2009 Annual School Report
Bodalla Public School

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

Messages

Principal's message

Our school, Bodalla Public School continues to uphold the proud traditions and meaningful educational experiences that have been a part of this community since the days of Thomas Mort and the opening of the first school in 1867.

Bodalla Public School is a small school in a rural area, with modern large-school facilities. Our focus opportunities and experiences within a happy and caring environment, which will encourage students to do their best and strives for personal excellence.

High priority is given to the development of literacy and numeracy skills, whilst maintaining an educational balance between all key learning areas. Strong emphasis is placed on learning support, and an experienced and caring staff cater for the individual needs of students. Parents work closely with the school to help achieve the best outcomes for children. In both the classroom and on the sporting field, we are extremely proud of the accomplishments of our students.

A unique feature of Bodalla Public School has always been the importance placed on student welfare; and students take part in personal and civic responsibilities to ensure the development of appropriate behaviour and social accountability. Bodalla School sponsors a child in the Philippines and raises funds for many good causes.

Reading Recovery, the K-3 Talking and Listening Program, Count Me In Too, ‘Cows Create Careers’ and Anti-Bullying lessons are some examples of these programs.

Considerable time has been spent this year by staff and the P & C Association on planning and organising the Federal Government National School Pride money of $125,000. Besides the painting and maintenance of parts of our school, we have acquired a data projector and cordless microphone system for the school hall, a rebound wall for ball skills, cricket pitch and nets, more bag hooks outside classrooms and three new interactive whiteboards in classrooms. This will bring the number of interactive whiteboards in the school to four and as this is the way of technological advancement the staff have spent much time on professional development, so we are ready to use the technology more effectively in our classrooms in 2010. Money allotted to us for the Building of the Educational Revolution will give Bodalla Public School two outdoor learning classrooms and a new storage area in 2010.

One of our focuses this year has been to raise the profile of our school in the community and to that end we now have newspaper items being published in the Moruya Examiner and the Narooma News usually every fortnight. We have an improved style Bodalla booklet, which shows new people school about the great benefits of attending Bodalla School and we are developing posters to promote our school around the district.

The Bodalla P & C Association has supported all school endeavours this year and parents and community members have devoted time and effort to help with school activities, running the school canteen and fundraising. Improving the resources in our school is always their priority.

With the continual support of family, staff and community and outstanding school facilities, Bodalla Public School will continue to lead the way in education and give students an excellent grounding and direction for life.

Mr Geoff Broadfoot, Bodalla School Principal, after 5 years of service and dedication to our school retired in 2009. A new school Principal, Mrs Therese Aston has been appointed for 2010.

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.

Jacqui Smith
(Relieving Principal)
The P & C Association has this year been involved in several fund raising events. The events that were held include Mother’s and Father’s Day stalls. The children really enjoyed this chance to go shopping in the hall. The District Cross Country was held down at Potato Point. The P & C put up their tent and served morning tea and a full BBQ lunch all day for hungry parents and children that came from as far away as Milton/Ulladulla. The early urn gets a full work out in the cup of tea department. The School Fair held on the June long weekend was once again amazing. We continued with our Fair Committee which was a great way of spreading the work load. It’s an amazing feeling when you work hard towards an event like this one, and you wake up and the sun is shining; when everything is set up ready for the day and you look around to see it all come together; it brings huge delight to those involved. The money that was raised on this day was used in several ways: reducing fees for excursions’ sporting events, and new books for the library.

The P & C have monthly meetings held on the first Tuesday of the month in the staff room at school. They are always attended by active group members. At the meetings all sorts of issues are discussed and dealt with, some serious – some not so serious; sometimes it’s nice just to catch up. The Principal’s Report is an excellent way for the parents to keep in touch with all the aspects of the school.

The school community sees the involvement of the parents in the P & C Association as a worthy pursuit. The P & C always eager to obtain new members and will always welcome them with open arms. The P & C whose efforts are fully appreciated, are looking at ways to better serve the school and the community.

Vanessa Donald, P & C Representative

We really encourage all future year 6 students to participate in the many activities our school offers, whether it be in academic challenges, sporting activities or our trip away to Berry.

All these milestones help prepare us for our future in showing us the great things we can accomplish, making the right decisions or just to enjoy the fun our world can offer, if we just have a go.

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>95</td>
<td>82</td>
<td>82</td>
<td>76</td>
<td>69</td>
</tr>
<tr>
<td>Female</td>
<td>95</td>
<td>92</td>
<td>83</td>
<td>76</td>
<td>72</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>93.1</td>
<td>93.6</td>
<td>93.9</td>
<td>93.6</td>
</tr>
<tr>
<td>Region</td>
<td>Total</td>
<td>93.7</td>
<td>93.5</td>
<td>93.7</td>
<td>91.8</td>
</tr>
<tr>
<td>State</td>
<td>Total</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

Student attendance rates
Management of non-attendance

Reminders to parents are placed in newsletters. Parents are also reminded to send in absence notes. The school has developed proforma notes for parents to use. When there is irregular attendance, phone calls are made to parents and if necessary follow-up interviews are carried out. Intervention by HSLO referral is used as a resource only at this stage.

