**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. This year the implementation of the new English syllabus has seen a great deal of professional learning. Also, the inclusion of the school on the Improving Literacy and Numeracy National Partnership has allowed us to also focus on the teaching of numeracy and best practice in this. All teachers participated in training in TEN and TOWN.

As well as Literacy and Numeracy programs, other programs develop skills in creative arts. Our Art program continues to be a strength of our curriculum and in 2013, all classes received music lessons once a fortnight from a dedicated music teacher, who assisted in the development of skills in the teachers as well. Sport continues to be a major success for many of our students with outstanding representation at district and regional level. A computer lab is operational and all classes participate in dedicated lessons led by their classroom teachers.

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 efficiently and very successfully by the Learning and Support Teacher, Mrs Glenda Wood. Processes are in place to ensure all teachers and students are supported whenever needed. The School Learning and Support Officers diligently support our teachers and students. The management of our Learning Support is exemplary and has been noted across our School Education Group. The regional position Assistant Principal Learning and Support is also based at Bodalla. Mrs Llewelyn Read has supported us particularly in the Learning Support Team.

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

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 Report for 2013**

With 2013 coming to a close, the Bodalla P&C have had another successful year with fundraising. With the funds that we have raised, we have been able to provide the school with extra expenditure for items such as excursions, the “Rock On” Music Program and library books.

During the year the P&C Committee of Jula Hurley, Lisa Heinze, Amy Miles, Julie Czubara have organised helpers and fundraising activities throughout the year. Some of these activities were:

- Horse Island Morning Tea Fundraiser – a big thank you to Sharan Callender at Bodalla Bakery for her generous donation of cakes for this!
- District Cross Country BBQ at Potato Point
- Mother’s Day Stall
- Bodalla School Fair – which is our biggest fundraiser!
- School Athletics Carnival BBQ
- Election Day BBQ
- Christmas Hamper Raffles
Also during the year, Julie Czubara has been running the uniform shop with the help of Seana Ryan, thank you ladies for volunteering your time.

The canteen has also been running with the help of Natasha Wheeler and Sueann Lynch with their great pie and sausage bbq days, thank you so much for your help ladies. A huge thank you to Margie Brown for her delicious soup for soup days this winter. Unfortunately, Margie’s youngest child is finishing school this year so she will probably be moving on to help at the high school (but she is always welcome to come here anytime!). Margie has helped at this school for twenty years, an amazing effort and we thank her very much for her dedication.

The P&C would not be able to function without the assistance of our Principal Therese Aston, all the wonderful teachers, Debbie and Trish in the office, John Morrow the groundsman and Graham & Dennis the cleaners. The P&C has relied on these people to help us with many events. Thank you everyone!

To the Year 6 students leaving our school this year, good luck in high school and to those parents who are moving on, thank you for all your help over the years that your children have been here.

I encourage all parents and carers to become a member of the P&C in 2014. Being involved organising the fundraising activities is a fun and rewarding experience and helps to benefit all children at Bodalla School.

Thank you again to every parent, carer, staff, family and friends of Bodalla Public School, you help contribute to this wonderful school and we couldn’t do it without you all.

Michelle Robinson
Bodalla P & C President

Student representative’s message

It has been a pleasure and an honour for Jade and I to lead our school parliament this year. For me, the highlights this year have been: being elected into this position, representing the school in the National Young Leaders Day, the Eurobodalla Learning Community Leadership Awards and receiving the Illawarra South East Region Excellence in Student Leadership Award.

Apart from my leadership responsibilities I think my biggest achievement was the giant swing at Berry. I am sure that my scream was heard in Nowra. And it was only through the support of my classmates and friends that I was able to do it at all. And that is the best part about Bodalla Public School. We are a family who care and support each other.

I have been at Bodalla School for 7 years, as most but not all of you would know. My older brother and sisters went to this school when they were little. My eldest sister Elle and my brother, Evan actually went to the old school before they came here. My mum has been involved with the canteen for 20 years. She has participated in soup days, pizza days and done the canteen for the school fair and also cooked for the district cross country on many occasions. My parents have also helped out over those 20 years on overnight excursions and excursions in general.

I am really proud of what they have done at Bodalla and in lots of ways their involvement prepared me for being a leader at this school. If it were not for them I probably wouldn’t be in this position right now.
I would also like to thank Mrs Aston for being a great help and being so supportive of me. She has done a lot to make this a great year for me and I have come a long way in so many parts of my life. Another thing that I’ve loved is that every day she puts a smile on each and every one of us. I’ve so enjoyed my time in Year 6 under Mrs Aston’s care.

I’ve had a wonderful time at Bodalla School. I’ve had a great education and met lots of nice people. Bodalla is small in numbers but big in so many other ways.

I would like to thank all of my friends for their support and encouragement and would like to wish them well for their years in High School and into the future.

Finally, I would like to wish everyone a wonderful Christmas with your loved ones and a happy and successful new year. Thank you.

Georgie Brown
Prime Minister - Student Leadership Team

School Context
Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile
Enrolments have trended down in 2012. Kindergarten intake at the beginning of the year did not balance the leaving Year 6 cohort.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.2</td>
<td>92.6</td>
<td>92.5</td>
<td>93.4</td>
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<td>91.6</td>
<td>91.5</td>
<td>92.7</td>
<td>92.6</td>
<td>95.6</td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td>93.3</td>
<td>94.6</td>
<td>93.7</td>
<td>91.3</td>
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<td>93.4</td>
<td>90.2</td>
<td>93.4</td>
<td>94.9</td>
<td>91.8</td>
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<tr>
<td>4</td>
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<td>92.8</td>
<td>92.9</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.3</td>
<td>93.3</td>
<td>95.3</td>
<td>95.1</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>95.8</td>
<td>95.7</td>
<td>93.8</td>
<td>95.1</td>
<td>90.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.9</td>
<td>93.6</td>
<td>92.5</td>
<td>93.7</td>
<td>94.1</td>
<td>92.7</td>
</tr>
</tbody>
</table>

Management of non-attendance
Teachers’ reminder pro formas 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 Learning Support Team to develop strategies to reduce unsatisfactory attendance. Contact is made to parents via phone; parents are reminded via newsletters about the attendance regulations and the importance of attending school every day (except when sick). HSLO intervention is used in cases where school strategies have been unsuccessful.

Structure of classes
Due to falling enrolments only 4 classes were formed in 2013.
2013: K/1, 2/3, 3/4, 5/6

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

In 2013 the school’s executive entitlement was maintained. Mr Flynn was the Assistant Principal. Mrs Fitzgerald nominated for transfer while on maternity leave. Mr John Morrow relieved in the General Assistant’s position in 2013.
Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal (LS)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
</tr>
<tr>
<td>School Learning Support Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>RFF</td>
<td>0.21</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Part-time</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.7</td>
</tr>
<tr>
<td>Total</td>
<td>7.92</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

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

At the beginning of 2013 there were no Aboriginal teachers in 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>
<tr>
<td>NSW Institute of Teachers Accreditation</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>45947.64</td>
</tr>
<tr>
<td>Global funds</td>
<td>106855.79</td>
</tr>
<tr>
<td>Tied funds</td>
<td>105201.43</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>32301.10</td>
</tr>
<tr>
<td>Interest</td>
<td>2037.81</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3041.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>295384.77</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
  Key learning areas: 17046.30
  Excursions: 11028.63
  Extracurricular dissections: 21135.25

Library: 1454.72

Training & development: 3993.59

Tied funds: 85319.67

Casual relief teachers: 20946.71

Administration & office: 28135.97

School-operated canteen: 0.00

Utilities: 23948.77

Maintenance: 6885.52

Trust accounts: 3001.95

Capital programs: 2836.03

Total expenditure: 225733.11

Balance carried forward: 69651.66

A full copy of the school’s 2013 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 2013

Achievements

Academic

The ‘My School’ website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au/ and enter the school name in the Find a school text box and GO.

Students at Bodalla School have made significant improvements in Literacy and Numeracy in NAPLAN. In both years the school average was better than or equal to state average in most test aspects and the student growth was significantly better than all school groups for most areas.
Arts

- Senior 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.

- Two students had their work accepted by Operation Art and these works were displayed in regional hospitals.

- All students participated in a weekly sequenced visual arts program as part of RFF teaching in the newly refurbished Art studio.

- Children attended a variety of visiting performances.

- Music was offered to students each fortnight and children performed musical pieces as part of the program.

- 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’. The Rock On bands were so successful that they played an encore on the Presentation Day.

Technology

Computer lab established. Students and teachers becoming more proficient in the use of technology as a tool for learning. The eT4L server was installed allowing better management of the system. PC laptops were purchased as part of the change to a single PC platform.

Sport

Bodalla Public School continues to offer a comprehensive range of activities that caters for children of all abilities and interests. In 2013, our students were involved in a number of Gala Days coordinated by development officers from some of Australia’s major sporting codes. Students were also involved in structured PE lessons, competitive sport, selection trials for district teams, state knockouts and a wide range of lunchtime competitions. In competitive sport, Bodalla achieved outstanding results and a number of students excelled at a high level.

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 eighteen students then went on to attend the District Carnival. Aiden Miles went on to represent at the Regional Carnival.

Rugby League

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.

Netball

2 students, Georgie Brown & Talia Moreton-Stewart represented at the South Coast Championships.

AFL

- Year 5 & 6 students also participated in AFL clinics and the AFL Gala Day at Narooma.

- Years 3 & 4 also participated in AFL clinics.

- 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 1 on the school grounds. Students competed in races over distances of 1km to 3km. Kindergarten were supported by Year 6 students during their 1km run and once again the day was an outstanding success.
• The School Sports Coordinator, Mr Phil Jones, convened the District Cross Carnival at Potato Point in mid-May. All eleven Eurobodalla schools attended. Bodalla performed strongly with 48 students in attendance and recorded 7 results in the top ten which earned the Handicap Shield.

State Knockouts
Bodalla Public also participated in state knockout competitions for soccer and netball. Our boys soccer team was defeated in the early rounds but the girls team progressed to the 3rd round before being narrowly defeated. The netball team was defeated in round 1.

Athletics
• The school athletics carnival was held at the Bodalla oval, early in Term 3. 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. Hurdling was included in the carnival program as an official event for the first time and proved very popular.

• The District Athletics Carnival was held at Batemans and Bodalla students performed at an excellent 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 6th.

• Following the District Carnival, 8 students attended the South Coast Regional Athletics Carnival in Canberra. 3 students recorded top ten finishes.

Lunchtime Competitions
Lunchtime competitions proved to be popular in Terms 1, 2, 3 & 4. In Term 1, approximately fifty students participated in Indoor Hockey. In Term 2 Girls and boys from Grades 3,4,5 & 6 participated in a ‘4 on 4’ soccer competition. In Term 3, a ‘4 on 4’ 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 and this was followed by another Indoor Hockey competition. All competitions were held over a five to six week period.

Swimming Instruction
In Term 4, students from Years 2, 3, 4, 5 & 6 (non swimmers) were involved in an intensive swimming scheme at Narooma pool for a 2-week period. Instruction was given by professional instructors to teach children to swim.

Uniforms
New uniforms were purchased by the P&C in 2013 for our boys and girls soccer teams. Bodalla School students enjoy the unity and team spirit that sports uniforms create so a high level of uniform presentation is essential.

Summary
Bodalla’s sporting programs are wide ranging and the school has achieved excellent results in recent years. The benefits of our programs are obvious, both in terms of physical and mental development as well as the possibility of increased academic performance. Due to increasingly small staff numbers, the workload of the School Sports Coordinator has greatly increased and the challenge for future staff will be to maintain an active and worthwhile program for students of all abilities, including students with special needs. Despite this, Bodalla Public School continues to provide an outstanding sporting program for its students.

Other
• Marine Park Excursion – from Eurobodalla Shire Council
• Enviroday- Botanic Gardens Yr 5
• CWA International Day on Morocco - Students’ projects included reports, models and powerpoints and were highly praised by the CWA group.
• Links strengthened with Narooma High through: Maths Linkages, Leadership workshops and an effective transition program which was responsive to teacher and partner school needs.
• Inclusion in Eurobodalla and Braidwood Learning community events: Writers’ Roadshow hosted by Bodalla; Leadership Camp.
• Introduction of ICAS assessments to encourage excellence in academic subjects.
• Premier’s Spelling Bee – continuing. One student progressed to the state final for spelling
• School Walkathon: very successful day raising more than $2 000 dollars for charity.
• Successful senior excursion to Berry and a whole school excursion to Mogo: K – 4 went to the zoo while Year 5/6 went to the goldfields.
• Professional Learning for all staff, including: on line courses, career development courses, curriculum courses and Student Welfare courses.

Significant programs and initiatives

Aboriginal education

In 2013 the school was involved in:

• In class observance of special days including NAIDOC, National Sorry Day and Reconciliation.
• PLP’s continue to be developed with monitoring by School Learning Support Team.
• Djinggi program participation which will continue in 2014.
• Closer relationships were built with Aboriginal families through special invitation to meeting. This will continue in 2014.
• Within the Quality Teaching Framework, a part of the SIGNIFICANCE dimension, teachers plan lessons with an Aboriginal perspective where appropriate.
• NORTA NORTA funding to assist students in Literacy and Numeracy
• Use of Literary Texts with respect to Aboriginal and Torres Strait Islanders cultures and histories as part of the implementation process for the new NSW English syllabus.

Other Significant Programs

Student Leadership

Bodalla Public School Parliament was in its third year in 2013. The program has strengthened students’ confidence to participate in leading the school. The influence of the parliament ministers has had a very positive affect on the younger members of the student body. The participation in leadership activities has helped to develop stronger focus in the leadership team. The leadership team is a very strong group, led by outstanding Prime Minister and Deputy Prime Minister. The Prime Minister, Georgie Brown, received and Illawarra South East Region Award for Excellence in Student Leadership. She was the only primary student in the region to receive this particular award.
As well as the parliament ministers, our sports captains and vice captains also participate in Learning Community leadership activities to further enhance their potential.

In 2013, the Leadership team participated in:

- ANZAC Day Dawn Service at Tuross Head
- Leadership workshops
- EBLC Leadership Conference
- National Young Leaders Day
- Annual EBLC Leadership Awards
- Parliament meetings
- Decision-making at school level

Student Welfare

Stop, Think, Do Program
The Social Skills program STOP, THINK, DO was implemented as part of our Student Welfare policy. This program teaches children to make appropriate choices for their own behavior based on greater empathy. This program was implemented in all classrooms in 2012 and strengthened in 2013. This is an Australian social skills program which aims to develop the social competence and emotional intelligence children need in order to make and keep friends and relate better with all people in their lives. An additional benefit allows children to develop appropriate self-control and to make decisions about the behavior that is best for them in different situations. It teaches them how to deal with situations including bullying.

Reach Rookys
This program is hugely successful and has had enormous impact on our senior students. The Workshops focus on building resilience and self-belief in students, encouraging them to become aware of their behavior and the impact this has on their environment.

The program:
- Features a series of four workshops held over one to two years, for 30 students (approx. class size) in Years 5 and 6.
- Creates safe spaces where students can explore their feelings and connect with their peers.
- Supports students to develop coping strategies and skills and build resilience.
- Utilises a team of young, highly trained Reach crew who use a casual, non-threatening approach and the medium of popular culture to engage students and communicate the workshop’s messages. By offering questions that provoke positive and critical thinking, the workshops encourage participants to actively explore themes such as self-confidence, bullying, social inclusion, coping skills and a positive attitude toward the transition to secondary school. (Information from www.reach.org.au).

Improving Literacy and Numeracy National Partnerships
In 2013, Bodalla was placed on this partnership. As a result of a situational analysis, it was decided that the focus should be on Numeracy. Plans were devised and all teachers took part in training to build capacity and develop best practice in the teaching of Numeracy.

Teachers of children in Years K – 2 participated in TEN – Targeting Early Number and teachers of children in Years 3 – 6 participated in TOWN.

At the start of the partnership, children were tested and placed on the numeracy continuum based on the SENA 1 and 2 assessments. After completion of the training and the implementation of the changed teaching method, positive change was seen in all students and student progression along the continuum was pleasing. The implementation of these teaching strategies will continue in 2014 with further teacher training and support.
Programs for students with additional learning needs

Multilit

- The MULTILIT Reading Tutor Program (Making Up For Lost Time In Literacy) focuses on improving the literacy skills of low-progress students through explicit, systematic and intensive teaching and tutoring of literacy skills.
- Five students are on this program at any one time with each student receiving four 20-30 min sessions per week.
- During 2013 12 students experienced the MULTILIT Program of which 7 students completed the program and 5 students were referred to complete the program in 2014.

Minilit

- This program is an evidence-based, effective and cost-effective early literacy program. It is a practical, systematic explicit and effective model for teaching reading skills.
- Targets the bottom 25% of students and is specifically aimed at struggling Year 1 readers, but may also be appropriate for ‘at risk’ Kindergarten, and some struggling Year 2 students.
- An integral and balanced program of 80 carefully structured lessons.
- The program takes around 20 weeks to complete, with four lessons of up to 60 minutes per week, and includes regular curriculum-based measures to monitor the progress of the students.
- Designed to be delivered to small groups of up to four students, but can also be used on a one-to-one basis.

School Learning Support Officers

- There are 4 SLSO’s employed.
- Their duties are to assist the classroom teachers in implementing Individual Learning Plans and specific learning programs such as MULTILIT, MINILIT and Norta Norta.
- Three SLSO’s also completed their first aid certificates.
- Two SLSO’S completed the Understanding Autism spectrum Disorder on-line course.

Norta Norta

- The Norta Norta Program (Ngiyampaa for learning) provides funding for learning assistance for Aboriginal students in Years 4 and 6 who have had their learning and support needs identified from the NAPLAN results during 2012.
- In 2013 an Indigenous SLSO was employed using the Norta Norta funding.

Learning Support Team Management Plans

- Individual Learning Plans are developed to cater for children who have additional learning and support needs.
- Behaviour & Risk Management Plans have been developed to foster appropriate social interactions and behaviours.
- These plans have included a roster of Year 5 and 6 students to assist when needed in the playground.
- Regular weekly meetings to discuss case managements.
- Adjustments planned and implemented into Individual Learning Plans.
School planning and evaluation 2012—2014

School planning 2012—2014: progress in 2013

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
Australian Curriculum

By 2015, teachers are ready to implement the NSW English and Maths Syllabuses

2014 targets to achieve this outcome include:
- All teachers implementing NSW English Syllabus
- Teachers trialing units of work for the NSW Mathematics syllabus

Strategies to achieve these targets:
- New syllabus documents available for staff to view and use.
- PL staff meetings – plan each year for syllabus implementation stages (separate TPL plan).
- Staff expertise utilized to lead groups – Liaising/working with COS groups set up.
- Whole school plans for TPL and scope and sequences developed.
- Teacher professional learning participation at State, Area 4, Learning Community and COS level.

School Priority 2
Literacy and Numeracy

Students match or better state/national results in Literacy and Numeracy in NAPLAN.
Aboriginal students match or better achievements of non-Aboriginal students.

2014 Targets to achieve these outcomes include:
- Increased percentages of students achieving proficiency in NAPLAN Reading and Numeracy.
- Decreased percentages of students in the two lower bands in NAPLAN Reading and Mathematics.
- Further improvements in student growth from Yr 3 to Yr 5 and from Yr 5 to Yr 7.
- 80% of students achieving age appropriate levels as measured by the Numeracy and Literacy continuums.

Strategies to achieve these targets include:
- Continuing professional learning in the use of the Literacy and Numeracy continuums.
- Development of assessment strategies which are varied and meaningful and are applied as part of teaching processes in both Literacy and Numeracy.
- Rigorous analysis of NAPLAN results and plan developed to maintain strengths and address weaknesses in teaching practice.
- Continued support for Accelerated Literacy pedagogy.
- Continued support for TEN and TOWN.

Progress on Targets

Literacy and Numeracy
Outcomes for 2012-2014

Students match or better state/national results in Literacy and Numeracy in NAPLAN.

Aboriginal students match or better achievements of non-Aboriginal students.

2013 Targets to achieve this outcome include:
- Increase percentage of students in proficiency bands in NAPLAN Reading in Yr 3 from 43% to 50%.
- Increase percentage of students in proficiency bands in NAPLAN Reading in Yr 3 2011 from 38% to 45% in Year 5 2013 NAPLAN.
- Increase percentage of students in proficiency bands in NAPLAN Reading in Year 5 2011 from 33% to 40% in Year 7 2013 NAPLAN.
- 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.

Increase percentage of students in proficiency bands in NAPLAN Numeracy in Yr 3 from 8% to 16%.

Increase percentage of students in proficiency bands in NAPLAN Numeracy in Yr 3 2011 from 24% to 36% in Year 5 2013.

Increase percentage of students in proficiency bands in NAPLAN Numeracy in Yr 5 2011 from 11% to 22% in Year 7 2013.

Our achievements include:

In NAPLAN 2013

- 45% of Year 3 students in proficiency bands with a further 28% in band 4 for Reading.
- 46% of Year 5 students in proficiency bands in Reading representing an increase of 8% from Year 3, 2011 NAPLAN.
- 50% of Year 7 students in proficiency bands representing an increase of 17% from Year 5, 2011 NAPLAN.
- 33% of Year 3 students in proficiency bands in Numeracy.
- 47% of year 5 students in bands 6 and 7 but none in top band in Numeracy. (This maintains from Year 3 2011 but there is no push towards the highest band).
- 18% of Year 7 students in proficiency bands in Numeracy representing an increase of 7% from Year 5, 2011 NAPLAN.
- Percentage of students in K–2 reading at or above year appropriate levels is K-80%, Year 1-100%, Year 2-61.5%.

2013 Targets to achieve this outcome include:

All teachers familiar with English K – 10 Syllabus.

Our achievements include:

- New syllabus documents available to staff and all staff participated in familiarization exercises.
- Professional learning activities include online learning modules from Department Education and Communities intranet site. These include:
  - The Learner and the New Curriculum
  - Teaching for the New Curriculum
  - Your School and the New Syllabuses
  - Programming for Quality Teaching and Assessing
- Scope and sequence of Grammar and Punctuation investigated within a whole school plan.
- Trialing of units of work within the Accelerated Literacy pedagogy commenced.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2013 our school carried out evaluation of Student Leadership and Numeracy.

- Student Leadership
- Numeracy

Student Leadership

Background

The School Parliament system of student leadership has been implemented for 3 years. During the last year of its implementation, concern was raised about the number of ministers, the way they were elected and the criteria used for nomination. The school decided that in light of these factors and also considering the school has reduced in size to only four classes that it would be appropriate the undertake an evaluation of the system. A survey was sent to all parents, teachers and students from year 3 to year 6.
Participants were asked to rate from strongly disagree to strongly agree (5 point scale) statements about the current school parliament system.

**Findings and Conclusions**
The number of respondents was pleasing from the students and staff but less than a dozen responses were sent in from the parents. Of the responses collected, the overwhelming majority wanted the system to continue. However, consideration needed to be given to the size of the ministry in relation to the number of year 6 students. This would mean that the number of ministers could vary from year to year. Students would still be allowed to nominate themselves.

**Future Directions**
- Continuation of the School Parliament
- Review of possible nomination methods: from self-nomination to teacher nomination with a system of merit employed and all possible variations between.

**Numeracy**

**Background**
As part of the Improving Literacy and Numeracy National Partnerships, a situational analysis had to be undertaken to decide which area would be the focus of improvement in the school.

**Findings and Conclusions**
NAPLAN data over the last few years indicated that students in years 3 and 5 were significantly behind in their proficiency when compared to literacy achievement.

SENA (Schedule for Early Number Assessment) 1 and 2 was administered to all students year 1 – year 6 by Learning and Support Teacher. A significant number of students were below expected levels according to age and class. These students became the target group for the ILNNP.

**Future Directions**
- Continued teacher training and support in TEN and TOWN to further increase teacher capacity to deliver quality teaching and the best practice.
- Vigilant tracking of students using the Numeracy Continuum.
- Learning and Support plans for those students not progressing as expected.

**Parent/caregiver, student, and teacher satisfaction**
In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The parent body of the school remains positive and focused on the improvement of school facilities for the students. Support is given freely and regularly and parents feel able to discuss issues with teachers and executive.

Some dissatisfaction has been expressed with decision-making processes around excursions and this has been addressed with a new focus on increased communication with parents.

Once again, senior students have voiced their opinion about the school and all students have expressed complete satisfaction with the school. They generally describe the school as a family and really like the small size because they know everyone and all children feel that they have opportunities to have a say in the things that are important to them.

The school has raised its profile within the community and students are really proud to say they come from Bodalla Public School.

Teachers remain positive and dedicated to the students of the school. They feel supported by the executive and the SASS staff. Despite the increased workload, teachers have managed extra professional responsibilities and learning well and continue to be happy working at Bodalla School.
School Administration and Support Staff deliver a high standard of support which keeps the school running smoothly. They are supported through their own professional learning and through the Regional SASS Reference Group (RSRG).

**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 the report at: [https://detwww.det.nsw.edu.au/high-performance/annual-school-reports](https://detwww.det.nsw.edu.au/high-performance/annual-school-reports)