2009 Annual School Report
Holbrook Public School

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

Students

Our enrolment at the end of 2009 was 171 students, comprising 71 boys and 100 girls.

On average 93.7% of students attended school each school day. In 2009 we had 7 classes.

Staff

In addition to the Principal, the school has seven full-time classroom teachers (including two Assistant Principals) and three part-time teachers providing Learning Assistance, Reading Recovery, Library and relief from Face-to-Face teaching.

The teaching staff are supported by School Administrative and Support staff, one part-time teachers aide, a part-time General Assistant and two cleaning staff. The District Guidance Officer is also based at our school.

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

Significant programs and initiatives

The school ran a number of programs and initiatives in 2009 to support and enrich the curriculum accessed by our students.

They were:
- Student Learning Assistance Support
- Reading Recovery
- Home Reading Program
- Count Me In Too (CMIT) Program
- Technology Program
- Debating
- Creative Arts Program including Dance, Marimba, Band, Choir and Art
- Whole School Performance
- Varied Sport Program
- Active After School Communities Program
- Peer Support
- Transition to School and Linkages Programs
- Aboriginal Education
- Multicultural Education
- Friendly Schools & Families Program
- Respect and Responsibility

Student achievement in 2009

Literacy – NAPLAN Year 3

Our students achieved above the state average with 78% being placed in the top 3 Bands compared with 77% state wide.

Numeracy – NAPLAN Year 3

Our students achieved above the state average with 66.6% being placed in the top 3 Bands compared with 64.4% state wide.

Literacy – NAPLAN Year 5

Our students achieved the state average with 64% being placed in the top 3 Bands compared with 64% state wide.

Numeracy – NAPLAN Year 5

Our students achieved above the state average with 63.2% being placed in the top 3 Bands compared with 58.1% state wide.

Messages

Principal's message

2009 has been an outstanding year of achievement in all areas; Academic, Cultural, Social and Sporting at Holbrook Public School.

Holbrook Public School is proud of its positive welfare programs that promote self discipline and restorative practices. Students, staff and the community work together to promote strong, vibrant and healthy relationships. Students are encouraged to participate in a broad range of activities that develop self confidence. At all times they are encouraged to pursue personal excellence.

Holbrook Public School seeks to create a quality and inclusive learning environment that encourages high expectations of student achievement. The school has an enthusiastic and dedicated cross section of staff from experienced teachers to beginning teachers, all of whom are committed to high standards and modern teaching practices.

Holbrook Public School continues to enjoy an excellent reputation. Students are encouraged to wear their uniform with pride, work hard in a
caring environment and achieve their personal best.

The school motto “Quality education for all in a secure and caring environment” is the focus for the overall development of our 171 students. At Holbrook Public School our major purpose is to create a happy, safe school environment where all children can confidently develop as individuals. It is the role of the school to provide learning experiences appropriate to the child’s stage of development and to provide a balanced curriculum, which gives every opportunity for success at the individual’s level of achievement. Whilst every effort is made for the child to achieve academic excellence, considerable emphasis is also given to the social, emotional, creative and physical development of the child. The recognition of student worth and the development of high self-esteem are given utmost importance by all members of staff.

At Holbrook Public School we are very proud of the achievements of our students in a variety of fields. Students are constantly encouraged to explore, extend, be challenged and “excel.”

A number of core programs have been implemented to ensure we have a consistent and systematic approach to achieving excellent outcomes for all students. These programs include Accelerated Literacy, Count Me In Too and Technology. Interactive whiteboards have been installed in classrooms to support students with their learning.

We are very fortunate to be supported by an active and committed community who work closely with the school to enrich programs and provide funds to support our educational programs. This support from the community is always highly valued and fully appreciated.

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.

Mr Jason Weaven
Principal

School Council message

As School Council Secretary, I am happy to report that for another year, we have seen sound budgeting and a healthy school balance sheet. We also have a school prepared to take on the many challenges of a modern, changing education system.

The council has been busy throughout this year with the updating and ratification of numerous school policies and protocols. These included the Friendly Safe Schools Program which incorporates the Student Welfare Policy, Anti – Bullying, Values, and School Rules as well as other policies, programs and visual displays. The Council looked at the proposed School Target and Management Plan for 2009 – 2011. There has been numerous discussions regarding the School Building Program which has seen the school receive a new school hall, the removal of the redundant school principals’ residence and shower block, a new storage shed being built and numerous additions to classrooms and the grounds. A lot of time has been spent on School Promotion which has seen a new prospectus and school brochure, and a school web-site as a work in progress, new signs and banners and a significant improvement in the beautification of the school grounds. There has been an enormous injection into Technology with the school now in possession of 3 smart boards, numerous new computers and cabling, allowing each classroom to be connected.