Class sizes

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

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>YEAR 1-2</td>
<td>J</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>YEAR 1-2</td>
<td>J</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>YEAR 2/3</td>
<td>D</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>YEAR 2/3</td>
<td>D</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>YEAR 3-4F</td>
<td>3</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>YEAR 3-4F</td>
<td>4</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>YEAR 4-5T</td>
<td>4</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>YEAR 4-5T</td>
<td>5</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>YEAR 5-6</td>
<td>J</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>YEAR 5-6</td>
<td>J</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>28</td>
</tr>
</tbody>
</table>

Structure of classes

Classes were formed in the following manner for 2009: a straight Kinder class was established with all other classes composites through to Year 6.

Staff information

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
</tbody>
</table>

Support Teacher Learning Assistance 0.3
Teacher Librarian 0.4
School Administrative & Support Staff (SASS) 1.6
Total 11.615

Our school has an Indigenous staff member who teaches Year 1.

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>Date of financial summary:</th>
<th>30/11/2009</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>0.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>0.00</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>0.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>0.00</td>
</tr>
<tr>
<td>Library</td>
<td>0.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>0.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>0.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>0.00</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>0.00</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 financial statement is tabled at the annual general
meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts
As part of our Arts program Bodalla Public School:

- Won first prize in the Taronga Foundation National Poetry Competition with a poem written by 2/3D – “Bearly There”, winning $1500 worth of books for the school.
- Students from Year 5/6 attended the EBLC Visual Arts Camp partaking in many types of visual arts including jewellery making and dance.
- Had a visit by children’s author, Mark Austin. As part of the EBLC Writers’ Roadshow a number of Year 5/6 students also worked with local authors to develop their own writings.
- Bodalla School’s art studio was set up with the necessary equipment for use by all classes. The RFF teacher with the help of local artists and parents covered a wide variety of arts including pottery, tie dying, jewellery making and paper mache work.
- A talent quest ‘Bodalla’s Got Talent’ was conducted with entries from students across all age groups. Money raised helped to fund the Year 6 Berry Camp.
- The Bodalla P & C Association ran an art competition for the students. The theme being ‘Cows’.
- Had shows by visiting performers – Surfing Safari, Taryn Laleen and Ecumenical Scripture Puppet Shows.
- Participated in the Year 6 ‘Rock On’ program culminating in a performance showing their achievements.

Sport
During 2009 Bodalla Public School was involved in the following:

- School swimming, athletics and cross-country carnivals leading to district and regional representation. One Year 6 student Katelin Donovan represented the school at the state swimming carnival.
- Learn To Swim campaigns, successfully increasing swimming skills and water safety knowledge.
- Year 5/6 were involved in the excellent ‘Y Be Fit’ YMCA Survival Skills Program for two terms promoting health/fitness and swimming skills.
- Skills training sessions and gala days in rugby league, AFL, soccer and netball. We attended the first K-2 AFL Day where students did a round robin of physical activities based on AFL skills.
- Took part in PSSA soccer and netball knockout competitions, performing admirably and going a long way in the competition.
- School cricket team took part in the PSSA local school’s knockout competition.
- K-2 Hula Hoop Competition.
- A School Bike Safety Day.

Other
Bodalla Public School achieved in many areas in 2009:

- Years 4/5 were involved in the ‘Cows Create Careers’ Project, which involved caring for 2 young calves for 3 weeks. Teams of students then had to prepare scientific reports, newsletters, PowerPoint presentations and than you letters to local vets and farmers who helped them. Bodalla Public School was the first primary public school to take part in this competition in NSW and was competing against Year 7 and 8 secondary students. Our results were outstanding! Two of our teams came 1st and 2nd in the Lower South Coast Area Competition and in the overall competition for the South Coast the school came 3rd! Students from our school were interviewed on ABC Radio about their part in this project.
- Our results were outstanding! Two of our teams came 1st and 2nd in the Lower South Coast Area Competition and in the overall competition for the South Coast the school came 3rd! Students from our school were interviewed on ABC Radio about their part in this project.
- Year 2-6 were active in our outdoor and camping programs, with Year 2 camping overnight at school, Year ¾ attending Kianinny Outdoor Centre, Year 5 Bournda ERC and Year 6 Berry Sport and Recreation Camp.
- K-2 activities and excursions including a Wet and Wild Day, Teddy Bear Day, Science Day and excursions to local farms, Birdland at Batemans Bay and a boat trip to Nelligen.
- Utilization of the Life Education Van in the school’s PDHPE program dealing with life
choices, drug education and healthy lifestyles.

- Involvement of the school’s Leadership Camp, Awards Dinner and in the Young Leader’s Conference in Sydney.

- Competed in the EBLC Primary Schools Academic Challenge winning the Small Schools Trophy and coming 3rd overall.

- Involvement in the CWA International Day on Egypt, students prepared excellent projects models and speeches for the occasion.

- Were host to the EBLC Enviro Conference involving 12 local primary and secondary schools. Workshops about growing food naturally were organised by Eurobodalla Shire, National Parks, Slow Food Association, Marine Parks and Bournda ERC.

- Took part in the ABC’s ‘50 Books Alive’ competition, where listeners had to submit in seven words, a statement that would make others want to read their favourite book. John Morrison, from Statewide was so impressed by the students’ entries that he set the school a special prize of a box of books!

- K-2 students learnt about pet care and dog bite prevention in the SPOT program.

- Year 5/6 took part in ‘Murder Under the Microscope’, an environmental competition On Line.

- Primary students took part in the Australian Mathematics Competition. Six students received Proficiency awards and two received Credits.

- 6 students from Year 1 were on the Reading Recovery Program. All completed the program.

- Fresh Taste Day was conducted in conjunction with the canteen’s healthy food policy where students could taste healthy foods or make a healthy lunch. this was followed up later with a Healthy Lunch box Challenge.

- Premier’s Spelling Bee Challenge was conducted at the school level including all classes K-6. 4 Primary students then represented Bodalla School at the Regional Finals.

**Academic**

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

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

- Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

**Reading**

![Percentage of students in bands: Year 3 reading](image)

- **Percentage of students in bands:**
  - Band 1
  - Band 2
  - Band 3
  - Band 4
  - Band 5
  - Band 6

- **Percentage of students:**

<table>
<thead>
<tr>
<th></th>
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<tbody>
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<td></td>
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<tr>
<td>30</td>
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</tr>
</tbody>
</table>

**Writing**

![Percentage of students in bands:](image)
Grammar and Punctuation

Spelling
Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 5

Reading

Writing

Spelling
Progress in Literacy

Average progress in reading for matched students

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 - 2008</td>
<td>107.2</td>
<td>89.9</td>
<td>87.5</td>
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<tr>
<td>2007 - 2009</td>
<td>91.9</td>
<td>87.5</td>
<td>88.4</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 - 2008</td>
<td>54.4</td>
<td>69.1</td>
<td>69.3</td>
</tr>
<tr>
<td>2007 - 2009</td>
<td>57.4</td>
<td>62.1</td>
<td>57.7</td>
</tr>
</tbody>
</table>

Progress in Numeracy

Average progress in numeracy for matched students

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 - 2008</td>
<td>71.3</td>
<td>74.3</td>
<td>77.3</td>
</tr>
<tr>
<td>2007 - 2009</td>
<td>65.9</td>
<td>93.8</td>
<td>93.4</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, 7 and 9.

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

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>92</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85</td>
</tr>
<tr>
<td>Numeracy</td>
<td>85</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90</td>
</tr>
<tr>
<td>Writing</td>
<td>95</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90</td>
</tr>
</tbody>
</table>
**Significant programs and initiatives**

**Aboriginal education**
In 2009 Bodalla Public School has had an Aboriginal and Torres Strait Islander population which is 10% of the total school population.

We celebrated NAIDOC Week with a visit from Graham Foster and his Discovery Van from the National Parks and Wildlife Service and Taryn Laleen and her family presenting Aboriginal and Torres Strait dances and music. Classroom activities were also included.

**Multicultural education**
During 2009, Bodalla Public School has:
- Trained staff members in anti-discrimination practices and procedures, and has appointed an anti-racism officer as required by DET.
- Included an understanding of cultural, religious and linguistic differences in classroom work.
- Disseminated information to classes, parents and community members regarding discrimination and racism concerns.
- Involved sections of the school in projects/events promoting multiculturalism (CWA International Day).

**Respect and responsibility**
During 2009 Bodalla Public School has achieved the following in these areas:
- Students have been involved in community projects such as Clean-Up Australia Day, propagation workshops in conjunction with the botanical Gardens and the consequential plantings of seedlings and Streamwatch.
- Were a part of the Tuross Head Anzac Day Dawn Service and March; and School Leaders were involved in the Tuross ceremony for Remembrance Day.
- Fundraisers for charities were run by students including over $1000 raised for the Victorian Bushfire Appeal and other amounts for the Dear Association, Children’s Medical Research Society, Samoan Crisis, Moruya Head cycle/Pathway and Bodalla School’s own sponsored child in the Philippines – Ana Evan
- Conducted a Day to thank Local Community Emergency Workers from the Bush Fire Brigade, Ambulance Service and Police Force.
- Years 3/4 visited Dalmeny Retirement Home to present musical items of singing and percussion to the residents, as well as presenting them with Christmas wreaths made by the students.
- The school continues to be involved in programs that teach anti-bullying and social skills.
- Civic and personal responsibility is an integral part of our whole-school behaviour programs throughout the year.

**Other programs**

**Student Welfare**
Bodalla Public School continues to have a strong emphasis on the provision of student welfare programs and intervention to enable all students to feel safe, healthy and happy whilst at school. Students welfare focuses such as Anti-Bullying, Discipline and Responsibility, Personal Development and Social Skills programs have all been implemented.

These programs:
- Enhanced student wellbeing and health.
- Promoted students self-discipline.
- Ensured student safety, through classroom lessons and Oh & S focus.

**Progress on 2009 targets**

**Target 1**

**By 2010, we will**

*Move 5 children from Bands 2 & 3 to Band 4 and above, in both Literacy and Numeracy, in both Yrs 3 and 5.*

Target not achieved. Further evaluation of explicit teaching strategies will be implemented in 2010.

**Target 2**

*Achieve aspirational Literacy/Numeracy targets for each individual Aboriginal Student.*
PLPs not implanted in 2009. Staff training in PLP development and explicit teaching strategies for Aboriginal learners will be introduced in 2010.

Target 3

*Develop and implement a K-6 program in Writing.*

Staff investigated writing text types and in 2010 will include this in Accelerated Literacy pedagogy. Scope and sequence will be developed as part of this new training.

Target 4

*Develop a K-6 Environmental Education program.*

This remains a strong focus for our school with many activities allowing students to develop sustainable attitudes.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of the TARS process and Literacy and Numeracy.

**Educational and management practice**

TARS process

**Background**

In the past this process has not been seen as a supportive one. Staff feel there has been inconsistent practices which lack communication and equity.

**Findings and conclusions**

Supervision practices not consistent K-6.

Staff find departmental requirements unclear.

**Future directions**

New plans for TARS process to be developed in 2010 involving negotiation with staff, a clear and equitable process and staff supported in own professional learning in line with 2010 school plan.

Curriculum

Literacy and Numeracy

**Background**

Student outcomes in Literacy and Numeracy have not progressed as desired. Implementation of quality teaching framework needs further emphasis and application in planning.

**Findings and conclusions**

Staff need further professional learning in quality teaching framework and consistent review of syllabus in English and Maths.

**Future directions**

- Quality teaching implementation strategy in 2010.
- Accelerated Literacy training and initial implementation in 2010.
- Count Me In Too for teachers K-4 2010.

Parent, student, and teacher satisfaction

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

Their responses are presented below:

**Parental responses**

Parents are happy with the school’s physical presentation. They were mindful of the need for communication between teachers and parents expressing a desire for more transparent practises and including such activities as parent-teacher interviews and information sessions.

Also, a variety of opinions and suggestions were put forward in a range of areas, including canteen, reports, P & C and excursions. Some concern was raised in the area of bullying.

**Children’s responses**

Overall, children are happy with the school, although they expressed concern in three major areas, these being:

- Student/teacher interactions.
- A desire for more student input into value system of the school.
- Improved computer technology access.

**Staff responses**

Staff expressed concerns about TARS process and communication with executive staff. They continue to acknowledge the valuable assistance given by community members.

**School development 2010 – 2011**
Targets for 2010

Target 1

*Improve literacy and outcomes for students*

Strategies to achieve this target include:

- Accelerated Literacy training for all staff with initial implementation in 2010.
- Ongoing support for all staff as part of TARS process.
- Writing scope and sequence developed and implemented.
- TARS process reviewed and formalised.

Our success will be measured by:

- All staff using A.L. pedagogy as focus for literacy teaching.
- Staff participating in TARS process to access support and professional learning.
- Quality Teaching Framework used in teachers’ planning process.

Target 2

*Improve Numeracy outcomes for students*

Strategies to achieve this target include:

- Count Me In Too training for all staff K-4.
- Best Start Consultant.
- Syllabus review and implementation.
- Quality Teaching Framework evident in Teaching/Learning Programs.

Our success will be measured by:

- All staff using syllabus requirements to inform planning (Numeracy).
- Staff participating in TARS process to access support and professional learning.
- Quality Teaching Framework used in teachers’ planning process.

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.

Jacqui Smith (Principal)

Peter Flynn (Assistant Principal)

School Leadership Team

V Donald (P & C Association)

E Wallace (School Administrative Manager)

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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: