Our school at a glance

Students
Our school ended the year with an enrolment of 21 students. All students were actively involved in school programs throughout the year.

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

Significant programs and initiatives
Our school is supported by the National Partnerships Program (NP), the Country Areas Program (CAP) and the Priority Schools Program (PSP).

Messages

Principal’s message
Our school is located 85km north-west of Casino and 30km south of the Queensland border in a small rural community. The school provides quality learning experiences for students in all Key Learning Areas (KLAs). The school enjoys strong support from the community.

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 message
This year has been another busy but very successful year for the Old Bonalbo P&C. With the help of our members and teachers we had the opportunity to hold 2 BBQs at Bunnings warehouse in Lismore throughout the year. We also held our annual ‘Fireworks Spectacular’ which again was a fantastic event, enjoyed by many locals and families who supported us on the night. The new menu was given positive feedback.

Money raised from our efforts purchased a new shade shelter which has been used at different sporting events that the children participate in throughout the year including the State Small Schools Touch Football competition. This is the third year running our school has made it on to the state level and this year our team came 2nd. The P&C helped with funding the trip to Sydney for the students in years 3 to 6. We are all very proud of their efforts and great sportsmanship.

The whole school major excursion to Coffs Harbour in August was full of many wonderful experiences and memories for everyone who went along. The P&C also helped with funding this excursion.

Our ‘Inthya’ morning teas and ‘Tooty Fruity’ once again went well this year and have been well received by the students. Thank you to all the parents who are rostered on to make this a continued success.

Rhonda Barrett - President

Student representative’s message
Throughout the year our Student Representative Council has been involved in the organization of activities such as guessing competitions, Easter Hat Parade, ‘P’-Day, a ‘Rainbow Disco’ and a Bush Dance. All of the activities were very well supported by students, staff, family and community members. Funds raised were used to support our sponsor child, Inthya, who lives in Kenya.

Kira Manson and Isabella Barrett

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

- Enrolments
- Students
- Year
- Male
- Female

- 2007
- 2008
- 2009
- 2010
- 2011
Student attendance profile

Management of non-attendance

Our school provides stimulating & inclusive school activities that foster positive student engagement. These measures encourage regular school attendance.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>K/1/2</td>
<td>K</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>3456</td>
<td>3</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>3456</td>
<td>4</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>3456</td>
<td>5</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>3456</td>
<td>6</td>
<td>3</td>
<td>13</td>
</tr>
</tbody>
</table>

Structure of classes

We had 2 classes this year. K/2 and Yr 3/6.

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></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>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

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

There were no Indigenous teachers working at our school this year.

Staff retention

Our staff for 2011 were Mr. Gray, our Principal & Year 3-6 teacher, Mrs. Williams, K-2 teacher, Mr. Pierce, NP and Mrs. Cousins RFF & Librarian.

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>
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>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>81128.40</td>
</tr>
<tr>
<td>Global funds</td>
<td>47460.27</td>
</tr>
<tr>
<td>Tied funds</td>
<td>44091.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>15474.37</td>
</tr>
<tr>
<td>Interest</td>
<td>4656.52</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2285.82</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>195096.38</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>4434.39</td>
</tr>
<tr>
<td>Excursions</td>
<td>9316.81</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>1784.72</td>
</tr>
<tr>
<td>Library</td>
<td>221.23</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>45615.06</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>4589.93</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>10996.26</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>6374.12</td>
</tr>
<tr>
<td>Maintenance</td>
<td>2827.78</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2277.82</td>
</tr>
<tr>
<td>Capital programs</td>
<td>4500.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>92938.12</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Balance carried forward</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>102158.26</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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 2011

Achievements

Arts

This year our students travelled to Lismore to watch a performance of “The Gruffalo” by NORPA. Our students also took part in a variety of activities performed by a visiting circus. Interest Afternoons were held in term three. Students actively participated in cooking, knitting, craft, zumba & scrapbooking. These activities were organised by parents and community members. Students took part in pottery classes, making their own clay pots. All students took part in school assemblies. They personally invited members of the public to attend these assemblies. Senior Citizens were invited to our March assembly. Students performed plays, musical items, displays of schoolwork and served afternoon tea to our visitors.

Sport

This year our school finished as State Runners Up in the NSW PSSA Small Schools Touch Football Finals in Sydney. This is an achievement of which our school and its community is very proud. This was the third year in a row our school has qualified for the finals. Our team received strong support from our parents and our community. Each member of our team received a State Runners Up pennant. A Year 6 student, Jacob Elliot-Shea, represented our school at the PSSA State Carnival in Sydney. Our students participated in swimming, cross country and athletics at district, zone and regional levels. Our school won the champion school at the Upper Clarence cross country and athletics carnivals. All students participated in our daily fitness program and the Premier’s Sporting Challenge.

Our school along with students from Urbenville Public School took part in an exciting Gymnastics Program for 5 consecutive days in term two. Students learnt lots of new skills and enjoyed sharing these with peers from a neighbouring school.

Touch Football Team with Runners up Banners
Other

All students and 14 parents attended an exciting educational excursion to Coffs Harbour in term three. Students studied Iceland and presented posters and items to an enthusiastic crowd at this year’s CWA International Night. Our school continued its support for our Kenyan foster child. Students and staff purchased delicious morning teas each Wednesday that were cooked by parents. The Tooty Fruity Program continued to operate twice each term. Parents and students prepared delicious and healthy meals for our students and staff. Our students participated in the Old Bonalbo ANZAC Service and took part in the march at the Bonalbo Service. Students conducted a Remembrance Day ceremony at school. Students took part in the Casino Beef Week Parade.

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

Due to the small number of students taking part in the NAPLAN indicators of achievement cannot be given.

Numeracy – NAPLAN Year 3

Due to the small number of students taking part in the NAPLAN indicators of achievement cannot be given.

Literacy – NAPLAN Year 5

Students achieved higher results in writing and grammar than in reading.

Numeracy – NAPLAN Year 5

Students achieved similar results in data, measurement, shapes and graphs as they did in number, patterns and algebra.

Minimum standards

Year 3

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

Year 5

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 students learnt how important it is to care for the natural environment as the Aboriginal people have done for thousands of years. They learnt about the meaning of the Aboriginal flag and what each colour represents. Our students took part in NAIDOC Day celebrations at Tabulam Public School along with schools from the Upper Clarence. Students constructed a banner and marched behind this banner in the NAIDOC Day march.

Multicultural education

Our school teaches and values respect and acceptance of different cultures. Our students studied Iceland as the CWA Country of Study this year. Students presented posters and items on Iceland at the International Night. Our school community enjoyed an Icelandic supper and power point display on Iceland. Our students took part in a Multicultural Day at Bonalbo along with other schools from the Upper Clarence. Students were able to sample food and watch items from a variety of cultures.

Respect and Responsibility

The terms respect and responsibility are used on a regular basis at our school. Students, staff and parents know what these terms mean and implement them in everyday activities. In term three our school revised its Anti Bullying Plan. Parents, students and teachers were involved in this review. Our students believe they have a happy and safe school. They regularly perform roles that emphasise respect and responsibility.
National partnership programs

Background
This year, 2011, was the second year of our involvement in the National Partnerships Program (NP). We are a low SES NP school. Our school undertook a review of our involvement in the NP in term four of 2010. This Structural Analysis involved students, teachers and parents. This review determined that we should continue to use NP funding to improve the literacy and numeracy of our students. This strategy would support the two main targets in our School Management Plan. It was decided to employ a teacher for 2 days per week. This allowed us to re-structure our literacy and numeracy programs so teachers had groups of 5-6 students. This better enabled the individual needs of students to be met.

Findings & Conclusions
An evaluation of our NP programs was undertaken in Term four of 2011. Parents, students, and teachers were involved in this evaluation. NAPLAN results and school based assessment data indicate that most of our students are achieving age appropriate syllabus outcomes. NAPLAN data indicated student growth from Yr 3 to Yr 5 and Yr 5 to Yr 7 was at or just under the Australian average. The restructure of our literacy & numeracy programs using NP funding was strongly supported by parents, students and teachers. Under this restructure the school has been able to identify and assist the individual needs of all students.

Future Directions
Students, teachers and parents would like to see NP funding used to maintain the restructure of our literacy and numeracy sessions. All stakeholders were pleased with the results this re-structure has helped achieve. NAPLAN results and school based assessment data indicated that some of our students required extra assistance in literacy and numeracy. It was decided to continue to use NP funding in literacy and numeracy. This would result in all students being given the best opportunity to achieve the best results they can in literacy and numeracy in 2012.

Whole School Excursion to Coffs Harbour

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 students achieve the literacy and numeracy targets in our school plan.

Findings and Conclusions
PSP funds were used to identify the individual needs of students in literacy and numeracy. Grammar and punctuation was a target area from our school plan. PSP funds were used to purchase new literacy and numeracy resources. These resources were used in literacy and numeracy sessions and increased student’s engagement in these sessions.

PSP funding helped in creating smaller class sizes. Quality Teaching strategies were used in all literacy and numeracy sessions. NAPLAN data and school based assessment data indicated most students were achieving age appropriate outcomes.

Parents supported the use of PSP funds in literacy and numeracy programs. Parents were kept informed of their child’s individual needs and progress through regular parent/teacher meetings. These meetings also provided teachers with the opportunity of informing parents about how they could support their child’s learning at home.
Future Directions
In 2012 PSP funds will be used to improve student outcomes in grammar, punctuation, writing and numeracy. These are targets from our school plan. Explicit teaching methods will be used in literacy and numeracy sessions. PSP funds will assist in altering class sizes. Smaller class sizes will assist in meeting the individual needs of students. Students will be benchmarked in February and November.
PSP funds will allow new literacy and numeracy resources to be purchased. This will heighten student engagement.
PSP funds will also allow teachers to attend professional development courses in literacy and numeracy. This will allow new teaching skills to be employed.
The strong home school partnerships that exist will be heightened by regular parent/teacher meetings. This will continue to be a focus area in 2012.

Country Areas Program
Background
The Country Areas Program (CAP) provides support to our school in the areas of technology, teacher professional development, excursions and tangible items (resources). CAP funds were used to support school programs in these areas in 2011.

Findings & Conclusions
CAP funds were used to improve the technology skills of students and teachers this year. A parent, and teacher and two students attended a Student Technology Camp at Copeton Dam. This camp provided our students, teacher and parent with the opportunity of mixing with people from other schools, and learning new and exciting technology skills. Our students and teacher were able to pass these new skills onto their peers upon their return to school.

Three teachers attended a professional development course on the Thinking Brain. This course was based upon the Brain Gym principles.

New Maths resources were purchased using CAP funds. These resources increased student engagement in numeracy and were greatly enjoyed by our students. These resources provided another form of learning for our students.

CAP funding was also used to meet transport costs for excursions to Coffs Harbour & Sydney. These excursions help to offset the disadvantage of distance for our students. They provide exciting and valuable learning experiences for our students in all KLAs.

Our parents support the new and exciting learning experiences that CAP funding has provided for their students.

Future Directions
In 2012 CAP funding will continue to be used to support technology, teacher professional development, excursions, parent courses and the purchase of tangible items (resources). CAP funding will continue to support opportunities for students, teachers and parents that would otherwise be unavailable to them.

Students and teachers will be given every opportunity to improve their technology skills. This is an important area of development for our students and teachers and will continue to be supported by CAP funding.

The purchases of technology resources and the provision of exciting first hand learning experiences provided by excursions will continue to be supported by CAP funding. Our parents fully support the use of CAP funding to support these initiatives.

Progress on 2011 targets
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.

Our achievements include:

- Almost all students in Year 5 achieved this target in the NAPLAN. School based assessment data indicates that most students are achieving age appropriate outcomes in grammar and punctuation.
• Quality Teaching strategies have been implemented in the teaching of grammar and punctuation.

• Parents have supported our grammar and punctuation programs and have encouraged and assisted students in homework activities.

• The altered class structure using National Partnership funding has assisted all students in grammar and punctuation.

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.

Our achievements include:

• All Year 3 and Year 5 students achieved this target in the 2011 NAPLAN. Year 5 students achieved a growth rate of 103 compared to the state growth rate of 94.

• School based assessment data indicates that most students are achieving age appropriate syllabus outcomes in numeracy.

• Parents strongly support our school emphasis on numeracy and have encouraged and assisted students in homework activities.

• Quality Teaching strategies have been embedded in all numeracy lessons.

• New hands on numeracy resources have increased student engagement.

• The altered class structure using National Partnership funds has increased the amount of individual assistance each student receives.

• This is strongly supported by our parents.

Target 3

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

Our achievements include:

• A teacher, a parent and two students attended a Technology Camp at Copeton Dam. This camp provided participants with the opportunity of learning new technology skills. Participants were able to pass these new skills onto their peers upon their return to school.

• All students publish their writing regularly using the school computers and this writing is included in our weekly newsletter.

• Students and staff have been learning how to use our new interactive board and this will continue next year.

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 2011 our school carried out evaluations of Management Practice & Grammar and Punctuation.

Educational and management practice

Management Practice

Background

Our school undertook a re-structure of literacy and numeracy sessions this year. This re-structure was funded by the NP and PSP. Its aim was to meet the individual needs of all students in literacy and numeracy by providing smaller class sizes. As part of the evaluation of our NP program two parent meetings, two student meetings and two staff meetings were held to determine the success of this re-structure. An extra teacher was employed for 3 mornings each week. This meant 4 teachers worked with 21 students. That meant class sizes of 5-6 students per teacher.

Findings and conclusions

Parents were very supportive of the re-structure. They were pleased with the extra assistance their children were receiving. Parents were pleased with the feedback from teachers and students regarding the progress their children were making. They greatly valued the regular communication between home and school, the focus on individual attention and regular student writing in the newsletter.

Students thought they were receiving lots of attention and it was particularly helpful in reading, writing and numeracy. They thought teachers were trying very hard to help them in
Students liked the opportunity to work one to one with teachers. Teachers were very happy with the re-structure. They thought student results, reported earlier in this report, had improved due to the re-structure. Teachers thought the amount of individual attention they could give students had benefitted them greatly.

**Future directions**

There was strong support from parents, students and teachers for a continuation of this re-structure. NAPLAN results and school based assessments supported the re-structure. Parents were also pleased that NP and PSP funds were used for the re-structure. This meant other school funds could be used to support the wide variety of activities available to students.

**Curriculum**

**Grammar & Punctuation**

**Background**

Our literacy target for this year was based on grammar and punctuation. It was decided to evaluate how effectively grammar and punctuation were being taught in our school.

**Findings and conclusions**

In the 2011 NAPLAN tests almost all Year 3 and Year 5 students achieved Target 1 from the School Management Plan. School based assessment data indicated most students were achieving age appropriate syllabus outcomes in grammar and punctuation. Quality Teaching strategies have been embedded in teaching practice. Parents are very supportive of how grammar & punctuation is taught in our school. Parents encourage and assist students with their grammar & punctuation homework.

**Future directions**

Grammar & punctuation and writing are clearly interwoven in an effective literacy program. These will be focus areas for our school next year. Explicit teaching of grammar and punctuation will continue. Parental support will continue to assist student progress. Areas of weakness identified from NAPLAN data will be addressed in classroom teaching. Improved and effective grammar and punctuation skills demonstrated in student writing will continue to be published in our weekly newsletter.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Students felt they were making good progress in literacy and numeracy. They enjoyed reading to two community members who attended our school on a weekly basis. All students in Yr 3-6 enjoyed completing reading cards and tracking their progress through these cards. All students enjoyed publishing their writing in the newsletter.

Students & parents were particularly pleased with their involvement in the touch football, school excursion to Coffs Harbour, sporting events, bush dance, assemblies, gymnastics, visiting circus, Inthya (sponsor child) morning teas and Tooty Fruity. Parents were particularly pleased with the school’s emphasis on literacy and numeracy.

Teachers enjoyed teaching at our school this year. They thought the behaviour, attitude and effort of our students was excellent in all school activities.

**Professional learning**

**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**

**2012 Targets to achieve this outcome include:**

**Target 1**

Growth of students in grammar & punctuation will be greater than expected in 2012/13 NAPLAN.
All Year 3 students to achieve band 3 or higher in grammar and punctuation in the 2012 NAPLAN

Strategies to achieve these targets include:

- Teachers will use SMART data to analyse NAPLAN results to identify student strengths and weaknesses in grammar & punctuation.
- Identify and support students who require additional assistance in grammar & punctuation. Inform and work closely with parents of these students.
- Employ an additional teacher for 1 ½ days each week to alter class structure & support students in grammar & punctuation.
- Employ an additional teacher ½ day a week to provide explicit teaching in grammar and punctuation in smaller class groups.
- QT strategies embedded in all grammar & punctuation activities.
- Two teachers to attend North Coast Quality Teaching Conference.
- Professional Development courses for teachers in grammar & punctuation.
- New grammar & punctuation resources purchased to support school programs.
- Best Start program to continue.

Our success will be measured by:

- School based assessment data from semester assessments indicate improved student outcomes in grammar and punctuation.
- Increased student engagement in grammar & punctuation lessons, and demonstration of acquired skills in writing samples.
- Increased parental support for grammar & punctuation lessons through feedback from explicit parent information notes in the school newsletter.
- Increased teacher enthusiasm and professional dialogue for QT practices. Regular staff meetings are devoted to PL around implementation of QT in literacy.
- All teacher programs include explicit teaching of grammar and punctuation elements within literacy sessions.
- Student performance in grammar and punctuation demonstrates improved results from 2011 NAPLAN through school based assessment of writing samples.
- All Kindergarten students benchmarked according to Best Start program.

School priority 2
Outcome for 2012–2014
2012 Targets to achieve this outcome include:

Target 2

All Year 3 students to achieve band 3 or higher in writing in the 2012 NAPLAN.

All Year 5 students to achieve band 5 or higher in writing in the 2012 NAPLAN.

All Year 7 students to achieve band 6 or higher in writing in the 2012 NAPLAN.

Outcomes

Students will achieve age appropriate syllabus outcomes in writing.

Strategies to achieve these targets include:

- Teachers will use SMART data to analyse NAPLAN results to identify student strengths and weaknesses in syllabus outcomes.
- Identify and support students who require extra support in writing. Inform and work closely with parents of these students.

- Employ an additional teacher for 1½ days a week to alter class structure and support students in writing.

- Employ an additional teacher ½ day each week to provide explicit teaching of writing skills in smaller class groups.

- Two teachers to attend North Coast Quality Teaching Conference. QT Strategies used in all writing activities.

- Staff to attend professional development courses in writing

- New writing resources purchased.

**Our success will be measured by:**

- School based assessment data from semester assessments indicate improved student outcomes in writing.

- An increase in student engagement and enthusiasm in writing activities. Students writing and publishing quality persuasive writing to be displayed in classrooms and published in the school newsletter.

- Greater parental support for students in writing activities as indicated through feedback structures from key assessment tasks.

- Greater professional sharing & support for QT practices. More effective implementation of QT strategies as demonstrated in regular staff discussion and teacher programs.

- Greater teacher skills & enthusiasm evident in the teaching of writing.

- Teacher programs demonstrate implementation of professional learning in writing.

- Greater student engagement evident when using new resources. Students’ writing demonstrates improvement in length and achievement of syllabus outcomes when resources utilised.

- All Kindergarten students benchmarked according to Best Start programs.

**School Priority 3**

**Outcome for 2012 -2014**

**2012 Targets to achieve this outcome include:**

**Target 3**

All Year 3 students to achieve band 3 or higher in numeracy in the 2012 NAPLAN. All Year 5 students to achieve band 5 or higher in numeracy in the 2012 NAPLAN.

All Year 7 students to achieve band 6 or higher in numeracy in the 2012 NAPLAN.

**Outcomes**

Students will be able to demonstrate effective problem solving skills in all areas of numeracy.

Students will achieve age appropriate syllabus outcomes in all areas of numeracy.

**Strategies to achieve these targets include:**

- Teachers will use SMART data to analyse NAPLAN results to identify student strengths and weaknesses in syllabus outcomes.

- The explicit teaching of the literacy & numeracy of NAPLAN numeracy questions.

- Identify and support students who require extra support in numeracy. Inform & work closely with parents of these students.
• Employ an additional teacher 2 days per week to alter class structure & support students in writing.

• Employ an additional teacher ½ day each week to provide explicit teaching of numeracy skills in smaller class groups.

• Two teachers to attend North Coast Quality Teaching Conference. QT strategies used in all numeracy activities.

• Staff to attend professional development courses in numeracy.

• New numeracy resources purchased.

**Our success will be measured by:**

• School based assessment data from semester assessments indicate improved student outcomes in numeracy.

• An increase in student engagement & enthusiasm in numeracy activities. Students will demonstrate improved problem solving skills in numeracy sessions.

• Greater parent support for students in numeracy activities as indicated through feedback from targeted student programs.

• Greater professional sharing & support for QT practices. More effective implementation of QT strategies as demonstrated in regular staff discussion and teacher programs.

• Greater teacher skills & enthusiasm evident in the teaching of numeracy. Teacher programs demonstrate implementation of professional learning in numeracy.

• Greater student engagement evident when using new resources. Students’ performance demonstrates improvement in achieving syllabus outcomes when resources utilised.

**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
Sissy Elliot – Parent Representative – PSP & CAP

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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:

http://www.schoollnws.edu.au/asr