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 provision of a quality education in a happy, safe atmosphere where staff and students alike work productively and co-operatively.

The school focuses strongly on our 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.

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.

This year the BER projects have been finished and are in use to enhance learning for our students. The two COLA’s, in particular, are used increasingly for outdoor lessons, with access to water in these areas a bonus.

Plans for the school in areas such as technology, maths and music have been investigated and implementation is in its infancy. As plans for a computer lab, instrumental music and a maths centre are long term, more progress is expected in the future.

This year, the Executive team at the school consisted of Therese Aston, Principal, Sharan Houston (Relieving Assistant Principal) and Phil Jones (Relieving Assistant Principal). Mr Peter Flynn was on a teaching exchange in Canada and Mr Alan Defoe joined us in his place.

I have been delighted to lead Bodalla Public School. The dedicated staff (both teaching and ancillary), the spirited students and the inspiring P & C remind me constantly of the value of public education to our future.

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 were a huge success. Two extremely popular events which were held in the hall were the Mothers Day and Fathers Day stalls. The children at school have great pleasure selecting the special gift themselves. Fortunately for the school the District Cross Country event is held each year down at Potato Point. How lucky that we get to host and cater the event, serving morning tea, BBQ lunch and well-earned cuppas for the hoards of parents, grandparents and other travelers from as far north as Milton/Ulladulla.

On the 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. A Fair Committee is formed to help; spread the work load amongst a fantastic crew of heard working mums. On the day we see so many people coming together to make this, the biggest fundraiser for the year, run smoothly. The outside kitchen really gets a workout and to see the tandoori oven fired up really is something to be proud of. When the sun is shining, the Children’s Fun Fair is up and running, music, laughter, stall holders showing their wares, delicious aromas wafting through the air, you can see why it’s become so popular.
The money that was raised on this day was used to purchase a fabulous sign for the school grounds. This was considered a positive way of communicating with the community, parents and children. Other ways in which the money was distributed was by reducing excursion costs, books for library and classrooms, and home reader/student diaries, canteen items and plenty of other essential items.

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 newsletters 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.

Vee Donald

Student representative’s message

Our sponsorship of Ana, a Philippine child, has continued in 2010. Fundraising was done through our school discos.

Our leadership team participated in:
- ANZAC DAY Dawn service at Tuross
- Remembrance Day service
- Leadership conference
- National Young Leaders Day
- Annual EBLC Leadership Awards

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

Student information

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

Decline in enrolments at Bodalla has stabilised in 2010.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>82</td>
<td>82</td>
<td>76</td>
<td>69</td>
<td>74</td>
</tr>
<tr>
<td>Female</td>
<td>92</td>
<td>83</td>
<td>76</td>
<td>72</td>
<td>66</td>
</tr>
</tbody>
</table>

Student attendance profile

Our school record of attendance has dipped below state and regional levels. Significant weather events in 2010 and other issues caused periods of absence for some families.

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>93.9</td>
<td>93.6</td>
<td>92.5</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>91.8</td>
<td>94.0</td>
</tr>
<tr>
<td>State</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
</tr>
</tbody>
</table>

![Student attendance rates graph]
Management of non-attendance

Booklets of proforma 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.

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>21</td>
<td>21</td>
</tr>
<tr>
<td>YEAR 1 J</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>YEAR 4/5</td>
<td>D</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>YEAR 4/5</td>
<td>D</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>YEAR 5/6</td>
<td>J</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>YEAR 5/6</td>
<td>J</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>YEAR 2/3</td>
<td>D</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>YEAR 2/3</td>
<td>D</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>YEAR 3/4</td>
<td>A</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>YEAR 3/4</td>
<td>A</td>
<td>13</td>
<td>28</td>
</tr>
</tbody>
</table>

Structure of classes

Classes were formed in the following way in 2010: K, 1/2, 2/3, 3/4, 4/5, 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 2010, the Assistant Principal, Peter Flynn undertook teaching exchange in Canada. Mr Alan Defoe joined the school from Canada. As a result, Mr Phil Jones relieved as Assistant Principal and Mrs Sharan Houston relieved as Assistant Principal (replacing Ms Smith who retired in 2009). Our school has an Indigenous staff member who teaches Year 1.

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>Assistant Principal (LS)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Reading Recovery</td>
<td>0.312</td>
</tr>
<tr>
<td>Relief from Face to Face</td>
<td>0.252</td>
</tr>
<tr>
<td>Part-time</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>SLST</td>
<td>0.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.7</td>
</tr>
<tr>
<td>Total</td>
<td>10.464</td>
</tr>
</tbody>
</table>

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>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>81,701.38</td>
</tr>
<tr>
<td>Global funds</td>
<td>100,556.30</td>
</tr>
<tr>
<td>Tied funds</td>
<td>35,152.17</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>34,243.62</td>
</tr>
<tr>
<td>Interest</td>
<td>3,105.25</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10,140.27</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>264,898.99</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>15,926.50</td>
</tr>
<tr>
<td>Excursions</td>
<td>14,417.45</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>19,858.99</td>
</tr>
<tr>
<td>Library</td>
<td>2,151.64</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>484.55</td>
</tr>
<tr>
<td>Tied funds</td>
<td>47,447.49</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>28,374.79</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>37,888.57</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>21,180.78</td>
</tr>
<tr>
<td>Maintenance</td>
<td>15,775.21</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>10,140.27</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>213,646.24</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>51,252.75</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 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 2010

Achievements

Arts

As part of our Arts program:

- All students participate in a weekly sequenced visual arts program as part of RFF teaching.
- Children performed and displayed work at our regular assemblies.
- Children attended a variety of visiting performances.
- Yr 6 students participated in the Rock On (instrumental music) program.
- Yr 3/4 attended NSW Schools’ Spectacular as part of their excursion.

Sport

During 2010, Bodalla Public School was involved in the following:

- School swimming, athletics and cross-country carnivals leading to district, regional and state representation.

In athletics, Bodalla Public School recorded their best overall result at a district level in living memory, finishing 3rd to only the two largest schools in the Eurobodalla – Ulladulla and Milton.

Three of our students, Rechelle Mongta, Andrew Jones and Nakia Moreton-Stewart were individual age champions.

The school’s representation at the south coast regional carnival was significant. A number of students finished in the top ten in their events in Canberra, with the best of these being the junior girls relay team (5th), Rechelle Mongta (3rd in shot put and discus) and Jacob Bradbury (3rd in junior long jump).

Rechelle and Jacob went on to compete at the state championships, with Rechelle finishing in the top ten in both of her events and Jacob finishing in the top twenty.

In cross-country, Lachlan Connolly (9 yr boys) was successful at district and regional level, earning a position on the south coast team to compete in the State Championships at Eastern Creek.

- PSSA state knockouts for boys soccer and girls netball, performing at an outstanding level and finishing in the top four of the south coast region in their respective competitions. The boys soccer team, largely made up of year 5 students were narrowly defeated 1-0 in the south coast semi-finals. One of the members of
the boys soccer team, Andrew Jones, had an outstanding year being selected in the south coast team to play in the state championships in Sydney.

- Skills training sessions and gala days in rugby league, AFL, soccer and netball. In AFL, the boys and girls teams both won their way through to the south coast championships with the girls team going on to win the final, to be crowned South Coast champions for the second year in a row. They were to attend the state finals but a clash with a Year 6 excursion prevented them from attending. We also attended the second K-2 AFL day, in which students were involved in a round robin of physical activities based on AFL skills.

- Jump Rope for Heart program – the school purchased skipping ropes from the Heart Foundation and implemented a fitness program for students across the school. This program was so successful that students were skipping enthusiastically during their recess and lunch breaks. At the conclusion of the program, students participated in a “Jump Off” fundraising day and this helped to raise significant funds for the National Heart Foundation and their research into preventing heart disease.

- Learn to Swim programs, successfully increasing swimming skills and general water knowledge.

- Lunchtime sporting competitions. Included in these was the annual ‘3 on 3’ basketball competition, which has been running for the past 10 years for the duration of term 4. The majority of primary students are involved and this has helped raise their skills level and fitness, as well as offering them an extra activity to keep them busy during lunch breaks.

- Cows Create Careers project: continuation of program. This year Yr 3/4 was involved.

- School excursions were again successful, with a new excursion introduced in Yr 3/4. This excursion took them to Wollongong and then to Sydney for the NSW School’s Spectacular.

- Life Education program used to complement PD/H/PE programs.

- CWA International Day on Scotland. Students’ projects included reports, models and powerpoints.

- Inclusion in Eurobodalla and Braidwood Learning community events: Leadership Camp, Visual Arts Camp; Enviroconference (hosted by Bodalla); Writers’ Roadshow (hosted by Bodalla); Academic Challenge.

- Murder Under the Microscope – on-line environmental change for senior students.

- Australian Mathematics Competition – results this year were very positive with increased number of credits and proficiency awards.

- Premier’s Spelling Bee – regional final hosted at Bodalla.

- Professional Learning for all staff in Accelerated Literacy pedagogy.

**Academic**

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

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

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

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Numeracy – NAPLAN Year 3

Percentage of students in bands:
Year 5 reading

Percentage of students in bands:
Year 5 writing

Percentage of students in bands:
Year 5 spelling

Percentage of students in bands:
Year 5 grammar and punctuation
Numeracy – NAPLAN

**Percentage of students in bands:**
Year 3 numeracy

**Percentage of students in bands:**
Year 5 numeracy

- Percentage in band
- School average 2008 - 2010
- SSG average 2010
- State DET average 2010
Average progress in reading for matched students*  
<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2008</td>
<td>107.2</td>
<td>N/A</td>
<td>87.5</td>
</tr>
<tr>
<td>2007-2009</td>
<td>91.9</td>
<td>N/A</td>
<td>88.4</td>
</tr>
<tr>
<td>2008-2010</td>
<td>77.3</td>
<td>N/A</td>
<td>83.4</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students*  
<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2008</td>
<td>54.4</td>
<td>N/A</td>
<td>69.3</td>
</tr>
<tr>
<td>2007-2009</td>
<td>57.4</td>
<td>N/A</td>
<td>57.7</td>
</tr>
<tr>
<td>2008-2010</td>
<td>64.7</td>
<td>N/A</td>
<td>66.8</td>
</tr>
</tbody>
</table>

Progress in Numeracy  
<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2008</td>
<td>71.3</td>
<td>N/A</td>
<td>77.3</td>
</tr>
<tr>
<td>2007-2009</td>
<td>65.9</td>
<td>N/A</td>
<td>93.4</td>
</tr>
<tr>
<td>2008-2010</td>
<td>73.5</td>
<td>N/A</td>
<td>89.3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives  
Aboriginal education  
In 2010 the school was involved in:
- NAIDOC celebrations which involved the school community in a day of activities relevant to Aboriginal culture. Group leaders included teachers and Aboriginal community members.
- Development of Personalised Learning Plans for all Aboriginal students. The initial planning and preparation for this was carried out and will continue into 2012.
- Within the Quality Teaching Framework, a part of the SIGNIFICANCE dimension, teachers plan lessons with an Aboriginal perspective where appropriate.

Multicultural education  
During 2010 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.
- Used World Music from Sing 2010 to develop a greater awareness of other cultures around the world.
- Participated in the CWA International Day (Scotland) to increase students’ knowledge about other parts of the world.
- Used Belonging (Calendar for Cultural Diversity 2010) and the Teachers Resource book in Visual Arts and English
KLAs to develop positive attitudes and acceptance of a variety of cultures.

Respect and responsibility

During 2010, 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
- Bodalla 125 years Celebrations
- Fundraising activities

Progress on 2010 targets

Target 1
Improve literacy outcomes for students.

NAPLAN results in Year 3 and trend data in Year 5 suggest that this target has been achieved.

- All staff are at early implementation stages of Accelerated Literacy and ongoing support and Professional Learning will continue into 2011.
- TARS process is more supportive and reflects teachers’ professionalism while highlighting areas where support can be focused.
- Quality Teaching Framework will continue to be a significant part of professional learning.

Target 2
Improve numeracy outcomes for students.

NAPLAN results in numeracy indicate that this target was not achieved. While strategies were valid, the areas of problem-solving and measurement present significant issues for us as a school. Tread data from NAPLAN suggest that improvement has been made.

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 2010 our school carried out evaluations of Quality Teaching Framework and the Creative Arts.

Educational and management practice

Quality Teaching Framework

Background

Student engagement at Bodalla was not at optimum levels. NAPLAN results indicate that there needed to be explicit teaching in each of the assessed areas. A whole school approach was needed.

Findings and conclusions

- Classroom teachers were unfamiliar with the document and did not use it to assist with planning.
- Discourse about teaching and learning was inconsistent.

Future directions

Continued professional learning based around the Quality Teaching Framework will be an ongoing process.

Attention needs to focus on all three dimensions but particularly on Intellectual Quality.

Curriculum

Creative Arts

Background

Student performances in Music, Dance and Drama, while enthusiastic, were not achieving stage outcomes.

Findings and conclusions

- Students feel ‘shy’ of performing in a large group.
- Teachers feel they do not have the expertise to effectively teach Music, Dance and Drama.
- Activities are ad hoc and do not follow a sequence of activities to achieve and outcome.

Future directions

- Implementation of Music program K-6 in 2011, using part-time component and employing an expert musician and teacher.
• Teacher training as part of Music program.
• Whole school planning and individual lesson notes facilitated by music teacher and developed through curriculum resources.
• Dance and Drama to be implemented using teacher expertise and current resources in terms 3 and 4.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents expressed satisfaction with the new directions the school was taking in terms of technology, creative arts, choir and literacy. The initial meeting at the beginning of this was a huge success and parents felt their input was valued.

Parents comment favourably on the work the teachers do and are appreciative of the extra time teachers take for their children.

Discipline is a concern but parents feel comfortable talking to teachers and executive about issues.

Children’s Responses

Children remain happy at school. Generally, they do not like it when their learning is disrupted by unruly behavior. Children are satisfied with the new structure of the computers which allows more access but still feel more needs to be done in this area.

Children believe that there should be more activities for PE and Creative Arts.

Children feel that the relationships developed with the teachers are valuable and helpful.

Staff Responses

Teachers feel that the school runs smoothly and is a happy place. They feel supported by the executive and have embraced Accelerated Literacy. Teachers express satisfaction with the interactions with the children believing that respect and responsibility is now a good direction for the students to follow.

Professional learning

During 2010, all teachers were involved in professional learning in Accelerated Literacy. This involved 6 full days training and in-class support from the tutor.

Teachers from Kinder to Year 4 participated in the on-line Count Me In Too course which allowed these teachers to implement this pedagogy in the classroom.

School development 2009 – 2011

Targets for 2011

Target 1

70% Yr 3 in Bands 4, 5, 6 in Literacy NAPLAN
60% Yr 5 in Bands 6, 7, 8 in Literacy NAPLAN

Strategies to achieve this target include:
• Accelerated Literacy
• Interactive technologies
• On-going classroom assessment activities
• Review writing and spelling strategies

Our success will be measured by:
• All teachers implementing Accelerated Learning
• Students achieving stage outcomes
• NAPLAN results

Target 2

55% Yr 3 in Bands 4, 5, 6 in NAPLAN numeracy
55% Yr 5 in Bands 6, 7, 8 in NAPLAN numeracy

Strategies to achieve this target include:
• Implement Maths centre
• Trial Mathletics in Yr 6
• Develop numeracy plan with community input
• In-service in problem-solving strategies

Our success will be measured by:
• Teachers using maths centre
• Yr 6 students using technology in Mathletics
- Problem-solving strategies an integral part of each lesson
- NAPLAN results
- Students achieving stage outcomes

**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.

Therese Aston (Principal)
Peter Flynn (Assistant Principal)
School Leadership Team
V Donald (P & C Association)
E Wallace (School Administrative Manager)
P Lawrence (School Administrative Officer)

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**School contact information**

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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: