Bodalla Public School
Annual School Report
Our school at a glance

Principal’s message

Bodalla Public School is a small rural school which boasts excellent facilities in extensive grounds. This outstanding environment assists in the continuing provision of a quality education in a happy, safe atmosphere where staff and students alike work productively and cooperatively.

The school focuses strongly on the core business of teaching and learning in all Key Learning Areas, while emphasis is placed on the development of programs to achieve stage outcomes in literacy and numeracy for all children. As well as having strong support for learners we strive to help average learners to become excellent learners through challenging and engaging lessons and activities encompassing the NSW Quality Teaching framework. Teacher Professional Learning funds supports staff in many areas.

Bodalla Public School has a very active Learning Support Team who identifies children with extra needs and develops programs and strategies to address those needs. This team is led by the School Learning Support teacher. Processes are in place to ensure all teachers and students are supported whenever needed. The management of our Learning Support is exemplary and has been noted across our School Education Group.

Plans are now in place to implement a computer lab, maths centre and a music room in 2012.

This year, the Executive team at the school consisted of Therese Aston, Principal and Mr Peter Flynn, Assistant Principal.

Throughout 2011, through retirement we lost key staff members: Janette Dadd, Elizabeth Wallace and Ross Robinson. In their place we have been lucky to have new appointments: Caszandra Fitzgerald, Debbie McGann and John Morrow (temp).

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.

Therese Aston
Principal

P & C and/or School Council message

The Bodalla P & C Association has this year been involved in many fundraising events. With the help of an extremely vibrant and active group of members all occasions went to plan, and were a huge success.

The canteen runs all year and is open on Mondays. This is run wholly by volunteers; Sarah Hockey is the canteen supervisor and is 100% dedicated to her position. The uniform shop is also run by P & C, the uniform supervisor is Julie Czubara and she keeps it well stocked and deals with orders as they come in. Events held in the school hall were the Mothers Day and Fathers Day stalls. A bonus for the school, the District Cross Country event is held each year down at Potato Point. This is a fantastic fundraiser as we are able to host and cater the event. We always look after the Volunteer Bush Fire Brigade who are there in force helping out.

On Sunday of the June long weekend hundreds of visitors can be seen wandering the school grounds. The School Fair has made quite a name for itself over the years, and is enjoyed by all ages. This year the Bodalla School choir opened the event and was thoroughly enjoyed by everyone. A Fair Committee was formed to help spread the workload. On the day we see so many people coming together to make this, the biggest fundraiser for the year, run smoothly.

On the Fair day, the P & C run a huge raffle with prizes donated by local and other regional businesses; sell showbags; run a 2nd hand bookstall and do the catering - BBQ, tandoori oven and the canteen. The money that was raised on this day was used to purchase: lego for the new 'Lego Club', athletics single tops, help subsidise the ‘Rock On’ music program, musical instruments, ‘Reading Box’, Birdland excursion, books for Presentation Night book awards and the very important ‘Life Education’ program.

The P & C hold monthly meetings in the school staffroom. This year we have an earlier start time now meeting at 6.30pm. These meetings are always well attended by the active members and a number of issues are discussed. Both the
Treasurer and Principal provide full monthly reports at each of the meetings.

The school community sees the involvement of the parents in the P & C Association as a worthy pursuit. The Bodalla P & C are always eager to obtain new members and with the help of the newsletter we hope to continue to do this. The P & C, whose efforts are fully appreciated, are looking at ways to better service the school and the community.

Vanessa Donald
P & C President

Student representative’s message

Our sponsorship of Ana, a Filipino child, has continued in 2011. Fundraising was done through our school discos.

Our leadership team participated in:

- ANZAC DAY Dawn service at Tuross Remembrance Day service
- Leadership workshops
- Leadership conference
- National Young Leaders Day
- Annual EBLC Awards
- Parliament meetings
- Decision making at a school level

Our time as school leaders at Bodalla has given us a good foundation and preparation for high school and for life after school. It has allowed us to make decisions for ourselves and we encourage all students to act on all opportunities presented to them.

School Leadership Team

2011 saw the commencement of our School Parliament. The student body elected 8 ministers who then elected our Prime Minister.

It was a huge privilege to be elected the First Prime Minister for Bodalla Public School. We in the Parliamentary team grasped our jobs with both hands and learnt so many things. Some of the issues we dealt with were Environmental, Celebrations, Technology, Sport, Curriculum and others.

The highlights from the year: the Anzac Day – Dawn Service was a very moving and humbling event; the leadership conference at the Entertainment Centre in Sydney was absolutely amazing and being given the chance to be a friend and a role model to all students and to be proud ambassadors for Bodalla Public School was truly great.

Message from Rhu Donald (Prime Minister)

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 have stabilised in 2011. Kindergarten intake at the beginning of the year balanced the leaving Year 6 cohort.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>82</td>
<td>76</td>
<td>69</td>
<td>74</td>
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<tr>
<td>Female</td>
<td>83</td>
<td>76</td>
<td>72</td>
<td>66</td>
<td>67</td>
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Enrolments

<table>
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<th>Students</th>
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<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tr>
<td>Female</td>
<td>83</td>
<td>76</td>
<td>72</td>
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<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>2007</td>
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<tr>
<td>2008</td>
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<tr>
<td>2009</td>
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<td>72</td>
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<tr>
<td>2010</td>
<td>74</td>
<td>66</td>
</tr>
<tr>
<td>2011</td>
<td>74</td>
<td>67</td>
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</tbody>
</table>
Student attendance profile

Our school record of attendance has improved against state and regional levels in 2011.

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>K/YEAR</td>
<td>K</td>
<td>93.2</td>
<td>92.6</td>
<td>92.5</td>
<td></td>
</tr>
<tr>
<td>K/YEAR</td>
<td>1</td>
<td>91.6</td>
<td>91.5</td>
<td>92.7</td>
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<tr>
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<td>93.3</td>
<td>94.6</td>
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<tr>
<td>K/YEAR</td>
<td>3</td>
<td>93.4</td>
<td>90.2</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>K/YEAR</td>
<td>4</td>
<td>95.0</td>
<td>91.6</td>
<td>92.8</td>
<td></td>
</tr>
<tr>
<td>K/YEAR</td>
<td>5</td>
<td>93.3</td>
<td>93.3</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>K/YEAR</td>
<td>6</td>
<td>95.8</td>
<td>95.7</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
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<td>93.9</td>
<td>93.6</td>
<td>92.5</td>
<td>93.7</td>
</tr>
</tbody>
</table>

Management of non-attendance

Booklets of proformas absentee slips are circulated to parents at the beginning of each year. Teachers’ reminder proformas are sent home when no explanation is sent to school. HSLO intervention has increased. Patterns of irregular attendance are reported to the principal who then works with the HSLO to develop strategies to reduce unsatisfactory attendance. Parents are reminded via newsletters about the attendance regulations and the importance of attending school every day (except when sick).

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>
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</thead>
<tbody>
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<td>19</td>
<td></td>
</tr>
<tr>
<td>1/2J</td>
<td>15</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>2/3 D</td>
<td>12</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>3/4F</td>
<td>6</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>YEAR</td>
<td>11</td>
<td>23</td>
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<td>26</td>
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<td></td>
</tr>
<tr>
<td>6A</td>
<td>21</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes

2011: K/1, 1/2, 2/3, 3/4, 5, 6.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

In 2011 the school’s executive entitlement was reduced. Mr Peter Flynn returned as Assistant Principal. Ms Janette Dadd retired and was replaced by Mrs Caszandra Fitzgerald; Mrs Elizabeth Wallace retired and our new SAM, Mrs Debbie McGann, was appointed. Mrs Patricia Lawrence relieved in the SAM position for long periods. Mr Ross Robinson retired and is replaced by Mr John Morrow on a temporary basis.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal Principal (LS)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>School Learning Support Teacher</td>
<td>0.5</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are two Aboriginal teachers 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>
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<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.

| Global funds          | 119497.35  |
| Tied funds            | 46809.17   |
| School & community sources | 42568.44  |
| Interest              | 2759.88    |
| Trust receipts        | 8318.86    |
| Canteen               | 0.00       |
| **Total income**      | **271316.45** |

**Expenditure**

| Teaching & learning   |          |
| Key learning areas    | 16411.86  |
| Excursions            | 15979.14  |
| Extracurricular dissections | 16156.01 |
| Library               | 1937.59   |
| Training & development| 2192.63   |
| Tied funds            | 59639.03  |
| Casual relief teachers| 32317.76  |
| Administrative & office| 37079.31 |
| School-operated canteen| 0.00     |
| Utilities             | 24811.26  |
| Maintenance           | 7525.38   |
| Trust accounts        | 7425.36   |
| Capital programs      | 10717.22  |
| **Total expenditure** | **232292.55** |

| **Balance carried forward** | **39023.90** |

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**

As part of our Arts program:

- School choir collaborated with other local schools and the Sydney Children’s Choir as part of the Four Winds festival.
- Choir performed at regular assemblies and at Presentation Day assembly and were spectacular when they opened the School Fair.
- 4 students were given the opportunity to participate in visual arts workshops at Wollongong City Gallery. Gallery staff highly praised the talent and focus of our children (their photo appeared on the Gallery’s newsletter).
- The school entered 3 artworks in Operation Art in 2011. All were displayed at Homebush Bay, two were selected for display in regional hospitals and one was turned into a poster and displayed at ‘The World’s Biggest Classroom’ at the Sydney Entertainment Centre during the NSW School’s Spectacular. This is a huge achievement.
- All students participated in a weekly sequenced visual arts program as part of RFF teaching.
- Music lessons by a specialist teacher were delivered to classes as part of our part-time staffing allocation. Teachers were inserviced each lesson. A music room was set up and this will continue to be used in the future.
- Children attended a variety of visiting performances.
• Yr 6 students participated in an extended (2 term) Rock On (instrumental music) program and performed as part of our Talent Quest ‘Bodalla’s Got Talent’. Many thanks to the P & C for funding for this program.
• Children performed musical items as part of school music program – Reconciliation Assembly.

Sport
In the area of school sport, Bodalla Public School offers a wide range of activities that cater for children of all abilities and interests. In 2011, our students took full advantage of their opportunities and participated in an increasing number of events, some of which were held for the first time.

Swimming
The year began with the school swimming carnival, held at Narooma Swimming Pool. Central Tilba School were once again invited and the overall participation rate was high. A team of approximately twenty students then went on to attend the District Carnival and this resulted in one student (Kelly Howes) recording a 3rd placing.

Rugby League
Late in Term 1, Year 5 & 6 students participated in rugby league clinics and a gala day, competing against local schools with some success. Boys were involved in tackle league and girls played league tag.

AFL
• Year 5 & 6 students also participated in AFL clinics and an AFL gala day at Narooma. Our mixed boys and girls’ team were victors and went on to play at the South Coast Championships. At this major event, they were victorious and were crowned South Coast Champions.
• Years 3 & 4 participated in an AFL gala day at Narooma, playing a series of games with local schools. These games involved an emphasis on fun and the development of new skills.

• Kinder, Year 1 & 2 also participated in an AFL skills development day at Narooma. No competitive games were played and the emphasis was on skills development and fun. All AFL events were highly successful and greatly enjoyed by students.

Cross Country
• The school cross country event was held in Term 2 on the school grounds. Many family members were in attendance and the students competed in races over distances of 1km to 3km. Kindergarten were supported by Year 6 students during their 1km run and the day was an outstanding success.
• Bodalla Public School and the school Sports Coordinator, Mr Phil Jones, convened the District Cross Carnival at Potato Point in mid-May. All eleven Eurobodalla schools attended with Ulladulla Public taking out the champion school title. Bodalla performed strongly with 48 students in attendance and recorded five finishes in the top ten. As a result, Bodalla won the Handicap Shield.

State Knockouts
Bodalla Public also participated in state knockout competitions for soccer and netball. Our boys and girls soccer teams were defeated in the 2nd round by Moruya and the netball team were defeated in the 3rd round.

Athletics
• The school athletics carnival was held at the Bodalla oval, early in Term 3 and included events for students of varying abilities. Field events were completed at school in the weeks leading up to the carnival. Students from Kinder, Year 1 & 2 also participated in running events and
fun novelties. For the first time, hurdling was included in the carnival program.

• The District Athletics Carnival was held at Narooma and for the 2nd year in a row, Bodalla students performed at an outstanding level. In the lead-up to the carnival, our representatives further developed their skills during lunchtime training sessions and this had a positive effect on performances. In the overall championship, Bodalla finished 3rd to Milton and Narooma, just two points off 2nd place. Two students, Nakia Moreton-Stewart and Clay Wilson finished as individual champions and Ellen Clark finished as runner-up to Nakia. The overall achievement of our students cannot be overstated. Bodalla’s school population was approximately 130 in number and most of the schools we finished in front of had school populations well in excess of this.

• Following the District Carnival, ten students attended the South Coast Regional Athletics Carnival in Canberra. 3 students recorded top ten finishes.

State Carnivals
Two students also gained outstanding success in AFL and Soccer. Chandler Nelson-Edwards gained selection in the South Coast AFL team and performed with distinction at the State AFL Carnival. Nakia Moreton-Stewart gained selection in the girls South Coast Soccer team and played a leading role in helping her team to reach the final four at the state carnival.

Hockey
Students from Years 5 & 6 also participated in a hockey clinic in Term 4 and as a result, a lunchtime hockey competition is set for 2012.

Lunchtime Competitions
Lunchtime competitions proved to be popular in Terms 2, 3 & 4. In Term 2, approximately fifty students participated in a ‘4 on 4’ soccer competition. Girls and boys from Grades 3,4,5 & 6 participated. In term three, a ‘5 on 5’ touch football competition was held and once again, all primary grades were involved. Finally, in Term 4, the annual ‘3 on 3’ basketball competition was held with approximately 50 students involved. This competition has been held for the last ten years and attracts novices and more skilful students. All competitions were held over a five to six week period.

Swimming Instruction
In Term 4, students from Years 4, 5 & 6 were involved in an intensive swimming scheme at Narooma pool for a 5-week period. Instruction was given to develop and refine a range of swimming skills. The improvement in the overall swimming standard by the end of the five weeks was noticeable. The benefits of such a scheme are obvious and hopefully this scheme can be implemented in 2012.

Uniforms
With the assistance of the school P&C, new uniforms were purchased for use at district cross country and athletics carnivals. Future purchases may include new uniforms for school soccer teams, both boys and girls.

Summary
It is hoped that many of the competitions and sporting activities held in 2011 can once again be successfully offered to the students of Bodalla Public School in 2012. The benefits of such a varied program are obvious, both in terms of physical and mental development as well as the possibility of increased academic performance. In a school with a relatively small student population, the challenge will be to maintain an active and worthwhile program for students of all abilities, including students with special needs. At times, limited staff numbers can increase the workload of those involved with the implementation of sporting programs and resources can also be restrictive on occasions. Despite this, Bodalla Public School continues to provide an outstanding sporting program for its students.
Other

- Hooked On Fishing – Industry partners
- Marine Park Excursion – from Eurobodalla Shire council
- Enviroday- Botanic Gardens Yr 5
- School excursions were again successful, with both Yr 5/6 attending Berry and Yr 3/4 Kianinny.
- Life Education program used to complement PD/H/PE programs.
- CWA International Day on Iceland. Students’ projects included reports, models and powerpoints.
- Links strengthened with Narooma High through: Maths Linkages; Ceramics; Leadership workshops and an effective transition program.
- Inclusion in Eurobodalla and Braidwood Learning community events: Writers’ Roadshow (hosted by Bodalla); Academic Challenge where we came first in small schools and missed being overall winners by only 1 point.
- Murder Under the Microscope – on-line environmental challenge for senior students (Yrs 5 & 6).
- Australian Mathematics Competition – results this year were very positive with increased number of credits and proficiency awards.
- Premier’s Spelling Bee – continuing.
- Professional Learning for all staff, including: on line courses, career development courses, curriculum courses and Student Welfare courses.

Academic

In the National Assessment Program, the results across the Years 3, 5, literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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

![Graph showing percentage of students in different bands for Year 3 Reading]
### Numeracy – NAPLAN Year 5

#### Progress in literacy

#### Average progress in Reading between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>77.3</td>
<td>94.8</td>
</tr>
<tr>
<td>SSG</td>
<td>77.1</td>
<td>73.8</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
</tr>
</tbody>
</table>

#### Average progress in Spelling between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
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<td>72.7</td>
</tr>
<tr>
<td>SSG</td>
<td>83.1</td>
<td>72.2</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
</tr>
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#### Average progress in Grammar & Punctuation between Year 3 and 5*

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<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
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<td>67.9</td>
</tr>
<tr>
<td>SSG</td>
<td>89.9</td>
<td>80.5</td>
</tr>
<tr>
<td>State DEC</td>
<td>96.6</td>
<td>82.7</td>
</tr>
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</table>

### Progress in numeracy

#### Average progress in Numeracy between Year 3 and 5*

<table>
<thead>
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<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
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<td>91.6</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
</tr>
</tbody>
</table>

### Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5.

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 achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>94.1</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>82.4</td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>88.2</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
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</tbody>
</table>

#### Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>2008-2010</th>
<th>2009-2011</th>
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<tbody>
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<td>Reading</td>
<td>92.6</td>
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</tr>
<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
<td>92.0</td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>88.0</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.6</td>
<td></td>
</tr>
</tbody>
</table>

### Significant programs and initiatives

#### Aboriginal education

In 2011 the school was involved in:
• NAIDOC celebrations which involved a special Year 6 assembly with performances by all classes.
• PLP’s continue to be developed with monitoring by School Learning Support Team.
• Within the Quality Teaching Framework, a part of the SIGNIFICANCE dimension, teachers plan lessons with an Aboriginal perspective where appropriate.

Multicultural education
During 2011 Bodalla Public School has:

• As part of our HSIE units, developed multicultural themes and promoted key understandings.
• Included multicultural perspectives as part of Public Speaking activities such as Gulaga Public Speaking.
• Used World Music from Sing 2011 to develop a greater awareness of other cultures around the world.
• Participated in the CWA International Day (Iceland) to increase students’ knowledge about other parts of the world.
• Used the Cultural Diversity Calendar and the Teachers Resource book in Visual Arts and English KLAS to develop positive attitudes and acceptance of a variety of cultures.
• Focused activities in HSIE and Science around Problematic Knowledge area in QTF.

Other programs
Respect and responsibility
During 2011, the school focused on the Values for Australian Schooling and the Core Rules for NSW Government Schools. All classes developed a Code of Conduct to reflect the Values of Respect and Responsibility. Bodalla Public School participated in:

• Clean up Australia – Schools’ Day
• ANZAC Day Dawn Service
• Fundraising activities

In addition, School Parliament was established to foster the values of respect; responsibility and impact of decision-making on the future.

Progress on 2011 targets
Target 1
Improve literacy outcomes for students.
Our achievements include:

• 68% of students in Year 3 in Bands 4, 5, 6 in reading in NAPLAN.
• 55% of students in Year 5 in Bands 5-8 in reading in NAPLAN.
• 68% of students in Year 5 in Band 6-8 in writing in NAPLAN.
• All primary teachers implementing Accelerated Literacy with varying levels of support.
• Average progress in Reading between Year 3 and Year 5 2009-2011 was more than 20 points higher than State and Similar School Group average progress.

Target 2
Improve numeracy outcomes for students
Our achievements include:

• 43% of student in Year 3 in Band 4, 5, 6 in Numeracy in NAPLAN.
• 57% of students in Year 3 in Band 6, 7, 8 in Numeracy in NAPLAN.
• 100% of Year 3 students achieved at or above minimum standard in Year 3.

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 Financial Management and Mathematics.

Educational and management practice
Financial Management
Background
School Administration Manager retired after 18 years at the school. Processes and systems within budgeting and cashflow needed to be reviewed.

Findings and conclusions
• Budgets needed to be prepared to allocate funds proactively.
• Budgets are to be prepared to align with and reflect school plan.

Future directions
• Professional learning activities for School Administration Officer and Principal.
• Cashflow budget prepared monthly.
• Financial management meetings to be held on a regular basis.

Curriculum
Mathematics

Background
Student achievement in Numeracy is low in Year 3 and average growth in Numeracy, while trending upward, is more than 15 points below DET state average.

Findings and conclusions
• Time allocation for Mathematics in teaching/learning programs in K-Year 2 needs to be increased.
• Activities in all classes must include explicit strategies leading to achieving Working Mathematically outcomes.
• Resources need to be developed for CMIT.
• Resources for Years 3-6 need to be located centrally to ensure ease of access and use.

Future directions
• Continuing focus on CMIT in K-2.
• Assessment task development for K-2.
• School assessment plan for diagnosis and continuing improvement.
• Development of Maths Centre and resource organisation.

Other Evaluations
Computer Integration in KLAs

Background
Students are not using computer technology as a tool for learning. Competency at Year 5 and Year 6 level indicated a need for further investigation.

Findings and conclusions
• Teacher knowledge needs to be developed and heightened.
• Teaching strategies need to include technology.
• Computer access in classrooms is limited for whole class lessons.
• Laptop management did not alleviate issues but added to them.

Future directions
• Create a computer lab for whole class access. Lab situated in Connected Classroom to utilise IWB more efficiently.
• Use RFF time for computer lessons.
• RFF teacher to develop a Scope & Sequence for Computer Technology for each stage.
• Professional learning for staff.

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.

Parent comments about the school in general remain very positive. Of particular significance to the community is the music program. They feel that this has added greatly to the children’s overall experience at the school. The increased time for Rock On in the senior class resulted in excellent performances.

Students, particularly in the senior years, feel comfortable expressing their thoughts about their own needs and about what is happening at school. The introduction of the parliament allowed them a greater say in what is happening. Reach Rookys was felt to be a very valuable experience in terms of their own personal development.

Teachers remain happy at work and constantly strive for excellence in their delivery of curriculum. They feel supported when needed with discipline and professional learning. They
believe the school is cohesive and that their expertise is valued.

**Professional learning**

Staff have been involved in the following Professional Learning activities:

- Continuing Accelerated Literacy Implementation – whole school
- Online course – Behaviour Management – delivered by Llewellyn Reid (AP Learning Support) for three staff members
- Career development conferences and meetings
- Analysing NAPLAN maths – for Coordinator Maths Centre
- On-line course – ASD – for teachers with children who have special needs
- Reading Recovery training – to ensure the continuation of Reading Recovery at the school
- Reading Recovery monitoring training – 2 additional staff members to monitor children in Years 2 and 3 who have had Reading Recovery in Year 1.

**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**

**Literacy & Numeracy**

**Outcome for 2012–2014**

Students match or better state/national results in literacy and numeracy in NAPLAN.

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

- Increase percentage of students in proficiency bands in NAPLAN Reading in Yr 3 from 38% to 50%
- Increase percentage of students in proficiency bands in NAPLAN Reading in Yr 5 from 32% to 48%
- Increase percentage of students in proficiency bands in NAPLAN Numeracy in Yr 3 from 24% to 36%
- Increase percentage of students in proficiency bands in NAPLAN Numeracy in Yr 5 from 11% to 36%
- All students in Kindergarten in Reading attain RR Level 9 by final assessment
- All students in Reading in Year 1 attain RR Level 16 by final assessment
- All students in Reading in Year 2 attain RR Level 25 by final assessment

**Strategies to achieve these targets include:**

Analysis of NAPLAN results; teacher professional learning in SPELLING – COS project

- Identification of strengths and weaknesses and school action plan developed
- Teacher professional learning in the teaching of spelling
- Further implementation of Accelerated Literacy in Years 3-6
  - Teacher Professional Learning in Grammar and Text Analysis
  - Demonstration lessons for support of teaching sequence
  - TARS process to support implementation
  - Resource development to support Accelerated Literacy in classrooms
  - Further implementation of Accelerated Literacy in Years 3-6
- Development of rich assessment tasks and rubrics to support teaching and learning
  - TPL in Professional Learning meetings
  - Stage and year planning days
  - TARS support meetings with supervisor
- Implementation of BEST START K – Yr 1
- Analysis of NAPLAN results in Numeracy
  - Identification of strengths and weaknesses
- Development of an action plan to address areas of weakness
- Professional learning to align teaching strategies with QTF

• Further implementation of CMIT
  - Development of assessment tasks embedded in teaching and learning process
  - Plan strategies to increase working mathematically

• Development of Maths Centre to focus on practical aspects of syllabus implementation and working mathematically outcomes
  - Teacher professional learning in use of centre
  - Action plan developed to ensure rich assessment tasks and rubrics are embedded in the teaching and learning process

School priority 2

Aboriginal Education

• Aboriginal students match or better achievements in Literacy and Numeracy of non-Aboriginal students.
• School has a culture which respects and responds to each individual student

2012 Targets to achieve this outcome include:

• 2012: Attendance for Aboriginal students improve from approximately 90% to 92%
• Suspension rates to be under 4 days
• 80% of students above minimum standard in NAPLAN Reading and Numeracy in both Year 5 and Year 3 (66.7% in 2011 Yr 3 Reading; 50% Yr 5 Reading 2011; 75% in Yr 3 Numeracy 2011; 50% in Yr 5 Numeracy 2011

Strategies to achieve these targets include:

• No Gaps, No Excuses Program – All staff including: SAM, SAO, SLSO’s & teaching
• Djinggi Program: Role model for Aboriginal students – Yr 11/12 Aboriginal students working in classes to complete Certificate III Educational Support

• Accelerated Literacy – effective implementation
  - Ongoing TPL matching PPLP for individual teachers or groups of teachers
  - Rich assessment tasks developed for each text

• Review Aboriginal Perspectives in all KLA’s
  - Staff review areas where Aboriginal Perspectives can be highlighted
  - Develop school plans and units of work which embed inclusion

• Studyladder
  - implementation whole school
  - plan for Aboriginal children

• Review use of PLP’s with parents and staff and develop a more effective strategy, including appropriate strategies in teaching and learning

• Investigate teaching techniques which impact on Aboriginal students’ learning; develop action plan to align strategies with QTF; implement, monitor and evaluate plan within teaching programs

Review Aboriginal Perspectives in all KLA’s.

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.

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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: