Principal’s message

Congratulations on a successful year. All of the students can be very proud of their efforts throughout the year.

At all times, the students of Holbrook Public School represent the school responsibly, proudly and confidently. I receive so many positive comments back about how impressive our students act when in public. This year’s Australia Day Ceremony held in Holbrook and when our students visit the Harry Jarvis Wing, are great examples. Our students really enjoyed the opportunity to represent the school in the Holbrook Street Parade.

Our school continues to enjoy strong and respected links within the community. A good example is the Holbrook Lions Club, who donated $1000 to purchase new trees and another $1000 towards our students attending this year’s State Dance Festival.

Teaching our students the importance of having and displaying strong values has always been a priority at our school. Harmony Day promotes respect for each other and the importance of getting along. The value of care is displayed in a big way when we all support Pink Stumps Day. The day we all wear pink and raise money for the McGrath Foundation so they can provide more nurses to help those ladies diagnosed with breast cancer. This really is a special day which our school community can be very, very proud of. We raised an amazing $2111.70.

Our school looks to provide as many opportunities as possible for our students across as many areas as possible. Some of the examples include school excursions, author visits, Creative Catchment, Kinder orientation, intensive swimming, interest groups, weekly assemblies and Peer Support.

Improving Literacy and Numeracy will always be one of the school’s highest priorities. Our staff continually works hard in this area. We do a lot of planning, training, reviewing and evaluating to make sure we are doing our best to cater for the individual needs of every student in our school. We offer really good programs across the school, particularly in Literacy and Numeracy. Lots of fantastic things happen in Science, another example of great learning.

Environmental Education continues to be important and grow within our school. It provides interest and learning for the students involved. We participate and provide many opportunities throughout the year in the area of sport. The students enjoy dressing up in their favourite footy team for Footy Colours day. Boys and girls form mixed cricket teams at the Super 8’s day in Culcairn.

The school swimming, cross country and athletics carnivals are always a great day. Participation is encouraged, with our talented athletes then given the opportunity to represent the school at the zone and Riverina carnivals. Well done to several students who were then selected to represent the Riverina at NSW Championships.

We celebrate and acknowledge a number of different weeks – NAIDOC Week, Multicultural, Education Week and of course, Book Week. Everybody loves to dress up!!!

Our students continue to participate in many areas associated with Creative Arts. The Riverina and State Dance Festivals were a great success and our students can be very proud of their efforts. They love to perform!!

Schools Spectacular as the 30th Anniversary was truly Spectacular!! We again had 12 dancers selected, but what was extra special this year, was to have 2 girls, Lucy and Chloe, selected to be part of the 1300 student choir. As a school, we were keen to provide more than just dance and when several opportunities presented themselves in singing, we worked hard to be involved.

Our Whole School Performance, The Lorax, was again very successful. It is great to see the entire school participate and enjoy in the experience. The growth in skill and confidence is really amazing.
A big thank you to our School P&C and School Council for all their efforts throughout the year. The P&C supported the school by just over $10,000 this year, an incredible effort which they can be very proud of. Both the School Council and P&C supported the school through many working bees, which not only benefits the school with the work that is completed, but it saves the school a great deal of money in not having to pay to get it done. Both the School Council and P&C have provided the school with great support, which directly benefits the students of our school, so they are not disadvantaged and miss out.

Student leadership is another priority within our school. The skills the students learn are not only used within our school, this year, but are also life skills the students learn to use at their next school, within the community, work and in life in general.

Well done to all of our school leaders for their wonderful work throughout the year and especially with the running of the School Presentation Night.

All the very best to Year 6 as you move onto High School and beyond. Congratulations on your many fine achievements and much success. We hope Holbrook Public School has left you with many fine memories and a great start in life.

Finally, I thank you all for your efforts and support throughout the year to make our school the great school it is. I look forward to your continued support again in 2014.

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

P & C message

With the fantastic contribution made by all our volunteers this year, 2013 has been a very successful year for the P&C. We have been able to raise the total amount of over ten thousand dollars.

This money has allowed the P&C to contribute to many areas within the school including Ipads, the revamp of the volleyball court, new seating, readers, art supplies, whole school performance, a generous donation to the McGrath Foundation, sports reps, awards for presentation night, just to mention a few.

This would not have been achieved had it not been for you. On behalf of the P&C committee, I would like to thank each and every one of you that have assisted in some way. Every dollar that the P&C are able to raise helps make our school a better learning environment for our children.

We would like to say farewell and congratulations to all the Year 6 students that are leaving us to continue with their educational journey into High School.

We have a set a benchmark a little higher for 2014 and look forward to working with you to achieve this goal.

Mrs Phoebe Gulliver - President

Student representative’s message

During 2013, our Student Representative Council have worked very hard to raise funds to support charities locally and globally. The SRC is inclusive and our representatives range from Kindergarten to Year 6. The school continues to support Gewalin, our World Vision child, a pink theme day to raise money for the McGrath Foundation, Stewart House, and an orange theme day to highlight the concept of harmony for Harmony Day, the Christmas Party for Special Children and Smiles. The SRC had many innovative and imaginative ways to raise our funds.

Kate Wedgwood
Student information

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

Student Enrolment

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<tr>
<th>Gender</th>
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Student Attendance

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<td>94.5</td>
<td>95.0</td>
<td>94.8</td>
<td>95.1</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.

Workforce information

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

Workforce composition

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<td>Teacher Librarian</td>
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<tr>
<td>Part-Time Teacher</td>
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<tr>
<td>Teacher RFF</td>
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</table>

School Counsellor 0.2
District Guidance Officer 1
School Administrative & Support Staff 3.922
Total 14.816

The Australian Education Regulation, 2013 requires schools to report on Aboriginal 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>
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<tbody>
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<td>Degree or Diploma</td>
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<td>NSW Institute of Teachers Accreditation</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 30/11/2013

<table>
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<tr>
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<td>School &amp; community sources</td>
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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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<td>Total income</td>
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</table>

Expenditure

<table>
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<th>Teaching &amp; learning</th>
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</thead>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</td>
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</tbody>
</table>

A full copy of the school's 2013 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 2013**

**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 2013:

- The school had 31 students perform brilliantly at the Riverina Dance Festival in Griffith.
- 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 Junior Debating Team progressed to the Grand Final of the Lions’ Club competition.
- The Whole School Performance – “The Lorax” was an outstanding display by all the students of their singing, dancing and acting ability. A wonderful performance was enjoyed by all.
- Congratulations to Lucy Ferguson, Chloe Williams, Leah Watson, and Shalayla Wheeler who were selected in the Riverina Choir and performed in Wagga during Education Week.
- Congratulations to Chloe Williams and Lucy Ferguson who were chosen in the Schools Spectacular choir. This is a fantastic achievement, especially as they are the first students from our school to be selected to sing at the Schools Spectacular.
- 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: Shalayla Wheeler (cross country), Matthew Bender (Golf) and Freya Mackinlay and Lachlan Bulle (swimming).
- In swimming, 23 students attended the Southern Riverina District Carnival, with a further 16 students qualifying to attend the Riverina Swimming Carnival. Our school was the Southern Riverina overall and handicap winner.
- In cross country, 38 students attended the Southern Riverina District Carnival, with a further 10 students qualifying to attend the Riverina Cross Country Carnival. Our school was the Southern Riverina overall winner.
- In athletics, 32 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 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 4th round.
- Participated in the AFL’s Tony Lockett Shield with a successful gala day held in Holbrook, involving students from six schools.
• Joined with The Rock Central School to enter a rugby league team in the Year 3/4 Trent Barrett Shield and the Year 5/6 Mortimer Shield, played in Wagga. We also had a combined girls league tag 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, golf, rugby league and tennis.

• In the Scots School Albury Equestrian Interschool Challenge, Georgia Papworth, represented our school and joined students from three other schools in the teams’ event. They finished, 4th overall. Georgia was also the champion of the primary section.

• Isabelle and Claire Cottrell represented our school when they competed in the Tumbarumba Public School Interschool Equestrian Championships. They came 14th overall and Isabelle won a medal for the Year 5/6 Reserve Champion Rider.

• 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 and Rugby League.

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 2013.

• Bailey Martin - Credit in University of NSW Computer Competition.

• Lachlan Holmes - Credit in University of NSW Science Competition.

• Becky Bulle, Leah Watson and Mackensie Melbourne - Credits in University of NSW Maths Competition.

Academic achievements

NAPLAN

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.

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

Year 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; and
- Harmony Day activities.

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 Morocco. 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 Program 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.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out evaluation of Culture and Mathematics.

Culture

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 the students are the school’s main concern;

• Parents feel the school encourages students to achieve their best;

• Teachers feel proud of their school and encourage students to achieve their best;

• Students feel the school praises and rewards students who are successful;
Students feel new students are made welcome; and
Students feel the school encourages everyone to learn.

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

Mathematics
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 number;
• Hands on activities and games help them with Maths.

Parents indicated that:
• Maths is an important subject;
• Their child has developed new Maths skills.

Teachers indicated that:
• Adequate resources are available to support their teaching of Maths;
• Maths homework regularly consolidates the concepts taught in class.

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

School planning 2012—2014: progress in 2013

School priority 1
Literacy – Reading

Outcomes from 2012–2014
• 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.

Evidence of progress towards outcomes in 2013:
• 82% students achieved stage based outcomes/foundation statements;
• 12.5% Year 3 students achieved Bands 5 and 6;
• 28.5% Year 5 students achieved Bands 7 and 8; and
• 14.3% Year 5 students achieved in Bands 3 and 4.

Strategies to achieve these outcomes in 2014
• analysis of NAPLAN data;
• staff development in Best Start and L3 training; and
• intervention programs for students at risk.

School priority 2
Literacy – Spelling

Outcomes from 2012–2014
• 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.

Evidence of progress towards outcomes in 2013:
• 78% students achieved stage based outcomes/foundation statements;
• 20% Year 3 students achieved Bands 5 and 6;
• 19% Year 5 students achieved Bands 7 and 8;
• 12% Year 3 students achieved in Bands 1 and 2; and
• 33.3% Year 5 students achieved in Bands 3 and 4.

Strategies to achieve these outcomes in 2014:
• 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
Literacy – Grammar and Punctuation

Outcomes from 2012–2014
• 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.

Evidence of progress towards outcomes in 2013:
• 77% students achieved stage based outcomes/foundation statements;
• 28.5% Year 5 students achieved Bands 7 and 8; and
• 9.6% Year 5 students achieved in Bands 3 and 4.

Strategies to achieve these outcomes in 2014:
• analysis of NAPLAN data;
• understanding of grammar & punctuation and how to effectively teach it; and
• Best Start is implemented K-2.

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, L3, Creative Arts, and TEN Training were also carried out by staff members.

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.

The school was also involved with Billabong High School, Henty and Culcairn Public Schools, which focused on student welfare and literacy.

The school development days focused on implementation of the new English and Maths Syllabus, student welfare, school plan (literacy), creative arts and behaviour strategies.

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

In 2013, a total of $12450 was spent on Teacher Training and Development at Holbrook Public School.
Parent/caregiver, student, and teacher satisfaction

In 2013, 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:
- We have good buildings and grounds at Holbrook PS (92%);
- Teachers help us to do our best (91%);
- The teachers care for the students (89%);
- 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. (87%); and
- The school rules are fair (86%).

Parents indicated that:
- Holbrook PS is an attractive and well-resourced school eg. classrooms, library and grounds (100%);
- The school is connected to its community and welcomes parental involvement (100%);
- A wide range of extracurricular programs eg. Sport, music, drama, debating are offered (100%);
- The school promotes a healthy lifestyle (100%); and
- The students are the school’s main concern (100%).

Staff indicated that:
- Holbrook PS is a good school (100%);
- Holbrook PS is an attractive and well-resourced school eg. classrooms, library and grounds (100%);
- The students are the school’s main concern (100%);
- The school has effective welfare programs (100%);
- Fair discipline exists within the school (100%);
- 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
- The school teaches and promotes positive core values (100%).

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
Judy Ross           Assistant Principal
Narelle Mills       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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: