Holbrook Public School
Annual School Report
Messages

Principal’s message
Congratulations on a successful year. It has been excellent to see so many achievements. Students achieve in all areas – academically, sporting, leadership, socially, citizenship and the creative arts. All of the students should be very proud of their efforts and congratulate for the hard work and commitment. At all times, they represent the school with pride and enthusiasm.

I wanted to mention some of our achievements for 2011 – Whole School Performance, student leadership, sports carnivals, new playground equipment border and soft fall, excursions, new sandpit, Kinder orientation, intensive swimming, new toilet block, improved NAPLAN results in Literacy and Numeracy, covered walkways, Riverina Dance Festival, weekly assemblies, Peer Support, new cricket pitches, staff development, State Dance Festival, Riverina Sport Representatives, major maintenance, initiated new Literacy and Numeracy programs, curtains, lights and projector screen for the hall, Schools Spectacular, new gardens and soon to be completed new netball courts and new cola.

As you can see, we have done a lot this year – the school looks fantastic, the staff have provided many opportunities for the students, the school has excellent facilities and resources, parents and the wider community have shown wonderful support and the students of our school are amazing individuals with great qualities and talent who really excel across all areas. There’s a lot to be proud of!

Congratulations and a big thank you must go to the parents and wider community for the support they give the school. The students really appreciate it, as do the staff. Our school can’t function without the support of parents.

A big thank you to the staff for their wonderful efforts throughout the year; as they constantly work hard to provide opportunities for your child to learn through a variety of different experiences. We work as a team to ensure that the students benefit and are given every opportunity to succeed. This would certainly not have been possible had it not been for the professionalism and commitment shown by the staff.

Thank you to the School Council members for their great efforts this year. Your contribution and time is much appreciated and beneficial to the running of the school.

Thank you to the School P&C Association who work tirelessly. Their time spent on fundraising and working bees has enabled the school to make valuable improvements throughout the year.

Our school is outstanding and I encourage you all to support it and appreciate what great things we have.

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

School Council message
Holbrook Public School has continued to grow and prosper with the ever improvement of structural facilities, however, it is still nothing without the quality and commitment of our teachers and staff in 2011. Giving opportunities to kids outside class for which they may not otherwise receive. Such areas include the continuation of Riverina Dance, as well as numerous other sporting activities.

The role of School Council is varied and wide, including school budgeting, staffing issues, student numbers, as well as formulating policy.

We would like to once again acknowledge the efforts and dedication of all the teachers and staff throughout the year. We would also like to thank all parents who have been involved in the running of school activities in 2011.

I would like to thank the participating teachers and community members involved. They bring fresh ideas and help in the smooth running of the school.

Hugh Satchell President Holbrook School Council
Student representative’s message

An enthusiastic group of students met twice a term to plan charity events to help support those less fortunate than themselves. The group ranged from Year 1 to Year 6, and included the student leaders.

During the meetings, discussions centred around how the school could continue to support, Gerwalin, our World Vision child. Gerwalin’s photo is proudly displayed in the foyer of the school library.

In February, we held a fundraiser for those affected by the Queensland floods. The children dressed in maroon and raised $254.50. This was an initiative of the NSW Department of Education and our school whole-heartedly supported more than 90 Queensland Public Schools destroyed or damaged in this disaster.

Stewart House is a charity that we support on a yearly basis. Public School students are able to attend for holidays and medical treatment. The SRC sold tattoos and key chains to raise a substantial amount of money.

Diabetes Buzz Day was a huge success. Students sold range of keyrings, pens, lapel pins and Buzz Bear soft toys to raise funds and awareness of diabetes.

Pink Day, where children dressed in pink clothes, raised a huge amount of money - $442. This was sent to the McGrath Foundation to support breast cancer. Students purchased pink jelly, pink ribbons and ice-creams with pink sprinkles. They also guessed the number of pink marshmallows in a jar.

Another memorable event was the Annual Year 6 Melbourne Cup Race. This involved Year 6 becoming a horse and jockey, galloping at top speed, around the oval. The rest of the school were encouraged to take part in a sweep. These funds went to our World Vision Sponsor child, Gewalin.

The SRC decided to support a local charity called Christmas Party for Special Kids. Money was raised by the SRC by organising a Christmas Colours Day.

It has been a busy and productive year for the Student Representative Council. Thank you to all the children who represented their class and gave up their free time to attend meetings and run events. A special thank you to all the children and teachers who supported and gave generously to fund raising efforts. It is fantastic to see Holbrook Public School children display a social conscience, both locally and globally.

Kate Wedgwood

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>93</td>
<td>99</td>
<td>100</td>
<td>89</td>
<td>91</td>
</tr>
<tr>
<td>Male</td>
<td>67</td>
<td>67</td>
<td>71</td>
<td>69</td>
<td>75</td>
</tr>
</tbody>
</table>

Student attendance profile

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.

Riverina Dance Festival
Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDER</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>YEAR 1</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>2</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>YEAR 3</td>
<td>3</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>YEAR 4</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>YEAR 5</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>YEAR 6</td>
<td>6</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</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>Teacher of Reading Recovery</td>
<td>0.21</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.516</td>
</tr>
<tr>
<td>Total</td>
<td>11.626</td>
</tr>
</tbody>
</table>

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

There are currently no Indigenous employees on staff.

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>
</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.

Date of financial summary: 30/11/2011

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>120734.44</td>
</tr>
<tr>
<td>Global funds</td>
<td>207504.76</td>
</tr>
<tr>
<td>Tied funds</td>
<td>134563.67</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>71193.48</td>
</tr>
<tr>
<td>Interest</td>
<td>7806.04</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>19244.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>561046.84</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>11254.54</td>
</tr>
<tr>
<td>Excursions</td>
<td>18577.33</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>43433.85</td>
</tr>
<tr>
<td>Library</td>
<td>786.03</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3612.72</td>
</tr>
<tr>
<td>Tied funds</td>
<td>131945.37</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>14356.23</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>41991.68</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>29015.39</td>
</tr>
<tr>
<td>Maintenance</td>
<td>18547.31</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>18330.25</td>
</tr>
<tr>
<td>Capital programs</td>
<td>82368.99</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>414219.69</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>146827.15</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

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 2011:

- The school had 37 students perform brilliantly at the Riverina Dance Festival in Wagga.
- The school was the first ever primary school from the Riverina selected to perform at the State Dance Festival in Sydney.
- The school had Mrs Preston and 12 students selected to perform at the School Spectacular in Sydney.
• The School Dance Troupe performed at Education Week in Wagga, highlighting the amazing talents of our students in dancing.

• The Junior Debating Team progressed to the Grand Final of the Lions’ Club competition and finished 1st.

• The Whole School Performance – “Circus Du Schoole” was an outstanding display by all the students of their singing, dancing and acting ability. A wonderful performance was enjoyed by all.

• The talented Claudia Allworth, Sarsha McCallum and Faith Pyers were chosen to attend the State Dance Camp in Sydney.

• Claudia Allworth of Year 5, was chosen to attend the Riverina String Camp in Wagga.

• The talented Jemma Lang was chosen to attend the Riverina Schools Coral Camp in Wagga.

• Two new Aboriginal murals painted by the students, under the guidance of Mr Clifford, look fantastic.

• 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, including Graeme Spencer, ‘Suade’ and ‘The String Contingent’. Students also travelled to Wagga 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 skill 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 and cricket), Olivia Hearn (athletics), Greta Mackinlay (swimming) and Harrison Weaven (rugby league and swimming).

• In swimming, 26 students attended the Southern Riverina District Carnival, with a further 15 students qualifying to attend the Riverina Swimming Carnival.

• In cross country, 40 students attended the Southern Riverina District Carnival, with a further 15 students qualifying to attend the Riverina Cross Country Carnival.

• In athletics, 32 students attended the Southern Riverina District Carnival, with a further 14 students qualifying to attend the Riverina Athletics Carnival.

• We entered school teams in the NSW School Sport Knockout Competition – boy’s cricket, AFL, netball and tennis.

• Participated in the AFL’s Tony Lockett Shield with a successful gala day held in Holbrook, involving students from four schools.

• Joined with The Rock Central School to enter a rugby league team in both the Year 3/4 Trent Barrett Shield and the Year 5/6 Mortimer Barrett Shield, played in Temora. We also had a combined girls flag football team.

• In the AFL Paul Kelly Cup, the combined team from Holbrook Public and St Patrick’s competed in Culcairn.

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

• Participation in the annual ‘Intensive Swimming Program’ conducted at the Holbrook Swimming Pool, teaching students to swim. For the first time it also involved students from K-2.

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

• The Active After School Communities Program was held again 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 Soccer.

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

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 2011.

- Isobel Satchell - Distinction in University of NSW Spelling Competition.
- Isobel Satchell - Distinction in University of NSW Computer Competition.
- Isobel Satchell, Georgia Papworth, Lachlan Holmes and Jemma Lang - Credit in University of NSW Science Competition.
- Isobel Satchell, Lachlan Holmes and Alyce Parker - Credit in University of NSW Maths Competition.
- Isobel Satchell, Austin Todd and Jemma Lang - Credit in University of NSW English Competition.

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 these assessments.

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

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

Literacy – NAPLAN Year 3

Year 3 NAPLAN Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Band 1</th>
<th>Band 2</th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>5.9</td>
<td>17.6</td>
<td>35.3</td>
<td>23.5</td>
<td>17.6</td>
<td>5.9</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
<td>3.3</td>
<td>12.2</td>
<td>13.3</td>
<td>23.3</td>
<td>26.7</td>
<td>21.1</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>4.7</td>
<td>13.2</td>
<td>23.6</td>
<td>21.7</td>
<td>15.4</td>
<td>21.5</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>4.6</td>
<td>12.2</td>
<td>19.4</td>
<td>21.1</td>
<td>16.6</td>
<td>26.2</td>
</tr>
</tbody>
</table>
Year 5 NAPLAN Writing

Average score, 2011

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>484.9</td>
<td>481.6</td>
<td>486.6</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>1</td>
<td>10</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>9.7</td>
<td>3.2</td>
<td>32.3</td>
<td>23.2</td>
<td>19.4</td>
<td>3.2</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>5.5</td>
<td>9.0</td>
<td>35.0</td>
<td>29.3</td>
<td>14.7</td>
<td>6.6</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>5.6</td>
<td>8.4</td>
<td>32.7</td>
<td>29.2</td>
<td>15.7</td>
<td>8.4</td>
</tr>
</tbody>
</table>

Year 5 NAPLAN Spelling

Average score, 2011

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>452.2</td>
<td>488.4</td>
<td>493.7</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>1</td>
<td>10</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>16.1</td>
<td>12.9</td>
<td>38.7</td>
<td>16.1</td>
<td>12.9</td>
<td>3.2</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
<td>13.9</td>
<td>13.9</td>
<td>7.7</td>
<td>23.8</td>
<td>23.8</td>
<td>7.9</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>5.7</td>
<td>11.6</td>
<td>25.1</td>
<td>26.4</td>
<td>21.6</td>
<td>9.6</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>5.8</td>
<td>10.3</td>
<td>25.2</td>
<td>25.7</td>
<td>20.2</td>
<td>13.1</td>
</tr>
</tbody>
</table>

Year 5 NAPLAN Grammar and Punctuation

Average score, 2011

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>479.6</td>
<td>494.8</td>
<td>500.7</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>1</td>
<td>10</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>12.9</td>
<td>32.3</td>
<td>32.3</td>
<td>12.9</td>
<td>6.5</td>
<td></td>
</tr>
<tr>
<td>School Average 2008-2011</td>
<td>15.8</td>
<td>20.8</td>
<td>25.7</td>
<td>20.8</td>
<td>8.9</td>
<td></td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>8.0</td>
<td>10.6</td>
<td>24.3</td>
<td>23.2</td>
<td>20.9</td>
<td>13.1</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>8.0</td>
<td>10.0</td>
<td>22.1</td>
<td>22.4</td>
<td>22.6</td>
<td>14.8</td>
</tr>
</tbody>
</table>

Year 5 NAPLAN Numeracy

Average score, 2011

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>487.8</td>
<td>489.0</td>
<td>495.9</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>1</td>
<td>10</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>12.9</td>
<td>35.5</td>
<td>32.3</td>
<td>12.9</td>
<td>9.7</td>
<td></td>
</tr>
<tr>
<td>School Average 2008-2011</td>
<td>11.0</td>
<td>30.0</td>
<td>28.0</td>
<td>18.0</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>4.5</td>
<td>13.0</td>
<td>30.8</td>
<td>27.3</td>
<td>12.1</td>
<td>12.3</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>5.0</td>
<td>11.3</td>
<td>28.8</td>
<td>27.6</td>
<td>12.4</td>
<td>14.8</td>
</tr>
</tbody>
</table>

Progress in literacy

Average progress in Reading between Year 3 and 5

Year 1 students enjoy showing us their wonderful work.
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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

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
- Painting of Aboriginal murals.

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 which involved a study of the culture of Scotland. 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.

Other programs

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.

- Students raised funds for charity.
- 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.
- The whole school participated in Clean Up Australia Day.
• Students led many events at school such as the weekly school assembly, ANZAC Day and Remembrance Day ceremonies.

• 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.

• 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.

**Progress on 2011 targets**

**Target 1**

90% of students achieve stage based outcomes/foundation statements in Reading

Our achievements include:

• 79% of all students achieved stage based outcomes in reading;

• In the NAPLAN, the average growth in Reading from Year 3 to Year 5 was 75.8 points compared to the state growth of 72.24 points an improvement of 14 points compared to 2010;

• In Year 3, the percentage of students achieving in the bottom two bands has decreased from 25% in 2010 to 5.9% in 2011; and

• In Year 5, the percentage of students achieving in the bottom two bands has decreased from 45.4% in 2010 to 22.6% in 2011.

**Target 2**

90% of students achieve stage based outcomes/foundation statements in Numeracy

Our achievements include:

• 79% of all students achieved stage based outcomes in reading;

• In the NAPLAN, the average growth in Numeracy from Year 3 to Year 5 was 100.9 points compared to the state growth of 94.31 points an improvement of 51.4 points compared to 2010;

• The Year 3 result of 417.8 points is above the state average of 406.6 and has improved by 32.3 points compared to the 2010 results;

• The Year 5 result has improved by 18.4 points compared to the 2010 results;

• In Year 3, the percentage of students achieving in the bottom two bands has decreased from 35.7% in 2010 to 5.9% in 2011; and

• In Year 5, the percentage of students achieving in the bottom two bands has decreased from 22.7% in 2010 to 9.7% in 2011.

---

Our School Leaders at ANZAC Day.

**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.
Target 3

Stage 2 and Stage 3 students are involved in lessons via the connected classroom

Our achievements include:

- Stage 3 students were involved in 13 lessons throughout 2011 via the connected classrooms.
- Lessons were in the areas of writing, reading, art, HSIE and Science.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations — one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Management and Creative Arts.

Educational and management practice

Management

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:

- The school cares about the students and the discipline is fair;
- The staff at the school are valued and supported;
- The educational needs of all the students are met by the school;
- Teachers undertake extra training to improve their classroom teaching;
- The school is well organised; and
- The allocation of money and other resources are managed effectively.

Future directions

The school needs to continue its current practices and refine those that need improvement.

Curriculum

Creative Arts

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 Creative Arts 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:

- Doing visual arts at school is important to them; and
- They like learning new things in visual arts.

Parents indicated that:

- Creative Arts is an important key learning area;
- My child’s abilities are developing in visual arts; and
- My child’s abilities are developing in dance.

Future directions

The school needs to continue its current practices as they are valuable and provide great opportunities for the students.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Findings and conclusions

An analysis of responses indicates strong support for the school’s work.

Students indicated that:

- The school is friendly and all students are welcome (96%);
- The teachers care for the students (96%);
- 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. (96%);
- I have learnt a lot this year (93%);
- I like it at Holbrook School (93%); and
- Holbrook Public School is a good school (93%).

Parents indicated that:
- Holbrook PS is an attractive and well-resourced school eg. classrooms, library and grounds (100%);
- Parents are encouraged to contact the school to discuss concerns relating to their child (93%).
- The school is a friendly school that is tolerant and accepting of all students (93%);
- The school is connected to its community and welcomes parental involvement (87%); and
- The school promotes its uniform policy (87%).

Mrs Preston attended the School Spectacular.
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 in all areas of Technology.
The school was also involved with Billabong High School, Henty and Culcairn Public Schools, which focused on student welfare, anti-bullying and literacy.

In 2011, staff attended Cardiopulmonary Resuscitation training provided by Allens.
The school development days focused on assessment, student welfare, school plan (literacy, numeracy and technology), creative arts and behaviour strategies.

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

In 2011, a total of $14962.44 was spent on Teacher Training and Development at Holbrook Public School.

**School planning 2012—2014**
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

**Literacy - Reading**

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

- 80% students achieve stage based outcomes/foundation statements;
- Year 3 and Year 5 students achieving above state average in NAPLAN;
- 43% Year 3 students to achieve Bands 5 and 6;
- 29% Year 5 students to achieve Bands 7 and 8; and
- less than 10% Year 5 students to achieve in Bands 3 and 4.

**Strategies to achieve these targets include:**
• analysis of NAPLAN data;
• staff development in Best Start and L3 training; and
• intervention programs for students at risk.

School priority 2

Outcome for 2012–2014

Literacy - Spelling

2012 Targets to achieve this outcome include:

• 70% students achieve stage based outcomes/foundation statements;
• Year 3 and Year 5 students achieving above state average in NAPLAN;
• 40% Year 3 students to achieve Bands 5 and 6;
• 22% Year 5 students to achieve Bands 7 and 8;
• less than 15% Year 3 students to achieve in Bands 1 and 2; and
• less than 20% Year 5 students to achieve in Bands 3 and 4.

Strategies to achieve these targets include:

• analysis of NAPLAN data;
• understanding the four types of spelling and how to teach them; and
• Best Start is implemented K-2.

School priority 3

Outcome for 2012–2014

Literacy - Grammar & Punctuation

2012 Targets to achieve this outcome include:

• 70% students achieve stage based outcomes/foundation statements;
• Year 3 and Year 5 students achieving above state average in NAPLAN;
• 27% Year 5 students to achieve Bands 7 and 8; and
• less than 10% Year 5 students to achieve in Bands 3 and 4.

Strategies to achieve these targets include:

• analysis of NAPLAN data;
• understanding of grammar & punctuation and how to effectively teach it; and
• Best Start is implemented K-2.

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.

Jason Weaven Principal
Kate Wedgwood Assistant Principal
Chrissy Lavis Acting Assistant Principal
Tracey Mullavey School Administrative Manager
School Council Holbrook Public School

School contact information

Holbrook Public School
Albury Street, Holbrook
Ph: 02 6036 2021
Fax: 02 6036 2901
Email: Holbrook-p.school@det.nsw.edu.au
Web: www.holbrook-p.schools.nsw.edu.au
School Code: 2170

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: http://www.schools.nsw.edu.au/asr

Enjoying their time at school.