The council oversees updating of policies but the content is a result of many hours of research and discussion by the teachers and school principal. The council provides a very important link between the teaching staff, P & C, parents and the community, and I believe it works extremely effectively.

This year we welcomed our new Principal, Mr Jason Weaven, and I would like to express my appreciation for the wonderful efforts of both Jason and Tracey Mullavey and Kerrie Thompson, running the School’s office and administration. To all our wonderful school staff, they show enormous commitment to our school, and our children and on behalf of the whole school community I thank them all.

I would also like to thank the other members of this year’s school council. Our Community member Mr Ian Scobie, our parent reps Bruce Allworth and both Sarah Trescowthick and currently Teena Last, as P&C Presidents, and our teacher reps, Jason Weaven, Chrissy Lavis and Adam Preston.

Mrs Anna Coughlan
School Council Secretary

K/1/2 Excursion to Albury
P&C message

What a fortunate school we have been during the past year. Many thanks to the parents and teachers and others in the community, who have supported the P&C in its efforts to improve the school's facilities, and make it an even more enjoyable place for our children to attend.

Of special note, this year the P&C has taken great pleasure in providing the school with such items as three smart boards, sports equipment, teachers resources, music, classroom supplies, home readers and computers at an approximate cost of $30,000.

Much work has also taken place to greatly improve the school grounds - many thanks to those people who have worked with Teena Last, Mandy Locke, and Debbie Murdoch at working bees, et cetera. Unfortunately, some trees have had to go due to safety concerns and new trees and shrubs have been planted.

Kim Todd has been a wonderful organiser of fundraisers and we thank her for her time and commitment. The Henty Field Days were once again a major contributor to our fundraising efforts and we thank Mandy and Philip Locke for their efforts to make catering at Henty a success.

Thank you to Debbie Murdoch for her help with catering for numerous bull sales over the years, and to those people who have helped with a series of school BBQ's, which provide an excellent opportunity for parents to mix with students and teachers and see what is taking place at the school first hand.

The school lunch system has undergone a major change with the Holbrook Bakery now providing lunches, with parents helping to supervise the orders. Many thanks to the Holbrook Bakery for their help with this change-over and to Jenni Papworth and the canteen committee for their efforts.

The school has now taken over the purchase of uniforms from the P&C and this has proved a popular move, as it has made it easier for parents to source the correct clothes. I would like to thank the school for taking on this service, and also Lorraine Ross, Jackie Marshall and Hayley Brennan for their help in the past.

Many thanks to all those parents who have made the effort to attend P&C meetings during the past year. The meetings are also attended by our hard working Principal, Jason Weaven, and of late a number of teachers, and we thank them for their input.

In particular, I would like to thank Di Nunn (Secretary) and Jodie Martin (Treasurer) and Teena Last (Vice President) for their hard work and excellent support. I wish Teena Last in her new position as P&C President and Bev Holmes as the new Treasurer all the best for the New Year.

Thank you also to John Hawkins our grounds man, who recently left Holbrook Public, for the many years of work he has put into caring for our school.

In 2010, the P&C are planning a social evening at the school in first term to showcase the progress of the new hall, our new sporting shed and garden improvements. Later in the year, a social trivia night is planned to get parents together on an informal basis, plus a big auction as a major fundraiser. I urge everyone to attend these events to help support our wonderful school.

Mrs Sarah Trescowthick & Mrs Teena Last
P&C President

Student representative’s message

Once again I can report a busy and successful year for the Student Representative Council. The SRC offers students a chance to take up a leadership role within the school and this year we have been very fortunate to have had a very committed group of students who have done their jobs with energy and enthusiasm.

In Term 1, in the aftermath of the terrible bushfires that devastated Victoria, the SRC organised people to bring in shoe boxes full of personal care products which were distributed to people in the Beechworth area by the Australian Red Cross. As well as this the SRC co-ordinated a series of fundraising activities which saw $526 donated to the Australian Red Cross to help people in our local area.

The SRC organised activities for Harmony Day and then each class presented their creative project at the weekly assembly.

Our school is a proud sponsor of a 9 year old Thai girl, Gewalin Gaesook, and the SRC organised two out of uniform days which helped to raise
enough money to support her throughout the year. Our Multicultural Day this year had a Thai theme. Once again the SC members were busy - making and selling popcorn, doing face painting and running a fishing game at lunch time. The whole school did a range of sporting, craft, technology and cultural lessons on Thailand and UNICEF.

Holbrook Public School SRC members made a contribution close to home by running the annual Melbourne Cup with the willing Year 6 “horses”. Over $100 was sent to support the Christmas Party for Special Kids in Albury.

This year, our third doing the Smiles campaign, has been a roaring success. The SRC collected and counted over 10,000 five cent pieces – over $500. Classes were set a goal to bring in the most five cent coins in the month of November. The winning class, 3/4P, went on a picnic at the Submarine Park last Monday. They collected 3546 coins – over $179. Reports from shops in town say that people were asking for their change in 5 cent coins during November! This week classes have had the fun of choosing what they would like to spend the money on. So far the students have chosen immunisation packs, mozzie nets, school equipment packs, ducks, goats and water purifying tablets. I think it is a wonderful opportunity for our students to learn the value of being a responsible and caring citizen. Thank you to the SRC members for their encouragement of the other students, and to everyone who donated.

During the year SRC members ran special assemblies on Anzac Day, Harmony Day and Remembrance Day. Student Council meetings are held twice per term to discuss issues of concern to students and to plan activities.

Like most public schools in NSW, we support Stewart House, and money from our end of year disco will go to this worthy cause.

Well done and thank you to all the SRC volunteers in 2009.

Mrs Chris Hunter & SRC

Lots of fun on UNICEF Day!
Management of non-attendance

If attendance issues with individual students occur parents are contacted and if necessary a referral is made to the home school liaison officer.

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>K-1 H</td>
<td>1</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>K-1 H</td>
<td>K</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>K-1 R</td>
<td>1</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>K-1 R</td>
<td>K</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>YEAR 1-2</td>
<td>1</td>
<td>9</td>
<td>23</td>
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<td>YEAR 1-2</td>
<td>2</td>
<td>14</td>
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<td>YEAR 3-4</td>
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<td>28</td>
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<tr>
<td>YEAR 3-4</td>
<td>4</td>
<td>15</td>
<td>28</td>
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<tr>
<td>YEAR 4-5</td>
<td>4</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>YEAR 4-5</td>
<td>5</td>
<td>19</td>
<td>26</td>
</tr>
<tr>
<td>YEAR 6</td>
<td>6</td>
<td>28</td>
<td>28</td>
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</tbody>
</table>

Structure of classes

In 2009, Holbrook Public School had seven classes.

Students in Years 5 and 6 were organised into ability groups based on stages for literacy and numeracy everyday of the week.

Students experiencing difficulty have been provided with extensive support from the Learning Support Team, including the Reading Recovery teacher.

Staff information

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

Staff establishment

The following staffing entitlement was allocated in 2009.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5.0</td>
</tr>
<tr>
<td>Part-time Teacher</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.294</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>District Guidance Officer</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Total Teacher Entitlement</strong></td>
<td><strong>10.609</strong></td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administration Manager</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administration Officer</td>
<td>0.622</td>
</tr>
<tr>
<td><strong>Total Non Teacher Entitlement</strong></td>
<td><strong>1.922</strong></td>
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</table>

There are no Aboriginal staff members working at Holbrook Public 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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>0</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Date of financial summary: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
<td>127 390.40</td>
</tr>
<tr>
<td>Global funds</td>
<td>120 627.76</td>
</tr>
<tr>
<td>Tied funds</td>
<td>75 584.47</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>63 130.65</td>
</tr>
<tr>
<td>Interest</td>
<td>6 061.31</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>15 977.90</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>408 772.49</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>18 651.41</td>
</tr>
<tr>
<td>Excursions</td>
<td>17 158.72</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>17 666.28</td>
</tr>
<tr>
<td>Library</td>
<td>259.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 973.93</td>
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<tr>
<td>Tied funds</td>
<td>90 020.87</td>
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<tr>
<td>Casual relief teachers</td>
<td>12 672.63</td>
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<tr>
<td>Administration &amp; office</td>
<td>34 262.55</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>23 526.62</td>
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<tr>
<td>Maintenance</td>
<td>22 712.66</td>
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<tr>
<td>Trust accounts</td>
<td>12 356.00</td>
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<tr>
<td>Capital programs</td>
<td>18 640.89</td>
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<tr>
<td>Total expenditure</td>
<td>269 901.56</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>138 870.93</td>
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</table>

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

School performance 2009

Holbrook Public School provided a balanced and enriched curriculum for students. There was a strong and successful provision of additional cultural, sporting and community opportunities. This combined with consistent high academic performances and an embedded philosophy of continual improvement, guaranteed a well rounded and high quality education for all.

Achievements

Creative Arts

Students participated in a range of programs and activities in the arts. These include school based, interschool, district, regional and state level activities. The following activities highlight our achievements in 2009:

- The school performed brilliantly at the Riverina Dance Festival at the Albury Regional Theatre.
- The School Band, Junior and Senior Marimba Ensembles and the School Dance Troupe performed at Education Week in Wagga, highlighting the amazing talents of our students in singing, dancing and playing musical instruments.
- The Junior and Senior Marimba Ensembles performed at the Albury Eisteddfod, finishing 1st and 2nd respectively.
- The Junior and Senior Debating Teams progressed to the Grand Final of the Lions’ Club competition where they finished 2nd and 1st respectively. Public speaking was well represented during this competition with Vanessa Taylor finishing 1st in the Yr5/6 competition.
- The Whole School Performance – “Around The World” was an outstanding display by all the students of their singing, dancing and acting ability. A wonderful performance was enjoyed by all.
- The talented Abby Webb of Year 6 was chosen to attend the NSW Public Schools State Dance Camp in Sydney.
- Ten students from Years 3 to 6 attended Operation Art Workshops in Wagga.
- The highlight of Book Week was the visit to our school by Kim Gamble, one of Australia’s most popular illustrators of children’s books. The full day of workshops was thoroughly enjoyed by everyone.

Illustrator, Kim Gamble was amazing!
Two new Aboriginal murals painted by the Year 5 and 6 students under the guidance of Mr Clifford, look fantastic.

Students performed at many community events and competitions, including the Albury Eisteddfod, the Anglican Flower Show and at the Holbrook Festival.

Students entered the Multicultural Perspectives Public Speaking Competition.

Students’ art work was displayed at the Holbrook Show, the Anglican Flower Show and the Holbrook Rotary Art Competition. The school displayed an impressive major art work at the Flower Show.

Several cultural performances for students were organised throughout the year. Students also travelled to Albury for live performances.

**Sport**

All children participate in physical education programs that emphasise fitness, individual and team skills. There is a strong commitment for students to participate in a range of sports. We had students represent the school at both District and Riverina levels. The following records our outstanding achievements:

- All students participated in the Premier’s Sporting Challenge, which encourages students to engage in physical activity, both inside and outside the school.
- All students participating in skills based and social programs delivered by classroom teachers designed to foster and encourage sportsmanship, sporting skill and social interaction.
- Riverina Representatives in the following sports: Alyce Parker (swimming, athletics, cross country), Hugh Locke, Jacob Emerson and Tayla McCallum (swimming), Claudia Allworth (cross country), Harry Nunn (basketball) and Harry Dowling (AFL).
- In swimming, 19 students attended the Southern Riverina District Carnival, with a further 17 students qualifying to attend the Riverina Swimming Carnival.
- In cross country, 40 students attended the Southern Riverina District Carnival, with a further 17 students qualifying to attend the Riverina Cross Country Carnival.
- In athletics, 36 students attended the Southern Riverina District Carnival, with a further 17 students qualifying to attend the Riverina Athletics Carnival.
- We were runner-up in the final of the Southern Riverina Bernie O’Connor cricket.

Students in Years 3 to 6 participated in the Yerong Creek AFL & Netball Gala Day. We had 3 Senior and 4 Junior Netball Teams, 1 Senior and 2 Junior AFL teams compete on the day. The Senior AFL and Junior Division 1 Red Netball Teams won, while the Senior Netball Division 1 Team was runner-up.

Students from Holbrook Public School attended Riverina trials in AFL, netball, cricket, basketball and tennis.

Participation in the annual ‘Intensive Swimming Program’ conducted at the Holbrook Swimming Pool, teaching students to swim.

A specialist gymnastics program was held for all K-2 students.

The Active After School Communities Program started this year, to encourage students to adopt active leisure pursuits and healthy eating practices. Teachers were trained and delivered programs in a variety of sports.

Sport Development Officers were invited to visit the school to give students the opportunity to further develop their skills in cricket, AFL, Rugby League and Netball.

The school appreciates the ongoing support of parents in coaching teams, transporting students to venues across the Riverina and the general support of students in their sporting activities.

**Other**

**Community involvement**

In 2009 a number of successful Community Programs were introduced to encourage community and parent involvement within the school. This included a BBQ at four of our assemblies (Harmony Day, Education Week,
Book Week and NAIDOC Week) where over 120 people regularly attended.

A wide range of cultural, sporting and fundraising activities on a local and global basis gave our students a broad understanding of the social needs of other communities.

- Students attended or participated in: Australia Day and Anzac Day services, the Holbrook Festival, the Anglican Flower Show, the Rotary Art Competition, the Holbrook Show, Prefeed school activities and the CWA International Studies Day on Egypt.
- Excursions to the Harry Jarvis Wing, the Hostel, sports complex, Woolpack Museum, Submarine Museum and local businesses occurred regularly throughout the year.
- Local performances to community groups by the Marimba, Dance and Choir Ensembles all helped students with performance experience.
- Fundraising organised by the Student Representative Council (SRC) supported Clean Up Australia Day, Stewart House, Junior Red Cross Bush Fire Appeal, World Vision Child Sponsorship, World Vision Smiles, Special Kids Christmas Party and UNICEF Day (Thailand).

**National Competitions**

Holbrook Public School participated in a number of external competitions with students achieving some excellent results. The following results highlight our achievements in 2009.

- Lachlan Emerson - Credit in University of NSW Spelling Competition.
- Austin Todd and Lachlan Emerson – Distinction and Damon Brennan, Harrison Weaven and Hugh Locke - Credit in University of NSW Science Competition.
- Lachlan Emerson – Distinction and Austin Todd, Harrison Weaven, Harry Dowling, Jessica Todd and Takysha Brennan - Credit in University of NSW English Competition.
- Tayla McCallum - Credit in University of NSW English Competition.

**Excursions**

Holbrook Public School has four major excursions each year. In Term 4 students from Years 3 to 6 participated in a 2 night excursion to the following places:

- Year 3 – Borambola Sport & Recreation Camp
- Year 4 – Canberra
- Year 5 – Ballarat
- Year 6 – Melbourne

In Term 3, K/1/2 went on an excursion to Albury. They visited Albury’s Museum, Art Gallery and Library and then headed off to the Entertainment Centre to watch ‘The Fastest Boy in the World’. The kids certainly had a terrific time!

All students participated in minor excursions during the year. Students in Years K-6 visited the Shire Library. Other classroom excursions, which supported units within the classroom, were visits to the Holbrook township.

The school very much appreciated the assistance we received from local community members who gave their time and venues for excursions which added variety to the curriculum.

**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)
## Year 3 NAPLAN - Reading

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<th></th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2009</td>
<td>417.8</td>
<td>400.9</td>
<td>423.7</td>
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### Band Distribution

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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band</td>
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<td>4</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>0.0</td>
<td>14.8</td>
<td>14.8</td>
<td>22.2</td>
<td>33.3</td>
<td>14.8</td>
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<tr>
<td>School average 2007 - 2009</td>
<td>0.0</td>
<td>11.9</td>
<td>15.3</td>
<td>27.1</td>
<td>28.8</td>
<td>17.0</td>
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<tr>
<td>LSG average 2009</td>
<td>3.5</td>
<td>13.1</td>
<td>23.7</td>
<td>22.5</td>
<td>20.8</td>
<td>16.4</td>
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<td>State average 2009</td>
<td>3.1</td>
<td>9.2</td>
<td>17.9</td>
<td>21.7</td>
<td>23.1</td>
<td>24.9</td>
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## Year 3 NAPLAN - Writing

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</thead>
<tbody>
<tr>
<td>Average mark, 2009</td>
<td>427.8</td>
<td>406.5</td>
<td>423.5</td>
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### Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
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<th>3</th>
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<tbody>
<tr>
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## Year 3 NAPLAN - Spelling

<table>
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<th>State</th>
</tr>
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<tbody>
<tr>
<td>Average mark, 2009</td>
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### Band Distribution

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## Year 3 NAPLAN - Grammar and punctuation

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<th>State</th>
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<tr>
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### Band Distribution

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## Year 3 NAPLAN - Numeracy

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<th>State</th>
</tr>
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<tr>
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### Band Distribution

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### Year 5 NAPLAN - Reading

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<tbody>
<tr>
<td><strong>Average mark, 2009</strong></td>
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<td><strong>Band</strong></td>
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<td><strong>4</strong></td>
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</tr>
<tr>
<td><strong>Percentage in band</strong></td>
<td>5.3%</td>
<td>0.0%</td>
<td>21.1%</td>
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<tr>
<td><strong>School average 2007 - 2009</strong></td>
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### Year 5 NAPLAN - Writing

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<tr>
<td><strong>Percentage in band</strong></td>
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<td>21.1%</td>
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<tr>
<td><strong>School average 2007 - 2009</strong></td>
<td>2.9</td>
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<td><strong>LSG average 2009</strong></td>
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<td><strong>State average 2009</strong></td>
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<td>20.9</td>
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### Year 5 NAPLAN - Spelling

<table>
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<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
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<tbody>
<tr>
<td><strong>Average mark, 2009</strong></td>
<td>466.4</td>
<td>490.0</td>
<td>503.0</td>
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<td><strong>Band</strong></td>
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<td><strong>4</strong></td>
<td><strong>5</strong></td>
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<tr>
<td><strong>Number in band</strong></td>
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<tr>
<td><strong>Percentage in band</strong></td>
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<td><strong>State average 2009</strong></td>
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### Year 5 NAPLAN - Grammar and Punctuation

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<th>State</th>
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<td><strong>Average mark, 2009</strong></td>
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<td><strong>Percentage in band</strong></td>
<td>5.3%</td>
<td>10.5%</td>
<td>15.8%</td>
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<td><strong>LSG average 2009</strong></td>
<td>8.4</td>
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<td><strong>State average 2009</strong></td>
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### Year 5 NAPLAN - Numeracy

<table>
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<td><strong>Number in band</strong></td>
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<td><strong>School average 2007 - 2009</strong></td>
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<td><strong>LSG average 2009</strong></td>
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<td>28.1</td>
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<tr>
<td><strong>State average 2009</strong></td>
<td>2.9</td>
<td>13.6</td>
<td>25.3</td>
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</table>
Progress in literacy
- Of the 19 students who sat for the NAPLAN literacy test this year, 15 also sat for the Year 3 BST test here in 2007.
- Overall literacy growth was 59.3 points compared to 77.6 points for the state.
- The school excelled in reading growth with the school at 101.2 points compared to the state growth of 87.7 points.

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></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>96</td>
<td>96</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
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<tbody>
<tr>
<td>Percentage of students</td>
<td>95</td>
<td>95</td>
<td>89</td>
<td>95</td>
<td>95</td>
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</table>

Progress in numeracy
- Of the 19 students who sat for the NAPLAN numeracy test this year, 15 also sat for the Year 3 BST test here in 2007.
- Overall numeracy growth was 66.3 points compared to 95.3 points for the state. The boy’s growth was 89.4 points compared to 96.7 points for the state.
Significant programs and initiatives

Aboriginal education

The school continues to develop all students’ knowledge of Aboriginal culture, history and art. Students are educated to have a positive outlook on contemporary Aboriginal Australia.

Aboriginal education is integrated across all key learning areas with particular emphasis in the Human Society and Its Environment syllabus.

Aboriginal history and culture have been emphasised in sporting, cultural and excursion programs.

The school was involved in a number of activities throughout the year which promoted Aboriginal culture. These included:

- NAIDOC Week activities;
- Harmony Day activities; and
- Gindaja Aboriginal performance.

Multicultural education

Multicultural education relates to a wide range of school activities that involve students in opportunities that encourage understanding, tolerance and acceptance for those who are from different cultures and backgrounds to themselves.

Our teaching and learning programs have maintained strategies to encourage students to look at cultures beyond their own and develop understandings of cultural, linguistic and religious difference in others. HSIE provides the vehicle to study other cultures, encouraging attitudes of respect for diversity.

To ensure an inclusive school community and racism-free learning and working environment, the students participated in teaching and learning initiatives, including visiting cultural performances, that develop understanding of cultural, linguistic and religious difference.

Students were invited to enter the CWA International Day project and competition which involved a study of the culture of Egypt. Students presented their work to the local CWA meeting and were awarded Certificates of Merit.

Students also participate in the Regional Multicultural Public Speaking program.

Respect and responsibility

Students are taught respect and responsibility through specific programs such as our student welfare and leadership programs and through the care, dedication, respect and behaviour of staff. Some of the features of these programs are listed here.

- The SRC continue to support World Vision, including sponsorship of an overseas student.
- The Student Representative Council (SRC) met regularly. These students represented their classmates and worked for the improvement of the school.
- The school leaders attended a Leadership Breakfast in Albury.
- All students vote for school leaders, including house captains, through an open, honest and democratic process.
- Students led many events at school such as the weekly school assembly, ANZAC Day and Remembrance Day ceremonies.
- The whole school participated in Clean Up Australia Day.

Doing our part for Clean Up Australia Day

- Lessons across the school reinforce tolerance and respect through the Friendly Schools & Families Program.
Students are rewarded weekly for outstanding behaviour and recognition of the core values.

The school implements the “Aussie of the Month” program and students who show exceptional responsibility are award recipients.

The school Peer Support program focuses on anti-bullying, respect, responsibility, getting along with others and communication.

Student achievements have been celebrated at morning and weekly assemblies, in newsletters to our community, and in local newspapers.

Positive self-esteem is developed through the presentation of merit certificates and other awards.

The national anthem is sung at each assembly and the Australian flag is raised and lowered daily.

We encourage our students to participate in many community events. These included representation at Anzac Day services, performances by our choirs and dance at eisteddfods and singing for community events at Holbrook Public School, a visit to an aged care facility or the preschool and working bees to improve our school environment.

The school fosters an inclusive culture by celebrating individual accomplishments with the whole school community. Inclusion is also accomplished through whole school grouping in reading and numeracy, so that students are able to work and achieve at their own ability level.

Reading Recovery

Reading Recovery is an early intervention program for Year 1 students. It provides intensive, high quality assistance to students who are experiencing difficulty with reading and writing. The program aims to quickly accelerate student’s progress to the average level of the class. In 2009 25 students benefited from inclusion in this program.

Technology program

The objective is to implement new, exciting and motivational ways to learn, for both teachers and students, across all areas of the curriculum, by enabling access for staff and students to the rapid, ever changing technological advances.

Achievements in 2009:

- The installation of 17 new computers across the school, replacing obsolete ones has enabled faster access for more students.
- The installation of 3 new Interactive Whiteboards to support students with their learning.
- The purchase of new computer tables for every classroom.
- Upgrade of web ports in classrooms. This means greater, faster access for more students.
- Implementation of a School Technology Scope & Sequence and a Student Skill Checklist.
- Staff improved their knowledge and skill through participation in various training and development opportunities.

Other programs

Learning Assistance Program

Over the year, students received extra assistance through Learning Assistance programs.

Students identified with learning difficulties are supported in class through employment of learning assistance teachers and teachers’ aides.

The learning and social needs of these students are met by encouraging growth in all areas of life and having students participate in a full curriculum, but at a modified level, to ensure success.
Progress on 2009 targets

Target 1
70% of all students achieve stage based outcomes in reading

Our achievements include:

- 78% of all students achieved stage based outcomes in reading;
- In the NAPLAN, the average growth in Reading from Year 3 to Year 5 was 101.2 points compared to the state growth of 87.7 points;
- Year 3 results in the NAPLAN test in reading have improved by 1.8 points compared to the 2008 results;
- Year 5 results in the NAPLAN test in reading have improved by 26.2 points compared to the 2008 results;
- A K-6 Home Reading Program successfully implemented;
- A school English Scope & Sequence successfully developed and implemented across the school; and
- Two teachers trained in the Accelerated Literacy program.

Students benefit greatly from CMIT

Target 2
70% of all students achieve stage based outcomes in numeracy

Our achievements include:

- 89% of all students achieved stage based outcomes in numeracy;
- Year 5 results in the NAPLAN test in numeracy have improved by 8.8 points compared to the 2008 results;
- A 6% improvement in the percentage of Year 5 students achieving at or above the minimum standard in numeracy;
- Continued implementation of the CMIT program from Early Stage 1 through to Stage 2; and
- Use of SMART data resources to target small groups of students with individual needs.

Target 3
All students communicate regularly with email buddies from within the school's network

Our achievements include:

- All students communicated regularly with email buddies from within the school's network;
- A school Technology Scope & Sequence and Student Skill Checklist successfully developed and implemented across the school;
- Staff improved their knowledge and skill through participation in various training and development opportunities;
- The installation of 17 new computers across the school, replacing obsolete ones has enabled faster access for more students; and
- The installation of 3 new Interactive Whiteboards to support students with their learning.

Students enjoy emailing each other
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 Planning and Human Society and Its Environment.

Educational and management practice
Planning

Background
It is important to know how effective the practices of the school are in achieving its goals. The purpose of the evaluation was to identify areas of good practice and those for possible improvement.

Staff, parents and students in Years 3 to 6 participated in an evaluation using School Map Best Practice Statements about the school’s management practices. Respondents had to choose one of three options from fourteen statements of best practice.

Findings and conclusions
Most statements received strong support from all respondents. A detailed analysis of the survey results revealed that:

Students indicated that:
- Our school plans a variety of special events for students (98%);
- Students know what things are happening ahead of time (96%);
- Our school participates in a variety of sports that are planned throughout the year (96%);
- School events are well planned and appropriate (93%); and
- The newsletter provides parents, students and staff with useful information (93%).

Staff indicated that:
- The main purpose of school targets is to improve student learning (100%);
- School planning documents are developed with the support of staff and parents (100%);
- The school’s planning processes are responsive to the needs of students (100%); and
- The school functions effectively because it plans programs carefully (100%).

Parents indicated that:
- The main purpose of school targets is to improve student learning (96%);
- The newsletter keeps us informed of current and future events (91%);
- The schools’ activities are all part of its plan (87%); and
- The school plans what it is going to do in advance (87%);
- Parents are informed of what students are learning about (17%).

Future directions
The school needs to continue its current practices and refine those necessary to ensure that parents are well informed about what students are learning.

painting the new aboriginal murals

Curriculum
Human Society and Its Environment

Background
It is important to know how effective the practices of the school are in achieving its goals. Staff, parents and students in Years 3 to 6 were surveyed about our learning and teaching practices in Human Society and Its Environment so that student outcomes may be improved.

Findings and conclusions
An analysis of responses indicates strong support for the school’s work in this area.
Students indicated that:
- They enjoy learning about their heritage – things from the past (94%);
- They enjoy participating in HSIE (91%); and
- They enjoy learning about themselves and others (90%).

Staff indicated that:
- They have a sound understanding of the syllabus (100%);
- They use a variety of teaching strategies in classroom activities (100%); and
- Their students are generally working towards or achieving the syllabus outcomes (100%).

Parents indicated that:
- HSIE is an important subject for their child (77%);
- Their child likes learning about topics in HSIE (77%); and
- They help with activities in HSIE (27%).

**Future directions**
The school needs to continue its current practices as they are valuable and provide great opportunities for the students. We also need to ensure that parents are well informed about the teaching of HSIE in their child’s class.

**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.

**Findings and conclusions**
An analysis of responses indicates strong support for the school’s work.

Students indicated that:
- Teachers help students to do their best (92%);
- The environment is very important at their school (92%);
- There are a lot of different things you can do if you are interested at Holbrook Public School such as sport, dance, music, debating, special performances, etc. (91%);
- Holbrook School is a good school (88%); and
- The school is friendly and all students are welcome (84%).

Staff indicated that:
- Holbrook Public School is a good school (100%);
- They enjoy teaching at Holbrook Public School (100%);
- They feel part of a professional team (100%);
- The student’s are the school’s main focus (100%);
- The school teaches and promotes positive core values (100%);
- The school is a friendly school that is tolerant and accepting of all students (100%);
- The school has effective welfare programs (100%); and
- The school maintains a focus on literacy and numeracy (100%).

**Professional learning**
Professional Learning activities occur regularly throughout the year in staff and stage meetings with the entire staff. All teaching staff received compliance training in CPR, child protection and code of conduct.

Training for all teaching staff was offered in the use of interactive whiteboards, as our school committed to purchasing this technology.

Teachers with particular responsibilities attended training with their respective networks and areas of expertise, for example Kindergarten and Stage 1 network meetings.
Count Me In Too, Quality Teaching, Video Conferencing, Anti-Racism Training, Active After School Training, Best Start Training, AFL Training, New Teacher Induction, OH&S Training and Accelerated Literacy Training were also carried out by staff members.

In 2009, a total of $18150.88 was spent on Teacher Training and Development at Holbrook Public School.

School development 2009 – 2011

Our three year school plan outlines our school direction for the coming 3 year period. Each year the plan will be evaluated and minor adjustments will be made to plan. This plan was developed following an evaluation of the 2006-2009 plan.

In line with the Office of Schools Plan, the NSW State Plan and the Riverina Region Plan we have chosen Reading, Numeracy and Technology. Our major aim is to improve student learning outcomes as outlined below. The school plan was collaboratively developed by all key stakeholders within the school community.

Targets for 2010

Target 1

80% of students achieve stage based outcomes/foundation statements in Reading

Strategies to achieve this target include:

- analysis of NAPLAN data;
- literacy sessions will include modelled, guided and independent reading;
- staff development in Accelerated Literacy; and
- staff participation in Best Start training.

Our success will be measured by:

- improved student achievement in reading;
- consistent assessment practices developed; and
- Quality Teaching evident in all literacy lessons.

Quality teaching is a priority

Attendance by Holbrook Public School staff at the Riverina Teaching and Learning Forums continued to be pleasing, with quite a number of staff attending literacy, numeracy, accreditation for new scheme teachers, learning support team, behaviour support and/or technology based activities in Albury.

The teaching staff members had planning days to plan cooperatively and develop new literacy, numeracy and technology programs related to our school plan.

Our Technology Advisor provided regular training and development to support the implementation of the school’s new Technology Scope & Sequence.

The school was also involved in an Australian Government Quality Teaching Program (AGQTP) with Billabong High School, Henty and Culcairn Public Schools, which focused on student welfare, anti-bullying and literacy.

The school also supported 3 beginning teachers with extra release time for planning and specific training and development.

In 2009, thirteen staff attended Senior First Aid and Cardiopulmonary Resuscitation training provided by the Parasol.

The school development days focused on Senior First Aid and Cardiopulmonary Resuscitation training, assessment, student welfare, creative arts, behaviour strategies, AGQTP – Friendly Schools & Families program, literacy, numeracy, technology and bullying.

Administration staff were also able to access professional learning activities which focused on upgrading skills.
Target 2

80% of students achieve stage based outcomes/foundation statements in Numeracy

Strategies to achieve this target include:
- analysis of NAPLAN data;
- professional learning for all staff in CMIT and Counting On;
- utilising school-based and regional personnel to support learning programs in numeracy;
- parent workshops to aid understanding of learning programs; and
- develop and implement a school Mathematics Scope & Sequence across the school.

Our success will be measured by:
- improved student achievement in numeracy;
- improved speed of response and accuracy;
- consistent assessment practices developed;
- Quality Teaching evident in all numeracy lessons.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

Target 3

Student's work samples show evidence of learning through the use of technology tools

Strategies to achieve this target include:
- use of the IT coordinator to provide individual tuition;
- purchase of new computers and interactive whiteboards; and
- access provided to training and development opportunities.

Our success will be measured by:
- technology is integrated into all teaching and learning programs;
- the school scope and sequence including student skill checklist is implemented; and
- virtual excursions extend opportunities for student learning.