their skill level from Year 3 to Year 5.

**Progress in Numeracy**
Results from the NAPLAN indicate all students improved their skill level from Year 3 to Year 5.

**Pyjama Day**

**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 2009**
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 2009**
Due to the small number of students taking part in the NAPLAN, comparison with the minimum standards cannot be given.

**Multicultural Day - Bonalbo**

**Significant Programs and Initiatives**

**Aboriginal Education**
In accordance with the Aboriginal Education and Training Policy we have attempted to include Aboriginal Education strategies in all KLAs.

Students learnt how Aboriginal people lived in harmony with nature and the weather for thousands of years.

Students attended NAIDOC Day at Tabulam along with other Upper Clarence schools. They listened to Aboriginal stories told to them by an Elder of the Bundjalung Nation. Students painted library bags, boomerangs, and bowls with Aboriginal designs. Students also painted a NAIDOC Day banner and marched behind this in the NAIDOC Day march at Tabulam.

**Multicultural Education**
Respect and acceptance of different cultures features prominently in all Multi-Cultural activities.

Students studied Egypt this year. We were fortunate to have Walid, an Egyptian citizen, living in our village. Walid was able to provide our students with a rare insight into Egyptian culture.

Our students took part in a Multicultural day at Bonalbo. Our students performed their Egyptian items and enjoyed watching items from a variety of cultures. They were able to sample food and participate in craft and musical activities.
**Respect and Responsibility**

This year our School Discipline Policy and Anti-Bullying Plan were reviewed. Students, Parents and teachers took part in this review. Parents, students, and teachers were happy with how these policies were working. Some minor changes were made to these policies. Everyone was pleased to see that people at our school are treated with respect. Our teachers use the terms respect and responsibility in all school activities.

**Other programs**

**Priority Schools Program**

**Background**

The Priority Schools Funding Program (PSP) aims to strengthen home school and community partnerships and improve student outcomes in literacy and numeracy. Our school will continue to receive funding from the PSP for the next three years. This year PSP funds were used to assist us in achieving the literacy and numeracy targets of our school and in improving literacy and numeracy outcomes for all students.

**Findings and conclusions**

PSP funds assisted our teachers to identify students who required extra assistance in reading and number. It also helped us establish smaller group sizes where the individual needs of students could be addressed. This assisted many students to achieve improved outcomes in reading and number. It also increased the level of student engagement in literacy and numeracy.

Student results in reading and number are also contained in the Student Performance section of Progress on 2009 targets section of this report.

PSP funds were used to purchase reading and number resources. This helped to heighten student interest in reading and number.

Quality Teaching Strategies were used to support these PSP funded initiatives.

Parents were kept fully informed of these PSP Initiatives and were very supportive of the altered class structures.

Most of our students took part in the Holiday Reading is RAD program. This program is funded by the PSP and engages students in reading during their school holidays.

**Future directions**

In 2010 PSP funds will be used to assist our school in achieving its literacy and numeracy targets. Analysis of SMART data indicate that student outcomes in literacy and numeracy could be improved. This is supported by school based assessment data.

We aim to have no students in the bottom two bands in literacy and numeracy in the 2010 NAPLAN. PSP funds will continue to target the literacy and numeracy needs of all students.

PSP funds will help establish smaller group sizes and allow team teaching to be implemented. Quality Teaching Strategies will be employed. PSP funds will allow all students to be benchmarked in February and November.

PSP funds will be used to purchase literacy and numeracy resources.

PSP consultants will conduct parent workshops at school next year. These workshops will demonstrate to parents how they can assist their children at home, school and community links will continue to be a feature of our PSP.

**Walid from Egypt – CWA Country of Study**

**Country Areas Program**

**Background**

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

Using CAP funds (Technology Initiative) the school was able to provide assistance to students in improving their computer skills so they could effectively use technology in their learning programs.

A teacher, parent and two students attended a Technology Camp. Participants learnt new skills they were able to pass onto their peers.

Our School Administrative Manager (SAM) attended a Technology Course. This provided our SAM with the opportunity of learning new skills.

A marimba was purchased to assist in the development of our school’s music program.
Excursions to Byron Bay and Sydney were partly funded by CAP. This provided students with invaluable first hand learning experiences.

Findings and Conclusions
CAP funding provides students, parents and staff with the opportunity of taking part in learning experiences that would otherwise be unavailable to them.

There has been an increase in morale and enthusiasm displayed by students, staff and parents as a direct result of CAP funded initiatives. Skills learnt by students and staff at technology courses have been passed onto peers.

Student, staff and parent interest in music has been heightened by the purchase of a marimba.

Students have been provided with first hand learning experiences that can only be provided by excursions.

Student outcomes have been improved in all KLA’s due to improved student technology skills and first hand learning experiences. Teacher skills in technology have been improved.

Parents support the learning experiences that have been provided to their children from CAP funding.

Future Directions
CAP funding will be spent on technology, teacher professional development, parent courses, tangible items and excursions in 2010.

Assisting students to develop their technology skills is critically important. Providing experiences and resources to achieve this will feature strongly next year.

Developing improved technology skills in teachers and providing them with stimulating professional development courses will be funded by CAP.

Tangible items will be purchased to support school learning programs and funding for excursions will also be provided.

Progress on 2009 targets
Target 1
All students in Year 5 to achieve band 6 results or higher in reading in the 2009 NAPLAN.

Our achievements include:
All students in Year 5 achieved band 5 results or higher in reading in the 2009 NAPLAN.

School based assessment data indicated most students have achieved age appropriate reading outcomes.

PSP funds used to identify students requiring extra support in reading and providing this extra support.

Parents were very supportive of the school’s reading programs.

New reading resources purchased using PSP and CAP funds.

Target 2
All students in Year 5 to achieve band 6 or higher in number in the 2009 NAPLAN.

Our achievements include:
All students in Year 5 achieved band 5 results or higher in number in the 2009 NAPLAN.

School based assessment data indicated most students had achieved age appropriate number outcomes.

PSP funds used to identify students requiring extra support in number and providing this extra support.

Parents are supportive of the school’s number programs.

Quality Teaching strategies embedded in all number programs.

Target 3
To effectively implement the use of technology in student learning.

Our achievements include:
Students and teachers in both classrooms are regularly using the AV Media Boards in their learning programs.

Excursion to Byron Bay
Students are using computers to publish their writing. This writing is included in our weekly newsletter.

Two students, one parent and one teacher attended the CAP Technology Camp this year. Skills learnt at this camp were taught to peers back at school.

Quality Teaching strategies have been embedded in all technology activities.

Parent & community members are supportive of the school’s technology activities.

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 2009 our school carried out evaluations of text.

Educational and management practice

Teaching Practice

Quality Teaching

Background

An ongoing target for our school has been the implementation of Quality Teaching strategies in all KLA’s.

It was decided to evaluate how effective the implementation of Quality Teaching strategies has been.

In the past 3 years all staff have taken part in Professional Development courses based on Quality Teaching.

Using the Quality Teaching Framework we have evaluated teaching practice.

Findings and conclusions

Quality Teaching strategies have been implemented in all KLA’s. The implementation of Quality Teaching strategies has assisted most of our students to achieve age appropriate syllabus outcomes. Using the Quality Teaching framework to evaluate teaching practice has been a valuable professional development activity.

All staff should continue to attend professional development courses based on Quality Teaching.

Future directions

Quality Teaching strategies will continue to be embedded in all KLA’s.

Our Quality Teaching contact teacher will organise a parent day to explain how Quality Teaching strategies are implemented at our school.

Professional Learning, PSP, National Partnerships and CAP funds will be used to fund teacher professional development and teaching practice based on Quality Teaching principles.

Staff will regularly evaluate teaching practice using the Quality Teaching framework at staff meetings.

Curriculum

Background

When gathering information for the 2008 Annual School Report (ASR) it became clear that students, parents, community members and staff valued the contribution of the Performing Arts to our school. It was decided to evaluate the contribution of the Performing Arts in this year’s ASR.

Findings and conclusions

It was decided to give all students the opportunity to participate in public performances in the Performing Arts this year.

All students took place in plays and musical items at our school assemblies, CWA International Night and the Multicultural Day at Bonalbo.

Students from the Big Room, Year 3–6, learnt the recorder. These students performed at all assemblies, CWA International Night and the Kyogle/Casino Performing Arts Festival. These students also took part in the massed choir at the Festival.

All students who participated in the festival enjoyed the experience. All parents & community members who attended the festival said they were proud of the items our students performed. Parents were happy to provide transport for rehearsals and the festival night.

Parents & community members reported that they looked forward to seeing the students perform at school assemblies.

Staff believe that these performances by our students are an important factor in achieving strong community support for our school.

All Year 3–6 students are proficient recorder players.

All students K–6 have the confidence and skill to perform in public.

Future directions

Parents, students, community members and staff agree that the Performing Arts plays an important role in our school.

We will continue to offer students opportunities in music and drama. Students will continue to
perform at assemblies, CWA International Night, The Performing Arts Festival, Multi-cultural day and other opportunities that arise.

The school has purchased a marimba (CAP Funding) to be used in musical activities.

Community members and parents will continue to be personally invited to our assemblies and special events.

The Performing Arts will continue to be important in maintaining strong community support for our school.

Other evaluations

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents were happy with the programs provided by the school. They thought one to one assistance for students was something the school could focus on next year. Parents, students and teachers agreed that the Performing Arts activities this year, were very successful.

Parents, students and teachers were happy with how the school’s Discipline Policy and Anti-Bullying Plan were operating.

Students thought the activities organised by the SRC eg letter days were fun and should continue. Parents, students and staff all enjoyed the interschool visits with Urbenville and wanted to see these continue next year.

Professional Learning

This year the school spent $6287 on Professional Learning. Funding from CAP $3065 and from Professional Learning Funds $3222.

The focus areas for Professional Learning this year were Quality Teaching and Technology.

All staff attended the North Coast Quality Teaching Conference. Quality Teaching strategies learnt at the conference were embedded in all KLA’s. Staff also attended courses on technology and how this could be implemented in student learning. Staff, students and parents attended the CAP Technology Camp.

School Development 2009 – 2011

Targets for 2010

Target 1

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

Strategies to achieve this target include:

* Analysis of NAPLAN by all teachers using SMART data to identify trends over time, in student strengths and weaknesses in Stage appropriate syllabus outcomes.

* Employment of an additional teacher ½ day per week in semester 1 and 1 day per week in semester 2 to enable current staff expertise to be shared through team planning and teaching to upskill classroom teachers for Quality Teaching and Learning Outcomes.

* Once a term parent meetings with PSP Partnership Officer and classroom teacher and parents to develop skills and resources for literacy activities at home.

* PSP funds to be used to create smaller class sizes and team teaching opportunities.

* Identify students requiring extra support in literacy and working closely with them and parents to improve student outcomes.

* Quality Teaching strategies embedded in all Literacy activities. Teacher to attend North Coast Quality Teaching Conference.

* All students benchmarked in February and November using PM Benchmarking to determine individual progress.

* Professional Development courses for all teachers in Literacy.

* New Literacy resources purchased to support school programs.

* Continue to encourage students to borrow from school library and Richmond Valley Mobile Library.

* Best Start program embedded in our school.

Our success will be measured by:

* NAPLAN results and school based assessment data demonstrate improved student outcomes in literacy.

* Increased enthusiasm displayed by teachers following team planning and teaching sessions.

* Increased parental support and enthusiasm for literacy following PSP Partnership Officer meetings.
* Increased student engagement in literacy lessons.
* Improved student outcomes for identified students.
* Increased enthusiasm displayed by students following purchase of new literacy resources.
* Increased student borrowing from school library and Mobile Library.

Target 2

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

Strategies to achieve this target include:
* Analysis of NAPLAN by all teachers using SMART data to identify trends over time, in student strengths and weaknesses in Stage appropriate syllabus outcomes.
* Employment of an additional teacher ½ a day per week in semester 1 and 1 day per week in semester 2 to enable current staff expertise to be shared through team planning and teaching to up skill classroom teachers for Quality Teaching and Learning outcomes.
* Once a term parent meetings with PSP Partnership Officer and parents and teachers to develop skills and resources for numeracy activities at home.
* PSP funds to be used to create smaller class sizes and team teaching opportunities.
* Identify students requiring extra support in numeracy and working closely with them and parents to improve student outcomes.
* Quality Teaching strategies embedded in all Numeracy activities. Teacher to attend North Coast Quality Teaching Conference.
* Professional Development courses for all teachers in Numeracy ‘Motivating Maths’ CAP Workshop.
* Numeracy resources purchased to support school programs.
* Best Start program embedded in our school.

Our success will be measured by:
* NAPLAN results and school based assessment data demonstrate improved student outcomes in Numeracy.
* Increased enthusiasm displayed by teachers following team planning and teaching sessions.
* Increased parental support and enthusiasm for numeracy following PSP Partnership Officer meetings.

Target 3

To provide students and staff with the opportunity to increasing their technology skills

Strategies to achieve this target include:
* Installation of Connected Classroom into our new BDR classroom.
* Staff to attend Professional Development courses on Technology.
* Staff to pass on skills learnt at courses to student and parents.
* Embedding Quality Teaching strategies in all Technology lessons.

Our success will be measured by:
* Staff and students effectively using the Connected Classroom technology.
* Increased enthusiasm and skill demonstrated by staff, students and parents in technology activities.
* Students demonstrating the effective use of technology in all KLA’s.
* Enhanced student competency in using technology will be demonstrated in the School Newsletter, classroom displays and assemblies.
* Parents and community members supportive of school technology programs.

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.

Rhonda Barrett – P&C President
Sissy Elliot – Parent Representative
Sandra Williams - Teacher
Sarah Lawrence - Teacher
Michael Gray – Principal
School contact information
Old Bonalbo Public School
Duck Creek Road Old Bonalbo NSW 2469
Ph: 02 6665 3124
Fax: 02 6665 3153
Email: oldbonalbo-p.school@det.nsw.edu.au
Web: www.oldbonalbo-p.school@det.nsw.edu.au
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: