Holbrook Public School
Annual School Report
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 congratulated 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 2012 – Whole School Performance, Creative Catchment, student leadership, sports carnivals, excursions, Kinder orientation, intensive swimming, improved NAPLAN results in Literacy and Numeracy, covered walkways, Riverina Dance Festival, weekly assemblies, Peer Support, staff development, State Dance Festival, Environmental Education, Riverina Sport Representatives, initiated new Literacy and Numeracy programs, Schools Spectacular, new netball court, new K-2 verandah, new cola area, planted new trees, library smartboard, new electronic bell and the five murals depicting the “four C’s” (care, cooperation, courtesy and consideration - which are our school rules), and our school emblem at the front of our school. The murals look great and further enhance the appearance of our already attractive school. Thank you goes to Billabong High School for this joint project. It further enhances the already positive relationship which exists between our two schools.

The school looks fantastic, the dedicated, enthusiastic and hard-working 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!

Thank you to the School Council members for their contribution and time and also to the School P&C Association who work tirelessly fundraising and organizing working bees, which has enabled the school to make valuable improvements throughout the year.

Congratulations everyone for making our school a great school!

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

Another year has flown by and once again the students of Holbrook Public School have had the benefit of a great teaching staff and continued improvement of school facilities in 2012.

The students have been given the opportunity to do many extra activities outside of class, which shouldn’t be taken for granted, and has only been available due to the dedication and commitment of our teachers.

Such activities include the Riverina Dance Festival, of which Holbrook Public School has participated in for the last 4 years, and selected for State Dance for the last 2 years, the only primary school ever to be selected! 12 students were selected for School Spectacular.

Many of Holbrook Public School’s students have the ability to represent our school at a regional and state level, in a variety of sports.
The improved facilities within the school include, a new Cola, concrete netball court, covered walkways, and a new bell system.

A joint project with Billabong High School created striking murals, and for the chess enthusiast, a chessboard has been made from pavers next to the playground. The library has a new Smartboard, and a fish tank, thanks to a grant by The Sydney Aquarium. A much-needed new verandah is outside the K-2 rooms and there has been an upgrade to some sewer and stormwater pipes.

Soon to be finished will be the installation of gardens, brickwork and synthetic grass under the new cola. Holbrook Public School has received a grant to install a new tank and harvest the stormwater, which will be connected to our existing watering system.

In Holbrook Public School’s effort to green up the environment they have planted many trees, freshened up the frog pond and further developed the Environmental area with worms, compost and chooks.

These things don’t just happen; they require detailed planning, careful budgeting and fighting relentlessly for available grants. For this we must acknowledge and thank Jason Weaven’s capability to source and attain such grants.

2013 offers new challenges with the implementation of the National Curriculum-increasing workloads for teachers, as new formats are laid out and History and Geography being reintroduced as parts of the key learning areas. Changes by the State Education Department will also create challenges as they attempt to streamline Administration.

It is important to acknowledge the efforts and dedication of all teachers and staff throughout the year. We would also like to thank all the parents who have helped with the running of school activities throughout 2012.

Thank you to the P&C for all their work with working bees and fundraising with over $7400 raised. Fantastic work!!!

I would like to thank the School Council of participating teachers and community members involved.

Mr Hugh Satchell  
President Holbrook School Council

Student representative’s message

In 2012, an eager group of students met twice a term to plan charity events to help support a range of charities. The group ranged from Year 1 to Year 6, and included the student leaders. The school continued to support, Gerwalin, our World Vision child with out of uniform days. A pink themed day was held for Pink Stumps Day to raise money for the McGrath Foundation, bouncy balls were sold to raise money for Stewart House and had an orange themed day was held to highlight the concept of Harmony for Harmony Day.

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

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<thead>
<tr>
<th>Gender</th>
<th>2007</th>
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<th>2012</th>
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<td>89</td>
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<td>97</td>
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Student attendance profile

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<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>93.7</td>
<td>94.5</td>
<td>95.0</td>
<td>94.8</td>
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Management of non-attendance

School attendance is important for social and educational reasons. Attendance rolls are marked every day and signed notes are required for all absences. These include leaving the school early for appointments, not returning to school after lunch or for any day that a student does not attend. The school monitors all absences and contact is made with parents if there are any issues or concerns. Attendance information is
included in our Semester 1 and Semester 2 reports to parents. The Home School Liaison officer is contacted to follow up action if there are concerns about a student’s poor attendance.

**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</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
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<td>Support Teacher Learning Assistance</td>
<td>0.7</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
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<tr>
<td>Counsellor</td>
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<td>District Guidance Officer</td>
<td>1</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.916</td>
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<tr>
<td>Total</td>
<td>14.426</td>
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</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>
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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.

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<thead>
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<th>Date of financial summary</th>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>491282.27</td>
</tr>
</tbody>
</table>

A full copy of the school's 2012 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 2012**

**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 2012:

- The school had 35 students perform brilliantly at the Riverina Dance Festival in Wagga.
- The school was again 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 Senior Debating Team progressed to the Grand Final of the Lions’ Club competition.
- The Whole School Performance – “The Muppets” 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, Emma Coughlan and Georgia Papworth were chosen to attend the State Dance Camp in Sydney.
• Claudia Allworth of Year 6 was chosen to attend the Riverina String Camp in Wagga.

• The talented Faith Pyers was chosen in the Riverina Dance Ensemble to perform at both the Riverina and State Dance Festivals.

• 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.

• Several cultural performances for students were organised throughout the year.

**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, basketball, netball and cricket), Shalayla Wheeler (cross country), Olivia Hearn and Lewis Bowen (athletics) and Phoebe Emerson (swimming).

• In swimming, 30 students attended the Southern Riverina District Carnival, with a further 22 students qualifying to attend the Riverina Swimming Carnival. Our school was the Southern Riverina overall and handicap winner.

• In cross country, 39 students attended the Southern Riverina District Carnival, with a further 13 students qualifying to attend the Riverina Cross Country Carnival. Our school was the Southern Riverina overall winner.

• In athletics, 30 students attended the Southern Riverina District Carnival, with a further 17 students qualifying to attend the Riverina Athletics Carnival. Our school was the Southern Riverina overall and handicap winner.

• We entered school teams in the NSW School Sport Knockout Competition – boy’s cricket, AFL, netball and tennis. The netball made it through to the 3rd round and the tennis the 4th.

• 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 the Year 5/6 Mortimer Shield, played in Temora. We also had a combined girls flag football team.

• In the AFL Paul Kelly Cup, a senior team and a development team competed in Culcairn, with the emphasis on participation and sportsmanship.

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

• In the Scots School Albury Equestrian Interschool Challenge, our school team made up of Georgia Papworth, Sophie Killalea, Hugh and Digby Anderson, finished 3rd (highest of any primary school).

• Jess Ward competed in the Tumbarumba Public School Interschool Equestrian Championships where she finished 1st in Pleasure Mount, Active Rider, Sporting Event 1 (Bending, Flagging, Keyhole), Versatility Rider, Novelty Event 1 (Walk, Trot, 3 mug race), Sporting Event 2 (Barrelling), and 3rd in Bare Back Rider. She also won the medal for Champion Rider for years 5/6.

• Participation in the annual ‘K-6 Intensive Swimming Program’ conducted at the Holbrook Swimming Pool, teaching students to swim.

• 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 2012.

- Bailey Martin - Credit in University of NSW Computer Competition.
- Becky Bulle - Credit in University of NSW Science Competition.
- Lachlan Holmes and Alyce Parker – Distinctions and Phoebe Emerson, Leah Watson and Claudia Allworth - Credits in University of NSW Maths 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)
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 Timor Leste. 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

Transition To School

It is not only the child who needs to experience a positive transition to school, but also the family and extended family.

We offer informative sessions for parents, carers and grandparents on how we use technology as a tool for learning, what happens in literacy and numeracy lessons as well as sessions suggested by parents.

Our program begins with visits to and from our local pre-school and child care centre. In term 3 our program begins in earnest with special visits for new students to experience snippets of school life as well as information sessions for parents, carers and grandparents.

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.

Learning Support Program

- Over the year, students received extra assistance through Learning Support programs.
- Students identified with learning difficulties are supported in class through employment of learning support 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.
- 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 2012 targets

Target 1

Literacy - Reading

- 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.

Our achievements include:
• 79% students achieved stage based outcomes/foundation statements;
• 34.6% Year 3 students achieved Bands 5 and 6;
• 28.2% Year 5 students achieved Bands 7 and 8; and
• 21.9% Year 5 students achieved in Bands 3 and 4.

Target 2
Literacy - Spelling
• 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.

Our achievements include:
• 76% students achieved stage based outcomes/foundation statements;
• 31.3% Year 5 students achieved Bands 7 and 8; and
• 25% Year 5 students achieved in Bands 3 and 4.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Teaching and Science and Technology.

Teaching
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 teaching practices. Respondents had to choose one of three options from eight statements of best practice.

Findings and conclusions
Most statements received strong support from all respondents. A detailed analysis of the survey results revealed that:
• Parents feel their child’s teachers know what my child can do and what they need to learn;
• Parents feel their child’s teachers keep records of his/her progress;
• Teachers have classroom management strategies in place to maximize student learning;
• Students understand how their learning will be assessed;
• Students know their teachers keep records and samples of their work to include in their school report; and
• Students feel their teachers know what they can do and what they need to learn.

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

Science and Technology
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 Science and Technology 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 liked doing experiments; and
• They liked using computers.

Parents indicated that:
• Science and Technology is an important subject;
• The use of computers in learning is important; and
• It is important for students to develop strong computer skills.

Teachers indicated that:
• Their students enjoy using computers in class.

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 2012 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 teachers care for the students (94%);
• Teachers help us to do our best (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. (89%);
• The school is friendly and all students are welcome (88%);
• I have learnt a lot this year (87%); and

Parents indicated that:
• The students are the school’s main concern (100%);
• A wide range of extracurricular programs eg. Sport, music, drama, debating are offered (93%);
• The school is connected to its community and welcomes parental involvement (93%);
• Parents are encouraged to contact the school to discuss concerns relating to their child (87%); and
• Holbrook PS has competent teachers who set high standards of achievement (87%).

Staff indicated that:
• The school provides effective extra support to students who need it (100%);
• A wide range of extracurricular programs eg. Sport, music, drama, debating are offered (100%); and
• There is good students access to computers and strong technology programs and resources (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.

Teachers with particular responsibilities attended training with their respective networks and areas of expertise, for example Kindergarten and Stage 1 network meetings.

Quality Teaching, Video Conferencing, Best Start Training, Reading Recovery Training, L3, Creative Arts, and TEN Training were also carried out by staff members.

Staff attended the Riverina Teaching and Learning Forums in Albury.

Mrs Preston attended the School Spectacular.

The teaching staff members had planning days to plan cooperatively and develop new literacy and numeracy 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.

The school development days focused on assessment, student welfare, school plan (literacy), creative arts and behaviour strategies.

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

In 2012, a total of $11490 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

2013 Targets to achieve this outcome include:

- 85% students achieve stage based outcomes/foundation statements;
- Year 3 and Year 5 students achieving above state average in NAPLAN;
- 45% Year 3 students to achieve Bands 5 and 6;
- 32% 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

2013 Targets to achieve this outcome include:

- 75% 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;
- 29% Year 5 students to achieve Bands 7 and 8;
- less than 10% Year 3 students to achieve in Bands 1 and 2; and
• less than 15% 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.

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**Numeracy using a smartboard.**

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**School priority 3**

**Outcome for 2012–2014**

**Literacy – Grammar and Punctuation**

**2013 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;
• 42% 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.

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**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
Narelle Mills       Acting 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:


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Our creative staff dressed up for Book Week.